



ALAMO
COLLEGES
DISTRICT

To: PVC

From: Executive Faculty Council

Re: Recommendations as proposed by Faculty Development Ad-Hoc Committee

Date: July 10, 2017

In January, Super Senate submitted a charge to the Executive Faculty Council (EFC) to develop a strategic plan that would guide collaboration across the District office and the five Colleges in order to create, implement, and support intentional and robust faculty development at each College. The Super Senate charge asked that EFC recommend strategic priorities and identify a plan and timeline for a District-wide Faculty Development Program; identify how the Colleges' existing faculty development programs will collaborate with the Director of Instructional Professional Development and her team to best use available resources and avoid redundancy.

The EFC, in consultation with the Faculty Development Ad Hoc Committee, proposes these final recommendations to the PVC (please see the attached documents for more details):

- Determine Essential Educator Competencies using an active participation approach
- Take the best Faculty Development offerings of each College to scale for all faculty in 2017/2018
- Continue and further develop Key Development Programs
- Faculty Development Advisory Board continue its work

Faculty Development Program

Report to PVC on July 10, 2017

By the Ad Hoc Committee of the Executive Faculty Council of the Alamo Colleges District



Context

- **BOTI Resolution**

The Alamo Colleges Leadership is to ensure the full implementation of the already established district-wide Board charge and the PVC approved (10/17/16) Faculty Development organization that focuses on the systematic development of Essential Competencies for all faculty and that it further enhances faculty members' capabilities to achieve the Alamo INSTITUTES' strategic success. Representatives from each college will help design the Essential Competencies and ensure they are implemented per the Board-approved single model; *presented 4/11/2017, approved 4/18/2017 (Appendix II)*

- **Charge to the PVC**

This universal approach will focus faculty development programming and content in areas relevant to all educators, including: pedagogy; competencies defined in faculty job description; the meta-profession that is represented in the faculty performance evaluation instrument (R. Arreola); and, preparation for faculty roles in district-wide programs and initiatives such as the Institutes, Advising, Pathways and student development skills/mentoring. Faculty members' leadership development should be included in order to prepare them for proactive participatory leadership roles and to support the development of the leadership competence of every student. *4/19/2017 (Appendix III)*

- **Charge of the Executive Faculty Council**

Identify/recommend faculty development program:

- strategic priorities
- plan and timeline
- best use of available resources
- communication plan (& change management)
- strategy for evaluating program success & cycle of improvement
- strategy for conducting yearly evaluation of Fellows

(See Appendix IV for Charge Documents)

Background

- The cross-college Faculty Development Advisory Board (FDAB) was formed in 2016 to implement the Board Charge to establish one robust, shared, faculty development program for all faculty. In late 2016 the Executive Faculty Council established a charge to recommend a faculty development program and assigned the FDAB as the EFC Ad Hoc Committee for Faculty Development.
- This is a presentation of the FDAB/Ad Hoc Committee on recommendations and progress toward implementation of a robust, shared faculty development program.
- The 18 member FDAB/Ad Hoc Committee is composed of a faculty, chair and academic administrator from each college and three ACD faculty development/academic leaders.
- The Faculty Development Program is designed for all faculty of all Colleges utilizing a 'share our best' approach to extend the many excellent college-based faculty development offerings to all faculty.
- Overall, the program structure and approach is modeled after the best-practice model established by Valencia College.
- The recommendations presented are for AY 2017/18 and reflect work already completed in 2016/17 to deliver programs such as the Adjunct Faculty Certification Program and the Faculty Leadership Institute.

Delivering on EFC Charge

- **Strategic Plan with priorities and timeline**
 - *1st Strategic Plan was established 1/5/17 at FDAB Retreat*
 - *1st Project Plan and Timeline initiated January 2017 is expanding as 1st-year of offerings are designed*
 - *Design approach includes identification of Essential Educator Competencies*
- **Flexibility in focus and unique offerings of each College**
 - *The best offering of each College will be taken to scale for all faculty in AY2017/18*
 - *5 Faculty Fellows will create college offerings for their College and collaborate for district-wide offerings*
- **Best use of available resources**
 - *The Advisory Board is programming collaboratively to optimize all available resources and expertise*
 - *The Faculty Fellows will collaborate and share college-specific content and avoid "recreating the wheel"*
 - *Faculty will play a pivotal role in the design, leadership and delivery of all development offerings, tapping into the wealth of expertise at each College*
- **Incorporate Change Management Principles & Communication Plans**
 - *The Advisory Board is incorporating ADKAR with Communication Plans*
 - *Adopt active participation approaches, such as charrettes to engage faculty in ongoing dialog about faculty development*
 - *Collaboration with other Ad Hoc Teams will integrate Change Management from both perspectives*
 - *Charrette process will incorporate Change Management and drive essential ADKAR communication*
- **Incorporate Cycles Evaluation and Improvement (PDCA)**
 - *The Advisory Board will complete the first PDCA cycle in Summer 2018 after the model has been run for Fall and Spring 2017/18*
 - *The Annual process cycle includes validation points that "Plan Mets (development) Needs" and "Offerings Fulfilled Plan"*
- **Establish process to annually evaluate Fellows**
 - *The VPASs and Director of Faculty Development will define evaluation criteria after all Colleges have gained some experience with their Fellow. Summer 2018*

Program Elements

I. Introduction

II. Faculty Development Mission, Vision, Values

III. Faculty Development Charges

IV. Faculty Development Guiding Principles

V. Essential Educator Competencies

- a. *TBD: Collaboratively define d in Fall 2017*
- b. TBD ...

VI. Categories of Development Opportunity

VII. Key Offerings for 2017-2018

- a. Quality Matters
- b. Cooperative Learning
- c. Problem-based Learning
- d. Institutes/Pathways Topics
 - Applied Learning
 - Active Learning
 - Academic Support
- e. Advising Topics
 - a. Early Alert
 - b. At-risk Behaviors

VII. Key Programs

- a. New Faculty Orientation
- b. Adjunct Faculty Certification
- c. Master Teacher Certification
- d. Faculty Leadership Institute
- e. Chairs Academy

VIII. 2017/2018 Special Events

- a. Convocation
- b. Essential Competency Definition Charrette Sessions
- c. Faculty Development Day
- d. Pedagogy Conference
- e. APEX Adjunct Faculty Development Conferences

IX. Key Design, Leadership & Teaching Opportunities for Faculty

X. 2017/2018 Calendar of Events

XI. Sponsors

XII. Architects

XIII. Professional Development Team

XIV. Annual Design and Improvement Process

Faculty Development Vision and Mission

Vision

The Alamo Colleges District Faculty Development Program will provide exemplary enrichment opportunities for faculty, in order to cultivate an innovative, collaborative, and committed community of educators.

Mission

The Alamo Colleges Faculty Development Program is committed to student success and provides faculty diverse and innovative professional development opportunities, using current and emerging instructional methods and technologies.

Faculty Development Values

Collaboration

We commit ourselves to engage in an authentic partnership with key stakeholders.

Expertise

We commit to identifying and integrating the expertise of faculty into development offerings to ensure the continual excellence of teaching and learning.

Communication

We commit to ensuring that faculty voice is consistently represented in dialogue at regarding faculty development at the individual colleges and throughout the district.

Innovation

We commit to innovative thinking in our design, development, and implementation of faculty development opportunities, always looking to faculty first when seeking solutions to the academic challenges facing our students.

Respect and Integrity

We commit to the idea that faculty learn best from each other in a respectful environment and we strive for continuous improvement based on feedback from colleagues, students, peer research, and self-reflection.

Faculty Development Guiding Principles

- Guiding Principles will develop over this first year as the FDAB and stakeholders shape the Faculty Development Program
- Some principles that have already emerged are:
 - The most effective faculty development is by faculty, for faculty
 - The Best offerings developed by each college should go to scale
 - Change Management/ADKAR is an essential element for success
 - The focus should always be on teaching and learning
 - Collaborate to leverage the strengths of all stakeholders and optimize development opportunities for everyone.
 - Build sustainability into the program design by increasing the number of faculty subject matter experts at each college.
 - Include program evaluation in the process cycle [PDCA] to generate ongoing cycles of improvement

Essential Educator Competencies



What are Essential Educator Competencies?

- Essential educator competencies reflect the importance and depth of the work of instructional faculty.
- Essential educator competencies provide an organizing framework for the creation of faculty development offerings, as well as the foundation for continuous improvement as educators.
- The value of essential competencies depends on a high level of collaboration to define and create strong agreement that these are the most essential for excellence in teaching and learning.

Some Essential Competency References

Essential Competencies of a Valencia College Educator

- Assessment
- Inclusion & Diversity
- Learning Centered Teaching Strategies
- Lifemap
- Outcomes-based Practice
- Professional Commitment
- Scholarship of Teaching and Learning

Alamo Colleges Instructional Faculty Job Description Duties

Essential Competency Example

Assessment

Description

- Educators will develop student growth through consistent, timely formative and summative measures, and promote students' abilities to self-assess. Assessment practices will invite student feedback on the teaching and learning process as well as on student achievement

Performance Indicators – Evidence of Learning

The faculty member will

- Design and employ a variety of assessment measures and techniques, both formative and summative, to form a more complete picture of learning (e.g., classroom assessment techniques, authentic assessments, oral presentations, exams, student portfolios, journals, projects, etc.)
- design activities to help students refine their abilities to self-assess their learning
- employ formative feedback to assess the effectiveness of teaching, counseling, and librarianship practices
- employ formative feedback loops that assess student learning and inform students of their learning progress
- communicate assessment criteria to students and colleagues
- give timely feedback on learning activities and assessments
- evaluate effectiveness of assessment strategies and grading practices
- align formative and summative assessments with learning activities and outcome

Defining Our Essential Educator Competencies

September 5 – October 6, 2017

- In September all full-time faculty will be invited to a 2-hour charrette session at their college in September.
- A white paper on Essential Education Competencies will be provided with the invitation.
- At the Charrettes, faculty will consider and identify of the many competencies of excellent educators.
- In early October the results will be synthesized to distill the most essential competencies.
- The consensus Essential Educator Competencies will be presented to the Ad Hoc Committee of the Board of Trustees at their October 2017 Retreat on Faculty Development.

2017/2018 Key Development Activities

Each year the Faculty Development Advisory Board will identify the most important areas for learning focus and sponsor teams of faculty subject matter experts to develop high quality learning opportunities. The resulting offerings are delivered throughout the year for all faculty at all colleges.

Focus areas are recommended by faculty at each college, building on the best practices developed by our faculty, and informed by important emerging issues for higher education faculty.

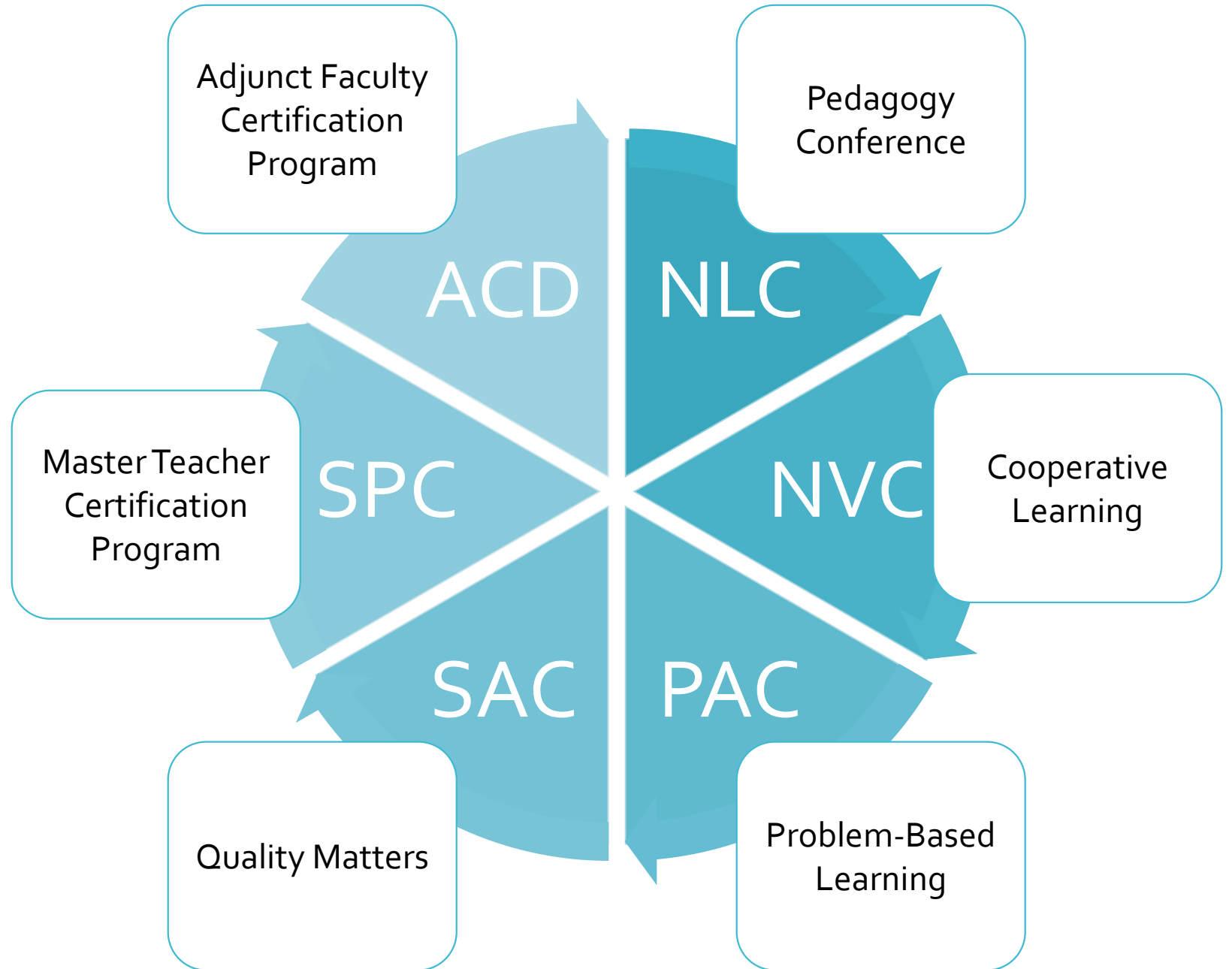


Types of Development Activity



Our Approach:

'Extend Our Best to All'



2017-2018
Key Course
Offerings



2017-2018 Key Course Offerings

- ❖ Cooperative Learning ⁽¹⁾
- ❖ Problem-Based Learning ⁽¹⁾
- ❖ Quality Matters ⁽¹⁾
- ❖ Applied Learning ⁽²⁾
- ❖ Active Learning ⁽²⁾
- ❖ Academic Support ⁽²⁾
- ❖ Early Alert ⁽³⁾
- ❖ At-risk Behaviors ⁽³⁾

⁽¹⁾ Instructor Certification programs will be offered in 2017/18 to expand in-house expertise

⁽²⁾ Need submitted to the Faculty Development Advisory Board for action by BOTI

⁽³⁾ Need submitted to the Faculty Development Advisory Board for action by BOTI

Cooperative Learning

Description:	Support for new faculty in the pedagogy of cooperative learning for the first five years of teaching in the classroom. The Cooperative Learning Team supports faculty through general training sessions, discipline specific training sessions, technique coaching and a mentor program.
Learning Outcomes:	Determined by Design Team
Sponsor:	Northwest Vista College
Length:	15 classroom hours and ongoing mentoring over the course of the academic year
Instructors:	Certified Faculty Instructors and Mentors
Design Leader:	Cindy McGruder (NVC)
Faculty Design Team:	TBD: Faculty Development Fellow, SME & interested faculty from all colleges, Faculty Development Specialist

Problem-Based Learning

Description:	PBL involves faculty introducing an engaging, discipline-specific problem to their students. Learners form teams and collaborate to determine what they already know about the assigned problem and identify additional information they would need to know in order to formulate a solution. Working as a team, students conduct research and integrate new information into existing information. The design of PBL assignments provides a contextualized venue for learning course concepts and for sharpening critical thinking, communication, collaboration, and reflection skills.
Learning Outcomes:	<ul style="list-style-type: none">• Determined by Design Team: such as,• An improvement in students' critical thinking skills through participation in real world problems that require research, analysis, decision-making, and judgements.• An incorporation of course content objectives utilizing the higher-order thinking skills of: knowledge, comprehension, application, analysis, synthesis, and evaluation.
Sponsor:	Palo Alto College
Length:	16 hours in the classroom and participation in monthly faculty PBL Learning Circles over the course of an academic year
Instructors:	Certified Faculty Instructors
Design Leaders:	Joseph Coppola (PAC)
Faculty Design Team:	TBD: Faculty Development Fellow, SME & interested faculty from all colleges, Faculty Development Specialist

Applying the Quality Matters Rubric

Description:	Train online faculty in Quality Matters (QM). Create the infrastructure and expertise faculty need to create their own certified QM courses
Learning Outcomes:	<ul style="list-style-type: none">• Determined by Design Team: such as,• work with Instructional Designer to design an online course• Apply the QM Rubric to create the course• Successfully complete peer review of the course demonstrating incorporation of the QM Rubric
Sponsor:	San Antonio College
Length:	8 hours in the classroom and approximately 40 design hours working with an instructional designer and peer reviewers
Instructors:	Current APPQM Trainers
Design Leader:	Lisa Ratliff-Villarreal (SAC)
Faculty Design Team:	TBD: Faculty Development Fellow, SME & interested faculty from all colleges, Faculty Development Specialist

Institutes & Pathways Topics [to Develop]

Description:	<p>The BOTI charges the FDAB to provide support for AlamoINSTITUTES and Pathways. The supporting topics recommended by VCFA and VPASs (on June 7, 2017) are:</p> <ol style="list-style-type: none">1. Applied Learning2. Co-Curricular Activities3. Academic Support <p>While some of the need can be addressed by other planned offerings a full approach will be developed for 2017/2018.</p>
Learning Outcomes:	Determined by Design Team
Sponsor:	VPAS of the 5 Colleges with the VCAS
Length:	TBD by Design Team
Instructors:	TBD by Design Team
Design Leader:	Institute Leads and VPAS
Faculty Design Team:	TBD: Faculty Development Fellow, SME & interested faculty from all colleges, Faculty Development Specialist

Advising Topics

[to Develop]

Description:

The BOTI charges the FDAB to provide support for AlamoADVISE and the EFC Ad Hoc Committee on Early Alert has identified faculty development opportunities to support Early Alert and Advising. The supporting topics recommended by the EFC Ad Hoc Early Alert Team are:

- a. Early Alert System
- b. At-risk Behaviors
- c. Faculty Mentoring

Members of the FDAB are scheduled to work the the Early Alert Team to gather more information and develop a full approach for 2017/2018.

Learning Outcomes:

Determined by Design Team with Early Alert Team

Sponsor:

TBD

Length:

TBD

Instructors:

TBD by Design Team

Design Leader:

EFC Recommends Tammy Perez (NLC)

Faculty Design Team:

TBD: Faculty Development Fellow, SME & interested faculty from all colleges, Faculty Development Specialist

2017/2018 Key Programs



2017/18 Key Programs

- ❖ Master Teacher Certification Program
- ❖ Adjunct Faculty Certification Program
- ❖ Faculty Leadership Institute

Master Teacher Certification

Description:

The Master Teacher Certification Program is designed to provide quality learning experiences for new and experienced faculty members to actively engage in reflective and creative exercises and dialogues to enhance teacher effectiveness and student success.

This collaborative program provides enriching learning opportunities through face-to-face discussions across disciplines, online content and discussions, and exploration of educational technology. The 7 modules are:

1. Master Teacher Orientation and e-Portfolio introduction
2. Creating a Community of Learners
3. Active Learning Techniques
4. Incorporating Critical Thinking
5. Assessment Strategies
6. Teaching With Technology
7. Teaching Philosophy, Statement, Reflections, Report, and Resources

Learning Outcomes:

Describe

Sponsor:

St. Philip's College

Length:

21 Hours in a Hybrid Format over the course of a semester

Instructors:

Faculty Mentors

Design Leader:

TBD (SPC)

Faculty Design Team:

TBD: Faculty Development Fellow, SME & interested faculty from all colleges, Faculty Development Specialist

2017/2018 Faculty Leadership Institute

Description:

The Faculty Leadership Institute was developed by faculty senate leaders in 2016 in collaboration with HR/Org. Development to respond to the senate leader's desire to better prepare future senate officers for the demands for leadership with the best available leadership learning opportunities.

2017 Summer Institute Offerings have been extended to senate leaders, program coordinators, chairs and faculty leading major committees. The 2017 offerings include:

- Prosci Change Management
- Project Management I and Project Management II
- Focus PDCA I and PDCA II and PDCA Tools
- Crucial Conversations
- Crucial Accountabilities
- ToP Facilitation and (Technology of Participation)
- ToP Leadership Strategy & Communication
- Speed of Trust
- Leadership Formation and Renewal

Learning Outcomes:

The learning outcomes for each offering are outlined in AlamoTALENT

Sponsor:

Super Senate and HR

Length:

Up to 122 hours over the summer, as selected by the participant

Instructors:

Internal and external subject matter experts

Design Leaders/Team:

Dianna Torres-Lee, Tiffany Cox and Linda Boyer-Owens

Adjunct Faculty Certification Program

Description:	<p>Adjunct faculty apply and are recommended for participation by their College. The key components of the Adjunct Faculty Certification Program Modules are:</p> <ul style="list-style-type: none">• Phase I- requirements consist of: 16 professional development hours focused on the teaching meta-profession; a classroom observation conducted by the department chair or designee and, one 3-4 page reflection paper. Courses taken during this phase must focus on teaching, such as Student-Centered Learning and Active Learning Techniques• Phase II- requirements consist of: successful completion of Phase I; 16 hours of professional development focused on teaching and discipline-specific scholarship; and, a final project or poster presentation related to lessons learned.• Phase III- is the final phase towards certification as a Certified Adjunct Faculty, requirements include successful completion of Phases I and II; 16 development hours in the discipline, teaching, civic engagement/service or scholarly work. A scholarly presentation OR facilitation of a professional development session is required for completion of this phase <p>Participants are awarded \$500 upon successful completion of each module and are certified upon successful completion of all 3 modules.</p>
Learning Outcomes:	Describe
Sponsor:	Alamo Colleges District
Length:	48 Hours
Instructors:	Internal and external subject matter experts
Design Leader:	Carmen Mercedez
Faculty Design Team:	Faculty Development Fellows, SME & interested faculty from all colleges, Faculty Development Specialists

2017/2018 Special Events



2017/18 Faculty Development Events

- ❖ Convocation
- ❖ New Faculty Orientation
- ❖ Essential Educator Competency Definition Charrettes
- ❖ Faculty Development Day
- ❖ Pedagogy Conference
- ❖ APEX Adjunct Faculty Development Conferences

Pedagogy Conference

Description:	<p>A professional conference for educators featuring professional presentations by faculty on pedagogy.</p> <p>Participation in the conference is open to elementary, middle school, high school and college educators as well as college students interested in the teaching field.</p>
Learning Outcomes:	<ul style="list-style-type: none">• foster a learning community that supports the Texas P-16 Initiative focused on preparing all students for college education.• learn about innovative teaching activities that encourage student success during the transition from high school to college-level coursework.
Sponsor:	Northeast Lakeview College
Length:	8 Hours
Instructors:	College Faculty, Faculty Fellows and Keynote Speaker selected by Design Team
Design Leader:	Dollie Hudspeth (NLC)
Faculty Design Team:	TBD: Faculty Development Fellow, SME & interested faculty from all colleges, Faculty Development Specialist

New Faculty Orientation Program



Faculty Orientation August 2016

Description:

New full-time faculty are enrolled in Orientation for Faculty and seven additional 4-hour modules over the course of the first year of employment. The program includes:

- 2-day Orientation to Instruction at ACD, key initiatives such as MyMap, AlamoADVISE and AlamoINSTITUTES, our culture, technology tools, metrics for success, etc.

Monthly Sessions over the first Academic Year:

- Assessment and Student Learning
- Motivation and Student Engagement
- Technology in the Classroom
- Reflect and Reboot
- Contextualization
- Active Learning
- New Faculty Graduation

Monthly modules are offered twice a month to accommodate teaching schedules. Adjunct faculty are welcome to participate.

Learning Outcomes:

Describe

Sponsor:

ACD Faculty Development

Length:

40 Hours

Instructors:

Faculty subject matter experts and technical staff

Design Leader:

Carmen Mercedez

Faculty Design Team:

TBD: Faculty Development Fellow, SME & interested faculty from all colleges, Faculty Development Specialist

Key Faculty Design, Leadership and Teaching Opportunities

Opportunities for faculty to get involved in the design and delivery of the faculty development program

- ❖ Become a Certified PBL Instructor
- ❖ Become a Certified Cooperative Learning Instructor
- ❖ Become a Certified Quality Matter Instructor
- ❖ Serve as a Master Teacher, PBL or Cooperative Learning Mentor
- ❖ Serve as a Design Lead to develop and guide offerings
- ❖ Serve as a member of a SME Design Team to develop offerings
- ❖ Teach in the Faculty Development Program
- ❖ Present a professional paper at the Pedagogy Conference
- ❖ Participate in a Peer-to-Peer Classroom Observation

Faculty Development Calendars and People



Faculty Development Program Design Milestones

January 5, 2017	Faculty Development Advisory Board Strategic Planning Retreat
Jan 18, 2017	Onboard 1st Faculty Development Fellow (NLC)
Jan 23, 2017	Onboard 2nd Faculty Development Fellow (PAC)
June 1, 2017	Onboard 3rd Faculty Development Fellow (NVC)
June 13, 2017	FDAB/EFC Ad Hoc Committee Recommendations to EFC
July 10, 2017	FDAB/EFC Ad Hoc Committee Recommendations to PVC
Summer 2017	Onboard 4th Faculty Development Fellow (SAC)
Aug 14, 2017	Onboard 5th Faculty Development Fellow (SPC)
Sep 8-Oct 6, 2017	Faculty Focus Groups on Essential Competencies
October 28, 2017	Board of Trustees Retreat on Faculty Development

Master Calendar and Schedule of Offerings for 2017/2018

The Faculty Development Advisory Board will build the Master Calendar and Schedule of Key Offerings over the Summer of 2017 for release by August 2017

June 5 – July 20 , 2017	Faculty Leadership Institute
Aug 17-18, 2017	New Faculty Orientation Kickoff
Aug 21, 2017	Alamo Colleges District Convocation
Sept 8-Oct 6, 2017	Faculty Focus Groups on Essential Competencies
Sept XX, 2017	Adjunct Faculty Certification Program Kickoff
Fall 2017	Master Teacher Certification Program Kickoff
Fall 2017	Cooperative Learning Kickoff
Fall 2017	Problem-Based Learning Kickoff
Fall 2017	Quality Matters Kickoff
Oct 27, 2017	Faculty Development Day
Spring 2018	Pedagogy Conference
May 2018	Faculty Leadership Institute Begins

Sponsors

Ad Hoc Committee of the Board of Trustees

Gene Sprague

Trustee, Chair of the Ad Hoc Committee on Faculty Development

Roberto Zarate, Trustee

Trustee, Member of the Ad Hoc Committee on Faculty Development

Clint Kingsbery, Trustee

Trustee, Member of Ad Hoc Committee on Faculty Development

Minute Order: "The Board of Trustees hereby creates a three member Ad Hoc Committee to facilitate the faculty and administration's development of a District-wide faculty development model that includes the areas of responsibility defined in the faculty job description and any additional faculty skills required to ensure the success of the AlamoADVISE and AlamoINSTITUTES policies and recommend a final Faculty Development policy to the full Board." April 18, 2017

Architects

Faculty Development Advisory Board *and Ad Hoc Committee of the Executive Faculty Council*

Northeast Lakeview College

- Dr. Alan Cottrell Dean of Arts & Science, Interim VP for Academic Success
- Jason Malcolm Chair of English and Education, Assistant Professor
- Dianna Torres-Lee Faculty, Mathematics Instructor

Northwest Vista College

- Trina Cowan Chair of Social Sciences, Associate Professor
- Cindy Magruder Faculty, Geology Associate Professor
- Dr. Amy Whitworth Vice President for Academic Success

Palo Alto College

- Rena Denham, Faculty Philosophy Instructor
- Veronica Rosas-Tatum Chair Business Management, Assistant Professor
- Dr. Elisabeth Tanner Vice President for Academic Success

San Antonio College

- Dr. Jothany Blackwood Vice President for Academic Success
- Dr. Tiffany Cox Hernandez Chair of Public Policy and Service, Associate Professor
- Dr. Teanna Staggs Chair of Natural Sciences, Professor

St. Philip's College

- Christopher Beardsall Dean of Applied Science & Technology
- Dr. Jen Osborne Faculty, English Instructor
- Cynthia Pryor Chair of Social and Behavioral Sciences, Instructor

Alamo Colleges District

- Linda Boyer-Owens Associate Vice Chancellor HR & Organizational Development
- Ruth Dalrymple Associate Vice Chancellor Academic Partnerships & Initiatives
- Dr. Carmen Mercédez Director Instructional Professional Development

Faculty Development Fellows

Susan Contellesse

Faculty Fellow Northeast Lakeview College

Scott D'Amico

Faculty Northwest Vista College

Russell Wagner

Faculty Fellow Palo Alto College

Recruiting In Progress

Faculty Fellow San Antonio College

William Duffy

Faculty Fellow St. Philip's College

Faculty Development Staff & Leadership

Linda Boyer-Owens

Associate Vice Chancellor Human Resources & Organizational Development

Carmen Mercédez

Director Instructional Faculty Development

Kevin Ann Kelmore

Leader Faculty Development & Certification

Kahala Crayton

Faculty Development Specialist

Marsha Ellis

Faculty Development Specialist

Amber Lutz

Faculty Development Specialist

Sylvia Jasso

Administrative Assistant

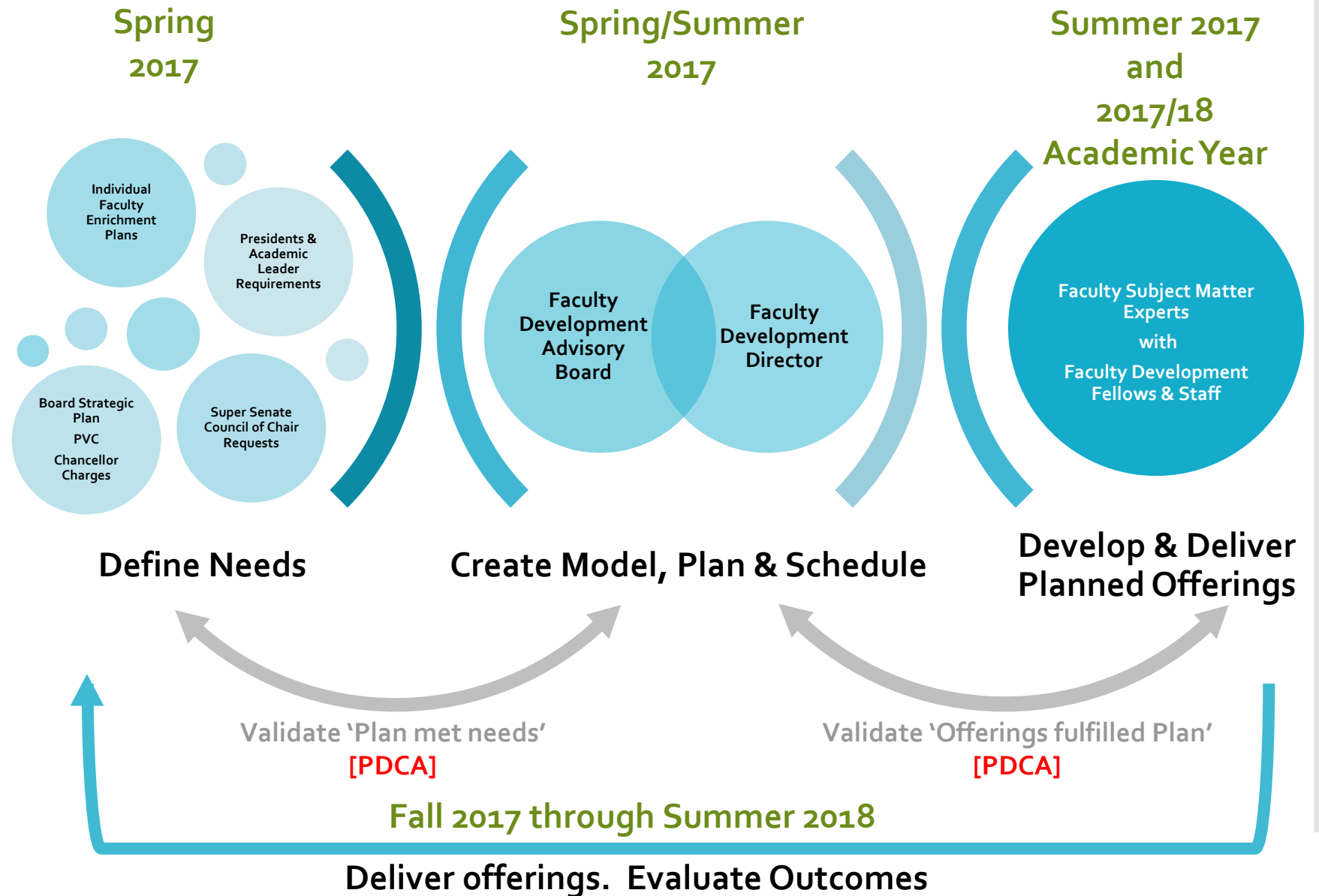
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Appendices

- I. Faculty Development Process
- II. BOTI Faculty Development Charge of the Board of Trustees
- III. Chancellor's Faculty Development Charge to PVC
- IV. Executive Faculty Council Ad Hoc Committee Charge

Appendix I. Faculty Development Process



Appendix II.

Board of Trustees BOTI Charge for Faculty Development

TRUSTEE BOTI ACTION PLAN

PURPOSE: The Board, in order to accelerate our progress in achieving our 2020 WIG of 15,000 degrees/certificates awarded AND, to achieve our students' post-graduation employment and baccalaureate degree achievement targets, which are reflections of the quality of our students' degrees/certificates, approves the following strategies developed by the trustee team participating in the 2017 Board of Trustees Institute:

... 4. Faculty Development:

The Alamo Colleges Leadership is to ensure the full implementation of the already established district-wide Board charge and the PVC approved (10/17/16) Faculty Development organization that focuses on the systematic development of Essential Competencies for all faculty and that it further enhances faculty members' capabilities to achieve the Alamo INSTITUTES' strategic success. Representatives from each college will help design the Essential Competencies and ensure they are implemented per the Board-approved single model;

Approved April 18, 2017

Alamo Colleges Board of Trustees Regular Board Meeting

Appendix III.

Chancellor's Charge to PVC



MEMORANDUM

TO: The Presidents & Vice Chancellors
FROM: Dr. Bruce Leslie, Chancellor
RE: **Charge to the PVC to execute the Board's BOTI Faculty Development Resolution**
DATE: April 19, 2017

On April 18, 2017 The Board of Trustees, approved the BOTI Action Plan developed during the most recent Board of Trustees Institute (BOTI) meeting. The BOTI Action Plan stipulates that Alamo Colleges Leadership (the PVC) will fully implement the already established Board charge for a universal, district-wide, faculty development program as approved by the PVC on 10/17/16. The BOTI Action Plan for Faculty Development stipulates that the essential competencies of all faculty will be systematically developed and enhance faculty members' capabilities to achieve the AlamoINSTITUTES strategic success. This BOTI Action Plan will reinforce the effectiveness of our AlamoADVISE and AlamoINSTITUTES initiatives promoting student success.

Therefore, this Charge to the PVC is to ensure that all PVC members support the development of a single, district-wide model as stipulated by the Board. Further, the Board Chair has established an ad hoc Board committee on this matter composed of Dr. Gene Sprague, Chair, Mr. Roberto Zarate and Mr. Clint Kingsbury. Per the Board's request, the draft model is to be completed by the Faculty Development Advisory Board facilitated by the AVC for HR and Organizational Development, approved by the PVC and presented to the Trustees at a retreat to be scheduled in October for their review and requests for further modification or approval.

This universal approach will focus faculty development programming and content in areas relevant to all educators, including: pedagogy; competencies defined in faculty job description; the meta-profession that is represented in the faculty performance evaluation instrument (R. Arreola); and, preparation for faculty roles in district-wide programs and initiatives such as the Institutes, Advising, Pathways and student development skills/mentoring. Faculty members' leadership development should be included in order to prepare them for proactive participatory leadership roles and to support the development of the leadership competence of every student. The College Presidents, with the assistance of the Vice Presidents of Academic Success, are responsible for defining the specific faculty development needs at their college; ensuring the quality of developmental offerings created to respond to the defined needs; and ensuring faculty participation in the approved programming. The Presidents are responsible for the development of each faculty member of their college within the universal model first and secondly in their on-going growth and performance improvements.

Five (5) faculty fellows have been established to meet the design and delivery of College-specific faculty development that responds to the college-specific needs defined by the College President and Vice President of Academic Success such as College-specific new faculty orientation and college QEPs. In addition to work for their specific college, the fellows will work collaboratively as members of the faculty development team to develop and deliver system-wide, universal, offerings for all faculty.

The Vice Chancellor for Academic Success is responsible for coordinating the identification of the faculty development needs and quality requirements for implementation of the Institutes, Pathways, ACOL and other district-wide academic initiatives; for working with the College faculty leadership and Vice Chancellor for Student Success to identify faculty development needs and quality requirements for Advising for faculty; and ensuring that the needs and quality requirements are properly provided through a district-wide approach to faculty development.

/BL

Appendix IV.

EFC Ad Hoc Project Team Charge and Work

Executive Faculty Council Ad Hoc Team for Faculty Development

Project Name: Faculty Development Model

Project Team: Faculty Development Advisory Board

Charge & Work Products

- identify/recommend program:
 - strategic priorities
 - plan and timeline
 - best use of available resources
 - communication plan (& change management)
 - strategy for evaluating program success & cycle of improvement
 - strategy for conducting yearly evaluation of Fellows

Design Principles

- strategic plan with flexibility in focus and unique offerings of each College
- defined responsibilities for FD staff at DSO, each colleges and fellows as they work toward common goals
- Incorporate change management in the design, communication and implementation

Other EFC Suggestions/ Recommendations to Add/Discuss

1. Opportunities for Discipline Specific Faculty Development
2. What Course Evaluation Approach will we use (such as Kirkpatrick)
3. What will be the Measures for Program Success (such as PACE question score improvements, Lead/Lag measures)
4. Develop the Change Management Plan this summer
5. Scheduling the offerings and communicate the calendar early (“front load offerings” into the calendar)
6. Incorporate “time for self-reflection” as an essential element, learning strategy/approach
7. Describe the relationship of faculty development to Faculty180