

MEMORANDUM

To: Interim President Gregory DeCinque
From: Thomas M. Geary as Faculty Professional Development Committee chair
Date: January 28, 2019
Subject: Governance Committee Mid-Year Report 2018-19

This memorandum on behalf of the Faculty Professional Development Committee (FPDC) Mid-Year Report is designed as an overview of the committee's progress on 2018-19 charges, actions taken to meet those charges, and remaining goals for the academic year.

Below, a list of the 2018-19 charges will be followed by the committee's actions and remaining goals. Each numbered section is aligned with the appropriate charge.

Charges

1. ! Plan and execute faculty-led professional development events, including a 2018 Faculty Development Day (or alternate event(s)) and the 2019 Learning Institute.
2. ! Review the proceedings and design of the New Faculty Academy and Adjunct Faculty Academy to assess and ensure their sustainability.
3. ! Research and provide professional development resources and/or events in anticipation of the college's transition from Blackboard to Canvas as a learning management system.
4. ! Research best practices for course evaluations to determine their value and content, best method of delivery, and acceptable rate of response; recommend changes based on research.
5. ! Determine the role of Batten Centers in relation to faculty professional development needs and propose a solution to address faculty needs.

Our Actions

1. ! Planning for a Faculty Development Day – or an alternate series of events that satisfy the same need(s) – has occurred at every committee meeting so far this academic year; however, no Faculty Development Day event has occurred yet. Despite strong ideas for such an event, the logistics behind executing a college-wide professional development session without the help of an administrative professional development team have prevented it from occurring. Planning is currently underway for the 2019 Learning Institute with an implementation team headed by Karen Campbell meeting regularly to discuss the logistics and content.
 - a. ! Jaedda Hall, who works for the Women's Center and oversees the STEM Promise program, is planning a professional development workshop for faculty members in those fields. The event would have a keynote speaker in Dr. Underood of Old Dominion University addressing diversity and inclusion. Deans Ekker and Clement suggested that the workshop be included in the Learning Institute or on a separate Professional Development Day. The STEM event could be a central event to develop a mini Faculty Development Day.

- b. ! The Learning Institute is tentatively heavily focused on advising. They're likely going to want the event to be fully focused on advising for both days (if it is a two-day event).
 - c. ! Dr. Corey McCray is interested in offering professional development opportunities to bring faculty out to the community and meet at universities. Pathway-based community partnerships could be an option. The committee has addressed this possibility.
 - d. ! Curt Aasen and Kim Bovee of the Office of Institutional Effectiveness gave a Funding Model Presentation on Nov. 6 to the FPDC. This presentation helped the committee have a perspective on how professional development at the college can help guide future strategic planning efforts.
2. ! The sustainability of the New Faculty Academy and Adjunct Faculty Academy has remained high priority for the committee as each academy has been asked to report to the FPDC and receive ideas going forward at each meeting.
- a. ! The FDPC, which was without a faculty liaison due to the loss of the faculty professional development team, named its new faculty liaison as John Morea. His leadership has helped immensely in addressing the future of the NFA and AFA as he oversees both chairs.
 - b. ! The New Faculty Academy has provided monthly reports with ample information regarding the progress of new faculty as well as plans for future implementation. The small cohort of new faculty has a good structure for year 1 faculty, but the year 2 faculty (four faculty members - two in Nursing and two in IT) are in need of a better activity than teaching squares due to the availability and size of the group. Year 2 could become a benchmarking project that would help inform something beneficial to the college but also something they're interested in. Over 30 faculty met with NFA chair Monica McFerrin in the fall semester for advice on faculty evaluations and portfolios; this was a responsibility added to her objectives as chair of the NFA.
 - c. ! The Adjunct Faculty Academy has remained in touch with the FPDC but has not provided regular reports due to the chair being on medical leave.
3. ! The Faculty Professional Development Committee has remained active in providing feedback to John Morea's Canvas implementation team as the college is transitioning its learning management system from Blackboard to Canvas. Morea's presence on the committee as new faculty liaison has eased the communication from committee members who are experiencing Canvas training and use, and research continues regarding which professional development services would be beneficial to the college.
- a. ! As of January 2019, 326 are confirmed as teaching in Canvas. Over 400 faculty decided to continue using Blackboard. That's only about 10% of courses currently in Canvas. Thus, the professional development resources will be quite important throughout the spring semester as faculty transition in summer and fall 2019 courses.
 - b. ! 123 attendees completed the Canvas training at TCC on Oct. 26. Attendance at this session satisfied a requirement from the college for online teaching.
 - c. ! As of December 2018, 50 faculty have taken on-demand training. There have been 8 trainings as of that date and many more planned.
 - d. ! Every Tuesday during activity hour, there has been (and will continue to be) a webinar as an open forum for anyone to attend and ask questions regarding Canvas. These can vary from beginner to intermediate level.

- e. ! Faculty have received regular e-mails from distancelearning@tcc.edu regarding implementation of Canvas and strategies for ensuring success in the new learning management system.
4. ! The FPDC has discussed course evaluations in both the fall 2018 and spring 2019 semesters, providing experiences using the online evaluations and questioning strategies for improving the questions and dissemination of evaluations.
 - a. ! Matt Blanchard has attended a FPDC meeting to discuss how course evaluations are entirely online. The questions can be updated to reflect the kinds of quantitative and qualitative data we want. Evaluations could be personalized by pathway.
 - b. ! Eventually, course evaluations will live in Canvas with the LTI software. Right now, it's still being done outside of Canvas. The system will let students know that they're available. The committee believes this will help with visibility of the evaluations. Evaluations are mobile friendly in Canvas. Class Climate could work in class so that faculty could use the first 10 minutes to conduct evaluations.
 - c. ! The return numbers for the fall 2018 semester weren't ideal but they weren't much different from last year's in-person numbers. Online response rate was about 30%. The in-person response rate was about 34%. Many students did not complete the forms. The committee will continue to explore ways to increase the response rate.
 5. ! The committee has explored ways to continue to make the Batten Centers a central location for professional development at the college, though ideas have not turned into actions yet.
 - a. ! The Batten Centers have been discussed as ideal for advising, as an OER room, as a Canvas training room.
 - b. ! Batten Centers could be used perhaps as dissertation/scholarly writing groups. Faculty work sessions or share sessions are recommended as another idea. Lunch and work sessions could help fill the space.
 - c. ! The Batten Center fellow, an idea that has existed for several years, could be revived as a part-time employee or someone who could monitor the Batten Centers and provide assistance on demand.

Our Remaining Goals

1. ! The committee will continue being vocal and engaged on the Learning Institute planning team, ensuring it is a successful endeavor in May 2019. The FPDC will also look to lock in a March or April Faculty Development Day at the college; it will be scaled back compared to previous years but still offer professional development on diversity and inclusion.
2. ! The chairs of the New Faculty Academy and Adjunct Faculty Academy will continue to be asked to provide updates and seek input from the committee to ensure their long-term sustainability and effectiveness.
3. ! John Morea's team will continue to provide updates regarding the professional development events and resources that have been developed and are in development regarding the Canvas learning management system. Additional research to determine which resources would be most beneficial to first-time users of Canvas will be conducted by the FPDC members.

4. ! The chair of the FPDC will reach out to other committees as well as the Faculty Senate to find out more information regarding research on course evaluations. This information will help inform future decisions regarding updates and recommended changes to the content and delivery of course evaluations.
5. ! The role of the Batten Centers will be determined by the committee as it finalizes plans for sustainability and viability of the spaces for professional development at the college.