

# Strategic Learning Goal 3: Learning Leaders Goal Team Report

Mary Allen, co-chair, Karen Borglum, co-chair, Karen Blondeau, Gerald Jones,  
Tom Lopez, Heather Pharris, Ruth Prather, Linda Speranza,  
Rose Watson

## Summary of Action Items

1. Create a leadership team to focus on excellence in adjunct faculty support, establish an ongoing adjunct recruitment system, implement a faculty-to-faculty adjunct mentoring program, and identify other alternatives for better supporting the work of adjunct faculty.

- June 2002: Budget initiative work this year produced pilots of both on-line and on-ground adjunct faculty development programs and support teams for this academic year (Curriculum Development Teaching and Learning's [CDTL] Time Revealed Scenarios [TRS] program and Osceola Campus' Faculty-to-Faculty program). Analysis of this work is in progress. Enhanced adjunct recruitment system delayed: recruiter position frozen in this year's budget.
- October 2002: TRS (Time-Revealed Scenarios) Project: Currently in second year of on-line and on-ground adjunct professional development projects (funded through the Budget Initiative process). The on-line project is a scenarios-based inter-active program on "Teaching in the Community College." Approximately 100 faculty (part-time and full-time) registered in three separate courses: Fall, Winter, and Spring terms. A team of 60 faculty facilitators was also recruited, selected, and trained. Self-evaluation by the participants upon completion of the course was overwhelmingly positive. There was a strong indication by the participants that they were learning new, valuable, and applicable information with which to improve their teaching/courses, especially in the areas of student engagement, syllabus-building, formative assessment, and developmental advising. An executive summary of the session 1/01 report is attached. (See Appendix A)
- 2002/2003: Scenarios (new name, same course): "Teaching in the Learning College." Forty-one faculty are currently enrolled for the fall term course, and plans are to enroll another 110 over the winter and spring terms. Pre and post Flashlight surveys are being administered with each cohort and are available at the Flashlight web site. (Contact Flashlight Site Administrator Melissa Pedone for access).
- 2002/2003: Faculty-to- Faculty (On-Ground Adjunct Project): This project will be launched in January 2003, at all four campuses and completed by the end of April 2003. A project director and four campus coordinators have met and are planning the series of four seminars. A needs survey of faculty (specifically adjunct) has been sent out and will be tabulated at the end of October. Topics, presenters, and schedules, will be available by December 15, 2002.  
Plans are to enroll a total of 200 faculty in this first round of seminars.

2. Implement an early recruitment program and an accelerated hiring schedule to complete

faculty hiring by May 1 each year.

- The early faculty recruitment plan entailed recruiting, interviewing, and hiring faculty by May 2002, which proved to be a successful endeavor. A similar plan is being developed for the 2003/2004 year. (See Appendix B)

3. Develop a three-year staffing plan for faculty and staff.

- The staffing plan involved campuses projecting their staffing needs for a three-year period; this plan was abandoned in 2002 because of the state funding shortfall, and campuses simply projected their one-year needs. However, the plan has been reinstated, and the Learning Leadership team is establishing principles for the development of a three-year faculty staffing plan; the principles should be completed by the end of the fall term. The projected completion date for the faculty three-year recruitment plan itself is May 2003.

4. Establish an Evaluation Task Force to revise systems of evaluation instruction and performance feedback.

- The Faculty Association Board formed an Evaluation Task Force last year. The Task Force has developed a work plan, conducted town meetings on each campus to gather information from colleagues, and examined the results of those meetings. The results have been shared with the college community to provide a basis for additional input. A variety of resources are being examined by the task force, including sample evaluation instruments from other institutions. In terms of scholarship on the evaluation of instruction, Developing a Comprehensive Faculty Evaluation System by Rauol A. Arreola is one source that has been judged particularly thought provoking. The college will be participating in a grant to allow the examination of on-line evaluation of instruction through the **Flashlight** software. This is a three-year grant, and, since feedback suggests that a more immediate mechanism is needed, the committee is developing a free-form midterm assessment.

5. Establish a Compensation Task Force to recommend learning centered improvements to the faculty compensation system.

- The Faculty Association Board formed a Compensation Task Force last year. The task force has developed a work plan and draft design principles. The task force reports monthly to the Faculty Association Board. Faculty forums were held in September 2002 to receive feedback on the draft design principles. The design principles were sent to the District Board of Trustees [DBOT] for their approval. The task force has gathered data on faculty

salaries at Valencia, as well as faculty salary models at other institutions. They have also begun conversations on what components a learning-centered compensation system might be expected to feature. A request for proposal [RFP] has since been written to hire a consulting firm that will help develop a faculty compensation system. According to the schedule set out in the RFP, a preliminary compensation plan will be shared with faculty for the purpose of receiving feedback through forums in the March/April 2003 time frame. It is expected that the final compensation plan will be presented to the DBOT at their May 2003 meeting.

6. Establish a Professional Development Task Force to review and recommend improvements to the College's various programs and resources for professional growth and development.

- Vice President for Academic Affairs/Chief Learning Officer, Dr. Tracy Edwards, came on board as of July 15. Initial meetings and early planning are under way. Anticipate meeting the March 2003 deadline.

7. Implement recommended changes to Faculty Academy.

- Last year, the Faculty Association, Deans, Provosts, Student Services Representatives, the College Learning Council [CLC], and the CDTL responded to the Faculty Academy Steering Committee recommendation to revisit the existing faculty development program (Faculty Academy) for tenure candidates. This group began to look for a new way to initiate new tenure candidates into Valencia's learning-centered culture. From the question, "What does Valencia want new tenured faculty members to know, achieve, or accomplish?" the following shared program design principles emerged: focus on teaching and learning issues, anchor in learning outcomes for faculty participants, individually tailor faculty candidates' professional needs, base in research and theory, offer multiple options for the participants, give/receive frequent assessment/feedback to/from participants, and separate faculty development from evaluation for tenure. From those principles, a new faculty initiation process surfaced, now named the Teaching Learning Academy [TLA].
- At the heart of the new TLA pre-tenure program is the Individualized Learning Plan. Faculty candidates write an ILP with their Deans that identifies the learning outcomes they wish to explore during their pre-tenured period. Learning outcomes relate to the Essential Professional Competencies of a Valencia Faculty Educator. (See Appendix C) The ILP and the draft Essential Professional Competencies were developed in collaboration with Deans and endorsed by the Faculty Association and approved by the CLC. ILP Review Panel members (tenured faculty) and the tenure candidates are currently using the indicators, and by the end of the academic year, we can submit

them for College-wide Faculty Association [CWFA] endorsement and CLC approval.

- For most candidates, the ILP includes an action research project that attempts to provide some insight into how to improve student learning. To answer the question, “What evidence demonstrates faculty candidates have learned, achieved, or accomplished their ILP objectives?” the candidates provide artifacts that document their ILP work. While all candidates must demonstrate the required ILP/Portfolio elements, they possess creative latitude on presenting their work.
- Assessment Teams (consisting of the dean and 3 tenured faculty), a critically important innovation to this revised process, provide annual formative feedback on the ILP. ILP/Portfolio work is assessed using the following collegewide standards of scholarship work. Using these standards, assessment teams determine acceptable completion of ILP work, one condition for tenure consideration. The TLA, a support program, helps faculty tenure candidates achieve their ILP goals through a variety of modes. Seminars based on the core curriculum\* developed through grant-funded scholarship, examine the essential competencies and other topic such as action research and technology. TLA advanced seminars, offered in year two consider a wide range of support topics. A TLA support team consisting of tenured faculty members serve as campus facilitators. They provide small group and individualized ILP support throughout the pre-tenure process. Most important, the TLA remains separate from the evaluators of faculty candidates’ ILP work. Rubrics (using the Standards of Scholarship) were written for the Portfolio and for Action Research Projects.

[\\*http://faculty.valencia.cc.fl.us/development/Programs/TLA\\_academy/](http://faculty.valencia.cc.fl.us/development/Programs/TLA_academy/)

#### 8. Redefine the leadership roles of deans as learning leaders.

- A step in this action item was to a DACUM process conducted September 20-October 8, 2001. An extensive matrix outlining the duties and tasks of instructional deans was developed by a representative group selected from the Instructional Affairs Committee [IAC] (See Appendix D). The Workforce Development Office facilitated the process which identified the “what is” as currently seen by the deans as a way to address the question, “is this what we want the role to be and if not, what specifically needs to be changed?” After review of progress to date, the CLC indicated a need for additional examination by the IAC and a later scheduling of the completion date. There was a brainstorming session during the November 8 IAC meeting and a one-

page collection of notes emerged. A brief Flashlight survey will be developed soon that will include retreat schedule type questions (when, where, how long, etc.) The new Provost job description (See Appendix E) will be used as a reference. Additionally, there will be a discussion of a new job description for the Dean of Students.

9. Implement an internal grants program for faculty-led innovations in learning, curriculum, assessment, and learning support.

- This objective was modeled this year through budget initiative implementation that provided financial support for faculty leadership in Core Competency integration (a focus of Valencia's self study process for reaffirmation of accreditation), for specific interventions to improve student persistence and completion in college prep and EAP courses (a focus of the Start Right Goal), and for faculty-to-faculty work with new hires in the TLA and with adjunct faculty (100+ faculty involved in development and facilitation). Work will evolve along with progress on action item 6 above.

## Indicators of Progress

1. Annual documentation of faculty and staff renewal (College Learning Day, SPD and Leadership Valencia)

**College Learning Day:** For the second year, Valencia hosted a "College Learning Day" for all full-time employees. There were 1,015 participants. This collegewide event featured 57 learning opportunity sessions facilitated by Valencia colleagues, a first year progress report on implementation of our Strategic Learning Plan, and an update from President Sandy Shugart on issues of importance to the future of the College.

**SPD:** During the 2001/2002 academic year, the college allocated \$676,954 toward the SPD program. We expended \$525,546. There were 791 duplicated faculty and staff who upgraded skills in their discipline in support of the goals and objectives contained in the College's Comprehensive Strategic Plan.

There were several goals established within the SPD program:

Goal One Increase students' performance required for success at the next level of education, in the marketplace, and in life through educational excellence in curriculum and instruction.

Goal Two Increase students' success through a continuous improvement program that results in improved scholarship, effective use of technologies, and quality programs and services.

Goal Three: Increase student success in future educational, family, community, and work endeavors by ensuring that all students establish life and career plans, set and complete their educational goals, and demonstrate achievement of selected co-curricular knowledge, skills, attitudes, and abilities.

Goal Four: Increase students' performance and success by acquiring adequate funding to implement requisite programs and services that result in attainment of the strategic goals.

Goal Five: Increase post-secondary transition and readiness through articulation and collaboration with staff, parents, and students in area middle and high schools, vocational/technical centers, other community colleges, and public and private four-year colleges and universities.

Goal Six : Increase students' completion of their programs through significant improvement in the college's planning, management, and evaluation system and its facilities, operations, and support services.

Goal Seven : Increase students' completion of their educational programs through marketing to new and returning students, increasing support for Valencia among selected constituencies, and implementation of continuous improvement initiatives.

Goal Eight: Increase the global economic competitiveness of business and industries by providing current and future employees that complete designated educational programs with requisite life and marketplace knowledge, skills, attitudes, and abilities.

In support of Valencia's eight (8) goals, the following are highlights of accomplishments:

- A. 7 Faculty, 2 Administrators and 3 Career staff attended and noted that they presented papers on their discipline at national conferences.
- B. 11.9% of the total allocation for SPD was used to support EAEO activities that advance equal access and equal opportunity for faculty, staff and students.
- C. 292 Faculty and Professional, and 101 Career personnel attended discipline — oriented Professional Development Conferences, workshops or seminars to enhance their knowledge of current issues.
- D. 118 Faculty and Professional, and 260 Career personnel attended under graduate and/or graduate courses to enhance their skills, keeping current in their discipline or to prepare for upward mobility within the college.
- E. 1 Faculty and 7 Career personnel attended oriented Professional Development conferences, workshops, or seminars to enhance their Knowledge of current issues as Office holders in their respected organization.

#### **Leadership Valencia:**

Annual measures of quantitative data is attached. (See Appendices F & G)

Qualitative research is provided for each workshop (See Appendices H)

2. Annual measures of faculty and staff vitality and well-being through qualitative research.

In the Fall of 2002, a “Wellness Survey” was distributed, through our Flashlight software, to all college personnel. The results are not yet compiled.

3. Potential for student engagement (accessibility of faculty during scheduled office hours and via campus phone and e-mail) enhanced as measured by percentage of student contact hours taught by full-time faculty.

#### **College wide FT/PT ratios:**

Fall 2002 - 58% FT 42% PT

Fall 2001 - 56% FT 44% PT

Fall 2000 - 59% FT 41% PT

Although the indicator has not really been measured, In the Spring of 2002, Valencia had participated in the Community College Survey of Student Engagement(CCSSE) Institutional Report. Of the Valencia students who participated (See Table 1), 14% stated that they, “very often” used e-mail to communicate with an instructor, and 24% said that they “often” used e-mail to communicate. There were 38% that stated they “sometimes” used e-mail to communicate and 23% said they “never” used e-mail to communicate with an instructor. Valencia’s mean in this category (2.31) is higher than the mean of all of the other 47 participating institutions (2.09).

## **Recommendations**

1. Create a system to review and evaluate the effectiveness and the distribution of the SPD program.
2. Review faculty, staff, and students use of Atlas.
3. Expand the focus of learning leaders to include administrative, career, and professional staff.
4. Determine a time-line for the review of the DACUM process for Instructional Deans.
5. Create a job description for Deans of Students.
6. Coordinate adjunct development programs on individual campuses with the Scenarios project and the On-Ground Project.
7. Postpone establishing the Professional Development Task Force until this report has been given to the Board and input has been received from the roundtables.
8. Reword indicators number 2 and 3 to clarify meaning.