



TSTC Annual Faculty Development Plan 2013-2014

Faculty Development Plan (FDP) created by Director, Faculty Development

Center for Excellence in Teaching and Learning



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Introduction

It is important for TSTC to provide a comprehensive ongoing professional development program for faculty. Quality in instruction and the success of our students is grounded in our faculty and their ability to enhance, improve, and develop themselves in not only their content they teach but in the manner in which they instruct.

Purpose

The purpose of TSTC's faculty development plan (FDP) is to provide a plan to assist in the improvement of TSTC faculty's professional development for the year. This plan outlines policy, guidelines, and objectives in order to provide professional development opportunities to faculty.

The Faculty Development Plan Process (See Figure 1)

The annual faculty development plan process outlines the steps in analyzing training needs for faculty and publishing a training plan for the upcoming year.

One of the first steps in developing the faculty development plan is soliciting topics from faculty and departments. The majority of these topics come from data obtained from faculty professional growth plans (PGP), input from faculty senate, and suggestions from faculty.

Once common themes are identified, they are used to schedule monthly training sessions in order to assist faculty fulfill their required annual professional development hours.

Training needs that are critical to TSTC are also identified. Some of these areas are the annual Instructor Level Certification (ILC) course that is conducted every semester to new faculty and teaching lab assistants.

Once the faculty development plan has been created, it is approved by the instructional division and the CETL Advisory Committee. The CETL Advisory Committee provides oversight or the CETL and faculty development for the college.

The budget needed to support faculty development is identified during the development of the FDP. This area is broken down into two areas. Division Directors (DD) for the college are provided a percentage of their budget to support faculty attending professional development outside the college. The second area is the budget for the CETL. This amount will support the purchasing of items such as webinars, and other material in order to support the completion of the CETL's outcomes.

Each month, the CETL will conduct a variety of professional development sessions. At the end of each month, a report detailing these sessions and all professional development will be forwarded to the associate vice president (AVP) of student learning and the CETL advisory Committee.

Faculty who attend professional development sessions outside of TSTC will forward a certificate or documentation outlining the topic and hours of professional development completed to the CETL. The CETL will input the information into the faculty's profile.

At the end of the year, the CETL director and CETL Advisory Committee will meet to analyze the year's training and provide recommendations for improvement for the next year's faculty development plan.

Faculty Requirements

Faculty is responsible for completing a minimum of eight (8) professional development hours each year. Faculty are also responsible for completing a professional growth plan (PGP) as a part of their annual evaluation. In the evaluation, the faculty member outlines a plan to develop themselves, and improve their instructional techniques in the classroom.

TSTC Annual Faculty Development Plan Process

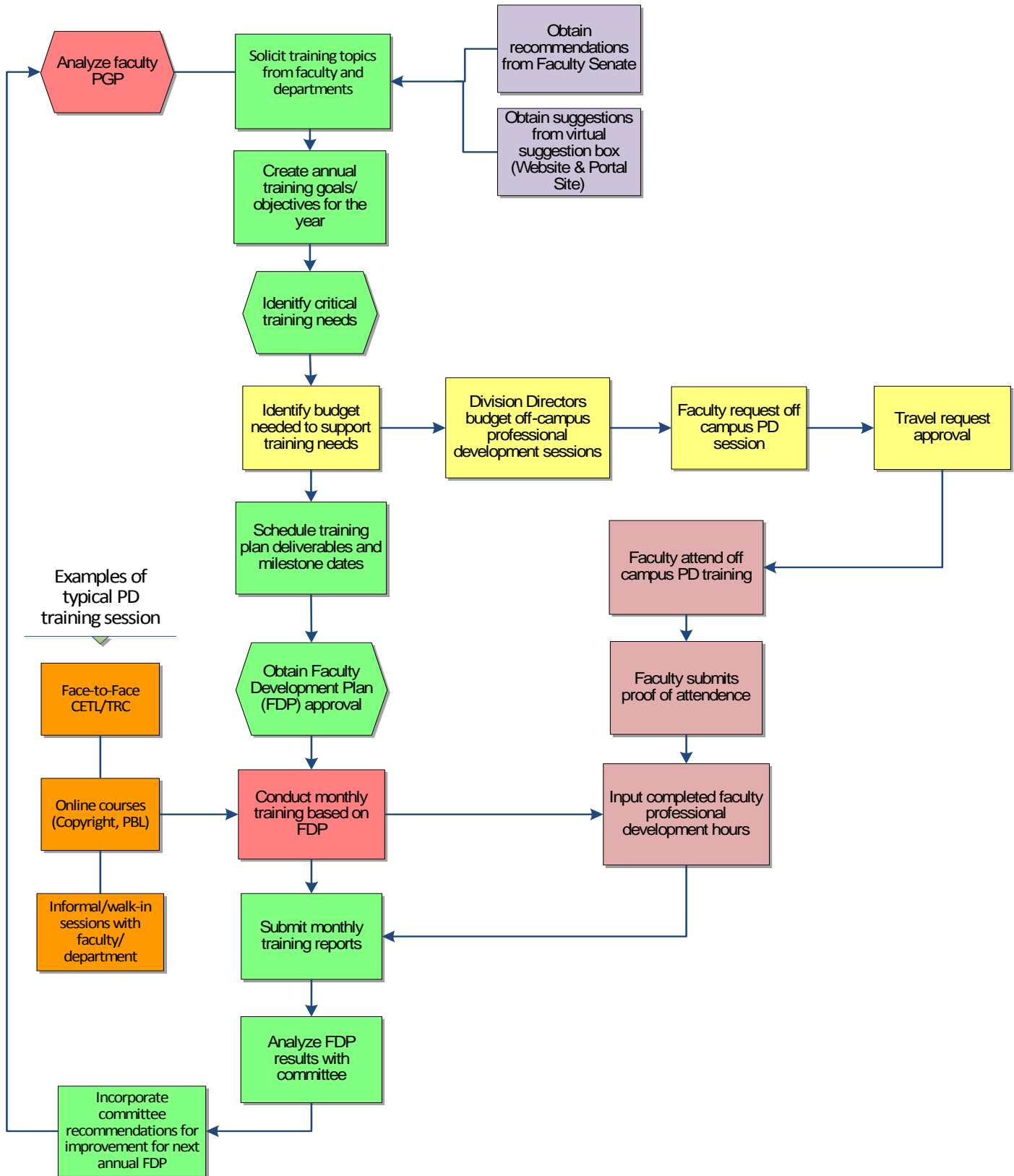


Figure 1 TSTC Faculty Development Plan (FDP) Process

CETL Core Competencies.

Listed below are the core content areas that serve as a guide to improve measure and demonstrate efforts and activities with faculty.

Core Competency	Rationale	Goals
Instructional Technology	There are constant changes and innovations in educational technology that is essential for faculty development and can be used to enhance student-centered learning.	<ul style="list-style-type: none"> • Offer sessions which enable faculty to use technology effectively in the classroom to enhance student centered learning • Offer workshops that train for future Instructional technology
Pedagogy	Many faculty members who teach at the post-secondary level have never received formal training in educational delivery. Both new and experienced faculty can benefit from training based on traditional and current educational theory and research.	<ul style="list-style-type: none"> • Enhance and promote excellence in teaching and learning • Supply the necessary tools for faculty to maximize student-centered learning • Provide tools for faculty to assess student outcomes • Conduct both the Instructor Level Certification (ILC) course for new instructors and Department Chair Course for newly appointed Department Chairs (DC)
Classroom Management	TSTC Harlingen is made up of a diverse and challenging student population. Understanding how to manage, engage, and motivate students is essential to student centered learning and institutional success.	<ul style="list-style-type: none"> • Demonstrate effective planning and organizing skills for efficient classroom management • Illustrate principles which lead to creating a comfortable learning environment for students
Presentation Skills	Many faculty have never received formal training in presentation skills. Both new and experienced faculty can benefit by developing their presentation skills as they are delivering instruction.	<ul style="list-style-type: none"> • Develop an enhanced presentation method applicable to our audience • Assist faculty develop confident and effective presentation skills • Provide assistance to faculty by observing their classes in order to give them effective feedback on improving their presentation of instructional content.
Mentoring	New and experienced faculty needs someone to facilitate their learning of new skills. Faculty can benefit from a mentor that provides guidance and direction to successful and effective instructional techniques.	<ul style="list-style-type: none"> • Provide mentoring to instructors identified on professional improvement plan (PIP) assistance in instruction and delivery techniques. • Mentor new instructors and teaching lab assistants through successfully through the ILC.

Faculty Development Plan Outcomes

Upon completion of the faculty development plan next year, faculty development will have:

- Present at least 70% of the topics requested by faculty in their professional development plan as professional development sessions before the end of the reporting year
- Obtain at least 80% effective rating on the end of session survey given to attendees who attend the professional development sessions conducted by the CETL
- Support the Online Learning department by scheduling training sessions in the TRC
- Conduct adjunct training to all TSTC adjuncts in a variety of instructional topics (Web Advisor, Pedagogy, active learning)
- Develop monthly professional development sessions (e.g. pedagogy, instructional strategies, use of technology) in order to assist faculty improve their instructional delivery techniques
- Support college AVID initiatives (meetings, training sessions, resources) in order to develop AVID strategies in faculty.

Critical Immediate Training Needs

TSTC requires training in several areas identified as critical immediate training needs throughout the year. The training is composed in the following areas:

1. Instructor Level Certification Course (ILC) Training for new faculty and teaching lab assistants. To (provide) ensure consistent and quality instruction, all new faculty and teaching lab assistants must attend and satisfactorily complete the Instructor Level Certification (ILC) course. (*SACS Principles-TSTC ES 1.17 Faculty Governance*)
2. (Introduction to Copyright Online Course) Copyright Training. All faculty and staff are required to complete training on copyright and fair use online (course) Introduction to Copyright course. (House Bill 2504)
3. Department Chair (DC) (C) course. All newly appointed DCs are required to attend the DC course during the summer semester. (*SACS Principles TSTC ES 1.17 Faculty Governance*)
4. Adjunct Training Support. TSTC adjunct faculty must be given opportunities to develop instructional strategies and delivery methods for adult learning.

Faculty Development Resources

Each instructional division's budget provides a limited amount of monies to support faculty attending professional development sessions outside the college.

CETL Estimated Budget for 2013-2014			
Training Budget	Training Staff	FTE	Estimated Training Travel Funds
\$8,000.00 operational expenses	Director, Faculty Development Instructional Technology Specialist I	2	\$2,000.00 travel expenses

Training Delivery, Programs, Projects, and Other Significant Activities.

Training Event	Training Program/Project/Activity
<i>Portal Training</i>	Provide support for TSTC's portal training
<i>AVID Training</i>	Coordinate with TSTC's AVID coordinator to develop training programs in AVID methodologies and active learning strategies.

Schedule for Review of Training Plan Requirements

Deliverable	Milestone
Complete Annual Training Summary Report	06-30-2013
Conduct annual review with the CETL Advisory Committee	August
Prepare faculty development plan budget	Sept Annually

Faculty Development Resources



TSTC's Faculty Development department is comprised of the **Center for Excellence in Teaching and Learning (CETL)** and the Training Resource Center (TRC) are dedicated to providing faculty with a number of services and resources designed to enhance the teaching and learning process at TSTC-Harlingen.

The mission of the Center for Excellence in Teaching and Learning is to facilitate, support, and

enhance teaching excellence and student learning; to communicate the importance of teaching and learning campus-wide; and to serve as a vehicle for learning-centered education at TSTC-Harlingen.



The Training Resource Center (TRC) provides a source of hands-on training in a variety of areas such as computer applications software, Colleague, Web Advisor, and more for both faculty and staff.

In conjunction with the faculty development, the CETL and TRC supports faculty request by:

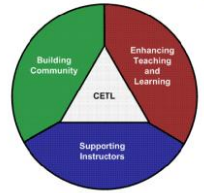
- Purchasing Webinars
- Providing Webinars and resources materials through StarLink (through development videos or), an agency that provides professional development videos streamed through the Internet or by DVD
- Creating session materials and resources from primary and secondary resources

Faculty Development Plan Assessment Rubric

PD Plan Outcomes	Evident	Emerging	Not apparent
Presentation of Topics	Presented over 70% of the topics requested by faculty as professional development sessions before the end of the reporting year	Presented at least 70% of the topics requested by faculty as professional development sessions before the end of the reporting year.	Failed to present at least 70% of the topics requested by faculty as professional development sessions before the end of the reporting year
Evaluation of Training Sessions	Obtained over 80% rating of “Effective” on the end of session survey given to attendees after professional development sessions	Obtained at least a 80% rating of “Effective” on the end of session survey given to attendees after professional development sessions	Failed to obtain at least an 80% rating of “Effective” on the end of session survey given to attendees after professional development sessions
Support of Online Learning	Support of the Online Learning department was clearly evident by the variety of support provided including but not limited to scheduling training sessions in the TRC	Support of the Online Learning department is clearly evident by the variety of support provided including but not limited to scheduling training sessions in the TRC	Support of the Online Learning department is clearly evident by the variety of support provided including but not limited to scheduling training sessions in the TRC
Adjunct Training	A variety of adjunct training to TSTC adjunct was clearly evident in a variety of instructional topics (Web Advisor, Pedagogy, active learning)	Adjunct training was satisfactorily conducted through a variety of instructional topics (Web Advisor, Pedagogy, active learning)	No type of adjunct training to TSTC adjunct was conducted
Development of PD Training Sessions	Development of a variety of monthly professional development sessions (e.g. pedagogy, instructional strategies, and use of technology is clearly evident and exceeds the expectations of the outcome	Satisfactory development of monthly professional development sessions (e.g. pedagogy, instructional strategies, use of technology	Very little to no development of monthly professional development sessions (e.g. pedagogy, instructional strategies, use of technology
Support of AVID Initiatives	Clearly supported college AVID initiatives (meetings, training sessions, resources) in order to develop AVID strategies in faculty. Actively participated and assisted with the development of AVID sustainability	Satisfactory support of college AVID initiatives (meetings, training sessions, resources) in order to develop AVID strategies in faculty. Limited participation and assistance with the development of AVID sustainability	Did not fully support of college AVID initiatives (meetings, training sessions, resources) Failed to participate and assist with the development of AVID sustainability
Comments			
CETL Advisory Committee Signature(s) and Date			

Webinar Evaluation Form

Center for Excellence in Teaching and Learning



Please indicate your current position by checking the appropriate circle:

- Faculty
- Staff

Webinar Title: _____

Date: _____

Overall Evaluation of the Webinar	Poor	Average	Good	Excellent
How easy was the Webinar to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the content meet your needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were the topics covered in sufficient detail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What is your overall rating of this Webinar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Webinar PowerPoint (if used)	Poor	Average	Good	Excellent
Were the PowerPoint slides easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the PowerPoint slides provide sufficient information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the PowerPoint slides adequately support the Webinar narrative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What is your overall rating of the PowerPoint slides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Webinar Design and Delivery	Poor	Average	Good	Excellent
The quality of the Webinar transmission was	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of the Webinar sound was	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How would you rate the information provided by the narrators (e.g. clarity, pace)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What is your overall rating of the design and delivery of the Webinar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommend Webinar	Agree	Unsure	Do Not Agree
I would recommend this webinar to other faculty/staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Center for Excellence in Teaching and Learning Workshop Evaluation Form

Please answer the following questions. Your input is needed to improve and support the faculty development opportunities of the CETL.

Session Title: _____

Presenter(s): _____ Date: _____

	<u>Very Effective</u>	<u>Effective</u>	<u>Neutral</u>	<u>Ineffective</u>	<u>Very Ineffective</u>
I found the overall quality of the workshop to be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The style and delivery methods of the presenter(s) were	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I found the usefulness/helpfulness of this workshop to be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The time allotted for presentation and discussion was	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audiovisual materials and handouts were	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Please provide comments or suggestions for future workshops.