

Learning First!

Learning Excellence Team



Progress Report # 1

Date: June 30, 2004

Team Name: Faculty Development Learning Excellence Team

Team Leader/Co-Leader:

- Dr. Karen Stewart, Dean for Learning Resources
- Ellen Lindeen, CTLT Faculty Liaison & Assistant Professor of English

Team Facilitator: Amy Del Medico, Mathematics Instructor

Team Membership:

- Carla Ahmann, Early Childhood Education Instructor
- Maribeth Brown, Mathematics Instructor
- Adam Burke, Librarian
- Pam Chapman, Professor of Information Systems
- Pat de Boom, Nursing Instructor
- Carol Duckwiler-Lippold, Professor of Administrative Office Systems
- Heather LaCost, Psychology Instructor
- Todd Laufenberg, English Instructor
- Kim Livingston, Assistant Professor of English
- John Reese, Human Services Instructor
- Martine Stuckey, Assistant Professor of Art/Painting/Drawing
- Renee Tonioni, Teaching/Learning Instruction Specialist
- Jon Warfel, Music/Vocal Instructor
- Kathy Westman, Sociology Instructor
- Constance Wingate, Nurse Assistant Instructor

Goal: The goal of the Faculty Development Learning Excellence Team is to, in relation to the principles and criteria for a learning-centered college:

- Identify how to enhance and/or improve faculty development.
- Recommend plans for enhancement and/or improvement to faculty development programs, processes, and procedures.

Spring 2004 Meeting Dates:

- February 16, 2004
- April 19, 2004

Team Learning Action Teams (Sub-Committees):

1. Faculty Development Curriculum Learning Action Team
2. Adjunct Faculty Curriculum Learning Action Team
3. New Faculty Learning Action Team

Progress to Date - Faculty Development Curriculum Learning Action Team:

Mission: The mission of the Faculty Development Curriculum Learning Action Team is to explore the development of an integrated faculty development curriculum to encourage and support faculty in the pursuit of their educational and professional goals.

Goals: The goals of the Faculty Development Curriculum Learning Action Team are to:

- Determine the educational and professional development needs and desires of faculty in terms of course topics, delivery, and scheduling, and motivation/compensation.
- Respond to the educational and professional development needs and desires of faculty by recommending and developing curriculum that is integrated with those needs and the mission of the college.

Membership:

- Amy Del Medico, Mathematics Instructor, Co-Leader
- Renee Tonioni, Teaching/Learning Instruction Specialist, Co-Leader
- Adam Burke, Librarian
- Pam Chapman, Professor of Information Systems
- Kim Livingston, Assistant Professor of English
- Kate Reuland, Adjunct Humanities Instructor
- Martine Stuckey, Assistant Professor of Art, Painting and Drawing
- Kathy Westman, Sociology Instructor

Activity Report:

- The team met on March 9th to discuss the mission and goals of the team and how the team could begin to work on meeting those goals.
- A discussion board in Web CT was established.
- An adjunct faculty member, Kate Reuland, was welcomed to the team.
- A survey to solicit input from full time faculty and adjunct faculty has been drafted by Renee Tonioni, Teaching/Learning Instruction Specialist, with the cooperation of the members of the Faculty Development Learning Action Team.

Recommendations:

- Research other established faculty development programs at other institutions via site visits.
- Survey to faculty to determine their needs and requirements in relation to curriculum. To be discussed/determined: How should this be done? Email (with or without a link to a survey service), mailboxes, snail mail? When should this be done? This semester? The fall? Should administrators be surveyed as well to determine their understanding of what their faculty members' interests are?
- Research the possibility of earning credit that will count towards movement on salary schedule.
- New Faculty: Consider whether some part (a few courses) of the development curriculum should be mandatory.

Progress to Date - Adjunct Faculty Development Learning Action Team:

Mission: To explore adjunct faculty development at Waubensee Community College and recommend a plan that facilitates the enhancement and/or improvement of adjunct faculty development.

Goals:

- Improve quality of teaching.
- Inclusion and involvement for adjuncts.
- Provide a forum for dialogue, collaboration and community building about and around learning.

Membership:

- Pat de Boom, Nursing Instructor, Co-Leader
- John Reese, Human Services Instructor, Co-Leader
- Carol Duckwiler-Lippold, Professor of Administrative Office Systems
- Heather LaCost, Psychology Instructor
- Todd Laufenberg, English Instructor
- Carolyn Hudspeth, Learning Enhancement Coordinator (Aurora Campus)
- Tom Pulver, Mathematics Instructor
- Andy Clements, Computer Information Systems Instructor
- Ed Carroll, Biology Instructor
- Carol Hegarty, Art Instructor
- Natalie Brum, Psychology instructor
- Stacey Randall, Political Science Instructor
- James Diestler, History Instructor
- Nancy Hoth, Early Childhood Instructor
- Lisa Fozio-Thielk, Psychology Instructor
- Linda Anderson, Early Childhood Instructor

Processes and resources used:

- Meetings on February 16, 2004 and March 23, 2004.
- Discussion board on WebCT.
- Web Search for what other schools are doing regarding adjunct faculty development.

Challenges:

- Perception that we work in a vacuum.
- Many have no teaching experience.
- No adjunct faculty orientation (how to get things done, syllabus development, first day of class, etc.).
- Orientation Dinner not enough, devoted more to updates, administrative issues.
- Don't know full time faculty who teach same subject matter.
- Services during off hours (e.g., copying, mailroom).
- First TIC class, no help from writing a syllabus to how to use the available technology.
- Sense of belonging.

Recommendations:

- How to effectively use technology.
- Networking opportunities and share ideas.
- Mentoring program for new faculty.
- Compensation for extra work (ECC offers a \$25 stipend to attend meetings). *
- Help: how to deal with student behavior.
- What to do on first day of class.
- Place for adjuncts to go before class.
- Access and increase awareness of faculty resources like Assessment Center for makeup exams.
- Two hour orientation offered in evening and repeated during day.
- How to get notes into PowerPoint.
- How to use equipment located all over campus that facilitates teaching and information processing (scanning devices, computers, projectors, etc.).
- Meet again before end of current semester.
- Precedence: Learning Enhancement Center has a new faculty development program after lunch (morning spent in updates) with networking opportunities and includes 2 hours of paid compensation.

Progress to Date - New Faculty Development Learning Action Team:

Mission:

The mission of the New Faculty Development Learning Action Team is to explore the development of an integrated faculty development curriculum to encourage and support faculty in the pursuit of their educational and professional goals.

Goal:

The goal of the New Faculty Development Learning Action Team is to recommend a New Faculty Learning Academy program and curriculum for new and non-tenured faculty at Waubensee Community College.

Team members:

- Ellen Lindeen, Assistant Professor of English
- Carla Ahmann, Early Childhood Education Instructor
- Maribeth Brown, Mathematics Instructor
- Connie Wingate, Nurse Assistant Instructor

Processes /Resources Used:

- Our action team met as a group two times, and each member researched and recommended other programs to consider.
- Minutes of the meetings are recorded.
- We used the WebCT bulletin board and WCC email to remain in touch and to record our minutes.
- No additional members have been added to the team at this point.

Should this Learning Action Team be continued in the fall:

Yes, we would recommend continuing the research, and calling and visiting various colleges that have established successful new faculty programs.

Recommendations and plans for fall 2004:

- Site visits to established New Faculty programs: Lake Land, Harper, Oakton, CLC, COD, City College of Chicago, the Wisconsin two-year system, and U of I.
- Establish Curriculum for New Faculty Learning Academy; three year cycle of programs to be determined.
- Scheduling of New Faculty Learning Academy~ how often during a semester and at what times; input will be gathered from the current members, (including first year and non-tenured faculty), and former groups such as the large group that entered the college in 2000, the Faculty Development Excellence Team, and any interested faculty. Possible survey of full-time faculty at WCC.
- New Faculty Orientation Day: examine and reconfigure for more effective entry and integration of new faculty into college.
- Mentoring for New Faculty should be examined; considerations: 1) contractual issue, 2) one year assignments, 3) participation from fulltime faculty to become mentors would be on a voluntary basis. Use Harper College mentoring model for start.
- Communication to new faculty regarding: office hours, insurance, travel to campuses, forms, summer school, recruitment and retention, and other topics, to be improved.

Plans for Fall 2004 - Faculty Development Learning Excellence Team:

Focus for Fall 2004:

- Reconvene as entire Team.
- Benchmarking/research other established faculty development programs at other institutions.

Meetings :

- September 10, 2004: noon to 1:30 pm
- December 3, 2004: noon to 1:30 pm
- Three trips to the following community colleges: Parkland, Harper and COD

Faculty Development Survey created under the guidance of the Faculty Development Learning Action Team, is to be administered to full-time and adjunct faculty during Fall 2004 Orientation.