THE STATE OF PROFESSIONAL DEVELOPMENT, 2008 AND THE CREATION OF A LEARNING ACADEMY AT COLORADO MOUNTAIN COLLEGE

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Executive Summary

The State of Professional Development at CMC, 2008, represents the first Professional Development Improvement Team report on the funding, process, and utilization of campus and college-wide professional development opportunities at Colorado Mountain College between January and November, 2008.

This study is aimed at answering some of the fundamental questions about the participation in and effectiveness of the current processes in place for professional development.

Analysis is based on responses from more than 250 CMC employees surveyed during October through November, 2008.

This study addresses the following key questions:

How Much Money Is Allocated to Professional Development?
Background: *Professional development is a major component of CMC's strategy to become a First Choice college, yet there is no apparent formula for determining how much professional development monies or release time is allocated to Central Services or campuses.*
Evidence: *Requests for budget data revealed little consistency across those campuses reporting.*

How Many CMC Employees Participated in Professional Development Opportunities in 2008?
Background: *Continuous improvement and lifelong learning requires ALL employees receive training each year.*
The Evidence: *The Evidence: 54% of employees surveyed participated in PD in 2008.*

Who Participated in Professional Development Opportunities?
Background: *As part of their evaluation, full time faculty are required to submit a professional development plan that includes attendance at a professional development event. Adjunct faculty are not required to submit a faculty professional development plan. Full-time and part-time staff and administrators are expected to attend professional development training as their positions require.*
Evidence: *Less than half of all Faculty participated in PD in 2008 and slightly more than half of Non-faculty participated.*

Do Administrators, Staff, and Faculty Agree About the Effectiveness of PD opportunities?
Background: *The effectiveness of PD opportunities depends on whether the activity was useful in their job.*
Evidence: *More than half of faculty and non-faculty agree their PD activity was effective while less than 20% believe their PD was ineffective. Both faculty and non-faculty agree external PD to be more effective than internal PD.*

Question: Is The Professional Development Process Efficient?
Background: *For PD to be efficient, funding, scheduling and release time must be synchronized to offer timely training.*
Evidence: *About half of faculty and less than half on non-faculty felt their PD activity was inefficient compounded by an inefficient process to apply for and receive funds.*
Question: Have you mentored or been mentored in 2008? If so, was this effective?
Background: *Mentoring is a low-cost and effective approach to PD.*
Evidence: *Mentoring is a low-cost-high return on investment. It is clear a majority of administrators and full-time faculty share their PD opportunities with others and also spend time mentoring and more than 90% believe it is helpful. It is also clear from the data, adjunct faculty, and part-time staff, the two groups most in need of mentoring are receiving less of this type of PD than other types..*

Project Statement

To improve the professional development process for faculty, staff, and administration as measured by efficient, effective and inclusive delivery.

Problem: An organization's investment in professional development is essential for continuous improvement and performance, and it expresses its value for the development of its employees for the capacity they bring. Professional Development is one of our AQIP Goals and occurs in a number of ways across campuses and through Central Services. *However, we do not have a clear understanding of what the full breadth of those experiences is, or how resources are allocated to those ends.*

What Is Professional Development?

Professional development (PD) refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, and conferences and informal learning opportunities situated in practice. PD has been described as intensive and collaborative, ideally incorporating an evaluative stage.

The terms in-service education, training, and professional development are often used interchangeably. But some of these terms may have special meaning to particular groups or individuals.

Attending classes, workshops, or conferences is one way that faculty and staff learn some of what they need to know. But other types of PD are just as important and, often, more effective than traditional sit-and-get sessions. There are a variety of approaches to professional development, including consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision and technical assistance.

Types of Professional Development Investigated In This Report
Professional Development is categorized as: Instructional Technology Training, Office Technology Training, and Mentoring. PD maybe either internal or external.

Instructional Technology training includes but is not limited to: *SmartBoard, Blackboard, Elluminate Live!, and IVS technologies.*

Office Technology training includes but is not limited to: *Datatel, WebAdvisor, Phone, and Copier training.*

Internal training includes *mentoring or training performed by CMC employees.*

External training includes *attendance at Workshops and Conferences offered by trainers or consultants other than CMC employees.*

Mentoring is defined as *teaching others who may learn from your examples. Such practice includes but is not limited to counseling others about procedural or pedagogical matters, sharing and/or advising about constructing a syllabus, or visiting a peers' classroom to offer feedback.*

What Is Meant By Efficient, Effective, and Inclusive Delivery?
Efficient delivery refers to *the ability to deliver professional development with a minimum expenditure of time, effort, and money and to ensure meeting the demand for PD by CMC employees is timely and responsive to the request.*

Effective delivery means *producing the intended or expected result, i.e., ensuring the availability of professional development training to those in need and that such training is useful in one's position and disseminated to peers in the appropriate functional areas.*

Inclusive delivery is the process of communicating and providing professional development opportunities to ALL CMC employees.

CMC employees include *faculty, staff, and administration.*

Faculty *include all credit and non-credit full-time and adjunct faculty.*

Staff: *include all full-time and part-time support personnel other than Executive level administrators.*

Administrators: *all Executive Personnel, including Division Directors, Instructional Chairs, Assistant Deans, Central Service Deans, Vice Presidents, Campus CEOs, and President.*

Non-faculty include *all staff and administrators.*

What Is Meant By Purpose?
Purpose is the cognitive awareness in cause and effect linking for achieving a goal in a given system; it is the anticipated result which guides decision making in choosing appropriate actions within a range of strategies in the process. Purpose serves to change the state of conditions in a given environment, usually to one with a perceived better set of conditions or parameters from the previous state.

What Do You Mean By Clearinghouse?

In this context, a clearing house is a department that quickly responds to and distributes monies for all professional development activity requests.

What Is Capacity?

Capacity is the model used to measure an organization's ability to value, assimilate, and apply new knowledge. Capacity is measured by a firm's innovation performance, organizational learning, and aspiration level in meeting its vision.

What Is Meant By Infrastructure?

Infrastructure refers to the expertise and channels of communication that support cross-functional structure and support for CMC professional development needs college-wide.

What Is Systematic?

Systematic refers to being methodical and thorough in procedure to ensure PD funds are efficiently allocated in a timely and effective manner.

What is Responsiveness?

Responsiveness refers to how quickly professional development training is scheduled upon request. Responsiveness is not the same as performance. Quality performance may have poor responsiveness, and vice versa.
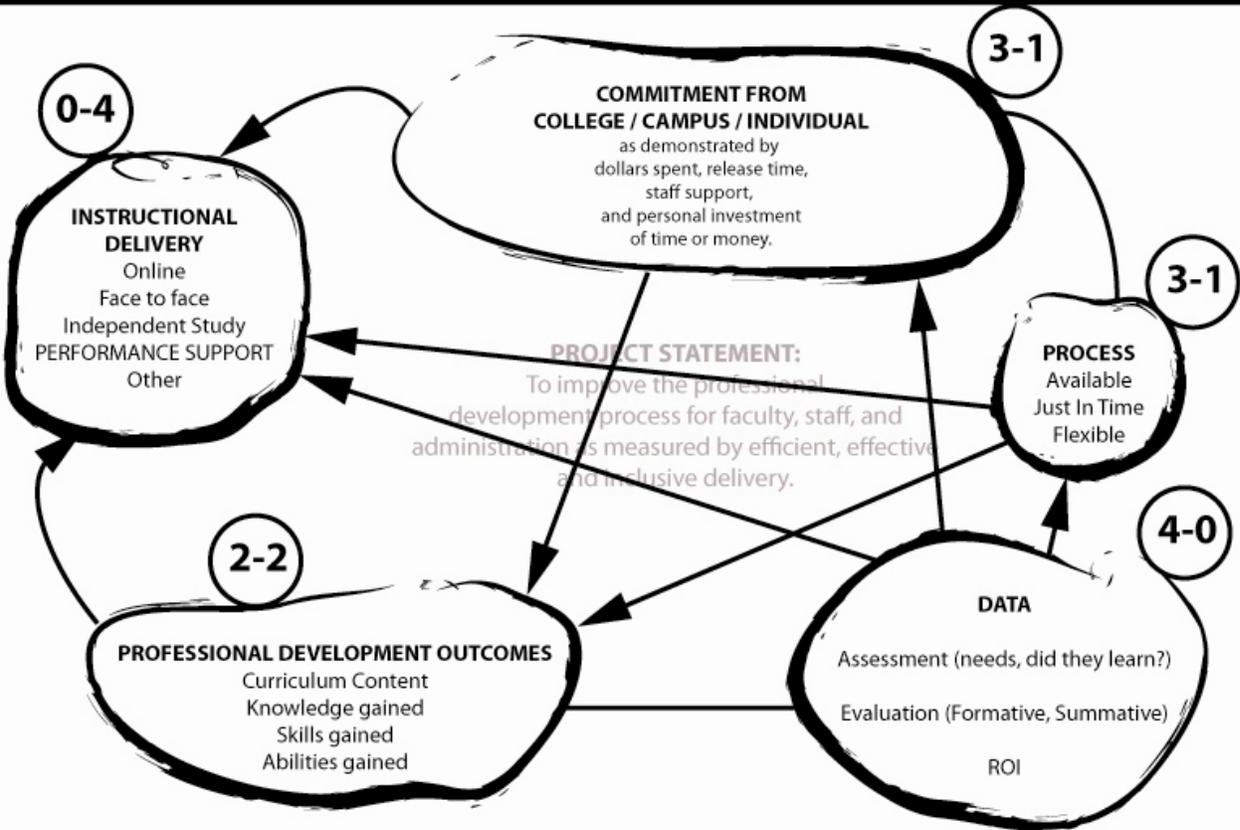
Key Elements Impacting PD Opportunities

The relationships diagram identified Data gathering as a driver for improvement. Due consideration for the efficient, effective and inclusive delivery of PD clearly results in improved processes and instructional delivery.

Two mechanisms were used to gather data.

The first was to request data about internal and external training activities, participants, and financial and other support and release time at each CMC location. Location was defined as each campus plus Central Services. Spreadsheets with the accumulated data are included in the Appendix of this report.

The second mechanism for gathering data was to survey CMC employees. Three surveys were circulated via email. This first survey attempted to find out the awareness of and participation in (inclusiveness of) Professional Development at CMC. Questions were also asked to determine the effectiveness (usefulness) and efficiency of (timely) the PD process. The second survey determined satisfaction with internal and external PD opportunities and their availability at the time of need. The third survey demonstrated whether faculty and staff engage in mentoring one another.

RELATIONSHIP CHART

0-4

INSTRUCTIONAL DELIVERY
Online
Face to face
Independent Study
PERFORMANCE SUPPORT
Other

3-1

COMMITMENT FROM COLLEGE / CAMPUS / INDIVIDUAL
as demonstrated by
dollars spent, release time,
staff support,
and personal investment
of time or money.

3-1

PROCESS
Available
Just In Time
Flexible

PROJECT STATEMENT:
To improve the professional
development process for faculty, staff, and
administration is measured by efficient, effective
and inclusive delivery.

2-2

PROFESSIONAL DEVELOPMENT OUTCOMES
Curriculum Content
Knowledge gained
Skills gained
Abilities gained

4-0

DATA

Assessment (needs, did they learn?)

Evaluation (Formative, Summative)

ROI

CAUSE AND EFFECT

Our team has determined the following causes of inconsistent professional development:

Environment: Distance between campuses accounts for physical and cultural differences across the CMC districts.

People: More than 72% of courses are taught by adjunct faculty of varying skills and abilities. Turnover among adjunct faculty and staff is high and retention is a challenge. PD opportunities are essential for CMC to sustain its approach to teaching and learning.

Methods: CMC's Learning College culture and adherence to AQIP goals involves a steep learning curve. Inconsistent orientation for faculty and staff confounds consistency in PD.

Measurement and Management: Evidence reveals variation in funding and training among campuses. Further, no formula for determining PD allocation is in place.

Resources: While CMC is well-endowed with knowledgeable staff and faculty and technology, there is no clear accounting of how our resources can best be leveraged to yield maximum return on investment.
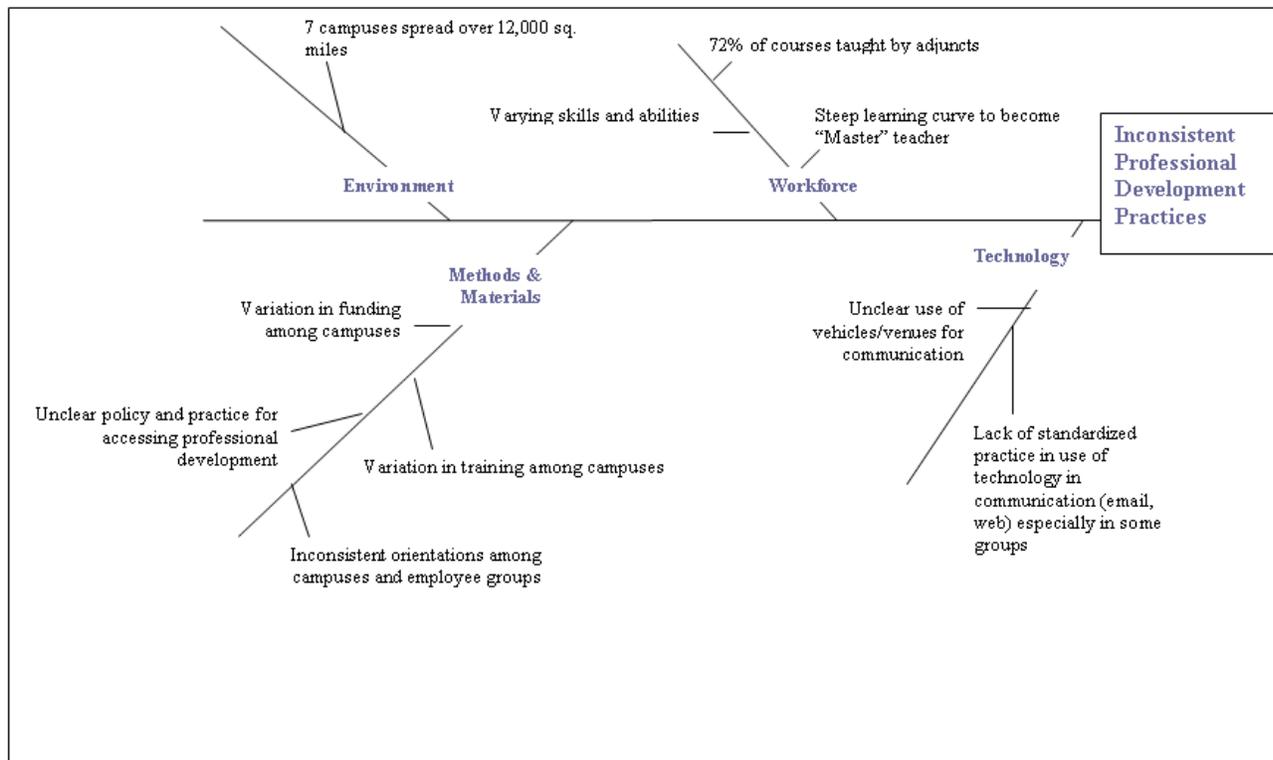
FORCE FIELD ANALYSIS

The Creation of a Learning Academy is motivated by the need to:
- improve the process of PD to all employees.
- increase consistency of orientation in a Learning College environment.
- improve teaching and learning.
- improve communication of PD activities to all CMC employees.
- improve the process and procedures for professional development.

The Restraining Forces include:
- inconsistent budget process across the CMC district.
- coordination of work and class schedules to accommodate PD.

FORCE FIELD ANALYSIS

Desired Change: Create a Learning College Academy

Driving Forces	Restraining Forces
Improve professional development	Cost (we may experience a cost maximization when we do a better job with data, tracking, and aligning resources)
Increase consistency in orientation	Inconsistent budgeting among seven sites for professional development
Decrease learning curve for new faculty and staff	Seven campuses spread over large area
Improve teaching and learning	Time (release time – time away from the job)
Improve communication of professional development opportunities	Commitment to participate from all groups
Improve/standardize process and procedures for professional development	Scheduling flexibility
Maximize effects of funding for professional development	Status quo

Action Items:

1. Create an umbrella structure for a CMC Learning College Academy.
2. Develop a "gateway" orientation course for all CMC employee groups.
3. Future development of specific "academies" to address employee groups such as a Faculty Academy
4. Investigate standardized amount of funding per faculty/staff/adjunct FTE (combination of support from Central Services and campuses) for professional development activities.
5. Recommend that the new Foundation initiative for the Employee Giving campaign is used as a budget source for this proposal.
6. Create a consistent data gathering process and process for tracking costs.
7. Assure utilization of professional development as a measure of future ROI

Current Professional Development Process

Each campus and Central Services are allocated PD fund monies from a variety of funds. Based on this team's request for funding data, we found there is no pre-determined line item for PD monies.

The request for and granting of PD funds to attend external training is determined by the campus supervisor and the intended recipients. Requests for instructional or office technology (internal) training are governed by the introduction of new technologies or lack of skills to use these new technologies. Instructional technology training is offered at the beginning of each semester at all sites. Additional requests for training are arranged through the Office of Innovation.

Beginning FY 2008 $40,000 per annum became available to all faculty for professional development funding. All full-time faculty who have been with the college for one year (12 months) and all part-time faculty who have been with the college for two semesters (not necessarily consecutive) within the past two years are eligible to submit a proposal for funding their professional development. **Applications are required to include: how this activity is aligned with the Learning College mission, the objectives and potential benefits of the proposed activity, what needs are being met by the proposed activity, how will the proposed activity be evaluated or measured, and when, how and to what audience faculty plan on presenting their findings**

There is also an Adjunct Faculty PD Award, the purpose of which is to encourage and financially support adjunct faculty members in their professional development activities. Upon completion and documentation of 90 hours of professional development, the adjunct faculty member will receive a $1000 award. Only those professional development activities and hours pre-approved and signed by the appropriate Instructional Supervisor may count towards professional development. Activities that qualify as professional development include but are not limited to: Attendance or presentation at a **Training or Conference** relevant to the applicant's discipline or necessary to maintain licensure or certification; Enrollment in credit or non-credit **Classes** at CMC or another institution; demonstration of **Collegiality**- collaborating with other faculty in activities that promotes sharing of best practice (e.g., mentoring sessions, team teaching, and classroom observation).

PD opportunities are communicated by Instructional Supervisors and the Office of Innovation. Instructional Supervisors and full-time faculty coordinate a Faculty Development Plan and PD opportunities are planned accordingly. The Office of Innovation sends periodic emails to all CMC faculty with information about PD funding opportunities. The VP for Adjunct Affairs sends periodic emails to adjunct faculty with information about the Faculty PD Fund and the Adjunct PD Award. This information is also available on the Teaching and Learning Blog and the CMC Faculty Blackboard site.

Detailed Survey Findings

How Much Money Is Allocated to Professional Development?

The action team gathered data from each of the seven campuses and from Central Services. The summaries provided below are based on request for information or interviewees from each campus. Respondents were asked to provide information based on PD activities from January 2008 to present. The amounts below represent total dollar amount spent for both internal and external development.

The group was able to collect data from Summit, Vail-Eagle Valley, Roaring Fork, Timberline, and Central Services. Data revealed significant differences among campuses in the amount of money allocated for professional development activities and in the way the money is distributed.

The data also revealed valuable professional development activities offered by Central Services departments and by the campuses, providing a great opportunity to build on existing offerings and structure to provide cohesive professional development program.

Central Services is comprised of many functional units who both provide and participate in professional development activities.

Academic Affairs	**$39,000**
Distance Learning	**4,500**
Office of Innovations	**16,000**
Over-Under Money	4000
CMC Faculty Professional Development Fund	40,000
Virtual Library	$7000
Customized Business Services	**1600**
Grants Management.	20,000
Human Resources.	**59, 677**
Purchasing	2,800
Student Affairs	20,650
Information Technology	**50,000**

Campus Budgets

Timberline	**16,195**
Eagle-Vail	**68,500**
Summit	**17,000**
Roaring Fork	**6.000**
Alpine	**ND**
Aspen	**ND**
West Garfield	**ND**

How Many CMC Employees Participated in Professional Development Opportunities?

The majority of the respondents, 54% indicated they did participate in PD activity, though 46% did not.

Who Participated in Professional Development Opportunities?

Participation rates were disaggregated as follows:

Administrators   84%
Full time faculty   75%
Full-time staff   41%
Adjunct Faculty   34%
Part-time Staff   27%

What Kind of PD Activity Did You Participate?

Internal PD

In 2008, 73% of the total respondents indicated that they had participated in internal professional development opportunities and 73% participated in external opportunities.

More than half of administrators, 54%, participated in both internal instructional and office technology training.

Only 5% of full time staff participated in internal office technology training, however, surprisingly, slightly less than half of full-time staff, 48%, participated in instructional technology training.

About 40% of part-time staff participated in office technology training, while only about 13% participated in instructional technology.

About half of all faculty, 51%, reported they participated in internal instructional technology training. Adjunct faculty and full-time faculty participated in the same proportion.

External PD

Of the 150 respondents to the survey, 63% participated in external PD.

Participation rates in external PD, by status are reported as follows:

Administrators   81% (n=27)
Full-time Staff   61% (n=64)
Part-time Staff   25% (n=12)
Full-time faculty   82% (n=23)
Adjunct Faculty   50% (n=24)

*n=number of respondents

Do Faculty and Staff Know About The Availability of PD Funding?

Yes, only 7% of the 237 staff, administration, and faculty survey did not know. Of those who were unaware of PD opportunities, 58% were adjunct faculty.

Further, when asked if faculty, staff, or administration knew who funded their PD , 34% did not know, including 3 of 38, or 8% of administrators.

If Faculty and Staff Did Not Participate in PD, Why Not?

Of those who answered they did not participate, the clear majority of adjunct faculty and full-time staff responded *they were too busy*.

Only 5% of those who did not participate in PD, responded, *there were no funds available.* Many faculty and staff who did not participate in PD during 2008, responded, *no, but I would like to in the future.*

Do Administrators, Staff, and Faculty Agree About the Effectiveness of PD Opportunities?

Internal PD

When asked to rate the effectiveness of helpfulness of internal PD, slightly more than 50% of faculty and non-faculty reported their training was helpful. About 20% of faculty and non-faculty found internal PD to be ineffective.

External PD

About 65% of all faculty indicated their PD helped their job performance. Almost 80% of full-time faculty believed PD was helpful, while only 50% of adjunct faculty thought so.

Slightly less than 60% of non-faculty responded their PD was helpful. Less than 10% of faculty and non-faculty reported their PD was ineffective.

Is The Professional Development Process Efficient?

Internal PD

When asked if internal PD was available when and where you needed it, slightly more than 50% of all faculty said yes. About 50% of all faculty believed the process to take advantage of PD was helpful, while 50% not helpful.

External PD

Of the full-time faculty, 87% indicated PD helped them in their job, while 65% indicated the process was helpful. Of the adjunct faculty reporting, only 33% indicated external PD helped them in their job, and 30% reported the process inefficient.

Half of full-time staff, 50%, reported external PD was available where and when they needed, while only 48% reported the process was inefficient.

Do Faculty and Staff Engage in Mentoring One Another?

Those who shared their professional development to others during 2008 is shown below:

Full-time Faculty   70% (n=23)
Adjunct Faculty   33% (n=24)
Full-time Staff   66% (n=64)
Part-time Staff   58% (n=12)
Administrators   96% (n=27)

Faculty and staff were asked if they mentored or received mentoring in 2008.
Of the 84 total respondents, 47% said they mentored another and of those who mentored, 97% said it was helpful.
Only 34% of the total population had received mentoring, and 93% reported it was helpful.

Who's mentoring?
Full-time Faculty   64% (n=14)
Adjunct Faculty   28% (n=25)
Full-time Staff   50% (n=30)
Part-time Staff   0% (n=3)
Administrators   75% (n=12)

Who received mentoring?
Full-time Faculty   23% (n=13)
Adjunct Faculty   23% (n-26)
Full-time Staff   43% (n=30)
Part-time Staff   0% (n=3)
Administrators   58% (n=12)

Analysis of Survey Data

Given the enormous amount of college resources dedicated to technology, there is clear evidence that participation in PD, both internal and external is not well attended by those who need it the most, full and part-time staff and adjunct faculty. Low participation rates among full-time staff may indicate many have been trained in years prior to 2008.

As reported by the Adjunct Retention Team, 72% of college-wide credit hours are taught by adjunct faculty, and each semester, up to 14% of adjunct faculty are new hires. However, our research clearly indicates adjunct faculty have both time and scheduling constraints to fully participate.

Communication about PD is essential. Our research indicates only 7% did not know about such opportunities. However, only 39% were informed by their campus supervisor.

There is agreement among faculty and non-faculty about the effectiveness of PD, i.e. **only half of both faculty and non-faculty agree PD to be effective**. There is room for major improvement here.

Mentoring is a low-cost-high return on investment. It is clear a majority of administrators and full-time faculty share their PD opportunities with others and also spend time mentoring. It is also clear from the data, adjunct faculty, and part-time staff the two groups most in need of mentoring are not receiving any.

Furthermore, even though overall response to both surveys was significant, the representation of adjunct faculty was low. This lack of response from adjunct faculty members indicates disconnect of this CMC population from the communication process, calling for improvement in this area.

The survey has revealed an opportunity for improvement in ensuring that all employees are provided professional development training. The availability of internal professional development initiatives could be improved as well as their quality and relevancy to the job.

Alignment With AQIP Goals

- Understanding Students' and other Stakeholders' Needs- CMC employees are required to perform diverse job roles in our ever-changing educational environment, and it is important that staff and faculty be professionally equipped to meet the needs of students, colleagues and the community.

- Valuing People- Team has involved college employees from academic areas, as well as non-academic areas in its work and processes. During every phase, the Team has revisited its charge to "implement a system that supports and encourages professional development and provides opportunities to improve the knowledge, skill, and abilities of all employees.

- Leading & Communicating- Clear work expectations, knowledge of changes in technology, educational practices and economic/social trends all help support employees to do the best job they can.

- Supporting Institutional Operations - The goal of this project is to implement a system that supports and encourages professional development and provides opportunities to support the vision, mission, and values of the college.

- Planning Continuous Improvement- As an organization, we will foster a culture in which all employees are continuously learning and improving their professional and technical skill and experience and develop a means for measuring the impact of professional development. This will add value to the organization and to our stakeholder community.

- Building Collaborative Relationships- One step is the formation of an "advisory council" for the professional development function. This Team suggests this body should be comprised of cross-functional, cross-campus employees to provide support and input to the Academy.

- Helping Students Learn- Effective PD will increase faculty and staff expertise and method to ensure all students are satisfied from registration to graduation.

- Measuring Effectiveness- A second step is the selection of measurements/indicators to indicate growth, change, and improvement in PD activities college-wide.

Conclusions, Recommendations and Strategies for Improving PD Opportunities

Conclusions:

It is the conclusion of this team for Professional Development to be effective, it must be:

- Directly focused on helping to achieve student learning goals and supporting student learning needs.
- A collaborative endeavor – faculty, staff, and administrators work together in planning and implementation.
- Campus-based and also tied to college-wide goals.
- Job-embedded to ensure training enhances work performance.
- A long-term commitment in a culture of continuous improvement.
- Differentiated to meet the specific needs of the recipient, campus, or community.

Recommendation:

The Creation of a Learning Academy: *The CMC Learning Academy names a framework that could provide for professional development of CMC staff, faculty, and administration, one which could provide training common to all units, as well as distinct needs. This group acknowledges that professional development can include a range of activities: workshops, conferences, classes, and self-study or just-in-time learning. This group has decided that the first step in the creation of such an entity is to gather data about existing types of professional development and the investments associated with these current opportunities. Data gathered comes from these geographic locations: each campus and Central Services.*

The purpose of the Learning Academy is:

- *To serve as a clearinghouse for all credit, noncredit, and contract training in the areas of faculty, staff, and community professional development.*
- *To increase the capacity to serve CMC employees by the creation of a training and support infrastructure that can have a systematic impact on efforts to improve teaching and learning.*
- *To develop a model that is responsive to campus and local community needs while at the same time readily adapted to any district or locality in CMC's service area.*
- *To involve CMC employees in all aspects of the professional development process – from planning through evaluation.*

Recommendation:

Resurrect the Learning Council as a member of the Learning Academy by leveraging existing CMC resources to develop a CMC Learning College orientation:

Creating a community of learners is the foundation of effective teaching and learning. As a result of this orientation, participants will learn Learning College pedagogy and practice and be able to set up and manage a classroom environment that contributes to students' abilities to engage fully in learning.

Background:

In April 2007, the Learning Council was established under the leadership of Lin Stickler. The Learning Council's purpose was:

- to infuse learning-centered principles and activities into the normal daily CMC life by building cross-functional, college wide understanding of learning-centered concepts.
- to serve as an action-oriented council to ensure that learning-centered initiatives are understood and implemented, documented, communicated, tracked and celebrated both internally and externally .
- to provide systematic training to our college staff and faculty on Learning College principles and impact on day-to-day operations and decision-making.

A cross-functional membership was assigned a common reader, *Establishing & Sustaining Learning-Centered Community Colleges.* Members were assigned chapters in the book that aligned with their particular expertise.

Evidence:

During the last week of November and first week of December 2007, the Department of Institutional Research (in collaboration with the Dean of Institutional Effectiveness) conducted an IRB approved pilot study (by CMC's Institutional Review Board) designed to achieve the following two objectives:

1. Test the content and face validity of a quantitative survey designed to measure participants' (a) knowledge of Learning College principles, (b) knowledge of CMC's institutional vision, (c) perceptions regarding CMC's progress towards becoming a Learning College, and (d) attitudes about CMC's intent to become a Learning College.
2. Conduct focus groups to ascertain knowledge, attitudinal, and behavioral dimensions relevant for measuring CMC's progress towards becoming a Learning College.

According to the authors, *the results of the pilot survey suggest that CMC is on a steep slope of the Learning curve relative to Learning College principles and our institutional vision. According to participant responses, our progress towards full implementation of Learning College principles at CMC is mentionable, but still far from ideal. Despite lacking knowledge of Learning College principles, CMC appears willing to support the institutional direction relative to full implementation of the Learning College concept.*

Recommendation:

This team recommends we build on the rich body of knowledge collected by the former Learning Council and incorporate their efforts into the Learning Academy structure to help create a college-wide orientation.

Recommendation:

Develop A Faculty Academy in Partnership With Career and Technical Instruction and Workforce Development:

Although faculty, both credit and non-credit have some very definite ideas about what they would like their students to know and be able to do at the end of their course, they also need to consider:

1. The demands of the industry for which they are preparing students.
2. Many students enter technical programs with specific career goals in mind. Faculty can help these students focus on what they need to succeed in the workplace.
3. Many students enter technical programs with specific career goals in mind. Faculty can help these students focus on what they need to succeed in the workplace.

As a result of this training faculty should be able to envision students in the jobs for which they are preparing. Faculty should be able to design courses that help students learn the skills, issues, and concepts sudents will need to succeed.

Recommendation:

Develop A Faculty Academy and Master Teacher Program- To build a shared understanding, educators commit themselves to studying and learning from one another over time.

> *The purpose is:*
> 1. *to create a model for wide-scale faculty training through innovative and effective technology integration to enhance student learning.*
> 2. *to train faculty as mentors in the use of "unique and compelling" curricula and provide students with a wide range of hands-on opportunities.*
> 3. *to utilize feedback from learners and peers to modify teaching materials and pedagogy to continuously improve service to our students.*

Recommendation:

Leverage the resources and training now provided by Human Resources and the Learning for Leaders Program into the Learning Academy.

Recommendation:

Establish a formula to determine the amount of PD funds allocated to each campus. Criteria may include number of FTEs or number of faculty.

Plan To Monitor PD Efforts

- Create the feedback loop to determine quantity and quality of access to the process. This feedback will be monitored quarterly with summaries to senior administration.
- Monitor any increase in access and successful completion of training within the process.
- Feedback from participants, supervisors, peers, "customers" on quantity and quality of access and impact of PD activities
- Record of PD participation; Comparing actual vs. planned activities.
- Build milestones into the project plan to ensure progress is occurring.
- Survey tools can include questions regarding progress

Outcome measures or indicators that will tell how successful this Action Team has been in achieving its goals:

- Baseline levels of professional development activity (i.e. dollars budgeted, sessions attended, credits/CEUs earned, etc.).
- Increase the number of professional development experiences reported by employees (i.e. CEUs earned, conferences attended, courses completed, etc.).
- Increase in the number of employees with formal professional development plans
- Follow-up assessment on training that targets a specific competency.
- Decrease in complaints/concerns relative to job performance
- Outcomes defining success will be defined by increased access to additional training and education by a broad range of college staff and faculty.
- CMC employees will report that they have received education and/or training that they are using to better meet the needs of the institution through the work they do.
- Employee satisfaction regarding PD opportunities and added value will improve.
- Tangible, measurable increase in employee knowledge, effectiveness, and efficiency.
- Documented increase in stakeholder satisfaction, as reflected in surveys and focus groups.

To a large extent, these tasks will be transferred from this Team to the leadership of the newly-created Learning Academy.

In particular, the selection and tracking of professional development indicators will be crucial for monitoring the success of the new center and its activities. The Academy will need to be able to answer questions similar to those raised in the "process" and "results" section of the AQIP Systems Portfolio:

1. How do you determine key issues related to professional development for employees in instructional and non-instructional programs?
2. What measures of professional development do you collect and analyze regularly?
3. What is the evidence that your professional development opportunities meet the organization's needs?
4. How do you coordinate and align your professional development opportunities across your organization's various levels?

BEST PRACTICES:

What is a Master Teacher?

In recent years there have been a number of attempts to define "educational scholarship". In forming a definition of Master Teacher, we have used definitions of scholarship outlined by Glassick et. al. in *"Scholarship Assessed: Evaluation of the Professoriate".*
A Master Teacher employs educational strategies that can serve as a model for others. Goals are outlined. Results are measurable. A Master teacher formally shares lessons learned or enduring materials with peers. A Master Teacher provides leadership of educational programs, supplying vision and direction while incorporating effective group processes to achieve desired programmatic goals effectively and efficiently. A Master Teacher serves the educational community through active participation in and contribution to local, regional, national, and international educational organizations.

The Master Teacher Program at the Robinson College of Business, Georgia State University, *offers programs and consulting services that help faculty to improve teaching and student learning.*

 The Master Teacher Initiative within the College of Business at Colorado State University, *creates an environment where faculty across functional areas can share common teaching interests and concerns, contributes to the creation of a culture where the scholarship of teaching is valued and appreciated, symbolically signals to faculty the importance of quality teaching within the College's mission of teaching and service and assists in the socialization of new faculty by providing an open forum where new and existing faculty can actively interact.*

Appendix

Professional Development Activities By Central Services Departments and by Campus

Central Services:

Office of the Vice President of Academic Affairs

The Office of the Vice President of Academic Affairs coordinates and funds two major faculty development days per year (239 in attendance for 2008), funds some additional conference expenditures, Faculty Senate events, and some Career and Technical Professional development expenditures. Staff attended informer and budget training (Datatel); Administration attended the leadership retreat, Balanced Scorecard Training, Employee Evaluation Training. Additionally, the VP plays a key role in keeping professional development activities on the agenda for CFI.

The Distance Learning Coordinator and staff member recommends and coordinates training for online teaching faculty (ten days of time). The staff member attended Datatel trainings this year. Additionally, the Distance Learning Coordinator participated in Learning for Leaders, and attended three conferences.

The summary for the Office of Innovations includes activities and expenditures for the Director and the Blackboard Administrator/ Instructional Technology Trainer. This office also coordinates the CMC-wide Faculty Professional Development Fund, a faculty committee which reviews and awards funds from a specially designated fund. This office distributes a scannable as well as online faculty needs assessment survey twice a year, and has made available on online training evaluation as well. The Office provided an estimated 500 learning events, serving approximately 190 at group learning events (face-to face, online, Elluminate), and another 300 just-in-time contacts using Elluminate or phone support. It has created tutorials and provides a blog to include additional professional development resources. Blackboard sites were built for nine Action Teams and several teams were trained to Elluminate. The two members attended Informer, Datatel, and Employee Evaluation trainings, and took online training as well as attending or presenting at regional and national conferences. $16,000 dollars have been allocated to the Innovations budget. While some of the dollars support conference travel, or most of the dollars support travel to campus sites. Most recently, $4000 of over-under money was awarded to this unit to bring additional CMC members to ELCC (a regional technology and teaching conference that will be held in Vail this year), and to provide a tech boot-camp for the Academic Unit as a way to increase its communication efficiencies. Approximately 40,000 per year are allocated from the General Fund for the CMC Faculty Professional Development Fund which is in its second year. Forty-seven faculty have received awards since February of 2008 to the total amount of $46,270.

The Virtual Library staff consists of the Virtual Library Services Coordinator and two part-time library staff. This unit extends capacity for research and just-in-time learning through its management of online library resources. To date they have had face-to-face training with 90 faculty (this number does not include the related student services), and have provided online tutorials and answer questions via email and phone. The Coordinator has attended budget (Datatel) and employee evaluation workshops, presented and attended at faculty in-services. All members of this unit have attended external conferences.

The Office of Customized Business Services data are for May, 2008, to date, as that is when the Executive Director (new position) was hired for this unit. In that period of time, the Executive Director and staff member participated in internal Datatel, Informer, Employee-evaluation, and p-card trainings; the Executive Director provided team and behavioral style training to CBS administrators from the CMC campus sites. The reported expenditures for these training materials and travel to date are estimated at $1650. Most recently, this unit has also been contracted to provide Microsoft productivity training for CMC. **This unit has established a non-credit registration protocol in Datatel for CMC training with the intent of professional development credits.**

The Grants Management Coordinator is taking a series of courses to be certified in grants to better serve CMC. This office provides a course provided by vendors each spring for about 15 - 20 CMC enrollees. Additionally, the director provides training for 12 to 15 committee members at bi-annual meetings around common grant administration learning needs. He also provides just-in-time support for individuals. While some activities are supported through the administrator's position, the estimated, identified dollars totaled around $20,000.

Human Resources coordinates the following programs and sessions: Learning for Leaders, New-Hire Orientations, Staff and Administrative Trainings on Specific Topics (from Vendors) and other staff training such as employee evaluation practices. The HR staff all reported attendance of Learning for Leaders, and Budget Module training (Datatel). The reported dollars supporting these events totaled $59, 677.

The Purchasing Department offers quarterly account management training with usually twenty or thirty people in attendance. P-card training has been delivered to about 50 people year-to-date. Twelve Datatel training sessions have been offered year-to-date, including one campus-located session; each session usually has 11 – 12 persons per class. A quarterly purchasing session is usually offered as part of new-hire orientations held at Central Services. All of these sessions are provided by CMC staff or the Purchasing Director. The Director attended three external conferences at national, regional, and state agency levels. The $2,800 dollars for those conferences came from the unit's 12 Fund.

Student Affairs - Administration and Staff participated in external conferences such as NASPA and AACRO, and office productivity training. Administrators attended CMC internal trainings on team building, grants management, and general management training. Student Affairs funded a cross-college team of 9 people to attend the First Year Experience Conference. Internally, they participated in planning and facilitating the college retreat at Mt. Princeton, a professional development opportunity with 70 in attendance. The identified dollar amount for this unit was $20,650.

Campuses:

Timberline campus reported PD funds are available to all its employees, however, only 6% of these funds were allocated to full-time and part-time staff. Full-time faculty and adjunct faculty received 46% of PD funds, while Administration received 48%

Summit campus uses several mechanisms to allocate PD funds. A portion of the budget is allocated to individual staff and faculty members by a committee through the application process. Another portion is set aside to provide PD opportunities to the entire campus community. Furthermore, a department supervisor has desecration to allocate PD funding to its faculty members as needed. Finally, a portion of the ESL grant money is used to send ESL faculty to required training.

Vail-Eagle Valley campus sets aside PD money for each department. Department supervisors have discretion of allocating funding to its members. A portion of PD budget comes from the 12 fund.

* **Dollar reports are largely estimated and line items are not clearly designated—for example, out of state or in state non-instructional travel are probably the sources for many of these dollars.**
Numbers of participants benefiting from the services were not always available. While not part of this data set, a calendar of routine offerings of internal trainings would be helpful. Also, expenditures may have increased drastically with increase in the mileage-rate allowance.

Acknowledgements

College Leadership Team Feedback
Professional Development Action Team
December 8, 2008

Ideas for Improvement	Support
1. The Creation of a Learning Academy	
2. Leverage existing CMC resources from the former Learning Council to develop a CMC Learning College orientation	
3. Develop A Faculty Academy and Master Teacher Program	
4. **Develop A Faculty Academy in Partnership With Career and Technical Instruction and Workforce Development:**	
5. Leverage the resources and training now provided by Human Resources and the Learning for Leaders Program into the Learning Academy.	
6. Establish a standardized formula to determine the amount of PD funds allocated to each campus. Criteria may include number of FTEs or number of faculty.	

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Gantt Chart

Activity	Who	Jan-09	Feb-09	Mar-09	Apr-09	May-09	Jun-09	Jul-09	Aug-09	Jan-10	Future
Secure funding for implementation (employee giving fund, standardized funding per FTE, etc.)	Current team plus new members	███	███	███							
Create an umbrella structure for a CMC Learning College Academy	Current team plus new members	███	███	███	███	███					
Develop a "gateway" orientation module	"	███	███	███	███	███	███	███	███		
Create a Faculty/adjunct Academy	new team composed of old and new members				███	███	███	███	███	███	
Develop feedback mechanism for improvement, consistent data gathering processes										███	███
Create other academies	new team										███