ANTELOPE VALLEY COLLEGE

Faculty Professional Development Committee Agenda	**Wednesday, May 10, 2017** **L-201** **2:15 p.m. - 3:45 p.m.**

Type of Meeting: Regular
Note Taker: Nancy Masters
Please Review/Bring: Agenda packet

COMMITTEE MEMBERS
Kristine Oliveira, Faculty Co-Chair
Dr. Bonnie Suderman, Co-Chair
Gary Roggenstein, Administrative Council Member
Dr. Tom O'Neil, Administrative Council Member
Leslie Baker, Faculty Member
Dr. Rona Brynin, Faculty Member
Dr. Zia Nisani, Faculty Member
Jack Halliday, Faculty Member
Mark Hoffer, Faculty Member
Dr. Liette Bohler, Tenure Evaluation Coordinator
Greg Krynen, Technical Liaison
Jackie Lott, Faculty Union Rep
Laurie Walker, Faculty Member - ABSENT
Dr. Jeffery Cooper, Faculty Member
Susan Snyder, Faculty Member
Dr. Darcy Wiewall, Faculty Member
Michelle Hernandez, Confidential Management Union
ASO Member - VACANT

GUESTS:

	Items	Person	Action
I.	Opening Comments from the Chairs	Kristine Oliveira Dr. Bonnie Suderman	
II.	Open comments from the Public		
III.	Approval of Minutes	Kristine Oliveira	a. April 26, 2017 Meeting (attachment)
IV.	Discussion Items	Kristine Oliveira	a. Opening Day and Pre-Opening Day Events b. Program Eval & Integration into FPD Contract Self-Report of Attendance (attachment) c. Faculty Mentorship (attachment) d. 2017-18 FPD Proposals
V.	Action Items	Kristine Oliveira	a. 4CSD Membership (attachment)

		b. Program Evaluation c. Faculty Mentorship d. Campus Meetings Calendar e. 2017-18 FPD Proposals
VI. Information Items	Kristine Oliveira	a. FPDC Report to Senate b. STARLINK (attachment)
NEXT MEETING DATE: May 24, 2017		

Faculty Professional Development Committee Minutes	Wednesday, May 10, 2017 L-201 2:15 p.m. - 3:45 p.m.

Type of Meeting: Regular
Note Taker: Nancy Masters
Please Review/Bring: Agenda packet

COMMITTEE MEMBERS
Kristine Oliveira, Faculty Co-Chair
Dr. Bonnie Suderman, Co-Chair
Gary Roggenstein, Administrative Council Member
Dr. Tom O'Neil, Administrative Council Member - ABSENT
Leslie Baker, Faculty Member
Dr. Rona Brynin, Faculty Member
Dr. Zia Nisani, Faculty Member
Jack Halliday, Faculty Member
Mark Hoffer, Faculty Member
Dr. Liette Bohler, Tenure Evaluation Coordinator - ABSENT
Greg Krynen, Technical Liaison
Jackie Lott, Faculty Union Rep - ABSEBT
Laurie Walker, Faculty Member - ABSENT - Magdelena Caproiu, Proxy
Dr. Jeffery Cooper, Faculty Member - ABSENT - Dr. Barbara Fredette, Proxy
Susan Snyder, Faculty Member
Dr. Darcy Wiewall, Faculty Member
Michelle Hernandez, Confidential Management Union
ASO Member - VACANT

GUESTS:

	Items	Person	Action
I.	Call to Order		The Faculty Professional Development meeting of May 10, 2017 was called to order at 2:19 p.m. by Kristine Oliveira, Co-Chair.
II.	Opening Comments from the Chairs	Kristine Oliveira Dr. Bonnie Suderman	None
III.	Open comments from the Public		None
IV.	Approval of Minutes	Kristine Oliveira	a. April 26, 2017 Meeting (attachment) *A motion was made and seconded to approve*

Approved: Faculty Professional Development Committee Meeting of May 24, 2017

ANTELOPE VALLEY COLLEGE

		minutes of the April 26, 2017 FPDC meeting. Motion carried with one correction and one abstention.
V. Discussion Items	Kristine Oliveira	a. Opening Day and Pre-Opening Day Events Members discussed and determined the schedule of events for Opening Day/Week. b. Program Eval & Integration into FPD Contract Self-Report of Attendance (attachment) Kristine met with Stephen Burns - the program evaluation cannot be embedded into the FPD contract this year, but will be ready for next year. Members agreed to collect data in spring only. c. Faculty Mentorship (attachment) Kristine's revision was the form be sent electronically to the senate coordinator. d. 2017-18 FPD Proposals – 3 events Kristine requested revisions several weeks ago and heard from some presenters but not others. Kristine will contact Rich Sim, Dr. Ron Chapman and Neil Weisenberger for clarification on their proposals. Dr. Ed Beyer cancelled his **Canvas** proposal.
VI. Action Items	Kristine Oliveira	a. 4CSD Membership (attachment) *A motion was made and seconded to renew membership.* *Motion carried unanimously.* b. Program Evaluation *A motion was made and seconded to approve the program evaluation with edits as discussed.* *Motion carried unanimously.* c. Faculty Mentorship *A motion was made and seconded to approve the Faculty Mentorship as presented.* Faculty Orientation materials will be finalized during summer. *Motion carried unanimously.* d. Campus Meetings Calendar *A motion was made and seconded to approve the Campus Meetings Calendar.* The calendar will be managed by Kristine, with revisions sent to Greg Krynen. *Motion carried unanimously.* e. 2017-18 FPD Proposals *A motion was made and seconded to approve the program proposals with revisions as*

Approved: Faculty Professional Development Committee Meeting of May 24, 2017

		discussed. Kristine will incorporate updates from Rich Sim, Dr. Ron Chapman and Neil Weisenberger. *Motion carried unanimously.*
VII. Information Items	Kristine Oliveira	a. FPDC Report to Senate Kristine will distribute her senate report. b. STARLINK (attachment) Rona Brynin briefed the committee on the STARLINK opportunity for professional development. The US military use the program for training in 22 countries. Participants can claim up to 155 hours per year. Cost is $1,450 annually plus a 20% discount if paid by August. Kristine noted the reference list included for-profit schools. Her understanding is the senate does not have a budget remaining for this year. One member expressed concern the opportunity could deter from our FPD program. Kristine suggested Rona approach DETC to consider the program as they are looking for online opportunities. It is unknown whether STARLINK webinars are live - a requirement to receive flex credit. Item tabled.
NEXT MEETING DATE: May 24, 2017		The Faculty Professional Development meeting of May 10, 2107 was adjourned at 3:22 p.m.

Approved: Faculty Professional Development Committee Meeting of May 24, 2017

Faculty Professional Development Program Evaluation

Level 1: Participants

1. Please identify your role at AVC:

✓
Part-time (Adjunct)
Full-time, non-tenured
Full-time, tenured

2. Please indicate your department/division:

✓
Arts and Humanities
Career Technical Education
Health and Safety Sciences
Math, Science, & Engineering
Rhetoric and Literacy
Social and Behavioral Sciences
Counseling and Matriculation
Library/IERP

3. How many years have you been employed at AVC?

Number of Years:

4. Have you ever coordinated or presented at an FPD event?

◯ Yes ◯ No

5. If so, approximately how many times have you presented or coordinated an FPD/FLEX event?

[Next]

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Faculty Professional Development Program Evaluation

Level 2: Satisfaction

6. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
The FPD program addressed some of my teaching and professional needs.	◯	◯	◯	◯	◯
The topics addressed during the sessions were clearly presented.	◯	◯	◯	◯	◯
The level of interaction between presenters and participants was valuable.	◯	◯	◯	◯	◯

7. Select which Standard you find the most satisfying

◯ Standard 1: Faculty Academy

◯ Standard 2: College Colloquia, Committees, and Campus Activities

◯ Standard 3: Professional Conferences, Scholarly Work, and Individual Activities

Prev   Next

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Evaluation

Level 3. Impact and Benefits

8. Please indicate your level of agreement with the following statements regarding the impact of the FPD program:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
I discussed with colleagues something that came up at the sessions or events.	○	○	○	○	○
I saw a positive impact on students related to something that I adopted or adapted.	○	○	○	○	○
I felt encouraged to work with other campus units or faculty to improve student learning.	○	○	○	○	○
I recognize that the FPD program is valuable to my professional development.	○	○	○	○	○

9. What do you find most beneficial during professional development events? Select up to three from the following list:

☐ Instructional strategies to engage students

☐ Topics related to student learning

☐ Classroom management techniques

☐ Topics related to student assessment

☐ Issues directly impacting my subject-area education

☐ Interdisciplinary learning and teaching methods

☐ Attention to cultural diversity

☐ Techniques to keep participants actively involved

☐ Lecture / notes / facts of interest

☐ Communication / discussion with other instructors about pedagogy

☐ Handed-out materials that I can use directly in my work

☐ Other beneficial element?

Please specify:

[   ]

10. What other aspects or components of the FPD program do you find valuable / rewarding / enriching? Select up to three from the following list:

☐ Collegial exchange and campus interaction

☐ Faculty mentorship and peer-to-peer support

☐ Teaching excellence

☐ Lifelong learning

☐ Independent projects, conferences, and off-campus activities

☐ Employee training

☐ Integrative planning and campus-wide assessment

☐ Other aspect or component?

Please specify

[   ]

Thank you for your time and input!

| Prev | Done |

AVC Professional Development Mentorship Program

The AVC Professional Development Mentorship Program is set to launch in Fall 2017, featuring both semester- and year-long mentorships. The program will offer peer-to-peer collaboration in order to support, guide, and re-energize faculty members in the enhancement of teaching methods, in the promotion of interdisciplinary exchange, lifelong learning, and cultural diversity, and in the encouragement of scholarly engagement and professional activities. Both mentors and mentees who successfully complete the program will earn 10 hours of FPD Standard 2 credit for a semester-long mentorship, or 20 hours for a full year.

Program Outcomes (Aligned with AVC Institutional Learning Outcomes 1-4)

1. Communicate ideas more effectively, with a stronger sense of collaboration, shared research, and attention to audience
2. Expand creative and critical thinking, self-reflection, and the personal application of knowledge and skills
3. Foster interdisciplinary exchange, cultural plurality, and diverse approaches to lifelong learning within the AVC campus culture and larger academic community
4. Model professional enrichment and career advancement for colleagues and students

Program Requirements

- All participants will attend an orientation session at the beginning of the academic year.
- The mentor and mentee, once paired, will jointly devise and submit a Mentorship Plan to the FPD Committee via email to Nancy Masters, the FPDC Coordinator. The Plan will establish a focus for the mentorship, as well as an outline of steps or components to the mentoring that will lead to a stated goal.
- The mentor and mentee may elect to stay in regular professional contact with each other through electronic means, but they must meet in person at least once per month throughout the term of the program.
- All participants will submit a Mid-term Update via email to Nancy Masters. The mentor and mentee will jointly submit the Update, outlining their accomplishments and challenges, as well as identifying the remaining steps needed in order to achieve their stated goal. Conversely, either faculty member may formally dissolve the mentorship at this point and note this change on the Mid-term Update. Area deans will be notified of the continuation or dissolution of the Mentorship.
- The mentor and mentee will jointly develop and submit a Reflective Report via email to Nancy Masters. The Report will identify their goal, a description of the research and work that they accomplished with the mentor over the course of the semester, explain the project, the steps that the participants took in order to complete their project, what they learned as a result of the collaboration, and how the participants have integrated what they learned into their work at the college. The Reflective Report will be approximately 750 words.
- On the Friday of the 14th Week of the Spring Semester, the mentor and mentee will participate in the end-of-the-year Mentorship Symposium Breakfast, at which participants will share their projects and experiences with AVC faculty and will offer feedback for continual program improvement.

AVC Professional Development Mentorship Program
(continued)

Required Program Dates

Program Requirements	Fall Mentorship	Spring Mentorship	Year-long Mentorship
Applications due to FPD Coordinator via email	Wednesday of Week Two of Fall (30 August 2017)	Wednesday of Week Two of Fall (30 August 2017)	Wednesday of Week Two of Fall (30 August 2017)
Program Orientation	Friday of Week Three of Fall (8 September 2017)	Friday of Week Three of Spring (23 February 2018)	Friday of Week Three of Fall (15 September 2017)
Mentorship Plan due to FPDC Coordinator via email	Friday of Week Four of Fall (15 September 2017)	Friday of Week Four of Spring (2 March 2018)	Friday of Week Four of Fall (15 September 2017)
Mid-term Update due to FPD Coordinator via email	Wednesday of Week Nine of Fall (18 October 2017)	Wednesday of Week Nine of Spring (11 April 2018)	Wednesday of Week Two of Spring (14 February 2018)
Reflective Report due to FPD Coordinator via email	Friday of Week Thirteen of Fall (17 November 2017)	Friday of Week Thirteen of Spring (11 May 2018)	Friday of Week Thirteen of Spring (11 May 2018
Mentorship Symposium Breakfast	Friday of Week Fourteen of Spring (18 May 2018)	Friday of Week Fourteen of Spring (18 May 2018)	Friday of Week Fourteen of Spring (18 May 2018)

Please note that these are the formal program meeting dates. Participants will be responsible for arranging to meet outside of these structured events.

How to Apply

Those who are interested in participating are invited to complete a Mentor or Mentee Application and to submit it via email to Nancy Masters, the FPD Coordinator, by Wednesday of Week Two (30 August 2017).

If you have any questions about this program, please contact Nancy Masters at nmasters@avc.edu or call (661) 722-6300 x 6008.

AVC Professional Development Mentorship Program
APPLICATION FOR MENTEES

Mentee Information

Name:	
Department:	
Division:	
Phone:	
Email:	
Select Term:	☐ Fall ☐ Spring ☐ Full Year

If there are certain qualities, characteristics, or experiences that you would like to see in your mentor, a best effort will be made to make an appropriate match. Below are some possibilities. Please check all that apply regarding the mentor you are seeking:

　　　Is actively involved in research or publishing
　　　Presents at professional conferences
　　　Has been recognized as a Scholar in Residence
　　　Is a frequent presenter in the FPD program
　　　Serves or has served in a faculty leadership role
　　　I have pre-selected a mentor: _____
　　　Other (please indicate below)

Is there a specific skill, methodology, or training that you are seeking?

"I agree to remain an active member through the duration of the Mentorship Program and to abide by all guidelines and responsibilities until the completion date."

Signature: _____   Date: _____

Please return this form to Nancy Masters via email.

Campus Contact:

Nancy Masters, FPD Committee Coordinator / nmasters@avc.edu / (661) 722-6300 x 6008

AVC Professional Development Mentorship Program
APPLICATION FOR MENTORS

Mentor Information

Name:	
Department:	
Division:	
Phone:	
Email:	
Select Term:	☐ Fall ☐ Spring ☐ Full Year

Indicate the areas, skills, or topics in which you are able to mentor. Please check all that apply:

Researching or publishing
Presenting at professional conferences
Contributing to the AVC learning community, i.e. as a Scholar in Residence
Presenting in the FPD program
Serving in a faculty leadership role
I have pre-selected a mentee: _____
Other (please indicate below)

Is there a specific skill, methodology, or training that you are seeking to offer a mentee?

"I agree to remain an active member through the duration of the Mentorship Program and to abide by all guidelines and responsibilities until the completion date."

Signature: _____   Date: _____

Please return this form to Nancy Masters via email.

Campus Contact:

Nancy Masters, FPD Committee Coordinator / nmasters@avc.edu / (661) 722-6300 x 6008

AVC Professional Development Mentorship Plan

Due dates (check one)
      Fall Mentorship: 15 September 2017
      Spring Mentorship: 2 March 2018
      Year-long Mentorship: 15 September 2017

Mentor:
Mentee:
Mentorship Project Title:
Mentorship Project Goal:
Outline of steps or components of the project: (Please include a timeline with project benchmarks)

Signatures

Mentor: _____   Date: _____

Mentee: _____   Date: _____

Please return this form to <mark>Nancy Masters via email.</mark>

If you have any questions about this form or the Mentorship Program, please contact <mark>the FPD Committee Coordinator</mark>, Nancy Masters, at nmasters@avc.edu or call (661) 722-6300 x 6008.

AVC Professional Development Mentorship Mid-term Update

Due dates (check one)
    Fall Mentorship: 18 October 2017
    Spring Mentorship: 11 April 2018
    Year-long Mentorship: 14 February 2018

Mentorship status (check one)
    Continuing
    Dissolved (If the Mentorship is dissolved, please fill out the Mentor and Mentee names, sign and date the form, and submit it to the Senate Office by the due date).

Mentor:
Mentee:

Mentorship Project Title:
Mentorship Project Goal:
Outline of accomplishments and challenges:
Remaining steps needed to achieve project goal:

Signatures

Mentor: _____ Date: _____

Mentee: _____ Date: _____

Please return this form to <mark>Nancy Masters via email.</mark>

If you have any questions about this form or the Mentorship Program, <mark>please contact the FPD Committee Coordinator,</mark> Nancy Masters, at nmasters@avc.edu or call (661) 722-6300 x 6008.

AVC Professional Development Mentorship Reflective Report

Due dates (check one)
    Fall Mentorship: 17 November 2017
    Spring Mentorship: 11 May 2018
    Year-long Mentorship: 11 May 2018

Mentor:	
Mentee:	
Mentorship Project Title:	
Mentorship Project Goal:	

Report (600 - 750 words total):

What were the steps taken in order to complete the project?
What was learned as a result of the collaboration?
How will that learning be integrated into your respective work at the college?

Signatures

Mentor: _____   Date: _____

Mentee: _____   Date: _____

Please return this form to Nancy Masters via email.

If you have any questions about this form or the Mentorship Program, please contact the FPD Committee Coordinator, Nancy Masters, at nmasters@avc.edu or call (661) 722-6300 x 6008.

Mentoring Resources

Home > Mentoring > Why Mentoring Matters

- Home
- Communication
- Diversity in Mentoring
- Ethics in Mentoring
- Expectations
- Mentoring Models
- Problem Solving
- References
- Resources on the Web
- Search for a Mentor
- PROMISED Program
- *Why Mentoring Matters*

Why Mentoring Matters

Why does mentoring matter?

Mentoring is the key for developing and sustaining a satisfying professional career. Mentoring enables each of us to grow, learn, transform, and accomplish goals in education or in basic, clinical, and translational research. Whether you are a senior educator or world-renowned investigator or you are in the early stages of your professional training—whether you are the mentor or the mentee—mentoring helps build a dynamic community while ensuring the success of each individual as he or she achieves personal and professional career goals.

What are the benefits of mentoring?

For the mentee:

In today's complex and often highly competitive world of academic medicine, having a mentor can mean the difference between success and failure. Whether seeking advice on how to ask the right research question, how to best design a new experiment, how to team-teach a course, or how to find all the needed resources, mentoring can help to ensure a successful outcome. By serving in the role of a guide, coach, or ally, a mentor can answer questions as they arise for the mentee and thereby ensure steady progress and completion of project milestones. By serving in the role of an advocate, a mentor can help a mentee navigate the terrain of academia and move forward professionally. By providing knowledgeable and strategic advice, a mentor can serve to empower a junior faculty member, postdoc, or fellow to pursue an innovative opportunity. The interest and the support of a mentor often provide the mentee with confidence to undertake a new and exciting challenge.

For the mentor:

Mentoring provides the mentor with numerous benefits, including enhancement of his or her own personal and professional knowledge while teaching and learning from the mentee. By providing guidance, support, advice, strategic feedback, and other insights to a mentee, the mentor can learn and enhance leadership skills. Mentees often bring a fresh perspective to a difficult problem, and serving as a mentor can provide a renewed sense of purpose in meeting the challenges of leading an educational endeavor or a research program. While working with a mentee, the mentor also has the opportunity to gain a new talented colleague—one with whom the mentor may collaborate for years to come. Most of all, a mentor is provided with an important sense of satisfaction in contributing to a legacy of developing the next generation of creative faculty.

Faculty Professional Development Program Evaluation

Level 1: Participants

1. Please identify your role at AVC:

✓
Part-time (Adjunct)
Full-time, non-tenured
Full-time, tenured

2. Please indicate your department/division:

✓
Arts and Humanities
Career Technical Education
Health and Safety Sciences
Math, Science, & Engineering
Rhetoric and Literacy
Social and Behavioral Sciences
Counseling and Matriculation
Library/IERP

3. How many years have you been employed at AVC?

Number of Years:

4. Have you ever coordinated or presented at an FPD event?

◯ Yes ◯ No

5. If so, approximately how many times have you presented or coordinated an FPD/FLEX event?

[Next]

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Faculty Professional Development Program Evaluation

Level 2: Satisfaction

6. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
The FPD program addressed some of my teaching and professional needs.	◯	◯	◯	◯	◯
The topics addressed during the sessions were clearly presented.	◯	◯	◯	◯	◯
The level of interaction between presenters and participants was valuable.	◯	◯	◯	◯	◯

7. Select which Standard you find the most satisfying

◯ Standard 1: Faculty Academy

◯ Standard 2: College Colloquia, Committees, and Campus Activities

◯ Standard 3: Professional Conferences, Scholarly Work, and Individual Activities

Prev   Next

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Evaluation

Level 3. Impact and Benefits

8. Please indicate your level of agreement with the following statements regarding the impact of the FPD program:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
I discussed with colleagues something that came up at the sessions or events.	○	○	○	○	○
I saw a positive impact on students related to something that I adopted or adapted.	○	○	○	○	○
I felt encouraged to work with other campus units or faculty to improve student learning.	○	○	○	○	○
I recognize that the FPD program is valuable to my professional development.	○	○	○	○	○

9. What do you find most beneficial during professional development events? Select up to three from the following list:

☐ Instructional strategies to engage students

☐ Topics related to student learning

☐ Classroom management techniques

☐ Topics related to student assessment

☐ Issues directly impacting my subject-area education

☐ Interdisciplinary learning and teaching methods

☐ Attention to cultural diversity

☐ Techniques to keep participants actively involved

☐ Lecture / notes / facts of interest

☐ Communication / discussion with other instructors about pedagogy

☐ Handed-out materials that I can use directly in my work

☐ Other beneficial element?

Please specify:

[   ]

10. What other aspects or components of the FPD program do you find valuable / rewarding / enriching? Select up to three from the following list:

- [ ] Collegial exchange and campus interaction

- [ ] Faculty mentorship and peer-to-peer support

- [ ] Teaching excellence

- [ ] Lifelong learning

- [ ] Independent projects, conferences, and off-campus activities

- [ ] Employee training

- [ ] Integrative planning and campus-wide assessment

- [ ] Other aspect or component?

Please specify

[   ]

Thank you for your time and input!

Prev   Done

2017 – 2018 Membership Invoice

www.4csd.com

COLLEGE/DISTRICT: _____

Institutional Membership: $175.00

Institutional memberships cover all employees of a single college. Each institution of a multi-college District should join separately. Please PRINT the following information.

Contact Person _____

Address _____

City _____ State _____ Zip _____

Telephone (   ) _____

E-Mail _____

Staff Development Website _____

Staff and Organizational Development Representatives:

Administrator _____

      E-mail _____

Classified _____

      E-mail _____

Faculty _____

      E-mail _____

Classified Senate/Council President _____

      E-mail _____

Academic Senate President _____

      E-mail _____

Make checks payable to 4C/SD **and remit to:**
Jan Schardt – 4CSD
Office 1769D
2277 Napa-Vallejo Highway
Napa, CA 94558

STARLINK
Your Path to Student Success

Dedicated to Inspiring Educators with
Leading Edge, Web-Based Professional Development

What is STARLINK?

STARLINK provides practical and affordable online professional development. The role of STARLINK is to support the educational mission of our member institutions by providing cutting edge strategies and proven practices from peers and nationally acclaimed experts. Our programs enhance growth and renewal in our members professional lives, helping them focus on a culture that values intellectual inquiry, student success, and creative engagement in various aspects of education.

Benefits of STARLINK:

Accessible: The training site is available to your entire faculty and staff 24/7. They can take advantage of training opportunities anytime, anywhere, on any device with an internet connection.

Cost-effective: No travel required. Pricing is **per institution**, not per person. One low price for your entire institution!

Campus-wide: You can offer online faculty and part-time faculty the same training opportunities as full-time employees.

Practical: Our goal is to provide participants with the training necessary to implement positive change at their institutions.

Certificates: Once a course is completed, a Certificate of Completion is awarded.

Analytics: Campus managers have access to the analytical data for their campus. Reports can be generated and viewed on demand from the STARLINK dashboard.

How does STARLINK work?

It's easy! After you purchase access to STARLINK, you will receive instructions on how to create a username and password. Anyone who sets up an account under your institution will have unlimited access to STARLINK trainings for one year. You can also link trainings to your portal or use individual trainings during your meetings. After completing each training, faculty and staff can email a Viewer Verification Certificate that documents the title and length of the training or in many cases download a Certificate of Completion.

● ● ● ● ● ● ● ● ● ● ● ● ● ● ●

Membership to STARLINK includes:

➢ Hundreds of hours of high quality professional development which includes a full year of new programming and access to past programs in STARLINK's "Course Catalog"

➢ A DVD of each STARLINK produced program in the current membership year

➢ Rights to retransmit and make copies of each STARLINK produced program

➢ Viewership analytics

➢ Certificates of Completion

➢ NEW: Series of monthly webinars with our partner NUTN and other higher educational professionals

➢ Leadership and Success training

➢ NEW: Blackboard and Canvas Training

➢ Distributable marketing material

➢ Notifications of new programming

➢ Membership services for training assistance, registration, and technical assistance

➢ Free "Teaching Tips" released each month

➢ Monthly newsletters and updates

Members List

Our current members

A B C D E F G H I J K L M N O P Q R S T U V W
X Y Z

A	Alamo College System - Northeast Lakeview College	Alamo College System - Northwest Vista College	Alamo College System - Palo Alto College	Alamo College System - San Antonio College
	Alamo College System - St. Philips College	Alvin Community College	Amarillo College	Angelina College
	Austin Community College			
B	Barton County Community College	Blinn College	Brazosport College	
C	Central Texas College	Central Texas College - Bahrain	Central Texas College - Djibouti	Central Texas College - Egypt
	Central Texas College - Europe	Central Texas College - Kuwait	Central Texas College - Pacific Far East (PFEC)	Central Texas College - Qatar
	Cisco College	Clarendon College	Clemson University	Coastal Bend College
	Colby Community College	College of Lake County	College of the Mainland	Collin College
	Columbia College			
D	Dallas County Community College District - Brookhaven College	Dallas County Community College District - Cedar Valley College	Dallas County Community College District - Eastfield College	Dallas County Community College District - El Centro College

Dallas County Community College District - Mountain View College	Dallas County Community College District - North Lake College	Dallas County Community College District - Richland College	Dodge City Community College
Del Mar College			

E

El Paso Community College	Everest College - Atlanta West	Everest Institute - Austin	Everest Institute - Bissonnet
Everest Institute - Chesapeake	Everest College - Colorado Springs	Everest Institute - Columbus (Gahanna)	Everest College - Dallas Mid Cities
Everest College - Everett	Everest College - Fort Worth South	Everest College - Henderson	Everest Institute - Houston Hobby
Everest College - Norcross	Everest University - Orange Park	Everest Institute - Plainfield	Everest Institute - San Antonio
Everest Institute - Southfield	Everest College - Tacoma	Everest University - Tampa	Everest College - Thornton
Everest Institute - Tigard	Everest College - Woodbridge		

F

Frank Phillips College			

G

Galveston College	Garden City Community College	Gogebic Community College	Grayson County College

H

Hill College	Houston Community College System - Central Campus	Houston Community College System - Coleman Campus	Houston Community College System - Northeast Campus
Houston Community College System - Northwest Campus	Houston Community College System - Southeast Campus	Houston Community College System - Southwest Campus	Howard College
Huntington Junior College			

| I | Itawamba Community College | | | |

| K | Kankakee Community College | Kilgore College | Kishwaukee College | |

L	Labette Community College	Lamar Institute of Technology	Lamar State College - Orange	Lamar State College - Port Arthur
	Laredo Community College	Lee College	Lonestar College System - CyFair	Lonestar College System - Kingwood
	Lonestar College System - Montgomery	Lonestar College System - North Harris	Lonestar College System - Tomball	Lonestar College System - University Park

| M | McLennan College | Midland College | | |

| N | Navarro College | Nebraska Methodist College | North American University | North Central Texas College |
| | Northeast State College | Northeast Texas Community College | | |

| O | Odessa College | | | |

| P | Panola College | Paris Junior College | Pensacola State College | Pratt Community College |

| R | Ranger Junior College | | | |

| S | San Jacinto College District - Central Campus | San Jacinto College District - North Campus | San Jacinto College District - South Campus | |
| | Seward County Community College | Sisseton Wahpeton College | South Plains College | South Texas College |

Southwest
Texas Junior
College

T	Tarrant County College - Northeast Campus	Tarrant County College - Northwest Campus	Tarrant County College - South Campus	Tarrant County College - Southeast Campus
	Tarrant County College - Trinity River Campus	Temple College	Texarkana College	Texas Southmost College
	Texas State Technical College - Abilene	Texas State Technical College - Breckenridge	Texas State Technical College - Brownwood	Texas State Technical College - Harlingen
	Texas State Technical College - Marshall	Texas State Technical College - Sweetwater	Texas State Technical College - Waco	Texas State Technical College - West Texas
	Trinity Valley Community College	Tyler Junior College		

V	Vernon College	Victoria College		

W	Weatherford College	Western Texas College	Wharton Junior College	WyoTech - Blairsville
	WyoTech - Daytona Beach	WyoTech - Daytona Beach	WyoTech - Laramie	

Z	Zenith Education Group			

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