

*Guiding Faculty to Teaching and Leading Effectiveness*

**Faculty Development Strategic Plan**

**Center for Effective Teaching**

**Hudson Valley Community College**

**Fall 2004**

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## **Faculty Development Strategic Plan Committee**

### **Committee:**

#### **Strategic Plan Steering Committee Members**

Ann Marie Murray	Dean, Business and Technologies
Margaret Geehan	Technical Assistant - Academics
Lynne Johns	Associate Director for Instructional Support Services and Retention
Carol McCarthy	Faculty Liaison, Center for Effective Teaching

#### **Strategic Plan Development Committee**

Linda Desnoyers	Faculty Member, Radiologic Technology
Susan DiFranzo	Faculty Member, Physics
Lisa Giacumo	Off-Campus Coordinator and Advisor, Continuing Education
Judith Stamp	Faculty Member, Nursing Department
Andrew Schott	Faculty Member, History, Philosophy, and Behavioral Sciences
Vonnie Vannier	Faculty Member, English Department

### **Committee Charges**

The proposed outline for the plan should include but not be limited to:

- A description of the mission and goals of the Center for Effective Teaching
- Results of a needs assessment for faculty development on the campus
- Supporting documentation from educational research
- A faculty developed 2-year curriculum
- A central theme identifying the vision of the plan
- A defined schedule of faculty development opportunities to deliver the curriculum leading to a Certificate(s) of Completion.
- Connection to the College's Institutional Plan, its Goals & Objectives, the Academic 5-year plan, and the College's Mission Review II
- Proposed assessment plan

## **Introduction**

It is critical that community colleges, as well as those who lead, teach, and provide support in community colleges, continue to grow and evolve in response to community and societal changes. According to research, professional development can provide the necessary opportunities to meet this challenge (Burnstad, 2002; Rouseff-Baker, 2002; Sydow, 2000; Watts & Hammonds, 2002). As Bellanca states,

More than at any other time in their history, community colleges need to plan and provide comprehensive ongoing professional development programs for their faculty and staff. Faced with an increasingly diverse student body with varying expectations, learning styles, and service preferences; new and growing competition; technological advancements; and changing governmental policies and societal demands, community colleges can no longer respond in traditional ways. (As cited in Watts & Hammond, 2002, p. 5)

Hudson Valley Community College's Faculty Development Strategic Plan, following the theme of "Guiding Faculty to Teaching and Leading Effectiveness," outlines the direction of the College's comprehensive faculty professional development program for the next two years. Following recommendations and guidelines outlined in the State University of New York Faculty Development Initiative, Hudson Valley Community College has created a comprehensive plan to support the exceptional teaching and leadership that is the cornerstone on which student success and retention is built. Further, the institution recognizes that investing in its human resources serves the betterment of the larger society by providing knowledge and skills that are transferable to other roles that campus personnel play in the community.

The following plan has been designed by faculty, for faculty and is an effort to meet the distinct and differing needs of the instructional staff, and represents the commitment on the part of Hudson Valley Community College to foster dynamic, student-centered, comprehensive, and accessible development opportunities that address the diverse needs of the campus professional community.

### **Missions, Goals and Objectives of the Center for Effective Teaching and the Institution**

The mission of the Center for Effective Teaching is to create opportunities for faculty to share information about technology, pedagogy, and other instructional resources that encourage interactive teaching and learning. CET goals that support this mission include:

- Providing centralized leadership for enhancing the effectiveness of teaching and learning at Hudson Valley Community College.
- Providing resources and instructional support to assist faculty and staff in achieving excellence in the teaching/learning process.
- Responding to immediate and long range instructional needs that are identified by the academic community.

The objectives of the Center for Effective Teaching are as follows:

- To develop and implement a comprehensive, cohesive, ongoing strategic development plan which promotes student-centered learning
- To offer workshops which support the current technology
- To offer workshops that train for future technology
- To mentor faculty on strategies for effective teaching and leadership
- To provide opportunities for a range of professional development activities
- To provide a facility for research and development

The mission, goals and objectives of the Center for Effective Teaching directly support Hudson Valley Community College’s mission to provide dynamic, student-centered, comprehensive, and accessible educational activities that address the diverse needs of the community. The CET does this by creating a learning community for faculty and staff inside the broader campus learning community, emphasizing the importance of on-going and consistent learning for all members of campus community. (See Appendix A for links of The Center for Effective Teaching’s mission, goals and objectives to the goals and objectives of the College, Mission Review II, and the Academic Five-year Plan (2004-2010).)

### **Faculty Development Strategic Plan Overview**

The Faculty Development Strategic Plan Committee (comprised of Center for Effective Teaching Faculty Mentors, the Center for Effective Teaching Faculty Liaison, and College non-teaching professionals) identified student-centered teaching and learning as the philosophy that is to be at the heart of all professional development offerings and opportunities. From this philosophy, as well as from a needs assessment regarding faculty development conducted on campus in the fall of 2003, the Committee recognized seven core competency areas for faculty (See Table 1). (See Appendix B for summary of Needs Assessment findings.)

**Table 1 - Core Competency Areas**

<b>Core Competency</b>	<b>Rationale</b>	<b>Goals</b>
<b>Technology</b>	Keeping abreast of the constant changes and innovations in educational technology is essential for faculty development and can be used to enhance student-centered learning.	<ul style="list-style-type: none"> <li>• To offer workshops which enable faculty to use technology effectively in the classroom to enhance student-centered learning</li> <li>• To offer workshops which support current technology</li> <li>• To offer workshops that train for future technology</li> </ul>
<b>Pedagogy</b>	Many faculty members who teach at the post-secondary level have never received formal training in educational delivery. Both new and experienced faculty can benefit from training based on traditional and current educational theory and research.	<ul style="list-style-type: none"> <li>• To enhance and promote excellence in teaching and learning</li> <li>• To supply the necessary tools for faculty to maximize student-centered learning</li> <li>• To provide tools for faculty to assess student outcomes</li> </ul>

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<b>Classroom Management</b>	Post-secondary students, particularly at community colleges, are a diverse and challenging population. Understanding how to manage, engage, and motivate these students is essential to student-centered learning and institutional success.	<ul style="list-style-type: none"> <li>• To demonstrate effective planning and organizing skills for efficient classroom management</li> <li>• To illustrate principles which lead to creating a comfortable learning environment for students</li> </ul>
<b>Leadership</b>	Leadership training will provide faculty with essential leadership skills that are valuable in the classroom as well as for participation in numerous campus initiatives. In addition, while many institutions' future academic leaders will come from the ranks of faculty, this group has often received little formal training in leadership, and the development of leadership skills is essential to leadership success.	<ul style="list-style-type: none"> <li>• To examine and develop techniques and tools for leadership roles in the classroom, for committee work, and for other settings and situations that benefit by or require effective leadership skills</li> <li>• To create a forum for thoughtful examination and reflection on the role and responsibilities of faculty/department chairs</li> <li>• To identify individual strengths and development of needs based on a variety of assessment tools and feedback from colleagues</li> <li>• To establish a network and support system across campus to enhance communication</li> </ul>
<b>Mentoring</b>	One of the most effective learning strategies is the transfer of knowledge and skills that takes place in the mentor relationship. Work between seasoned faculty and their juniors is a mutually beneficial relationship that also serves to foster collegiality and enhance departmental and teaching effectiveness.	<ul style="list-style-type: none"> <li>• To support departments in their mentoring activities</li> <li>• To acquire knowledge about ways in which mentoring may support individuals in their department or discipline by exploring mentoring traits, and understanding the gaps in current mentoring models as they apply to faculty</li> <li>• To develop increased understanding of the factors that make mentoring successful from both the mentor's and mentee's perspectives</li> </ul>
<b>Presentation Skills</b>	Many faculty members who teach at the post-secondary level have never received formal training in presentation skills. Both new and experienced faculty can benefit by developing their platform skills.	<ul style="list-style-type: none"> <li>• To develop an enhanced presentation method applicable to our audience</li> <li>• To help faculty develop confident and effective presentation skills</li> <li>• To encourage faculty participation which utilize their expertise and presentation skills within the college and community</li> </ul>
<b>Interpersonal and Intrapersonal Development</b>	Personal development is an integral part of professional development. Faculty will be given an opportunity to benefit from a variety of development initiatives, from communication skills to time management skills.	<ul style="list-style-type: none"> <li>• To support faculty and department chairs in developing and assessing effective personal skills</li> </ul>

Beginning in spring 2005, all individual offerings through the CET will be identified as belonging to one of the core competency areas: Technology, Pedagogy, Classroom Management, Leadership, Mentoring, Presentation Skills, or Interpersonal/Intrapersonal Development (see Appendix B for a sample of course offerings). Faculty will be encouraged to use the core competencies as a road map to holistic professional development, not unlike the way SUNY General Education Requirements provide students with a roadmap to a broad spectrum of educational experiences. New faculty will be introduced to the Center for Effective Teaching and upcoming development opportunities during New Faculty Orientation and will be encouraged to consider the core competencies when participating in training offerings.

In addition, the two-year strategic plan seeks to integrate the following existing and new faculty development program components so that each individual program or offering is representative of the shared philosophy:

- Teaching and Learning Program (new)
- Leadership Development Program (new)
- Individual Training Sessions (new and existing)
- Distance Learning Offerings (new and existing)
- New Faculty Orientation (existing)
- Faculty Workshop Day (existing)
- Faculty Handbook (existing)
- Adjunct Website (new)
- External Professional Development Opportunities (existing)
- Overall Assessment Plan for the Center for Effective Teaching Faculty Development Program (new and existing)

All existing programs will be reexamined to ensure that individual offerings are part of a broad, connected experience (for existing internal resources, including CET offerings in individualized competency areas, see Appendix C). Each session, regardless of content, will include activities, materials, and information related to faculty and student success and the realization of the goals and objectives of the CET and the Faculty Development Strategic Plan. Diverse delivery modalities will be explored in an effort to reach faculty who teach part-time, off-site, and/or at non-traditional times. External professional development opportunities that are consistent with the philosophy will also be identified and supported as part of the full spectrum of offerings (for a sample of external development opportunities, see Appendix D).

In addition, a website devoted to adjunct instructors will be developed and established, as well as two new packaged programs leading to the certifications of completion. The Adjunct Website will be dedicated specifically to the needs of the College's adjunct instructors, who, despite the fact that they make up over half of the College's instructional staff, can often feel disconnected from the institution, and will include such resources as a "must do" checklist, information on important policies and record-keeping activities, faculty resources and services, and departmental-specific information. (A detailed description of the Adjunct Website is included with the internal resources in Appendix C.)

The two new programs, the Teaching and Learning Program and the Leadership Development Program, will be piloted in spring 2005 and fall 2005, respectively. Each program will have

minimum requirements that, when met, will lead to a certification of completion. Faculty and staff members who complete either program will be recognized in College-wide ceremonies, including the Faculty Honors Convocation held in May of each year. Detailed descriptions of the new Teaching and Learning and Leadership Development certification of completion programs follow.

**Teaching and Learning Program: Guiding Faculty to Teaching Effectiveness**  
*(Leading to a certification of completion)*

*"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."  
(Albert Einstein)*

**Introduction**

Hudson Valley Community College considers the teaching faculty among its greatest assets towards accomplishing the mission of the college to provide "dynamic, student-centered, comprehensive, and accessible education that meets the diverse needs of the community." Our faculty development program seeks to present teachers—new and veteran, part- and full-time—with the resources and opportunities necessary to improve their craft while becoming more self-aware and confident in their roles as Hudson Valley Community College faculty members.

Research indicates that comprehensive professional development for veteran, newly hired, and part-time instructors increases retention of students and faculty and is a vital component of an academic community that enhances student learning and fosters institutional growth. The number of part-time faculty at colleges continues to rise and growth projections support the sustained use of adjunct faculty across campus, compounding the need for comprehensive and integrated development opportunities that provide both theoretical foundations and practical skills that are of immediate use to faculty members. Furthermore, professional development opportunities reinforce the valuable role of part-time faculty and help to integrate part-time faculty into teaching culture of the college.

While faculty development programs on other campuses may emphasize competency areas that differ from what has been identified herein, the committee, possessing an understanding of the unique and diverse needs of Hudson Valley's teaching population, believe that these areas best characterized a program that would benefit all faculty populations of this institution. These areas, and the specific offerings contained within, will provide participating faculty members with a knowledge-base and proficiencies that are transferable to other educational, professional, and personal settings creating a ripple effect throughout the communities and other organizations in which Hudson Valley Community College faculty members also participate.

**Program Goal**

To deliver a deliberately structured faculty development experience around issues of teaching and learning that leads to a certification of completion.

### Program Purpose and Description

The purpose of the Teaching and Learning Program is to encourage and reward faculty for strategically developing their teaching skills in three key areas: Pedagogy, Classroom Management, and Integrating Instructional Technology. The program is designed to support instructional practice by providing an opportunity for both new and experienced faculty to engage in discussions about teaching and learning and to participate in training related to adult learning, educational theory, and instructional technology.

Faculty participants in this program will self select from a variety of professional development opportunities in the three key areas (See Table 2). Faculty will have the opportunity to customize their program to meet their individual instructional needs.

**Table 2 – Teaching and Learning Certification Program Key Areas**

Topic Area	Rationale	Suggested Topics
<b>Pedagogy</b>	Both new and experienced faculty can benefit from training based on traditional educational theory and current research.	<ul style="list-style-type: none"> <li>• The Living Syllabus</li> <li>• Learning and Teaching Styles</li> <li>• Adult Learning Theory</li> <li>• Assessing Student Learning</li> <li>• Student Centered Learning— Becoming the Guide on the Side</li> </ul>
<b>Classroom Management</b>	Post-secondary students, particularly community college students, are a diverse and challenging population. Understanding how to manage, engage, and motivate these students is essential to student-centered learning and institutional success.	<ul style="list-style-type: none"> <li>• Conflict Resolution</li> <li>• Student Diversity</li> <li>• Disabilities and Legal Implications</li> <li>• Handling Difficult Students</li> <li>• Understanding the Community College Student—Making Connections</li> <li>• Presentation and Platform Skills</li> </ul>
<b>Integrating Instructional Technology</b>	Effective integration of technology in classroom instruction serves to guide, expand, and enhance student-centered teaching and learning. Faculty will be given the opportunity to learn how to integrate different types of technology into their instructional plans.	<ul style="list-style-type: none"> <li>• Effective Research Using the Internet</li> <li>• Using Blackboard to Enhance Your Courses</li> <li>• Using Technology to reach a broad spectrum of learners.</li> <li>• Available Classroom technology: (Instructor Console, United Streaming, Mobile Computer Units, Smartboard , PowerPoint, etc.)</li> </ul>

Pedagogy courses will help faculty understand educational theory and teach in a student-centered fashion. Classroom Management courses will help faculty relate to the diverse students encountered in a community college setting creating an open and welcoming environment for all students. Integrating Instructional Technology, rather than providing software training or training with technological devices, will help faculty use technology as part of student-centered classroom lessons.

To attain the Teaching and Learning Program certification of completion, participants will take six three-hour courses from the three topic areas. In order to ensure a well-rounded development experience, faculty chooses from the following:

- 2 courses from Pedagogy
- 2 Courses from Classroom Management
- 1 Course from Integrating Instructional Technology
- 1 additional Course from any of the three areas

Substitutions for CET courses, such as discipline specific conferences, seminars, workshops, courses, etc., will be accepted to satisfy up to 50 percent of each category, subject to approval by participants' department chairs or supervisors. If possible a faculty mentor will be assigned to assist faculty members in customizing individual programs and to track successful completion of the program.

**Leadership Development Program: Guiding Faculty and Staff to Leading Effectiveness**  
*(Leading to a certification of completion)*

*“Leadership is the engagement of all in the construction of meanings that lead toward a common organizational purpose.” (Lambert et al. 2002)*

**Introduction**

Developing leadership skills can promote personal and professional growth for all college personnel in all positions. Hudson Valley Community College believes that leadership skills are invaluable both to the institution and the individual and has created a Leadership Development program leading to a certification of completion that seeks to provide college personnel—faculty, non-teaching professionals, and staff—with opportunities and resources to develop leadership knowledge, skills, and potential. Because leadership emanates from all levels of an effective organization, understanding of and experience in areas such as supervision, conflict resolution, mediation and negotiation, and policy and legal issues can benefit the job performance and satisfaction of all Hudson Valley Community College faculty, staff, and administrators. In addition to providing faculty with essential leadership skills that are valuable in the classroom and that can enhance teaching and learning, leadership training can provide all College community members with various leadership-related skills valuable for participation in numerous campus initiatives.

In addition, community colleges are experiencing an unprecedented administrative turnover as college administrators age and retire (Amey, VanDerLinden, & Brown, 2002, Cooper & Pagatto, 2003). To meet the challenge of developing leaders who understand and support the mission of community colleges and the success of their diverse student population, community colleges must take responsibility and become proactive in the development of leadership, playing a role in producing the next generation of community college leaders. Although many future community college leaders will come from the faculty ranks, there has been little or no formal training available to this group. Historically, the development of community college leadership has been a mix of on-the-job training, graduate education, and short-term, discrete, unconnected leadership-related training opportunities (Piland & Wolf, 2003). Instead, Piland and Wolf recommend that community

colleges need to formalize leadership development policies and develop carefully constructed programs implemented at the institutional level to effectively develop leaders among faculty, support staff, and administrators.

### Program Goal

To deliver a deliberately structured experience for faculty and non-teaching professionals who are interested in developing their proficiency in issues around academic leadership.

### Program Purpose and Description

The purpose of the Leadership Development certification program is to encourage college personnel to develop leadership skills in three key, encompassing areas: College Policy and Legal Issues, Administration and Management, and Interpersonal Effectiveness. The certification is intended to provide opportunities for faculty, staff, and administration to realize and develop leadership skills and encourage professional and personal growth.

Program participants will choose from a selection of offerings from the three key areas (See Table 3) with the option of customizing their program choices to meet individual goals and objectives.

**Table 3 - Leadership Development Certification Program Key Areas**

Topic Area	Rationale	Suggested Topics
<b>College Policies and Legal Issues</b>	Understanding the environment is a key to good decision-making that protects the individual and the institution. College policies and education law are central to state funded institutions, and understanding their applications and implications is critical for college personnel.	<ul style="list-style-type: none"> <li>• Right to Privacy Act/FERPA</li> <li>• College Academic Policies</li> <li>• Legal Issues and the Academic Institution</li> <li>• Unions and Contracts</li> <li>• State and Federal Regulations</li> </ul>
<b>Administration and Management</b>	Campus administrators are routinely called on to be specialists in their areas, and also generalists for the campus at large. Administrative tasks can range from relatively simple, independent tasks, to complex, collaborative projects--often in the course of one day. Workshops in this area will focus on becoming adept at managing time, tasks, and using campus resources effectively.	<ul style="list-style-type: none"> <li>• Budgeting</li> <li>• Specific Technology: Banner, Excel, PowerPoint</li> <li>• Multitasking and Time Management</li> <li>• Goal setting and planning</li> <li>• Campus Resources</li> <li>• Project Management</li> </ul>
<b>Interpersonal and Intrapersonal Effectiveness</b>	Interpersonal and intrapersonal skills are the bedrock of good leadership. Awareness of self and others is a necessary competency for those who are entrusted to supervise and lead others in an organization.	<ul style="list-style-type: none"> <li>• Communicating effectively</li> <li>• Conflict Resolution</li> <li>• Decision-Making</li> <li>• Team-Building</li> <li>• Leadership Theory</li> <li>• Leadership Styles</li> <li>• Supervision</li> <li>• Presentation and Platform Skills</li> </ul>

College Policy and Legal Issues will introduce participants to the federal and state regulatory environments in which institutions of higher education operate, major constitutional issues involved in college student affairs administration and an understanding of the basic liability and contractual issues involved in the operation of a postsecondary institution. Administration and Management offerings will focus on areas and skills such as project management, technology, and prioritizing, and Interpersonal and Intrapersonal Effectiveness offerings will provide participants the opportunity to develop such skills as conflict mediation, negotiation and resolution, decision making, communications, crisis management, presentations, and team building.

In order to complete the Leadership Development Program, participants will take six three-hour courses from the three topic areas to ensure a well-rounded development experience. Faculty may choose from the following:

- 2 courses from College Policy and Legal Issues
- 2 courses from Administration and Management
- 2 courses from Interpersonal Effectiveness

Substitutions for CET courses, such as discipline specific conferences, seminars, workshops, courses, etc., will be accepted to satisfy 50 percent of each category, subject to approval by participants' department chairs or supervisors. If possible, participants will work with a mentor to customize individual programs and to track successful completion of the program.

### **Motivation for Participation**

The new Faculty Development program is designed to be flexible and convenient, offering faculty both intrinsic and extrinsic rewards for their participation. Program features include:

- Targeted professional development
- Customization for individual needs
- High Accessibility

### **Targeted Professional Development**

The Faculty Development Program is designed to have direct impact on teaching effectiveness. Program benefits will be measured through self-assessment by the participants. Benefits of participation include:

- exposure to a variety of pedagogic techniques that enhance student learning
- opportunities to learn effective incorporation of student centered learning into classroom instruction
- potential improvement of student engagement and retention
- opportunities to learn effective incorporation of the latest technology into classroom instruction
- potential improvement of job satisfaction as teaching becomes more effective, enhancing the classroom experience
- improved opportunities to network, share ideas, and share resources with colleagues
- exposure to leadership parameters
- opportunities to develop leadership skills

A CET Teaching and Learning certification of completion and Leadership Development certification of completion will provide a positive addition for employees' resumes, vitas, tenure portfolios, and promotional packets. Each faculty or staff member who completes either certificate will be recognized at College-wide ceremonies as well.

### **Accessibility**

- 1) The program will be highly accessible. Faculty will be able to participate in development opportunities scheduled throughout the semester during the day, evening, and weekend. When appropriate, development workshops will also be provided through web-based instruction that can be accessed at any time.
- 2) Program and workshop information will be published and regularly updated on a centralized website. The website will include but is not limited to a database to track individual progress, a schedule of campus wide development opportunities, workshop descriptions, and contact information.
- 3) Information will also be available on the website, including links to a variety of web resources as well as relevant articles and cutting edge research on effective teaching (see Appendix E and Appendix F, respectively, for External Resources and an annotated bibliography of related professional development research).

### **Customization of the Teaching and Learning Program**

- 1) Program offerings will be designed by faculty, for faculty. There will be a continuous process of soliciting feedback from faculty on current and desired programs. Revisions of current offerings and additional programming will be made based on that feedback.
- 2) The program will include outreach to individual departments. Department Chairs and faculty will be invited to identify specific training needs on relevant issues. Departments will have an opportunity to request training to be delivered during departmental meetings.
- 3) Participation provides an opportunity to work with a faculty mentor to strategically plan a personalized faculty development program. There will be a variety of options from which faculty can select for their certificate program, so participants can customize their program to meet their specific needs.

### **Implementation**

The Vice President of Academic Affairs has created a Faculty Development Steering Committee to direct and oversee the implementation of the Strategic Plan for Faculty Development: "Guiding Faculty to Teaching and Leading Effectiveness."

The charges of the committee are as follows:

- 1) To drive the decisions regarding offerings and directions for faculty development

- 2) To direct the CET in the implementation of the offerings
- 3) To identify the faculty development needs of each member's representative area
- 4) To recommend opportunities for grant acquisitions
- 5) To respond to directives from the Vice President of Academic Affairs

The Faculty Development Steering Committee consists of the following members: Deans from the Schools of Business and Engineering and Industrial Technologies and the Schools of Health Sciences and Liberal Arts and Sciences; Faculty Liaison, Center for Effective Teaching; Associate Dean of Instructional Support Services and Retention; Faculty representation from Business, Automotive, Health Sciences, and Liberal Arts, Department Chair representation from the Schools of Liberal Arts and Health Sciences and the Schools of Business and Engineering and Industrial Technologies; Teaching Technical Assistant from Academics, and Director of High School Program and Educational Outreach.

The CET Faculty Liaison will play a pivotal role in the implementation, delivery and assessment of the program. The CET Faculty Liaison responsibilities will include: recruit participants into certification programs, assess participants training needs/wants, oversee participant program advisement, program assessment, tracking program progress for individual participants, and compiling lists of participants who completed certification programs.

The Teaching and Learning certification of completion program will be introduced during Faculty Workshop Day, February 16, 2005. Three new courses (one from each category) will be offered prior to August 31, 2005. The three-hour courses will be developed by faculty, with CET offering a \$600 stipend for the development of the curriculum and coursework associated with a course. Faculty would receive the current workforce development rate (approximately \$50 per hour) for teaching the course.

The Leadership Development certification of completion program will be introduced at the All College Meeting in fall 2005. During that semester, three leadership courses will be offered along with three new Teaching and Learning courses for a total of six courses. In spring 06, three new Leadership courses would be offered along with the three Teaching and Learning workshops offered the previous spring, and, starting in fall 2006, six Teaching and Learning workshops and six Leadership courses will be offered across the academic year.

<b>New Courses</b>	<b>Spring 05/X05</b>	<b>Fall 05</b>	<b>Spring 06/X06</b>	<b>Fall 06</b>	<b>Spring 07/X07</b>
<b>Teaching/Learning</b>	3	3	3	3	3
<b>Leadership</b>	0	3	3	3	3

The Center for Effective Teaching will continue to run regular workshops provided by the faculty mentors.

A number of activities outlined herein will require funding over and above the current Center for Effective Teaching budget. Currently, there are various professional development funding sources available through the College, including SUNY tuition waivers and reimbursements and the President's Innovation Fund. For a comprehensive list of available funding see Appendix G.

## **Overall Assessment Plan**

Assessment of professional development activities is a necessary feature that ensures existing programs and practices are meeting the goals and objectives of the faculty development plan. A strong evaluation and assessment component will also help administrators of this program to stay in tune and responsive to the changing needs of stakeholders, such as: individual faculty members, department chairpersons, administrators, and academic departments.

For assessment activities to yield useful results, a blend of formative and summative evaluations that seek to gather data from four levels of program outcomes are recommended (Kirkpatrick, 1971):

<b>Level One</b>	<i>Reaction Data</i> – measures participants’ satisfaction with program
<b>Level Two</b>	<i>Cognitive Data</i> - measures program influences on changes in knowledge and attitudes of participants
<b>Level Three</b>	<i>Behavioral/Performance Data</i> – measures the activities conducted by the participant after the training that can be attributed to the development program
<b>Level Four</b>	<i>Outcome Data</i> – measures the influence of the program on the participant’s career

### **Methodology**

1. Pre-Test, Post-Test, Delayed Post-Test

Session instructors will be asked to administer a brief pre-test and post-test immediately before and after the session is conducted. The pre-test instrument will prompt participants to self-assess their existing knowledge of the topic, perceived utility (walk-away value) of the content in their daily teaching activities, perceived long-term benefits of workshop content, and their personal objective(s) for taking the session. The post-test instrument will prompt participants to rate their satisfaction with the workshop based on what content was presented, the immediate value of the content in their teaching, the long-term value of the content to their teaching, how the content fit with their personal objectives, and any perceived gain in teaching efficacy.

A delayed post-test will be sent out at the end of each semester to gather the same data as the immediate post-test for comparison purposes.

The instruments will be designed with 7-point Likert Scale ratings, with space for open-ended comments.

2. End of Session Evaluation Forms

The current form used to evaluate the session and instructor will continue to be employed at the end of each session.

3. Professional Development Advisory Committee

An advisory committee will be formed with faculty and/or department chair representation from each school (Liberal Arts, Business, Health Sciences, and Technology) to guide future

strategic planning efforts. This group will also be charged with evaluating the current and future goals of the faculty development program, and making recommendations for future directions of the Center for Effective Teaching offerings.

4. Faculty Focus Groups

Workshop participants will be invited to participate in focus groups during the fall and spring semesters. These focus groups will be evaluative in nature, offering participants an opportunity to suggest improvements to the offerings, and programs for future semesters.

**Appendix A**

The Center for Effective Teaching goals and objectives link to Hudson Valley Community College, Mission Review II, and the Academic Five-year Plan goals and objectives as follows:

<b>Hudson Valley Community College Goals</b>	<b>Mission Review II 2005 – 2010</b>	<b>Academic Five-Year Plan 2004 – 2010</b>
<p><b>1. To enhance and promote excellence in teaching and learning</b></p> <p><b>1.1</b> To institute an integrated academic and administrative infrastructure that makes optimal employee support a priority.</p> <p><b>1.2</b> To support faculty with the necessary resources for professional and personal development.</p> <p><b>1.3</b> To develop effective teaching and learning methods that will assist the college in adapting to changing student academic needs.</p> <p><b>1.5</b> To explore thoroughly all aspects of new educational delivery systems prior to implementation.</p> <p><b>1.6</b> To create an academic atmosphere that encourages and supports innovation in the teaching and learning environment.</p> <p><b>1.7</b> To assess effectiveness in the teaching and learning environment.</p> <p><b>1.9</b> To provide and maintain a classroom environment that is conducive to teaching and learning.</p> <p><b>2. To develop and support a student-centered collegial environment</b></p> <p><b>3. To promote the integration of pluralism within the college community</b></p> <p><b>4. To create and sustain a technological environment that is supportive of academic and administrative needs.</b></p> <p><b>4.2</b> To promote computer competency for students, faculty and staff To provide a supportive environment for the development and implementation of distance learning opportunities</p> <p><b>4.4</b> To provide a supportive environment for the development and implementation of distance learning opportunities.</p> <p><b>5. To maintain and provide administrative services</b></p> <p><b>5.3</b> To promote communication, cooperation and shared decision making among administrative and academic departments.</p> <p><b>5.4</b> To support the staff with the necessary resources for professional and</p>	<p><b>Item 9. Faculty Hiring Priorities</b></p> <ul style="list-style-type: none"> <li>• To engage in continual, extensive planning to strengthen the quality, diversity, and reputation of its faculty</li> <li>• To hire qualified new faculty to support the college’s implementation of new programming, including Legal Studies, Semiconductor Manufacturing, and Criminal Justice, and to replace those who have reached retirement status</li> </ul> <p><b>Item 10. Faculty Development</b></p> <ul style="list-style-type: none"> <li>• To offer on-campus opportunities through the CET for faculty development, including the Teaching and Learning and Leadership Development programs</li> <li>• To provide support for off-campus faculty development activities, including travel, conferences, professional organizations, tuition waivers</li> </ul> <p><b>Item 11. Faculty/Grants</b></p> <ul style="list-style-type: none"> <li>• To provide support and opportunities for faculty to become actively involved in grant writing, particularly in areas in which faculty has a specific interest such as service learning, integration of technology and research</li> </ul> <p><b>Item 12. Faculty/Contract/Governance</b></p> <ul style="list-style-type: none"> <li>• To continue to provide opportunities for faculty to participate in governance and service committees</li> </ul> <p><b>Item 14. Academic Program Development</b></p> <ul style="list-style-type: none"> <li>• To continue to plan for academic program development, including the implementation of a number of new programs</li> </ul> <p><b>Item 20. Technology-Enhanced Learning Environments/Online Learning</b></p> <ul style="list-style-type: none"> <li>• To provide opportunities for</li> </ul>	<p><b>Academic Affairs Strategic Directions:</b></p> <ul style="list-style-type: none"> <li>• To support faculty with the necessary resources for professional and personal development</li> <li>• To ensure that goals and standards of the college’s academic programs are achieved</li> <li>• To develop effective teaching methods that will assist the college in adapting to changing student academic needs</li> </ul> <p><b>Individual academic departments:</b></p> <ul style="list-style-type: none"> <li>• To explore the development of ‘hybrid’ courses</li> <li>• To implement new programs and new program options including Legal Studies, Sport Management, Honors Certificate, Human Services and Cardiovascular Technology</li> <li>• To keep abreast of emergent and evolving technologies</li> <li>• To assess current distance learning offerings and expand as necessary</li> <li>• To expand articulation agreement opportunities with four-year schools, including R.P.I., the Sage Colleges, and the University at Albany</li> <li>• To increase collaboration with other community organizations and institutions</li> <li>• To encourage pursuance of grants</li> <li>• To enhance effectiveness of the assessment of student learning</li> </ul> <p><b>Office of Academic Services:</b></p> <ul style="list-style-type: none"> <li>• To stay current with teaching and learning developments and issues, nationally and locally</li> <li>• To increase mentor availability in Faculty Resource Room</li> <li>• To continue to support faculty by offering a wide variety of professional development workshops on technology and</li> </ul>

<p>personal development</p> <p><b>6. To develop and foster beneficial relationships within the community</b></p> <p><b>6.1</b> To enrich and increase administrative and academic partnerships with businesses and the community</p> <p><b>6.6</b> To promote a spirit of community service among students, faculty and staff</p>	<p>faculty to deploy electronic media in the disciplines and classrooms to enhance academic quality, including teaching, scholarship/publishing, and collaboration</p>	<p>teaching circles on pedagogy</p> <ul style="list-style-type: none"> <li>• To enhance faculty support so that student instruction includes information literacy skills, higher-level thinking skills, and problem-based learning activities</li> </ul>
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**Appendix B**

**Center for Effective Teaching  
Needs Assessment  
Summary of Findings**

**Submitted by: Lynne Johns  
November 10, 2003**

## **Process**

A Needs Assessment was conducted by the Center for Effective Teaching (CET) intern with Department Chairs. The goals of the needs assessment included understanding the Chairs' perceptions of the CET, exploring how the CET services are utilized by the chairs and their faculty, and to guide future programmatic efforts and enhancements to keep the CET a dynamic and viable campus service. A total of eleven Chairs were interviewed during October, 2003, the divisional breakdown is as follows: 1 Technology Division, 1 Business Division, 2 Health Sciences Division, and 7 Liberal Arts and Sciences Division. Two department chairs plainly declined the interview request, others did not respond to the three requests to meet or accept an invitation to fill out the questions independently.

Interview questions covered a range of topics including hiring practices for new faculty, DC expectations of faculty participation in professional development, perceptions of the role of the CET on campus, how the CET is being utilized by specific departments, and future trends to keep the CET responsive to faculty and DC needs. Specific questions (with answer summaries) are attached to this report.

## **Findings**

The following is a summary of findings broken down by areas where themes and patterns emerged.

### **Hiring Practices/New Faculty Development**

According to Department Chairs, faculty members are hired because they have a content/discipline expertise, and demonstrate good communication and interpersonal skills. It seemed less important that faculty have established experience as a teacher, as long as they seemed to have the desire to teach, and the potential to be a good instructor. Chairs were not of the same mind as to what they construed as necessary criteria for someone to be hired—but each Chair had very clear ideas about individually what they were looking when hiring faculty. Many chairs mentioned having a departmental mentoring system in place for new faculty which pairs new hires with veteran faculty to help them become oriented to Hudson Valley. A few chairs talked about a departmental specific orientation that new faculty members are required to participate in; most chairs delivered that orientation themselves.

Most chairs found New Faculty Orientation (NFO) to be at least moderately helpful in orienting the new faculty to the college and providing information. One Chair, in particular, complained that NFO was created and planned each year without Department Chair input; this department did not make the orientation mandatory for that reason. Some felt that follow-up to NFO was needed in the form of more communication with new faculty throughout the semester; since much of what they hear in orientation is soon forgotten as their new teaching responsibilities take priority. A few chairs mentioned that the date of NFO should be advertised before the academic year ends in May to allow chairs to better plan for their own attendance, as well as the attendance of any new hires. There is an apparent disconnect between departmental and institutional efforts to train and support new faculty, this is an area where the CET may be able to intervene.

### **Perceptions of Professional Development**

A majority of chairs feel that professional development is necessary for all teachers, novice to veteran, if teachers are to stay vital and abreast of changes in the field. A few chairs suggested that professional development may not be necessary for the highly-skilled teachers, but agreed that those teachers were not the majority. Most chairs stated that participation in professional development was an explicit expectation that had been made clear to their faculty members; however, some felt the faculty contract was a limiting factor in their ability to place any sort of official requirements on participation levels. Most commented that participation in development was a consideration in their evaluation of faculty members, as well as in tenure and promotion (within contractual limits). A few chairs mentioned feeling like their hands were tied. Although they make participation in development an expectation, they had no recourse to require it with those faculty members who clearly need more training. One Department Chair stated:

***“I indirectly make it an expectation. I have to sell it, faculty have to feel it (training) is worth their time and will be a direct benefit to them.”***

Not surprisingly, Chairs differed in their opinion about what professional development topics would appeal to their faculty or that their faculty saw as being necessary. When asked about what development activities their faculty seem to “jump at the chance” to participate in, overwhelmingly Chairs said that it was for development specific to their discipline, but that recent changes to funding for travel had negatively impacted those requests. Technology was the second largest requested area, in particular any training that tailored instructional technology to the needs of a specific content area, for example: transferring biology slides to digital images and placing them on a CD that all

instructors could carry with them, illustrating how web-enhancements are used in a certain disciplines, etc. The theme was clear, although technology training in the abstract is helpful; technology training that is made relevant would be of tremendous benefit. A salient point that was made by most chairs is how very different they feel their department needs are in comparison to other departments on campus. Each chair saw his/her department as having particular needs that could not be always be adequately addressed through general training and development activities.

### **Barriers to Participation**

Chairs were candid when talking about barriers to getting faculty (and themselves) to the Center for Effective Teaching for the purpose of training. The most common barrier discussed was time and perceived benefit. Time is a commodity and teachers and chairs often have multiple things competing for time and attention in any given day. According to chairs, for them and for their faculty, choosing to spend time participating in training and development was a matter of perceived immediate benefit –if the relevancy isn't there, chances are they will choose to attend to a different priority. This finding is consistent with the earlier discussion about desiring training that was content specific. Another major barrier is location of the CET. Chairs almost unanimously agreed that training and development that was conducted on their “home turf” would be seen as a positive thing. Outreach from the CET to the departments became a central point of agreement among chairs that saw numerous benefits to having the CET bring their training to the faculty in an effort to forge an on-going partnership. To this end, teachers with proven track records could be CET mentors, but stationed within each department, to assist with needs that are immediate and require a “just in time” approach to training. In addition, departmental mentors could gauge needs, suggest training, offer programs, and help to create a “shelf” of topical experts on campus that have not been noticed in the past because they are excellent teachers who spend much of their time engaged in instruction and student support.

Many chairs mentioned that the CET should begin systematically uncovering the untapped talent and expertise that people already on campus possess. While outside experts may be valued, there was a feeling that faculty are interested in what their colleagues know and have to say. There was a theme that the CET could play a role in fostering important collaborations between colleagues by discovering untapped sources of expertise right here on campus.

### **CET Role on Campus**

When asked about the most important role(s) that the CET should play on campus, again views differed, but themes emerged. One role that would support chairs specifically would be providing faculty with opportunities to be observed or to “try out” new teaching methods. New faculty in particular could benefit by being videotaped or delivering a lesson in front of supportive colleagues who would then offer them peer feedback. Faculty members often feel anxious about being observed by chairs, and this type of activity would allow them a chance to do some self-evaluation, and work with colleagues before their official observation. Chairs commented that activities like this one would help them foster good teaching, especially among new faculty.

An overall attitude that emerged from the comments from Chairs is that the CET should be in the business of promoting good teaching and teachers through the highlighting of expertise already on campus. As previously mentioned, a peer feedback system that used exemplary teachers as mentors could serve to model what campus considers being good practice, as well as reward those who continually strive for excellence in their field, and in the classroom. Interestingly, while talking about using campus expertise, not one Chair mentioned the faculty mentor program that currently exists in the CET. When pressed, most chairs said that they thought the mentors were there to help with just technology on an as-needed basis.

There was both explicit mention, and emerging themes, that the CET should be central in bringing together the teaching community on campus through the recognition of motivated, exemplary faculty, as well as offering more work-social types of events. Connecting faculty who wouldn't normally interact in the course of daily activity was discussed as critical piece that is not currently being attended to.

Online delivery of professional development was mentioned as a valuable direction for the CET to investigate. Again, there is a “just in time” versus “just in case” attitude among faculty that must be recognized and worked with. Chairs felt that online delivery would serve those faculty with hectic schedules and urgent demands that must be taken care of in an average day. Web based training could be done from home, during breaks, and at other times when demands on faculty time were less rampant. Although chairs were not naïve to the fact that not all topics lend themselves to online delivery, they felt that some topics would.

The last important theme, in relation to the role that the CET should play, was in support of brand new faculty: adjunct as well as full-time. Most chairs said that they supported New Faculty Orientation, but more was needed. Understanding that not all adjunct faculty are here during the day (and some adjuncts are not here at all) there is a need for more programming and support devoted to new faculty, particularly adjuncts who may not have the exposure to the full-time, veteran faculty, that new full-time faculty do.

## **CET Offerings**

Some chairs thought that while the CET offerings are exemplary, they are often too macro in nature. An important point is being missed when it comes to helping teachers learn the nuts-and-bolts of teaching. Simple things often aren't paid attention to, but are the things that teachers grapple with regularly, for instance: how to handle disruptive or sleeping students, what do to if your students aren't doing their reading and homework, how to create tests that really measure learning, what do to if the whole class bombs a test, creating a personal policy on allowing late work or extra credit, etc. These and many more of the "everyday" issues could be fodder for teachers who are entrenched in the day-to-day and aren't necessarily thinking in terms of broad-based pedagogical issues.

A glaring contradiction emerged between what Chairs said they want in training offerings and what offerings they themselves attend or refer faculty to. When asked, Chairs specifically stated that what they wanted from the CET was support for teachers and themselves in areas other than technology. However, when asked what they have utilized the CET for most often, the answer was technology training. When asked what training their faculty requests most, the answer was technology training. (See Box 1 and 2

**Box 1 – Needs Assessment Question 9. What topics would you like to see offered by the CET?**

- Instructional and Learning Theory
- Classroom Management
- Innovative instructional methods/best practices
- *Service Learning*
- *Pedagogy and Online Teaching*
- *Classroom Observations*
- *Online Plagiarism Online Training in all areas*
- *Motivating students*
- *Universal Design for Instruction*
- *Managing student behavior in the classroom*
- *Ethics in Teaching*
- *Classroom nuts and bolts (what do you do the first few minutes of class, what do you do when someone acts up, how do you handle students who are bored, how do you learn student's names)*
- *Using humor in the classroom*

Needs Assessment Question 11. **Have you encouraged your faculty to use the CET, and if so, for what purpose?**

- Yes – web enhancements
- Yes – DL and Blackboard
- Yes – web and DL, also Cornell workshops
- Yes – web enhanced courses
- Yes – for technology training
- For a few, very specific types of technology training
- Yes, technology training exclusively

There could be a variety of reasons for this; the most plausible seem to be one or more of the following:

1. The CET had a decidedly technological focus up until two years ago when there was a shift to highlight more development/training on issues surrounding pedagogy
2. Instructional Technology is the broad topic of immediate relevance to instructors, therefore time is considered well-spent on training around technology
3. Technology is the area where most instructors feel they are lagging behind

During the course of the interviews, many chairs were concerned that any feedback they offer be tempered with a caveat that while there is always room for improvement, they sincerely appreciate the efforts of the CET to provide high-quality, responsive training to the instructional personnel on this campus. A few chairs cited examples of ways that the CET Faculty Liaison had stepped in and found ways to meet a specific need or assist with a challenge in their department. Chairs were adamant that the CET is not only a wonderful service, but a necessary one as well. One chair commented:

**“The CET has been very responsive to our needs. The faculty in my department have difficult schedules because of clinicals, and the CET has worked with us to provide training around the times that we need it. That is something that is very helpful that we appreciate.”**

## **Themes and Suggestions**

The following are suggestions based on themes that emerged from the Department Chair interviews:

**Faculty is hired with a variety of backgrounds and may or may not possess teaching experience, and more than likely do not have a background in education. These faculty**

**members may lack training or knowledge in the both macro areas (pedagogy, learning theory, student-centered practices), as well as the more “micro” day-to-day challenges of community college teaching.**

- *Training and development topics should look to integrate macro and micro components. Embed practical, “nuts-and-bolts” training with pedagogy and theory to make it relevant to the everyday experiences of faculty.*

**New Faculty Orientation could/should be extended to include specialized training offered throughout the semester targeted specifically to new faculty challenges.**

- *CET could explore the creation of a website dedicated to new faculty, as well as a handbook that is designed to support faculty who may not have the benefit of being around veteran faculty members.*
- *CET could explore the possibility of hosting a list-serv for new faculty*
- *CET could find out how Chairs conduct “in-house” orientation for new faculty to get an idea of how the general orientation could be enhanced or made to complement specific departmental efforts.*
- *Date of NFO should be publicized earlier, and more marketing and information should be provided to the Chairs before the end of the academic year.*

**Hudson Valley has many departments with a plurality of diverse needs. Chairs feel strongly that there can not be a one-size-fits-all approach to professional development.**

- *CET personnel could visit each department during a department meeting in the first few months of the academic year, discuss services, and also open communication lines for on-going assessment of faculty needs.*

- *CET could explore the possibility of funding departmental mentors to act as bi-directional connectors between the CET and academic departments.*

**Outreach is seen as a critical component in connecting faculty to the CET.**

- *CET personnel could visit each department during a department meeting in the first few months of the academic year, discuss services, and also open communication lines for on-going assessment of faculty needs.*
- *CET could conduct requested training within the departments (ex. demonstrate the use of the teaching console or instructional software in a classroom that the particular faculty use regularly).*
- *CET could offer an on-request service where CET faculty liaison or mentors will do collegial in class observations and provide feedback to instructors, or instructors can demonstrate a lesson or activity to try it out before they introduce it into the classroom*
- *CET could explore the offering of online workshops and resources including an intranet of materials, resources, links, sites, etc.*

**CET should play a central role in bringing together faculty and utilizing untapped campus expertise.**

- *CET could pursue the creation of a “bank of experts” from around campus that are willing to be called on to conduct workshops for their colleagues throughout the academic year.*
- *CET could explore the possibility of offering “conference scholarships” to augment PRC funds for faculty who agree to attend a conference and come back to campus and share their experiences through a formalized workshop, sharing of materials, being a part of the expert bank, etc.*

- *CET could explore a system of formalized recognition of faculty who demonstrate exemplary practices and model student-centeredness*
- *CET could host/co-host events that combine work and social components*
- *CET could explore the hosting of an intranet/database to share best practices, new innovations, new research, materials, etc.*

**Support of off-campus and adjunct faculty is seen as an unmet need.**

- *The Office of Continuing Education and Summer Sessions employs an off-campus coordinator who visits the off-campus sites at least once a semester. CET could partner with this office to augment services offered through Con-ed.*
- *Offer services specifically tailored to adjunct faculty needs, including a dedicated website that can be accessed by those who come to campus, and those who work at satellite locations.*

## Appendix C

### Internal Resources

#### Faculty Handbook

Each year the faculty handbook will be analyzed to determine whether the information is current, appropriate, and related to the college mission. Currently, the faculty handbook is available on the college website <http://www.hvcc.edu/acasenate/affiliatecommittees> and is announced to new faculty at New Faculty Orientation.

Future additions to the handbook may include a section on helpful websites and other resources to enhance teaching and learning.

#### Adjunct Website

In 2004, Hudson Valley Community College will unveil the new website dedicated specifically to the needs of adjunct instructors. The necessity for a centralized website designed for adjunct instructors is compelling: adjuncts often feel disconnected from the institution, yet they make up over half of the instructional staff. A tailored website can provide an easily accessible portal to the institution for adjunct faculty. The adjunct website will also provide follow up documentation to support the information disseminated in the faculty orientation given at the start of each semester. A “must do” checklist will aid newly appointment part-time instructors with integrating themselves into the organizational culture. In addition, individual departments will have the ability to post specific, targeted information for their adjunct instructors. The following outlines the content of the newly developed web site:

- **“Must Do” Checklist**

This section of the website will include information on preliminary employment routines such as obtaining a faculty/staff photo ID card, keys to departmental office and personal office, email access, and Human Resource information.

- **Policy and Records**

This section of the website will address important policy and records that must be kept by faculty. Administrative information such as the college’s mission, 5 year plan, an academic calendar, Faculty Handbook, Faculty Agreement, emergency class cancellation, occupational health and safety, address change form, and information from the Registrar’s office. In addition, for department specific documents, including course documents and syllabus, final exams, office hours, and annual employee reviews, adjunct faculty will be directed contact their department chair.

- **Faculty Resources and Services**

This section of the website will address significant campus resources available for faculty. Resources will include but are not limited to child care support, photocopying, print shop, word processing, early warning system, WIRed, remote network access, campus newsletters, mailboxes, the Center for Effective Teaching, Personnel Resources Committee, Faculty Association, Forms/Documentation for Internal Use, Computer Services, Library resources, copyright laws, requesting instructional media, tips for teaching, campus map, employee directory, travel and reimbursement procedures.

- **Departmental Information**

This section of the website will include departmental information that is specifically adjuncts along with information on the support services that the Office of Continuing Education and Summer Sessions offer to instructors who teach evening, weekend, and off campus.

- **Campus Hierarchy**

This section of the website will identify the campus organizational structure.

### **Faculty Mentor Program**

The Hudson Valley Community College Mentoring Program offers availability of seasoned faculty members, cross-trained in a variety of technologies on a daily basis at various hours. Hudson Valley mentors are experienced in various pedagogical areas and offer workshops and Teaching Circles on a variety of topics. Although many colleges focus solely on the delivery of training on classroom technology, the Hudson Valley Community College Faculty Mentoring Program has been devoted to helping faculty to learn to use technology effectively *in the classroom*. Teaching Circles and Training Sessions focusing on pedagogy conducted by mentors include:

- Understanding Student Behaviors
- General Psychology Teaching Strategies
- Understanding Learning Styles
- Connecting with Your Students
- Classroom Assessments
- Incorporating Active Learning Techniques
- Do Your Students Get It?
- Learning and Instructional Theory
- Finding and Using Learning Objects
- What You Can Do on Your Summer Vacation
- Learning by Listening: Interpreting Student Responses
- Motivating At-Risk Students
- Teaching in the Learning College (online class)
- Making Abstract Material Relevant to Students' Futures

Workshops covering the use of technology that have been offered include the following:

- Effective Use of Technology in the Classroom
- Understanding and Using the Instructor Console
- Integrating Audio and Video into PowerPoint
- PowerPoint
- Using a Digital Camera
- CD Burning
- Video Streaming
- Web Page Development
- Scanning Images
- Using the Scantron
- Microsoft Publisher
- FTP File Transfer Protocol
- Creating grade books and attendance records in Excel
- Procedures for students to use email attachments

It is notable that technology training has dual goals. The first goal is introduce participants to the software capabilities and develop the skills necessary to become adept at using the software. The second, and equally important goal involves effectively integrating the software into the classroom to enhance student learning experiences. This differs, we believe, from many such training programs, where technology training is skills-based and doesn't provide a pedagogical focus. Along with offering regularly scheduled workshops and teaching circles, mentors are available on a drop-in basis to answer all types of questions to streamline faculty experience at Hudson Valley Community College.

Mentors also consult on such concerns as classroom management issues, assessment, implementing group projects, and distance learning concerns. The Faculty Resource Room and the Mentoring Program encompass a concerted effort on the part of all involved in fostering an atmosphere where faculty can grow through encouragement and support, which, mentors firmly believe, translates directly to positive results for our students.

### **Faculty Resource Room**

The Faculty Resource Room and the Mentoring Program is an innovative project of the Center for Effective Teaching. Opened in the fall 2002 semester, the Faculty Resource Room is a space set aside for the exclusive use of faculty. Besides being a place for faculty to gather to talk to each other, there is technology available in the room that is not always available to faculty in their offices or departments. This technology includes: seven Computers each with its own scanner and full compliment of software, CD burners, a photocopier, a laser printer, an inkjet printer, ZIP drives, and a fax machine. In addition, there is an instructor console and an LCD projector with a large screen so that the room can be used for training on the faculty console and for faculty to test out PowerPoint presentations, and other things they plan to project in their classes.

## Existing CET Offerings in Individualized Competency Areas

<ul style="list-style-type: none"> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Web-Enhanced Classes</li> <li>• File Transfer Protocol</li> <li>• Microsoft Office Suite (Word, Excel, PowerPoint, Access, Outlook)</li> <li>• Scanning</li> <li>• Digital Photography</li> <li>• Scantron</li> </ul>
<ul style="list-style-type: none"> <li>• Pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• The Living Syllabus</li> <li>• Motivating Students</li> <li>• Learning Styles</li> <li>• Teaching Styles</li> <li>• Adult Learning Theory</li> <li>• Collaborative Learning</li> <li>• Assessing Student Learning</li> <li>• Student Centered Learning—Becoming the Guide on the Side</li> <li>• Peer Consultation</li> </ul>
<ul style="list-style-type: none"> <li>• Classroom Management</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict Resolution</li> <li>• Student Diversity</li> <li>• Crisis and Emergency Preparedness</li> <li>• Disabilities and Legal Implications</li> <li>• Handling Difficult Students</li> <li>• Understanding the Community College Student</li> <li>• Peer Consultation</li> </ul>
<ul style="list-style-type: none"> <li>• Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• ICCD Leadership Model</li> <li>• Basic Grant Writing</li> <li>• Communications Skills for the Leader</li> <li>• Overview of the DC Position</li> <li>• Building a Promotion Portfolio</li> <li>• Grant Writing</li> <li>• Publishing Articles</li> <li>• Peer Consultation</li> </ul>
<ul style="list-style-type: none"> <li>• Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• ICCD Three-Day Workshop</li> <li>• Certificate Advisors—Help Determine Faculty Development Plans</li> <li>• Teaching Circles</li> <li>• Peer Consultation</li> </ul>
<ul style="list-style-type: none"> <li>• Presentation Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Platform Skills Training Series</li> <li>• Speakers Bureau Participation</li> <li>• Toastmasters</li> <li>• Peer Consultation</li> </ul>
<ul style="list-style-type: none"> <li>• Interpersonal Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Nonverbal Communication</li> <li>• Effective Writing Skills</li> <li>• Developing Effective Questioning Techniques</li> <li>• Time Management</li> <li>• Stress Management</li> <li>• Effective Meeting Skills</li> <li>• Peer Consultation</li> </ul>

## Appendix D

### External Offerings

Participation in the following programs will be supported as they are consistent with the philosophy, goals and objectives of the Hudson Valley Community College faculty development program:

#### **Great Teachers Seminar**

**Sponsored by:**        **Institute for Community College Development at Cornell University**

**Description:** The Great Teachers Seminar is an inspirational challenging journey over several days that provide ample opportunities to share and network with peers from across North America. Successful teaching experiences and lessons learned are shared in an interactive group environment. Its purpose is to celebrate good teaching by asking educators to venture beyond the limits of their own specializations and colleges in search of transferable ideas and the universals of learning. It promotes an attitude of introspection and self-appraisal by providing a relaxing setting and straightforward process in which participants can seriously review and contemplate their attitudes, methods and behaviors as teachers. It practices rational analysis of educational problems and find realistic, creative approaches to their solutions. It's a stimulating exchange of information and ideas by building an expanded network of communication among faculty and it strives to renew the commitment to student learning.

#### **Successful Teaching Conference**

**Sponsored by:**        **Institute for Community College Development at Cornell University**

**Description:** A number of concurrent sessions "by faculty for faculty" will be presented on a variety of topics including: Active Learning, Diversity, Innovative Strategies, Integrating Technology, Learning Communities, Learning Styles, Online Teaching/Support Services, Service Learning, Student Outcomes Assessment, & tools for Student Motivation. **Duration:** 4 days

#### **Teaching in the Learning College**

**Sponsored by:**        **Valencia Community College**

**Description:** Teaching in the Learning College, organized by Valencia College is an online course designed for adjunct instructors, new instructors, and instructors with strong content and/or technical expertise but limited teaching experience. This curriculum provides faculty educators with tools and resources enabling them to become more effective learning-centered instructors. By engaging with the story and its characters, assigned readings and activities, and collegial exchange, participants will acquire the skills, attitudes, and knowledge to plan and implement learning activities and assess student learning. **Duration:** Approximately 6 weeks

**Teaching from the Heart: A Three Hour Reflective Dialogue for Faculty Members**

**Sponsored by:**           **Institute for Community College Development at Cornell University**

**Description:** The premise of Parker Palmer’s work in formation is that, without denying or abandoning the outer world, we must reclaim the reality and power of the inner life. Formation assumes that each of us has an “inner teacher” that has continuing capacity for discernment. Formation work is the process of creating a quiet, focused and disciplined space in which the noise within us and around us can subside and the voice of the inner teacher can be heard. **Duration:** 3 hours

**Faculty Mentoring Workshop: Creating a faculty mentoring paradigm**

**Sponsored by:**           **Institute for Community College Development at Cornell University**

**Description:** This workshop explores ways to identify faculty mentoring needs and the ways in which they can be met. Participants will acquire knowledge about ways in which mentoring may support individuals in their department or discipline by exploring mentoring traits, and understanding the gaps in current mentoring models as they apply to faculty. Faculty will use their own perspectives and experience to develop increased understanding of the factors that make mentoring successful from both the mentors’ and mentees’ perspectives. Through a four step exercise participants will develop the areas in which faculty benefit from mentoring, the ways in which this happens, the barriers to such mentoring, and specific ways to address those barriers. **Duration:** 3 hours

**Department Chair Leadership Training and Development**

**Sponsored by:**           **Institute for Community College Development at Cornell University**

**Description:** One of the biggest challenges facing community colleges is how to develop academic department chairs. The department chair plays an extremely challenging role in today’s college. This individual is largely responsible for leading the single most important resource of any college —the faculty. In addition, the modern academic department often comprises a larger group of staff, students, and alumni who, along with finances and facilities, make that department bigger than many small businesses. Even though the responsibilities of a department chair grow measurably more demanding, individual preparation and institutional support for this position have changed little over the past 20 to 30 years. This comprehensive program is designed to help department chairs critically examine their roles and develop the knowledge, skills, and abilities to lead and manage an academic department. Participants will discover ways to mobilize, develop and lead others. **Duration:** 3 days

## Appendix E

### External Resources

This section contains a variety of resources pertaining to faculty development and teaching and learning. The Web Resources list contains faculty development-related sites from various sources, as well as sites providing teaching-related topics such as classroom assessment and student-centered learning activities. The Faculty Development Literature bibliography consists of research and literature on faculty development covering various issues and aspects of faculty development programs. Each entry includes a brief overview of contents of the articles.

Links to the websites in the Web Resources list can be found at Center for Effective Teaching “Teaching Links” website. Articles included in the Faculty Development Literature bibliography are available at the College’s Instructional Media Center. In addition, the Center for Effective Teaching offers an extensive, dynamic collection of professional articles and books pertaining to teaching and learning pedagogy, retention, faculty development, classroom management, and industrial technology.

<http://www.kean.edu/~cpd>

<http://www.crlt.umich.edu/>

[http://www.umass.edu/cft/resources/online\\_resources.htm](http://www.umass.edu/cft/resources/online_resources.htm)

<http://cte.udel.edu/>

<http://www.utexas.edu/academic/cte/>

<http://www.unomaha.edu/~wwwcfd/> (department chair site)

<http://www.missouri.edu/~petwww/>

<http://www.snc.edu/facdev/>

<http://www.ualberta.ca/~uts/>

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/>

<http://www.provost.msu.edu/facdev/>

<http://www.ecu.edu/facdev/>

<http://www.podnetwork.org/>

<http://www.stanford.edu/group/SFDP/>

## **Teaching-related Sites**

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/>

<http://fp.uni.edu/teachctr/>

<http://www.crlt.umich.edu/>

<http://cte.udel.edu/>

<http://www.yorku.ca/cst/>

<http://www.siue.edu/~deder/assess/catmain.html>

<http://www.psu.edu/celt/CATs.html>

<http://ts.mivu.org/default.asp?show=article&id=908>

<http://www.teach-nology.com/>

<http://www.fcs.iastate.edu/computer/tips/onlinetechtips.html>

## Appendix F

### Faculty Development Literature Annotated Bibliography

Burnstad, H. M. (2002). Faculty development at Johnson County Community College. *New Directions for Community Colleges*, 120(Winter), 17-25. \*

Burnstad provides an overview of Johnson County Community College's professional development programs efforts to integrate part-time faculty into the college's academic community, including the institutional context for the program, the institution-wide and departmental initiatives, the professional development available for part-time faculty, an adjunct certification training program, and the resources used in part-time faculty development efforts.

Cooper, J. E. & Pagatto, L. (2003). Developing community college faculty as leaders. *New Directions for Community Colleges*, 123(Fall), 27-37.

The authors consider the current need for faculty leadership, the motivation to lead, and the challenges and problems faculty encounter in their leadership roles and provide a sampling of leadership development initiatives across the nation. Two recently developed leadership training models are presented, the first an effort by Community College Leadership Development Initiatives (CCLDI), and the second a systemic, statewide coordination of leadership development on seven community college campuses in Hawaii.

Kemp, P. R. & O'Keefe, R. D. (2003). Improving teaching effectiveness: Some examples from a program for the enhancement of teaching. *College Teaching*, 51(3), 111-115.

The subject of Kemp and O'Keefe's article is the Program for the Enhancement of Teaching (PET) at DePaul University, a successful program whose purpose is to focus faculty members' attention on the institution's commitment to teaching excellence. The authors describe the potential problems and benefits of PET, a departmental level mentorship program as well as specific activities, such as lunches and seminars, initiated by the program.

Rouseff-Baker, F. (2002). Leading change through faculty development. *New Directions for Community Colleges*, 120(Winter), 35-42.

Rouseff-Baker describes how the Center for Excellence in Teaching and Learning at Parkland College, Champaign, Illinois has become the catalyst for major institutional change through the use of faculty-owned and -driven professional development programs, faculty leadership teams, and a supportive administration. A new director of the Center in 1995, Rouseff-Baker describes the growth and expansion of the program since then, discussing the shift of faculty attitudes from reluctance to enthusiastic participation in the Center's diverse offerings.

Sherer, P. D., Shea T. P. & Kristensen, E. (2003). Online communities of practice: A catalyst for faculty development. *Innovative Higher Education*, 27(3), 183-194.

The subject of Sherer, Shea, and Kristensen's article is the concept of "communities of practice" and how it has come of age for the professional development of professors as teachers. Due to current technological options, faculty developers can enhance the opportunity for the entire faculty to learn through the use of online communities. This article defines communities of practice and faculty learning communities, describes the role of technology and the online "faculty learning community portal," and outlines what institutions can do to support faculty learning communities.

Sunal, D. W., Hodges, J., Sunal, C. S., Whitaker, K. W., Freeman, L. M., Edwards, L., Johnston, R. A., & Odell, M. (2001). Teaching science in higher education: Faculty professional development and barriers to change. *School Science and Mathematics*, 101(5), 1-17.

The focus of Sunal et al's research was better understanding of the changes processes necessary for university science teaching reform to be successful. A series of nine faculty development programs were conducted at nine U.S. locations to explore, develop strategies, and implement changes in postsecondary science classrooms. The authors describe faculty conceptions of the change process that inhibited successful action, and provide a predictive model for fostering faculty change and discuss faculty professional development efforts that contribute to successful overcoming of barriers to change.

Sydow, D. (2000). Long-term investment in professional development: Real dividends in teaching and learning. *Community College Journal of Research and Practice*, 24(5), ??

Sydow describes the evaluation process of the Virginia Community College System's (VCCS's) Professional Development Initiative, which was implemented on 1993 to provide support for all areas of professional development—discipline, instructional, career, and organizational development. The evaluation was conducted specifically to determine the extent to which documented professional development needs of faculty members had been addressed and the extent to which student learning had been enhanced. Included in Sydow's account are a short, general description of the initiative, which encompasses 23 campuses, the methods utilized in the evaluation process of the initiative, and the outcomes of the assessment.

Wallin, D. L. (2003). Motivation and faculty development: A three-state study of presidential perceptions of faculty professional development needs. *Community College Journal of Research & Practice*, 27(4), 317-335.

This study examines the appropriate roles of faculty and administration in assuring access to meaningful faculty development opportunities in community and technical colleges. Set in the context of Maslow's and Porter's motivational theories, Wallin's research seeks to determine important faculty knowledge, skills, attitudes, and abilities as perceived by college presidents, and includes an examination of faculty development opportunities and resources.

Watts, G. E. & Hammons, J. O. (2002). Professional development: Setting the context. *New Directions for Community Colleges*, 120(Winter), 5-10.

The purpose of Watts and Hammons article is to provide a perspective on the need for faculty and staff development in the community college, some of the early struggles of faculty development, including legitimacy and identity, its present status, and some challenges for the future. As community colleges change in response to community and societal changes, professional development has and will continue to provide the necessary programs to faculty, leaders, and support staff to meet these growth needs.

Welch, G. F. (2002). A new faculty orientation program: Building a core of new faculty to shape the future of the college. *New Directions for Community Colleges*, 120(Winter), 11-16.

In this article, Welch describes Saint Louis Community College' creation of a New Faculty Orientation program intended to integrate new faculty into the college and prepare them for the vital role they play in the institution. The New Faculty Orientation, which was created in 1999 in response to the hiring of significant number of new faculty by the college, is a yearlong program with three major components: an intensive weeklong orientation in August, weekly campus-based sessions during the fall term, and the completion of an instructional skills workshop during the spring or summer interim terms. Welch outlines program goals, format, costs, and evaluation.

## Appendix G

### Hudson Valley Community College Professional Development Funding Sources

A number of activities outlined herein will require funding over and above the current Center for Effective Teaching budget. Available College professional development funding sources are as follows:

- **Personnel Resources Committee**  
<http://www.hvcc.edu/academ/acasenate/persrec/index.html>
- **SUNY Tuition Waiver funded by SUNY**  
President's Office
- **SUNY Training Center**  
<http://www.tc.suny.edu/>  
<http://www.microknowledge.com/>  
<http://www.newhorizons.com/retail/>
- **SUNY Tuition Reimbursement funded by Hudson Valley Community College**  
President's Office
- **President's Innovation Fund**  
President's Office
- **Hudson Valley Community College Tuition Waivers (for credit and credit free courses)**
- **Affirmative Action and Training Office**  
<http://www.hvcc.edu/affirm/index.html>
- **Sabbatical Leave for Faculty and Department Chairs**  
<http://www.hvcc.edu/admin/hr/forms/index.html>
- **Sabbatical Leave for Non-Teaching Professionals**  
<http://www.hvcc.edu/admin/hr/forms/index.html>
- **WE@HVCC Scholarships**  
<http://www.hvcc.edu/~we/>

## **Appendix H**

### **Implementation Schedule**