ANTELOPE VALLEY COLLEGE

Faculty Professional Development Committee Agenda	**Wednesday, September 13, 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
Dr. Ken Shafer, Faculty Member
Jane Bowers, 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
VACANT, Faculty Union Rep
Laurie Walker, Faculty Member - ABSENT
Dr. Jeffery Cooper, Faculty Member
Dr. Barbara Fredette, Faculty Member
Dr. Darcy Wiewall, Faculty Member
Michelle Hernandez, Confidential Management Union
Tony Sanchez, Classified Representative
ASO Member - VACANT

GUESTS:

	Items	Person	Action
I.	Approval of Agenda	Kristine Oliveira	
II.	Opening Comments from the Chairs	Kristine Oliveira Dr. Bonnie Suderman	
III.	Open comments from the Public		
IV.	Approval of Minutes	Kristine Oliveira	a. May 24, 2017 Meeting (attachment)
V.	Discussion Items	Kristine Oliveira	a. Introductions b. Member proxies c. Spring 2017 FPD Program Assessment

ANTELOPE VALLEY COLLEGE

		(attachment)
		d. Fall 2017 Opening Day Survey (to be distributed)
		e. Committee Goals
		f. Mentorship Program: Mentorship Partnering (attachments)
VI. Action Items		
VII. Information Items	Kristine Oliveira	a. Faculty Learning Communities (attachments)
		b. Fall 2017 Senate Report Dates: 9/21/17, 11/16/17
NEXT MEETING DATE: September 27, 2017		

Faculty Professional Development Committee Minutes

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

COMMITTEE MEMBERS

Kristine Oliveira, Chair
Duane Rumsey, Administrative Council Member
Gary Roggenstein, Administrative Council Member – ABSENT
Dr. Tom O'Neil, Administrative Council Member
Dr. Ken Shafer, Faculty Member
Jane Bowers, 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
John Wanko, Faculty Union Rep
Laurie Walker, Faculty Member
Dr. Jeffery Cooper, Faculty Member
Dr. Barbara Fredette, Faculty Member
Dr. Darcy Wiewall, Faculty Member
Michelle Hernandez, Confidential Management Union - ABSENT
Tony Sanchez, Classified Representative - ABSENT
ASO Member - VACANT

GUESTS: Dr. Scott Lee, Acting Union Rep

Items	Person	Action
I. Approval of Agenda	Kristine Oliveira	*A motion was made and seconded to approve the agenda.* *Motion carried unanimously.*
II. Opening Comments from the Chair	Kristine Oliveira	• Kristine welcomed members • Opening Week events were not well-attended.
III. Open comments from		• Dr. Zia Nisani would like to see an annual

Approved: Faculty Professional Development Committee Meeting of September 27, 2017

the Public		Last Lecture Series developed on campus • Dr. Darcy Wiewall will address the senate next week regarding the development of a Discipline Fair
IV. Approval of Minutes	Kristine Oliveira	a. May 24, 2017 Meeting (attachment) *A motion was made and seconded to approve minutes of the May 24, 2017 meeting.* *Motion carried with one (1) correction; one (1) abstention.*
V. Discussion Items	Kristine Oliveira	• Introductions Members introduced themselves. • Member proxies • Spring 2017 FPD Program Assessment (attachment) Of the 51 responses to program evaluation, most agreed or strongly agreed they appreciated the program. • Fall 2017 Opening Day Survey (to be distributed) *Item tabled for September 27, 2017 FPDC meeting.* • Committee Goals 1) Pilot the Mentorship Program Provide updates to the Academic Senate. 2) Center for Excellence in Teaching & Learning/Center for Teaching Excellence Inquiry Group: Jane Bowers, Dr. Jeffrey Cooper, Dr. Ken Shaffer, Dr. Barbara Fredette The Academic Senate asked Kristine to look into a Center of Excellence for Teaching & Learning. There are currently two community colleges in California that have a center: College of the Canyons and Cerritos. Staff Development programs are emerging for classified staff. 3) Digital Event Evaluation Survey 4) Faculty Learning Community In June Kristine attended a Professional Organizational Development (POD) Network Conference in Saratoga Springs, New York. Faculty Learning Communities are an emerging concept: groups of 6-15 people of shared interest in learning at same level of expertise (non-hierarchy). 3

		different communities:
		1) cohort model
		2) reading group
		3) project-base: work together to meet a need on campus or interest to develop Possible project for next year. Topic suggestions included: Environmental Inquiry Group, Development of an Undergraduate Research Group, Team Teaching Models and Honors Options Volunteers: Mark Hoffer, Jane Bowers and Kristine; in consultation with Dr. Darcy Wiewall and Dr. Zia Nisani. Email communication will include the entire FPDC.
		• Mentorship Program: Mentorship Partnering (attachments) One mentee applicant was on bereavement (Joyce Maiden) and missed the application deadline. Consensus was to allow her to participate. Four people are not matched. Kristine will send an email looking for mentors with matching skills or aptitudes, and will gather dates for training. Kristine will distribute a handout to present at division meetings for participation in spring.
VI. Action Items		
VII. Information Items	Kristine Oliveira	a. Faculty Learning Communities (attachments) b. Fall 2017 Senate Report Dates: 9/21/17, 11/16/17
NEXT MEETING DATE: September 27, 2017		

Approved: Faculty Professional Development Committee Meeting of September 27, 2017

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FACULTY LEARNING COMMUNITIES

What are faculty learning communities?

A faculty learning community (FLC) is a group of faculty and professionals from various disciplines who meet over a defined period of time. The specific purpose of each FLC varies, but they all are based on the premise that the opportunity to work together in a supportive and collaborative environment contributes to successful faculty and staff development. FLCs can be topic or cohort based. Topic-based communities allow a group of faculty to explore their mutual interest in a specific area. Cohort-based communities focus on the unique needs of faculty and staff at a specific stage of their career or in certain roles (academic advisor, department chair, etc.). The learning community approach to faculty development is more structured, long-lasting, and goal-oriented than brown bag discussions, book clubs, and workshops. Learning communities are also small and flexible to the needs of their members. Perhaps most importantly, learning communities are a grassroots way to meet a wide variety of needs and interests.

Search

Each learning community requires at least one member to serve as the facilitator of that group. The facilitator's job is to help the community meet its objectives through scheduling meetings, retreats, and other events, selecting readings and other material for discussion, and working with other campus stakeholders involved with faculty development to help assess the effectiveness of their faculty learning community.

For more general information about FLCs visit the following website:

http://www.units.muohio.edu/flc/index.php
  (http://www.units.muohio.edu/flc/index.php)

Why do we have faculty learning communities at Brockport?

Many faculty and staff report feeling isolated and disconnected from their peers outside of their department. The primary goal of the FLC program is to address this sense of isolation. FLCs also address career span professional development for faculty. While the cohort model obviously accomplishes this initiative, the topic model gives faculty at various stages of their career a way to meet their needs. For example, FLCs for faculty going up for tenure or full professorship can be proposed. FLCs decentralize faculty development thus helping faculty and staff take ownership over their professional development in a way that programs run directly by CELT and other departments cannot.

How will faculty learning communities be implemented in 2016-2017?

Faculty and staff interested in facilitating a FLC submit a proposal based on the guidelines that follow this program description. After the facilitator proposals are received, the proposed topics/cohorts are sent out to all faculty and staff to ascertain interest in the communities. The communities are selected based on the quality of the facilitator proposal and number of faculty and staff interested in participating. FLCs must have at least 6 but no more than 12 members. Once the communities are selected, the facilitators meet with the CELT director to begin planning their communities. The facilitators are required to attend a one-day facilitator orientation in summer 2016 (specific date to be determined based on facilitator schedules). The facilitators also continue to work with the CELT director during the summer of 2016. Once the communities begin in the fall of 2016, it is expected that each FLC will meet at least once every two weeks. The individual FLC participants also need to agree to present on what they accomplished as a result of their participation in their FLC sometime during 2017-18 academic year.

What resources will be provided for faculty learning communities?

The facilitators of each FLC will receive $2,500 extra service compensation. Each learning community will also receive up to $250 per participant (maximum of $2,500) to be used toward professional development costs related to participation in the community. Examples of relevant expenses include: books, software, meals, off-campus retreats, travel to conferences, external presenters, etc. CELT staff will assist with planning activities, reserving rooms, ordering food, making travel arrangements, etc. The facilitators also meet with the CELT Director once a month as a group to discuss FLC progress and needs.

What is the timeline for the faculty learning community selection & implementation process?

Date	Implementation Process
April 11, 2016	Facilitator proposals for FLCs due
April 29, 2016	Faculty applications for participation in FLCs due
May 6, 2016	2016-2017 FLCs selected and facilitators notified
Finals Week, 2016	End of year/kick-off lunch for 2015-16 and 2016-17 FLCs

Summer 2016	Faculty Learning Community Facilitator Orientation: Facilitators work with CELT Director to plan communities
Fall-Spring 2016-17	FLCs run and facilitators meet with CELT director
Fall-Spring 2017-18	FLC members present on accomplishments

Faculty Learning Communities & Facilitators

Click on the FLC title to view a report summarizing that FLC's accomplishments, what they learned about the topic, and who to contact for information about the topic.

2016-2017:
"Alumni Engagement and Networking in the Broader Community" (/academics/celt/docs/alumni_report16-17.pdf)– Celia Watt (Public Administration)
"Advanced Statistical Methods for the Analysis of Non-Experimental Data" (/academics/celt/docs/statistics_report16-17.pdf)– Elliot Weininger (Sociology)
"Using Evidence-Based Practices to Guide and Refresh Online Teaching" (/academics/celt/docs/online_refresh_report_16-17.pdf) – Jie Zhang (Education & Human Development) and Pam Haibach (KSSPE)

2015-2016:
"Online Tools for Collaboration & Discussion" (/academics/celt/docs/online_tools_flc_review_15-16.pdf) – Morag Martin (History)
"Writing and Learning in the Disciplines" (/academics/celt/docs/writing_flc_review_15-16.pdf) – Robert Baker (English)

2014-2015:
"Disability Studies" (/academics/celt/academics/celt/docs/DisabilityStudiesFLCreport2015.docx) – Jessica Sniatecki (Health Science)
"Using Mobile Technologies for Student Learning and Engagement (/academics/celt/academics/celt/docs/FLCmobile_review.docx)" – Pat Maxwell (Drake Library)
"Writing and Learning in the Disciplines" (/academics/celt/academics/celt/docs/Writing14-15FLCreview.docx) – Robert Baker (English)
"Thinking about Teaching the Intersections of Science, Ethics and Public Policy" (/academics/celt/academics/celt/docs/EthicsPublicPolicyFLCreport2015.docx) – Susan Orr (Political Science)
"New Faculty FLC" –

(/academics/celt/academics/celt/docs/NewFLCreport2015.docx) Tamoya Christie
(Accounting, Economics, Finance & MIS)

2013-2014:
*"The Flipped Classroom: Best Practices and Strategies for Implementation and Assessment
(https://docs.google.com/document/d/1ygjKx6YHNNFqi25icAPRnIJ0U-
aWrDdjUBES31qR_DI/edit?usp=sharing)"* – Laurie Cook (Biology)
*"Student-Faculty Collaborative Research
(https://docs.google.com/document/d/1XcM046RjdvT1TNY93mrsaJW48GaHSt1ojl3mdZjIMWs,
usp=sharing)"* – Denise Copelton (Sociology)
*"Integrative Learning of Global Perspectives
(https://docs.google.com/document/d/1r7pel2BRCam1kA05OCNUc8bkgh-
3oPduk6hjPE__W9M/edit?usp=sharing)"* – Eric Kaldor (Sociology)
*"New Faculty (https://docs.google.com/document/d/1Sufn8mZq1P3xeC-
S6rrLpA9QaYz7si0okMtU--eP3UY/edit?usp=sharing)"* – Michael Ray (Health Science)
*"Hybrid Teaching and Learning
(https://docs.google.com/document/d/12v8A4fI2LzL9FUiaWTT14OSflQUTC88CBMXI549Auas/e
usp=sharing)"* – Jie Zhang (Education & Human Development)

2012-2013:
"Chaos (/academics/celt/academics/celt/docs/Chaos_FLC.pdf)" – Gabriel Prajitura
(Mathematics)
"GIS" – Jim Zollweg (Earth Science)
"Mid & Late Career (/academics/celt/academics/celt/docs/MidLateCareer_FLC.pdf)" – Celia
Watt (Health Science)
"New Faculty (/academics/celt/academics/celt/docs/NewFLC_12-13.pdf)" – Jessica Sniatecki
(Health Science)

2011-2012:
*"The Sustainability Imperative: Investigating Approaches to Integrating Sustainability
within the Brockport Curriculum
(/academics/celt/academics/celt/docs/Sustainability_FLC.pdf)"* – James Cordeiro (Business
Administration & Economics)
*"Bringing Classes Alive with Case Studies
(/academics/celt/academics/celt/docs/CaseStudy_FLC.pdf)"* – Dale Hartnett
(Communication)
*"Maximizing the Student Internship/Practicum Experience
(/academics/celt/academics/celt/docs/Internships_FLC.pdf)"* – Heidi Byrne (Kinesiology
Sport Studies & Physical Education)
*"New Faculty Learning Community (/academics/celt/academics/celt/docs/NewFLC_11-
12.pdf)"* – Holly Perry (Recreation & Leisure Studies)

2010-2011:
"Large Classes" – Craig Mattern (Kinesiology Sport Studies & Physical Education)
"Student Leadership" – Lauren Lieberman (Kinesiology Sport Studies & Physical
Education)

"[Popular Culture (/academics/celt/academics/celt/docs/PopCulture_FLC.pdf)](/academics/celt/academics/celt/docs/PopCulture_FLC.pdf)" – Merrill Melnick (Kinesiology Sport Studies & Physical Education)
"Technology and Comprehension" – Pat Maxwell (Drake Library)
"[New Faculty (/academics/celt/academics/celt/docs/NewFLC_10-11.pdf)](/academics/celt/academics/celt/docs/NewFLC_10-11.pdf)" – Jason Morris (Mathematics)

2009-2010:
"[Conducting Qualitative Research and Analyzing Descriptive Data (/academics/celt/academics/celt/docs/QualitativeResearch_FLC.pdf)](/academics/celt/academics/celt/docs/QualitativeResearch_FLC.pdf)" – Douglas Feldman (Anthropology)
"[Online Blended Learning: An FLC for Faculty of All Levels of Experience (/academics/celt/academics/celt/docs/OnlineBlended_FLC.pdf)](/academics/celt/academics/celt/docs/OnlineBlended_FLC.pdf)" – Pamela Beach (Kinesiology, Sport Studies, & Physical Education)
"Exploring Service Learning" – Dale Hartnett (Communication)
"[Dialogue on Diversity (/academics/celt/academics/celt/docs/Diversity_FLC.pdf)](/academics/celt/academics/celt/docs/Diversity_FLC.pdf)" – Chris Price (CELT Director)

2008-2009:
"[Using Research as a Teaching Tool (/academics/celt/academics/celt/docs/TeachingResearch_FLC.pdf)](/academics/celt/academics/celt/docs/TeachingResearch_FLC.pdf)" – Jason Dauenhauer (Social Work)
"[Writing College Textbooks (/academics/celt/academics/celt/docs/Textbooks_FLC.pdf)](/academics/celt/academics/celt/docs/Textbooks_FLC.pdf)" – Amy Guptill (Sociology/Delta College)[Report (/academics/celt/academics/celt/docs/student-textbooks.pdf)](/academics/celt/academics/celt/docs/student-textbooks.pdf)
"Active Learning" – Dawn Jones (Mathematics)
"Quantitative Research in the Social and Behavioral Sciences" – Celia Watt (Health Science)

Last Updated 8/28/17 (http://a.cms.omniupdate.com/10?skin=oucampus&account=brockport&site=webprod&action=de&path=/academics/celt/flc.pcf)

Welcome to CELT ▸

1:1 Services ▸

Programs & Events ▸

Instruction & Technology ▸
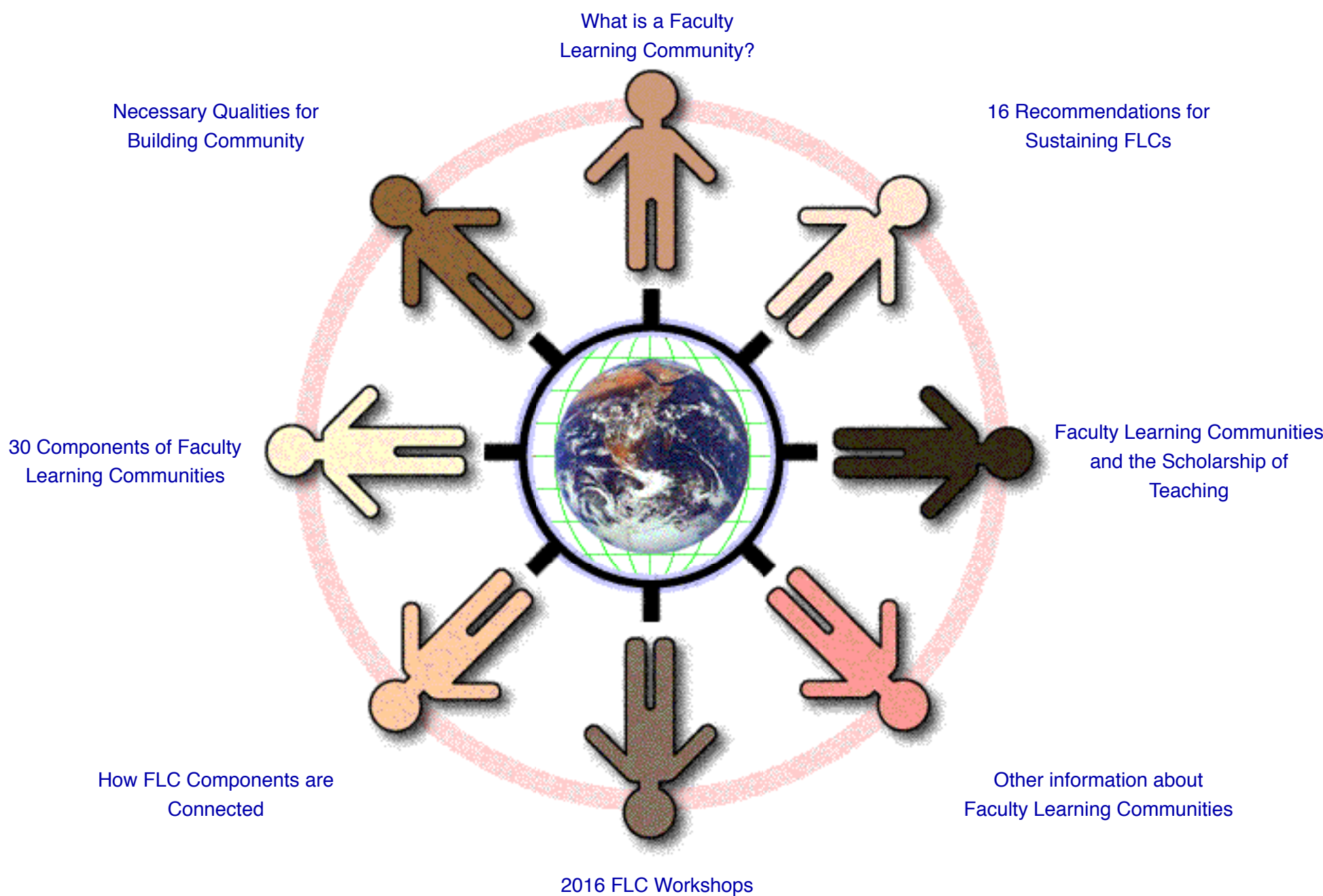
Scholarship ofTeaching & Learning ▸

Website for Developing Faculty Learning Communities (FLCs): Communities of Practice in Higher Education

Welcome! This website is dedicated to informing, teaching, and encouraging visitors to investigate and initiate Faculty Learning Communities on their campuses.

You are invited to see our book, *Building Faculty Learning Communities*, Volume 97 in the Jossey-Bass series, New Directions for Teaching and Learning. See the list of chapters and descriptions produced by our 21 authors, and the ordering information online.

Milton D. Cox
Director, Original Lilly Conference on College Teaching
Editor-In-Chief, *Journal on Excellence in College Teaching* and the *Learning Communities Journal*
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What is a Faculty
Learning Community?

Necessary Qualities for
Building Community

16 Recommendations for
Sustaining FLCs

30 Components of Faculty
Learning Communities

Faculty Learning Communities
and the Scholarship of
Teaching

How FLC Components are
Connected

Other information about
Faculty Learning Communities

2016 FLC Workshops

16 Recommendations for Creating and Sustaining Effective Faculty Learning Communities (FLCs)

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1. Limit your FLC to a workable size: 8 to 10 (6-12 perhaps) faculty, professionals, and administrators.

2. Make membership voluntary and by an application process with department chair sign off.

3. Consider having affiliate partners: mentors, student associates, consultants.

4. Select a multidisciplinary FLC cohort, topic, goals, and membership; 3 reasons: participant curiosity, rich innovations, dysfunctional unit relief

5. Meet every 3 weeks for 2 hours for one academic year, and determine meeting time at the point of member applications.

6. Provide social moments, community, and food at meetings; an FLC is not just a committee or task force.

7. Make the facilitator a key participating member who models desired behavior and initially determines goals.

8. Have members determine FLC objectives, meeting topics, budget.

9. Focus on obtaining and maintaining FLC member commitment.

10. Assess 3 areas of FLC impact: member development, student learning or effectiveness of the FLC's innovation, and FLC components engaged.

11. Employ an evidenced-based, scholarly approach leading to SoTL.

12. Present the FLC outcomes to the campus and at conferences.

13. Blend online/distance FLCs with an initial and 2 or 3 face-to-face meetings when possible.

14. Include enablers such as rewards, recognition, and a celebratory ending.

15. Embed an FLC Program into a Teaching and Learning Center and have an FLC Program Director.

16. Adapt the FLC model for your readiness and institutional culture.

Definition of a Community of Practice

Communities of practice (CoPs) are groups of people who share a concern . . . or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis.

Definition of and Notes About a Faculty Learning Community

A *faculty learning community* is a specifically structured, yearlong academic community of practice that includes the goals of building community, engaging in scholarly (evidenced-based) teaching, and the development of SoTL.

Note the following structural items: an FLC is not a committee, task force, course, book club, or action learning set. These structures may lack community or the scholarship of teaching and learning. An FLC is a small-group learning structure with a process that enables its participants to investigate and provide solutions for about any significant problem or opportunity in higher education.

Leadership roles in FLCs are (1) "investigator," who is interested in learning about FLCs and leads the efforts to bring related information to the institution; (2) "implementer," who leads efforts on campus to establish FLCs as effective and sustainable faculty development approaches; (3) "FLC Program Director," who, once a system of FLCs is established, then organizes, advises, energizes, champions, supports, and helps sustain the FLCs in place at the institution.

The outcomes of implementation science confirm that FLCs provide the most effective educational development programming model for implementing evidence-based interventions.

Decision Points for Designing and Implementing a Specific FLC

Cox, M. D., Richlin, L. and Essington, A. (2012). *Faculty Learning Community Planning Guide*. Los Angeles, CA: Alliance Publishers

1. What FLC to Offer

2. Goals and Objectives for this FLC

3. Financial Considerations and Budget

4. Membership Application, Selection Process, PR

5. People Involved in an FLC

6. Meetings and Activities

7. Developing Community and Building Commitment

8. FLC Curriculum

9. Assessment

10. Scholarship of Teaching and Learning

11. Recognition, Thank-Yous, and Endings

12. Facilitating an FLC

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30 Components of FLCs

The degree of engagement in the components selected for an FLC can vary and may differ by type of FLC and institution. As an institution's experience with FLCs increases, the degree of engagement with each component and number of components involved will usually increase. When appropriate, the components should be considered globally with respect to the overall FLC Program and locally for each particular FLC. The links indicated below connect to more information and examples.

The material in this section of the website is organized by component to support the development of those components involved in directing an FLC Program and facilitating an FLC.

Click on an item below for more information on that item.

"F"	below denotes a component is primarily the responsibility of an FLC Facilitator.
"D"	denotes a component is the primary responsibility of the FLC Program Director
"FD"	denotes a component is engaged jointly by the FLC Program Director and a Facilitator

Mission and Purpose

1 **D** Goals for the institution (What do you want the FLC Program to accomplish?)
2 **FD** Objectives for an FLC (How do you plan to bring about the above goals through specific objectives for an FLC?)

Curriculum

3 **D** What FLCs to offer for the year (cohorts, topics)
4 **FD** What issues and opportunities to address within each FLC

Administration

5 **FD** Leadership of the FLC Program and facilitation of an FLC

6 **FD** Selection procedures and criteria for membership in each FLC (striking a balance among disciplines, needs, gender, experience)

7 **FD** Public relations (advertising each FLC, recruiting applicants, and publicizing FLC activities and accomplishments)

8 **FD** Financial support and budgets

Connections

9 **F** Community (bonding of participants within the FLC; support; safety)

10 **FD** Partnerships (bridging to and *cosponsoring* with other programs and units inside and outside the institution)

11 **FD** Engagement: (*serving* the broader community: student and faculty organizations, K-12, other institutions, state-wide agencies, etc.)

Affiliated Participants

12 **FD** Faculty, TAs, administrative, or staff partners (mentors, consultants, practitioners, etc.)

13 **F** Student associates (undergraduate peer mentors, TAs, consultants, etc)

Meetings and Activities

14 **F** Seminars (length, frequency, topics; selection procedures by participants)

15 **F** Retreats (getting away, working and learning together)

16 **F** Conferences (getting away, learning from others)

17 **F** Social amenities and gatherings

Scholarly Process (Overview)

18 **F** The literature (articles and focus book)

19 **F** Focus course or project (syllabus, TGI, CATs, SGID, pilot, assessment)

20 **F** Individual teaching project or other project

21 **FD** Presentations, both on campus and at conferences (by individual members of the FLC and/or the entire group)

22 **F** Course or project mini-portfolio (prepared by each FLC member for his or her focus course or project)

23 **F** Publication (usually in a later year after the FLC)

24 **F** The scholarship of teaching and learning

Assessment (Overview)

25 **FD** Of faculty or staff development of the participants: Case report, Likert and open-ended survey, and Results

26 **D** Of FLC program components: Case report, Likert and open-ended survey, and Results

27 **FD** Of student learning in the classes of FLC participants: Survey and Results

Enablers/Rewards (Overview)

28 **FD** Reassigned (release) time for participants and the FLC facilitator

29 **FD** Professional expenses for participants and the FLC facilitator

30 **FD** Recognition by provost, deans, department chairs, colleagues

Documents That Enable Planning for Design and Implementation of an FLC and FLC Program

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Faculty Learning Communities

Site Navigation

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Partnerships / Resources

FLCs and the Scholarship of Teaching

Documents That Enable Planning for Design and Implementation of an FLC and FLC Program

16 Recommendations for Sustaining an FLC

Detailed Recommendations for Designing and Implementing an FLC

FLCS at Miami University: Details and History

The Learning Communities Journal: Print and Online issues Now Available

Original Lilly Conference

Bibliography

NAPA VALLEY COLLEGE

New Faculty Learning Community Orientation
FALL SEMESTER 2014

The Office of Instruction, We're Here for you!
September 5th 9:00 – 11:00 TLC Room 1770

Join the Vice President of Instruction, Dr. Terry Giugni for a discussion on how the Office of instruction supports instructors and students. Various topics will be reviewed including the student complaint and grievance process.

It's All About Support
September 19th 9:00 – 11:00 TLC Room 1770

Meet Vice President of Student Services, Oscar De Haro, and learn about the various support systems offered through NVC including counseling, financial aid, TRIO, tutoring, student clubs, the health and career centers.

NVC faculty librarian, Stephanie Grohs will instruct participants about resources available to faculty in the library, including online databases and electronic format periodicals.

Classroom Assessment Techniques
October 3rd 9:00 – 11:00 TLC Room 1770

Rebecca Scott, Dean of Library and Learning Resources, will demonstrate the use of the Teaching Goals Inventory (Angelo and Cross) to determine how effectively instructors are teaching and measure what students are learning. Participants will understand how to apply brain based theory and learn techniques for practical, fast and effective ongoing classroom evaluation.

Student Learning Outcomes and Assessment
October 17th 9:00 – 11:00 TLC Room 1770

Student learning outcomes and assessments provide imperative feedback. This workshop will assist in writing SLOs and creating assessment methods.

Creating Inclusive Classrooms
November 7th 9:00 – 11:00 TLC Room 1770

The Intercultural Development Inventory (IDI) is a tool used to measure intercultural competence. This training will review the IDI, and discuss methods of creating inclusive classroom and campus environments.

Best Teaching Practices

Master NVC faculty will lead a roundtable discussion on using best practices to teach.

New Faculty Learning Community Workshops
SPRING SEMESTER 2015

Supporting Students with Disabilities
February 6th 9:00 – 11:00 TLC Room 1770

Rebecca Scott, Dean of Library and Learning Resources, will lead this session on teaching/counseling students with disabilities in the college setting. Key state and federal laws will be discussed.

Student Learning
February 20th 9:00 – 11:00 TLC Room 1770

Participants will engage in a roundtable discussion on the variety of teaching methodologies to support student learning. Topics as learning communities, reading across the curriculum, project based learning, service learning, student success centers and accelerated learning will be discussed.

College Governance and the Role of Faculty in Decision Making
March 6th 9:00 – 11:00 TLC Room 1770

Maria Biddenback, Academic Senate President, will lead this workshop on the structure, roles and functions of Academic Senate committees. The shared governance model, 10 + 1 and other roles and structures that impact the role faculty play in college decision making will be discussed.

Flipping the Classroom
March 20th 9:00 – 11:00 TLC Room 1770

Participants will explore concrete strategies for "flipping" the classroom where instruction is delivered online outside of class and students spend valuable time in class prepared to engage in active learning.

Curriculum
April 10th 9:00 – 11:00 TLC Room 1770

Amanda Badgett, Curriculum Committee Chair, will review how to evaluate, write and submit new curriculum. She will also explain the use of CurricuNET.

NFLC Meet with Dr. Terry Giugni
April 24th 9:00 – 11:00 TLC Room 1770

The Vice President of Instruction, Dr. Terry Giugni, will meet with the NFLC to gather feedback and suggestions about the first academic year.

FMP App for Mentors (Responses)

Email Address	Name:	Department:	Division:	Phone:	Email:	Select Term:	The name of your pre-selected mentee:	Indicate the areas, skills, or topics in which you are able to mentor. Please check all that apply:	Is there a specific skill, methodology, or training that you are seeking to offer a mentee?
cmccandless@avc.edu	Cole McCandless	World Languages & Philosophy	Arts and Humanities	6617226236	cmccandless@avc.edu	Full Year	Mark Hoffer	Contributing to the AVC learning community, i.e. as a Scholar in Residence, Serving in a faculty leadership role	Guidance and collaboration on issues relating to social justice and the transformation of campus culture.
srobinson@avc.edu	Sandra Robinson	Health Science	Health Science	661 803 2180	srobinson@avc.edu	Fall	Susan Snyder	Clinical specialty mentoring	Clinic participation in hospital.
kheinzman@avc.edu	Karen Heinzman	English	Rhetoric and Literacy	ext. 6468	kheinzman@avc.edu	Full Year	Heidi Williams	Serving in a faculty leadership role, 3CSN Connections	Prior Experience as AD Chair and 24 years teaching experience in BS
ebeyer@avc.edu	Ed Beyer, PhD	Business and Computer Studies	CTE	661-722-6300 Ext. 6374	ebeyer@avc.edu	Full Year		Online Teaching	Methods and strategies for online teaching. Also, because there is no other option to select, I just want to note that I am willing to do any of the three options of Fall, Spring, or Full-year.

Email Address	Name:	Department:	Division:	Phone:	Select Term:	The name of your pre-selected mentor:	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 there a specific skill, methodology, or training that you are seeking?
eryder@avc.edu	Elisha (Eli) Ryder	English	English	6614924161	Fall		Presents at professional conferences, Worlshop models for developmental writing instruction	I'm immensely interested in workshop / practice-based composition instruction.
mhoffer@avc.edu	Mark Hoffer	English	Rhetoric & Literacy	x 6755	Full Year	Cole McCandless	Serves or has served in a faculty leadership role	Guidance and collaboration on issues relating to social justice and the transformation of campus culture
igat@avc.edu	Irit Gat	Psychology	Social Science	661-435-4616	Full Year	unsure - someone who is an expert at teaching with AVID techniquest		AVID techniques - ways to "spruce up " my teaching rather than just lecture - and someone to help keep me excited and refreshed after 18 years in the classroom to avoid my own "burnout" . I would also like to possibly meet with an on-line expert instructor to help - I just started teaching on - line. But I"d rather focus more on in class AVID techniques and on-line secondary (maybe I can have two mentors??)
srobinson@avc.edu	Susan Snyder	Health Sciences	Health Sciences	760-986-2298	Fall	Sandra Robinson	Worked in Mental Health clinic	Remediate to Mental Health for ADN program.
aandrada@avc.edu	Amy Andrada	Social and Behavioral Sciences	Social Sciences	6617187703	Full Year		Is actively involved in research or publishing	
kheinzman@avc.edu	Heidi Williams	Academic Development/English	Rhet and Lit.	ext 6189	Full Year	Karen Heinzman	Presents at professional conferences, Is a frequent presenter in the FPD Program, Serves or has served in a faculty leadership role, Basic Skills Expertise	Preparation for teaching English 100A
msanicolas@avc.edu	May Sanicolas	General Counseling	Counseling	6135	Fall	n/a	Presents at professional conferences, Serves or has served in a faculty leadership role	

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FACULTY LEARNING COMMUNITIES

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Website for Developing Faculty Learning Communities (FLCs): Communities of Practice in Higher Education

Welcome! This website is dedicated to informing, teaching, and encouraging visitors to investigate and initiate Faculty Learning Communities on their campuses.

You are invited to see our book, *Building Faculty Learning Communities*, Volume 97 in the Jossey-Bass series, New Directions for Teaching and Learning. See the list of chapters and descriptions produced by our 21 authors, and the ordering information online.

Milton D. Cox
Director, Original Lilly Conference on College Teaching
Editor-In-Chief, *Journal on Excellence in College Teaching* and the *Learning Communities Journal*
Co-Facilitator, Alumni Teaching Scholars FLC for Early Career Faculty
Center for Teaching Excellence
Miami University, Oxford, Ohio
email: coxmd@miamioh.edu

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Faculty Learning Communities and the Scholarship of Teaching

How FLC Components are Connected

Other information about Faculty Learning Communities

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16 Recommendations for Creating and Sustaining Effective Faculty Learning Communities (FLCs)

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1. Limit your FLC to a workable size: 8 to 10 (6-12 perhaps) faculty, professionals, and administrators.

2. Make membership voluntary and by an application process with department chair sign off.

3. Consider having affiliate partners: mentors, student associates, consultants.

4. Select a multidisciplinary FLC cohort, topic, goals, and membership; 3 reasons: participant curiosity, rich innovations, dysfunctional unit relief

5. Meet every 3 weeks for 2 hours for one academic year, and determine meeting time at the point of member applications.

6. Provide social moments, community, and food at meetings; an FLC is not just a committee or task force.

7. Make the facilitator a key participating member who models desired behavior and initially determines goals.

8. Have members determine FLC objectives, meeting topics, budget.

9. Focus on obtaining and maintaining FLC member commitment.

10. Assess 3 areas of FLC impact: member development, student learning or effectiveness of the FLC's innovation, and FLC components engaged.

11. Employ an evidenced-based, scholarly approach leading to SoTL.

12. Present the FLC outcomes to the campus and at conferences.

13. Blend online/distance FLCs with an initial and 2 or 3 face-to-face meetings when possible.

14. Include enablers such as rewards, recognition, and a celebratory ending.

15. Embed an FLC Program into a Teaching and Learning Center and have an FLC Program Director.

16. Adapt the FLC model for your readiness and institutional culture.

Definition of a Community of Practice

Communities of practice (CoPs) are groups of people who share a concern . . . or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis.

Definition of and Notes About a Faculty Learning Community

A *faculty learning community* is a specifically structured, yearlong academic community of practice that includes the goals of building community, engaging in scholarly (evidenced-based) teaching, and the development of SoTL.

Note the following structural items: an FLC is not a committee, task force, course, book club, or action learning set. These structures may lack community or the scholarship of teaching and learning. An FLC is a small-group learning structure with a process that enables its participants to investigate and provide solutions for about any significant problem or opportunity in higher education.

Leadership roles in FLCs are (1) "investigator," who is interested in learning about FLCs and leads the efforts to bring related information to the institution; (2) "implementer," who leads efforts on campus to establish FLCs as effective and sustainable faculty development approaches; (3) "FLC Program Director," who, once a system of FLCs is established, then organizes, advises, energizes, champions, supports, and helps sustain the FLCs in place at the institution.

The outcomes of implementation science confirm that FLCs provide the most effective educational development programming model for implementing evidence-based interventions.

Decision Points for Designing and Implementing a Specific FLC

Cox, M. D., Richlin, L. and Essington, A. (2012). *Faculty Learning Community Planning Guide*. Los Angeles, CA: Alliance Publishers

1. What FLC to Offer

2. Goals and Objectives for this FLC

3. Financial Considerations and Budget

4. Membership Application, Selection Process, PR

5. People Involved in an FLC

6. Meetings and Activities

7. Developing Community and Building Commitment

8. FLC Curriculum

9. Assessment

10. Scholarship of Teaching and Learning

11. Recognition, Thank-Yous, and Endings

12. Facilitating an FLC

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coxmd@maimioh.edu

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30 Components of FLCs

Partnerships / Resources

FLCs and the Scholarship of Teaching

Documents That Enable Planning for Design and Implementation of an FLC and FLC Program

16 Recommendations for Sustaining an FLC

Detailed Recommendations for Designing and Implementing an FLC

FLCS at Miami University: Details and History

The Learning Communities Journal: Print and Online issues Now Available

Original Lilly Conference

Bibliography

30 Components of FLCs

The degree of engagement in the components selected for an FLC can vary and may differ by type of FLC and institution. As an institution's experience with FLCs increases, the degree of engagement with each component and number of components involved will usually increase. When appropriate, the components should be considered globally with respect to the overall FLC Program and locally for each particular FLC. The links indicated below connect to more information and examples.

The material in this section of the website is organized by component to support the development of those components involved in directing an FLC Program and facilitating an FLC.

Click on an item below for more information on that item.

"F"	below denotes a component is primarily the responsibility of an FLC Facilitator.
"D"	denotes a component is the primary responsibility of the FLC Program Director
"FD"	denotes a component is engaged jointly by the FLC Program Director and a Facilitator

Mission and Purpose

1 **D** Goals for the institution (What do you want the FLC Program to accomplish?)

2 **FD** Objectives for an FLC (How do you plan to bring about the above goals through specific objectives for an FLC?)

Curriculum

3 **D** What FLCs to offer for the year (cohorts, topics)

4 **FD** What issues and opportunities to address within each FLC

Administration

5 **FD** Leadership of the FLC Program and facilitation of an FLC

6 **FD** Selection procedures and criteria for membership in each FLC (striking a balance among disciplines, needs, gender, experience)

7 **FD** Public relations (advertising each FLC, recruiting applicants, and publicizing FLC activities and accomplishments)

8 **FD** Financial support and budgets

Connections

9 **F** Community (bonding of participants within the FLC; support; safety)

10 **FD** Partnerships (bridging to and *cosponsoring* with other programs and units inside and outside the institution)

11 **FD** Engagement: (*serving* the broader community: student and faculty organizations, K-12, other institutions, state-wide agencies, etc.)

Affiliated Participants

12 **FD** Faculty, TAs, administrative, or staff partners (mentors, consultants, practitioners, etc.)

13 **F** Student associates (undergraduate peer mentors, TAs, consultants, etc)

Meetings and Activities

14 **F** Seminars (length, frequency, topics; selection procedures by participants)

15 **F** Retreats (getting away, working and learning together)

16 **F** Conferences (getting away, learning from others)

17 **F** Social amenities and gatherings

Scholarly Process (Overview)

18 **F** The literature (articles and focus book)

19 **F** Focus course or project (syllabus, TGI, CATs, SGID, pilot, assessment)

20 **F** Individual teaching project or other project

21 **FD** Presentations, both on campus and at conferences (by individual members of the FLC and/or the entire group)

22 **F** Course or project mini-portfolio (prepared by each FLC member for his or her focus course or project)

23 **F** Publication (usually in a later year after the FLC)

24 **F** The scholarship of teaching and learning

Assessment (Overview)

25 **FD** Of faculty or staff development of the participants: Case report, Likert and open-ended survey, and Results

26 **D** Of FLC program components: Case report, Likert and open-ended survey, and Results

27 **FD** Of student learning in the classes of FLC participants: Survey and Results

Enablers/Rewards (Overview)

28 **FD** Reassigned (release) time for participants and the FLC facilitator

29 **FD** Professional expenses for participants and the FLC facilitator

30 **FD** Recognition by provost, deans, department chairs, colleagues

Documents That Enable Planning for Design and Implementation of an FLC and FLC Program

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Faculty Learning Community Goals Inventory

Faculty Learning Community Goals Inventory: Interpretation of Results

Preliminary Planning Inventory for Faculty Learning Community Facilitators

Getting Started: Planning Guide and Checklist

Faculty Learning Communities

Site Navigation

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Documents That Enable Planning for Design and Implementation of an FLC and FLC Program

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Original Lilly Conference

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New Faculty Learning Community Orientation
FALL SEMESTER 2014

The Office of Instruction, We're Here for you!
September 5th 9:00 – 11:00 TLC Room 1770

Join the Vice President of Instruction, Dr. Terry Giugni for a discussion on how the Office of instruction supports instructors and students. Various topics will be reviewed including the student complaint and grievance process.

It's All About Support
September 19th 9:00 – 11:00 TLC Room 1770

Meet Vice President of Student Services, Oscar De Haro, and learn about the various support systems offered through NVC including counseling, financial aid, TRIO, tutoring, student clubs, the health and career centers.

NVC faculty librarian, Stephanie Grohs will instruct participants about resources available to faculty in the library, including online databases and electronic format periodicals.

Classroom Assessment Techniques
October 3rd 9:00 – 11:00 TLC Room 1770

Rebecca Scott, Dean of Library and Learning Resources, will demonstrate the use of the Teaching Goals Inventory (Angelo and Cross) to determine how effectively instructors are teaching and measure what students are learning. Participants will understand how to apply brain based theory and learn techniques for practical, fast and effective ongoing classroom evaluation.

Student Learning Outcomes and Assessment
October 17th 9:00 – 11:00 TLC Room 1770

Student learning outcomes and assessments provide imperative feedback. This workshop will assist in writing SLOs and creating assessment methods.

Creating Inclusive Classrooms
November 7th 9:00 – 11:00 TLC Room 1770

The Intercultural Development Inventory (IDI) is a tool used to measure intercultural competence. This training will review the IDI, and discuss methods of creating inclusive classroom and campus environments.

Best Teaching Practices

Master NVC faculty will lead a roundtable discussion on using best practices to teach.

New Faculty Learning Community Workshops
SPRING SEMESTER 2015

Supporting Students with Disabilities
February 6ᵗʰ 9:00 – 11:00 TLC Room 1770

Rebecca Scott, Dean of Library and Learning Resources, will lead this session on teaching/counseling students with disabilities in the college setting. Key state and federal laws will be discussed.

Student Learning
February 20ᵗʰ 9:00 – 11:00 TLC Room 1770

Participants will engage in a roundtable discussion on the variety of teaching methodologies to support student learning. Topics as learning communities, reading across the curriculum, project based learning, service learning, student success centers and accelerated learning will be discussed.

College Governance and the Role of Faculty in Decision Making
March 6ᵗʰ 9:00 – 11:00 TLC Room 1770

Maria Biddenback, Academic Senate President, will lead this workshop on the structure, roles and functions of Academic Senate committees. The shared governance model, 10 + 1 and other roles and structures that impact the role faculty play in college decision making will be discussed.

Flipping the Classroom
March 20ᵗʰ 9:00 – 11:00 TLC Room 1770

Participants will explore concrete strategies for "flipping" the classroom where instruction is delivered online outside of class and students spend valuable time in class prepared to engage in active learning.

Curriculum
April 10ᵗʰ 9:00 – 11:00 TLC Room 1770

Amanda Badgett, Curriculum Committee Chair, will review how to evaluate, write and submit new curriculum. She will also explain the use of CurricuNET.

NFLC Meet with Dr. Terry Giugni
April 24ᵗʰ 9:00 – 11:00 TLC Room 1770

The Vice President of Instruction, Dr. Terry Giugni, will meet with the NFLC to gather feedback and suggestions about the first academic year.

Faculty Professional Development Program Evaluation

Please identify your role at AVC:

Answer Choices	Responses	
Part-time (Adjunct)	47.06%	24
Full-time, non-tenured	3.92%	2
Full-time, tenured	49.02%	25
Answered		**51**
Skipped		**0**

Please identify your role at AVC:

■ Part-time (Adjunct)   ■ Full-time, non-tenured   ■ Full-time, tenured
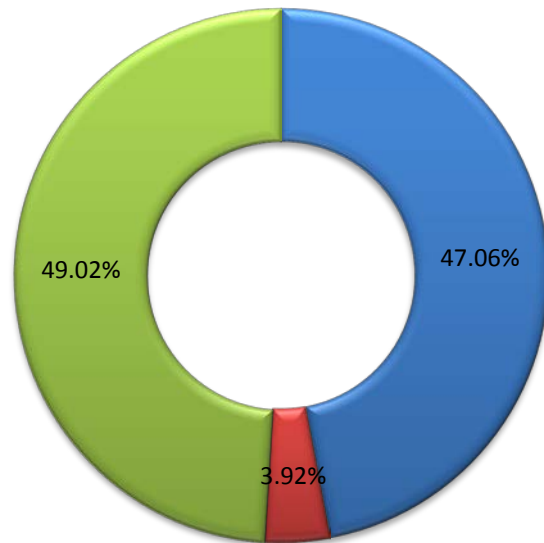
49.02%

47.06%

3.92%

Faculty Professional Development Program Evaluation

Please indicate your department/division:

Answer Choices	Responses	
Arts and Humanities	19.61%	10
Career Technical Education	1.96%	1
Health and Safety Sciences	15.69%	8
Math, Science, & Engineering	19.61%	10
Rhetoric and Literacy	15.69%	8
Social and Behavioral Sciences	13.73%	7
Counseling and Matriculation	11.76%	6
Library/IERP	1.96%	1
Answered		**51**
Skipped		**0**

Please indicate your department/division:

■ Responses
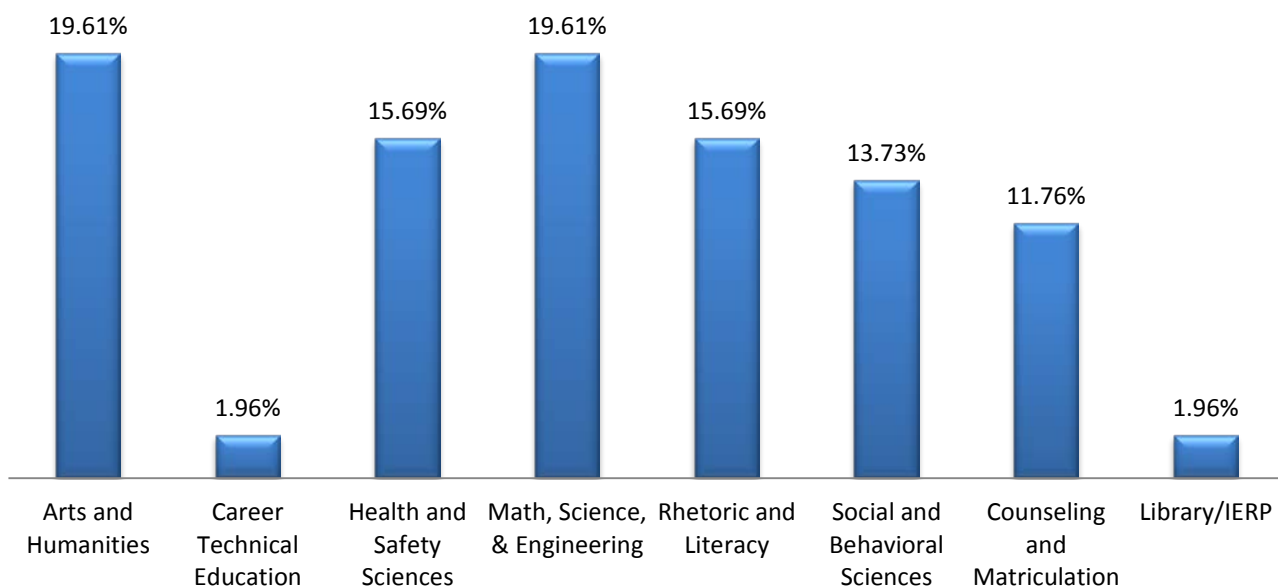
Faculty Professional Development Program Evaluation

How many years have you been employed at AVC?

Answer Choices	Average Numbe	Total Number	Responses	
Number of Years:	12.74509804	650	100.00%	51
			Answered	**51**
			Skipped	**0**

How many years have you been employed at AVC?

■ Average Number

12.74509804
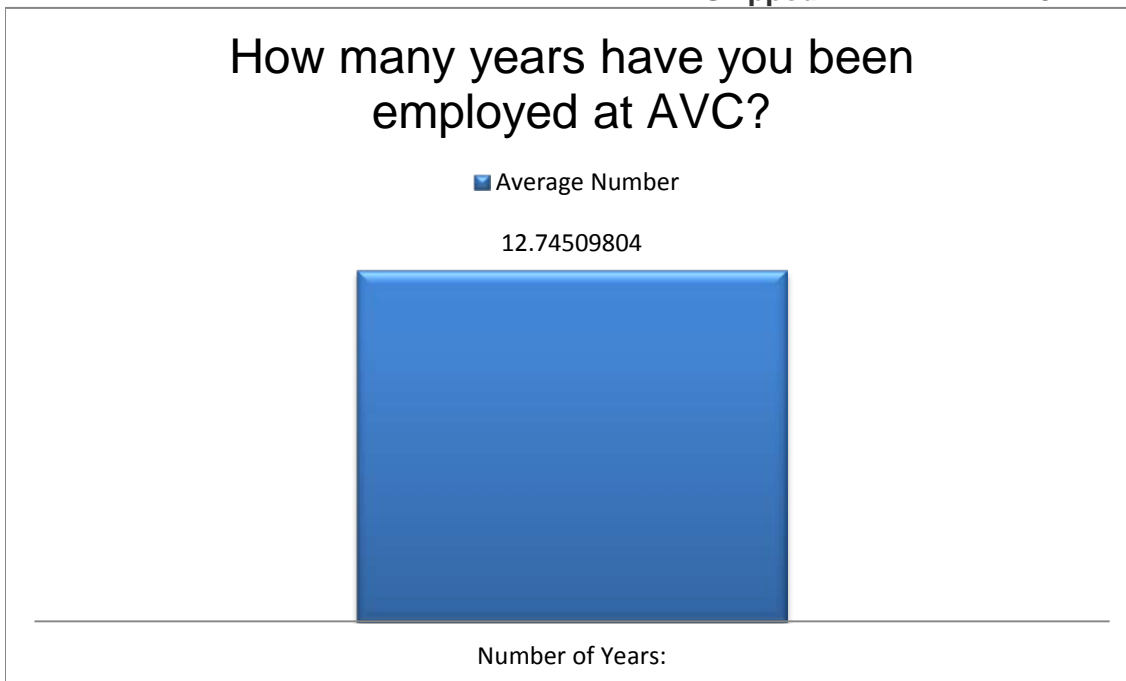
Number of Years:

Respondents	Response Date	Number of Years:	Categories
1	Jun 05 2017 04	2	
2	Jun 02 2017 09	2	
3	Jun 01 2017 06	4	
4	Jun 01 2017 10	11	
5	May 28 2017 10	9	
6	May 24 2017 10	1	
7	May 24 2017 03	11	
8	May 24 2017 02	2	
9	May 22 2017 10	14	
10	May 22 2017 08	10	
11	May 22 2017 06	11	
12	May 20 2017 10	45	
13	May 19 2017 06	3	
14	May 19 2017 05	9	
15	May 19 2017 01	11	
16	May 19 2017 11	22	
17	May 18 2017 02	2	
18	May 18 2017 12	9	
19	May 18 2017 09	1	

20	May 17 2017 1C	21
21	May 17 2017 04	30
22	May 17 2017 03	25
23	May 17 2017 02	12
24	May 17 2017 01	30
25	May 17 2017 12	17
26	May 17 2017 12	23
27	May 17 2017 12	1
28	May 17 2017 1C	30
29	May 16 2017 09	2
30	May 16 2017 08	1
31	May 16 2017 05	6
32	May 16 2017 01	15
33	May 16 2017 11	3
34	May 16 2017 1C	3
35	May 16 2017 1C	2
36	May 16 2017 08	21
37	May 16 2017 08	3
38	May 16 2017 07	30
39	May 15 2017 1C	3
40	May 15 2017 08	28
41	May 15 2017 07	16
42	May 15 2017 07	11
43	May 15 2017 07	19
44	May 15 2017 06	5
45	May 15 2017 06	2
46	May 15 2017 06	30
47	May 15 2017 06	39
48	May 15 2017 05	14
49	May 15 2017 05	10
50	May 14 2017 02	17
51	May 10 2017 12	2

Faculty Professional Development Program Evaluation

Have you ever coordinated or presented at an FPD event?

Answer Choices	Responses	
Yes	47.06%	24
No	52.94%	27
Answered		**51**
Skipped		**0**

Have you ever coordinated or presented at an FPD event?

◼ Responses

52.94%

47.06%

Yes　　　　　　　　　　No
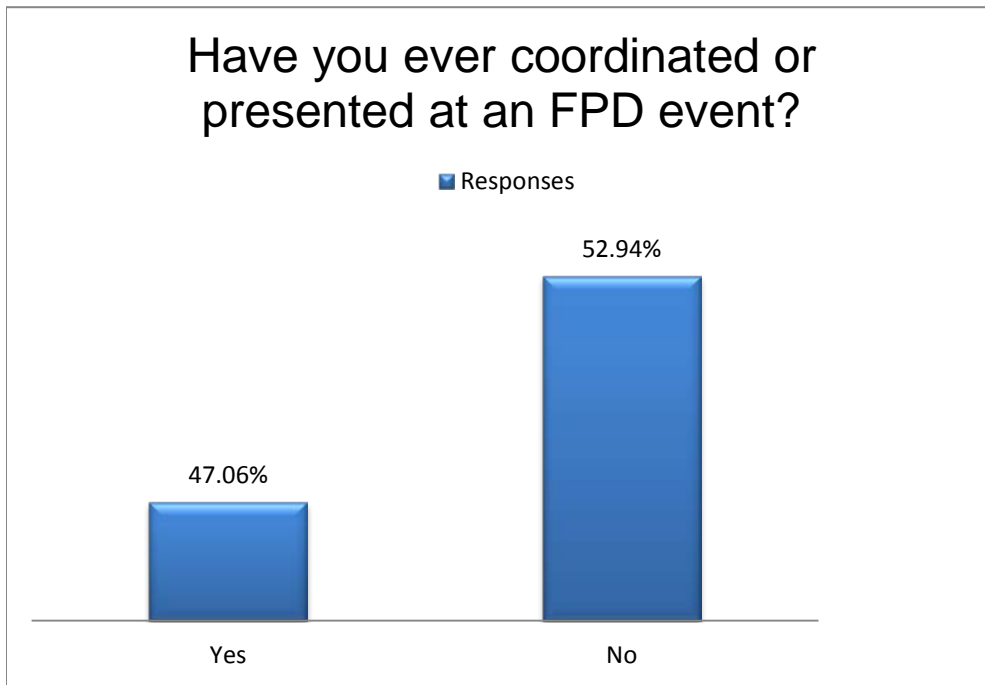
Faculty Professional Development Program Evaluation

If so, approximately how many times have you presented or coordinated an FPD/FLEX ev

Answered 29

Skipped 22

Respondents	Response Date	Responses	Categories
1	Jun 02 2017 09:34 PM	0	
2	May 22 2017 08:48 AM	50	
3	May 20 2017 10:08 AM	5	
4	May 19 2017 06:54 PM	0	
5	May 19 2017 05:55 PM	2	
6	May 19 2017 01:36 PM	22	
7	May 19 2017 11:53 AM	2	
8	May 18 2017 02:52 PM	0	
9	May 18 2017 12:49 PM	6	
10	May 17 2017 10:24 PM	55	
11	May 17 2017 04:00 PM	11	
12	May 17 2017 03:41 PM	12	
13	May 17 2017 01:53 PM	20	
14	May 17 2017 12:46 PM	3	
15	May 17 2017 12:06 PM	0	
16	May 17 2017 10:27 AM	4	
17	May 16 2017 01:22 PM	1	
18	May 16 2017 10:47 AM	2	
19	May 16 2017 07:35 AM	10	
20	May 15 2017 10:49 PM	0	
21	May 15 2017 08:22 PM	1	
22	May 15 2017 07:54 PM	10	
23	May 15 2017 07:28 PM	22	
24	May 15 2017 07:10 PM	2	
25	May 15 2017 06:50 PM	2	
26	May 15 2017 06:24 PM	10	
27	May 15 2017 06:02 PM	12	
28	May 15 2017 05:48 PM	3	
29	May 15 2017 05:47 PM	12	
	AVG	**11.5**	

ent?

Faculty Professional Development Program Evaluation
Please indicate your level of agreement with the following statements:

	Strongly Agree	
The FPD program addressed some of my teaching and professional	30.95%	13
The topics addressed during the sessions were clearly presented.	26.19%	11
The level of interaction between presenters and participants was valu	39.58%	19

Please indicate your level of agreement with the following statements:

■ Weighted Average

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.
3.26	3.27	3.41
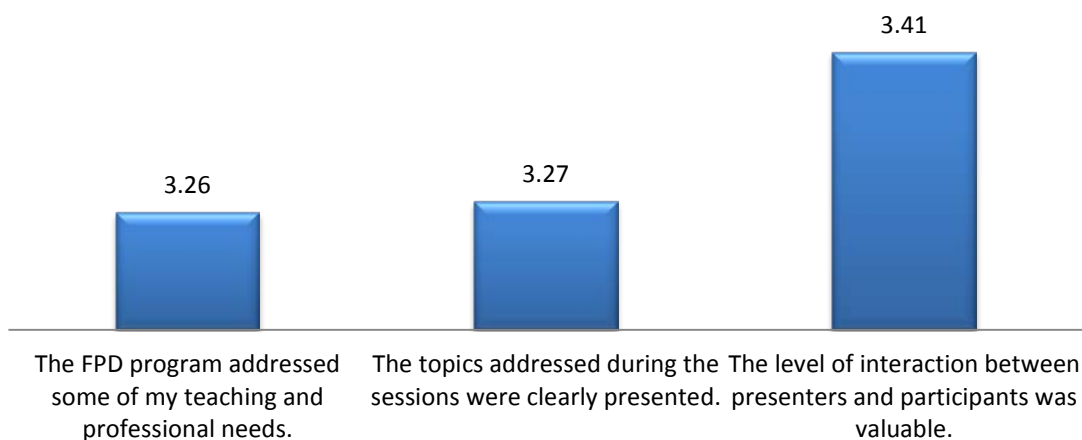
Agree		Disagree		Strongly Disagree		NA
64.29%	27	4.76%	2	0.00%	0	0.00%
71.43%	30	0.00%	0	0.00%	0	2.38%
50.00%	24	2.08%	1	0.00%	0	8.33%

/A		Total	Weighted Average
	0	42	3.26
	1	42	3.27
	4	48	3.41
Answered			**50**
Skipped			**1**

Faculty Professional Development Program Evaluation

Select which Standard you find the most satisfying

Answer Choices	Responses	
Standard 1: Faculty Academy	42%	21
Standard 2: College Colloquia, Committees, and Campus Activities	26%	13
Standard 3: Professional Conferences, Scholarly Work, and Individua	32%	16
Answered		**50**
Skipped		**1**
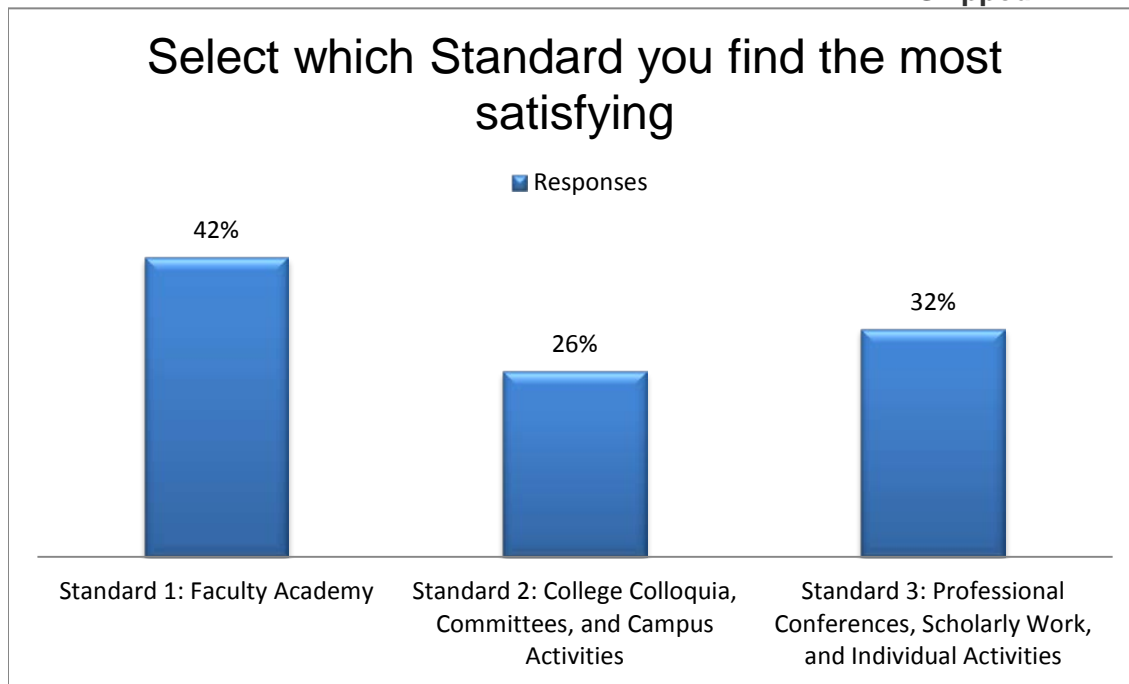
Select which Standard you find the most satisfying

■ Responses

42% — Standard 1: Faculty Academy
26% — Standard 2: College Colloquia, Committees, and Campus Activities
32% — Standard 3: Professional Conferences, Scholarly Work, and Individual Activities

Faculty Professional Development Program Evaluation
Please indicate your level of agreement with the following statements regarding the

	Strongly Agree	
I discussed with colleagues something that came up at the sessions	30.23%	13
I saw a positive impact on students related to something that I adopte	31.82%	14
I felt encouraged to work with other campus units or faculty to improv	28.57%	12
I recognize that the FPD program is valuable to my professional deve	45.83%	22

Please indicate your level of agreement with the foll statements regarding the impact of the FPD progr

■ Weighted Average

3.11 — I discussed with colleagues something that came up at the sessions or events.

3.26 — I saw a positive impact on students related to something that I adopted or adapted.

3.18 — I felt encouraged to work with other campus units or faculty to improve student learning.

I recogni... is valua...
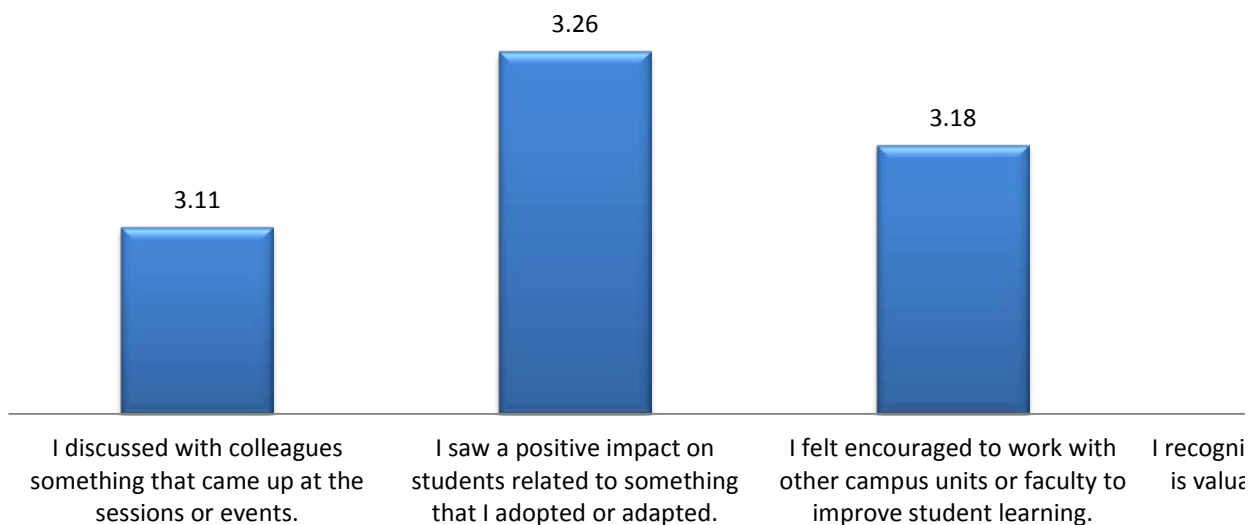
e impact of the FPD program:

Agree		Disagree		Strongly Disagree		N/
41.86%	18	11.63%	5	4.65%	2	11.63%
47.73%	21	9.09%	4	0.00%	0	11.36%
54.76%	23	7.14%	3	2.38%	1	7.14%
47.92%	23	2.08%	1	2.08%	1	2.08%

lowing
ram:

3.4

ize that the FPD program
able to my professional
development.

/A		Total	Weighted Average
	5	43	3.11
	5	44	3.26
	3	42	3.18
	1	48	3.4
Answered			**50**
Skipped			**1**

Faculty Professional Development Program Evaluation
What do you find most beneficial during professional development events? Select up t

Answer Choices	Responses	
Instructional strategies to engage students	53.06%	26
Topics related to student learning	30.61%	15
Classroom management techniques	22.45%	11
Topics related to student assessment	10.20%	5
Issues directly impacting my subject-area education	36.73%	18
Interdisciplinary learning and teaching methods	26.53%	13
Attention to cultural diversity	24.49%	12
Techniques to keep participants actively involved	14.29%	7
Lecture / notes / facts of interest	16.33%	8
Communication / discussion with other instructors about pedagogy	20.41%	10
Handed-out materials that I can use directly in my work	16.33%	8
Other beneficial element?	12.24%	6
Please specify:		7
Answered		**49**
Skipped		**2**

Topics related to student assessment	10.20%
Other beneficial element?	12.24%
Techniques to keep participants actively involved	14.29%
Lecture / notes / facts of interest	16.33%
Handed-out materials that I can use directly in my work	16.33%
Communication / discussion with other instructors about pedagogy	20.41%
Classroom management techniques	22.45%
Attention to cultural diversity	24.49%
Interdisciplinary learning and teaching methods	26.53%
Topics related to student learning	30.61%
Issues directly impacting my subject-area education	36.73%
Instructional strategies to engage students	53.06%

Respondents	Response Date	Please specify:
	1 May 19 2017 1	My area involving
	2 May 17 2017 0	Interaction with fa
	3 May 17 2017 1	I really enjoyed T
	4 May 16 2017 1	Collegiality and b
	5 May 16 2017 0	I found valuable t
	6 May 16 2017 0	Interaction with fe
	7 May 15 2017 0	Intellectual stimul

o three from the following list:

What do you find most b[...]
events? Select u[...]

Instructional strategies to engag[...]

Issues directly impacting my subject-area[...]

Topics related to studer[...]

Interdisciplinary learning and teachin[...]

Attention to cultur[...]

Classroom management t[...]

Communication / discussion with other instruc[...]

Handed-out materials that I can use directly i[...]

Lecture / notes / facts

Techniques to keep participants activel[...]

Other beneficial[...]

Topics related to student a[...]

Categories

[...]g technology is rapidly changing so it important to receive credit for Youtube and Lynda.com to kee[...]
[...]aculty from other areas
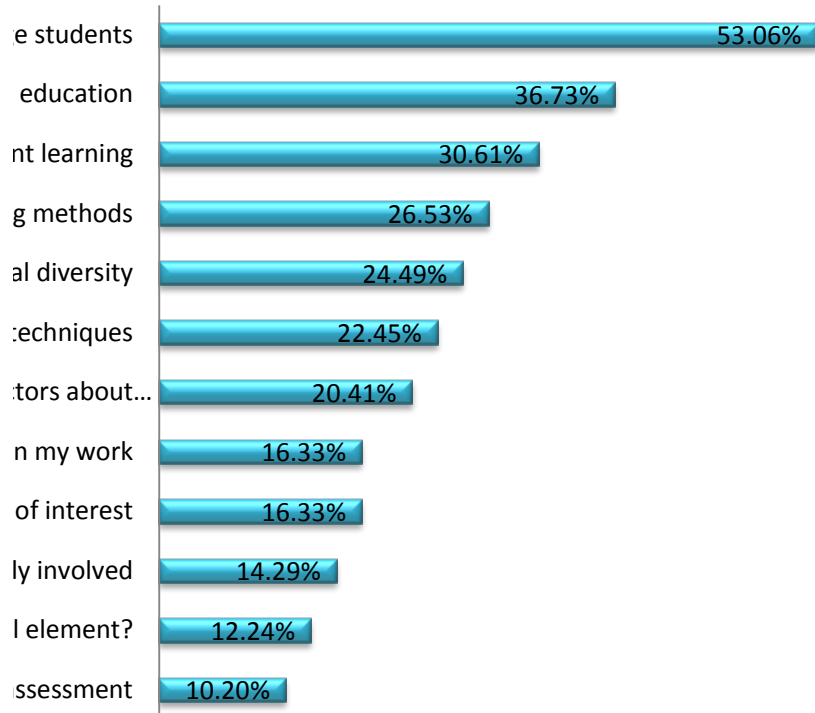[...]ina's Scholar in Residence. A view of the US: New Orleans and Los Angeles. Culture and history s[...]
[...]eing part of the campus community
[...]he campus tree walk and the history of their planting and why. I've shared that with students.
[...]ellow colleagues
[...]lation beyond the walls of AVC (things that resist being institutionalized)

eneficial during professional development p to three from the following list:

Category	Percentage
e students	53.06%
education	36.73%
nt learning	30.61%
g methods	26.53%
al diversity	24.49%
techniques	22.45%
tors about…	20.41%
n my work	16.33%
of interest	16.33%
ly involved	14.29%
element?	12.24%
ssessment	10.20%

p skills up to date to be able to pass the knowledge on to students.

so well presented.
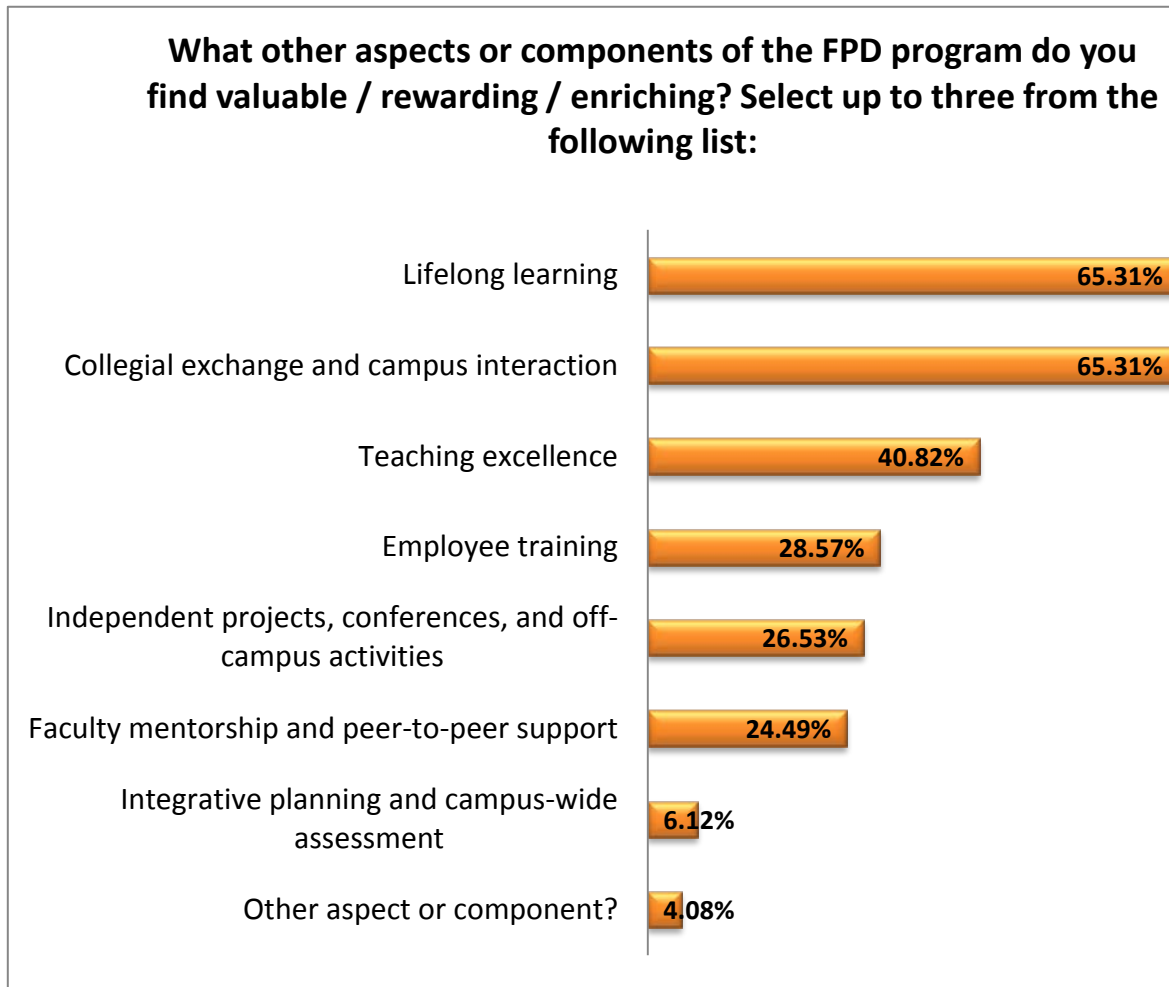
Faculty Professional Development Program Evaluation

What other aspects or components of the FPD program do you find valuable / rewarding

Answer Choices	Responses	
Collegial exchange and campus interaction	65.31%	32
Faculty mentorship and peer-to-peer support	24.49%	12
Teaching excellence	40.82%	20
Lifelong learning	65.31%	32
Independent projects, conferences, and off-ca	26.53%	13
Employee training	28.57%	14
Integrative planning and campus-wide assessr	6.12%	3
Other aspect or component?	4.08%	2
Please specify		4
Answered		**49**
Skipped		**2**

Other aspect or component?	4.08%	2
Integrative planning and campus-wide assessr	6.12%	3
Faculty mentorship and peer-to-peer support	24.49%	12
Independent projects, conferences, and off-ca	26.53%	13
Employee training	28.57%	14
Teaching excellence	40.82%	20
Collegial exchange and campus interaction	65.31%	32
Lifelong learning	65.31%	32

Respondents	Response Date	Please specify	Categories
	1 Jun 05 2017 0	Having learning enriched by new informa	
	2 May 19 2017 1	Most of my job involves keeping up with	
	3 May 17 2017 0	Note: I did not like having to select from	
	4 May 15 2017 0	Being surprised! When a FLEX event is	

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

Category	Percentage
Lifelong learning	65.31%
Collegial exchange and campus interaction	65.31%
Teaching excellence	40.82%
Employee training	28.57%
Independent projects, conferences, and off-campus activities	26.53%
Faculty mentorship and peer-to-peer support	24.49%
Integrative planning and campus-wide assessment	6.12%
Other aspect or component?	4.08%

ation.
technology both on the job and on my own time, so it is great that I can receive FPD credit for tl
the three areas of FPD. I think they are all equally valuable.
NOT what I expected (or dreaded!) The Basic Skills Symposium--Spring 2017-- was more than

his time, however I think that in our area it would be appropriate to allocate more FPD hours in a

outstanding, due to a very gifted outside lecturer

areas involving software study as it grows and changes in our community and in the world. Learn

ning technology great benefits our students in all disciplines.