

Cathy

*Academic Senate
Grossmont College*

**Monday, March 4, 2002, 11:05 a.m. – 12:20 p.m.
Room 342**

Student vote

I. PRESIDENT'S REPORT

- A. Approval of Agenda
- B. Approval of minutes, meeting of February 4, 2002 *25 Change*
- C. Tribute to Dick Johnson – Dr. Curtis Stevens
- D. Board Presentation made by the Music Department
- E. Instructional Divisions Administrative Structure Study Committee Update
- F. Report on Educational Master Plan – Beth Smith and Jerry Buckley

II. ACTION ITEMS

- A. Committee Membership Endorsement
 - 1. Professional Relations Committee
 - Theresa Ford – Counseling
 - Deborah Lim – Counseling

III. INFORMATION ITEMS

- A. Enhanced Staffing Criteria – *No action to be taken on this information item.*
Presented by Bill Bradley
- B. Program Review – *No action to be taken on this information item.*
Presented by Dean Colli

IV. COMMITTEE REPORTS

- A. Staff Development
Presented by Nelson Paler and Barbara Chernofsky

Educational Mater Plan
*Study Results**:

Resources Required

Staffing	77 Proposals	23.1% of total
Faculty		37%
Technical Support		14%
Clerical		14%
Instructional Aid		11%
Staff		14%
Diversity		9%
Equipment	72 Proposals	21.6 % of total
Presentation Equipment		12%
Computers		30%
Classroom Equipment		58%
Furniture		3%
Facilities	73 Proposals	21.9% of total
New Buildings / Expansion		31%
Classroom		50%
Office		8%
Storage		12%
Staff Development	89 Proposals	26.7% of total
Certificated		71%
Classified		12%
Hourly		18%
Other	22 Proposals	6.6% of total

Note: Out of 67 programs and 201 prioritized activities.

Educational Mater Plan
Study Results:

Other Categories Revealed

Category	# of Proposals	Percentage
Curriculum	37	
New Courses		22%
New Programs		14%
Update Curriculum		35%
Distance Education		16%
Course Outlines		11%
Update Competencies		3%
Assessment / Placement	5	
Enrollment	3	
Retention	7	
Tutoring		14%
Counseling		57%
Other		29%
Articulation	3	
Transfer	2	
Employment	1	
Student Access	2	
Attendance Reporting	1	
Marketing	8	
Funding	5	
Financial Aid Improvements	1	
Student / Campus Life	3	
Customer Service	2	
Improve Office Functions	9	
Improve Communications	4	
Statewide Initiatives	2	
Web Issues	1	

Association of Strategic Goals and Objectives to Prioritized Activities:

Primary Goal Selection

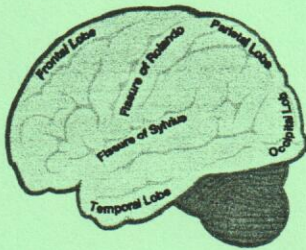
Related Objective

Goal #	A	B	C	D	E	F	G	H	Total
1	20	4	11	6	12	1	0	NA	54
2	20	3	0	0	0	NA	NA	NA	23
3	3	29	2	1	1	4	1	NA	41
4	0	3	0	0	4	0	3	1	11
5	9	2	0	1	NA	NA	NA	NA	12
6	0	8	0	0	0	0	1	1	10
7	0	1	0	0	1	NA	NA	NA	2
8	21	3	1	NA	NA	NA	NA	NA	25

Secondary Goal Selection

Related Objective

Goal #	A	B	C	D	E	F	G	H	Total
1	19	4	8	9	5	2	1	NA	48
2	6	13	0	0	2	NA	NA	NA	21
3	1	13	0	0	2	8	0	NA	24
4	0	8	2	2	2	1	5	2	22
5	7	4	0	2	NA	NA	NA	NA	13
6	0	6	0	0	2	0	0	5	13
7	0	1	0	0	0	NA	NA	NA	1
8	2	5	0	NA	NA	NA	NA	NA	7



Grossmont College Faculty Professional Development Committee

Your Professional Development Committee, in trying to be responsive to your comments, is looking at doing Fall '02 Flex Week differently. If we were to plan on having one major topic each of 5 days from 9 - 12, what kinds of topics would you consider worthy?

Suggestions so far include:

- The legal aspects of Academic Freedom
- Issues surrounding grades/grade inflation
- Working with second language learners, underprepared and unprepared students, disabled students - including the perspective of students, themselves
- Classroom pedagogy including technology, distance learning and lecture
- Making Professional Development work for you
- Building professional relationships through mediation
- September 11th - One Year Later

Please put a checkmark by any of the above topics that intrigue you or consider those issues that you feel demand dialogue, exploration, discussion, add those to the list and submit your ideas to the Professional Development Committee mailbox. The committee will consider all ideas and have an agenda for Fall flex week in April.

Also, would you be willing to allow adjunct faculty to observe your teaching methods and style by sitting in on one of your classes? Would you want to identify specific dates or have an open door? If you are willing to participate so that our part timers have an opportunity to see Grossmont's finest, please notify Barbara Chernofsky (7767) so that the Professional Development Committee can include this information in the Professional Development Activity Schedule for the Fall semester.

Thank you.

**Career Faculty Development :
A Modest Proposal...**

Nelson Paler English Department
Grossmont College, El Cajon, CA

**Overview of Faculty Development in
the Community College**

*Overview of Faculty Development in Community
Colleges*

A Brief History of Faculty Development

Recurring Themes of Faculty Development
Joint Responsibility of Individual & Institution
Preventive measures best
Leadership role is crucial

**Stages and Components of a Career
Length Faculty Development Plan**

Five Stages—From Hiring to Retirement

Components:

Classroom competence
Technology—pedagogical & support applications
Professional Development & Personal Growth
Campus/Community Service

Stages of a Career Length Plan

Stage I:

The New Professor--Entering the Academic World

- Needs Assessment and Feedback
- Orientations
- Mentoring/Tenure
- Classroom Competence
- Technology
- Resources
- Professional Development
- Governance/Campus and Community Service
- Personal Growth/Diversity
- Recognition/Awards

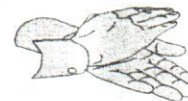


Stages of a Career Length Plan

Stage IV:

Leaving a Legacy

- Needs Assessment and Feedback
- Mentoring
- Classroom Competence
- Technology
- Resources
- Professional Development
- Governance/Campus and Community Service
- Personal Growth/Diversity
- Recognition/Awards



Stages of a Career Length Plan

Stage II:

Early Academic Career--Making a Name at Grossmont College

- Needs Assessment and Feedback
- Mentoring
- Classroom Competence
- Technology
- Resources
- Professional Development
- Governance/Campus and Community Service
- Personal Growth/Diversity
- Recognition/Awards



Stages of a Career Length Plan

Stage V:

Post-retirement--Staying Engaged

- Professor emeritus status
- Periodic collegial contact/communication
- "Alumni " Association



Stages of a Career Length Plan

Stage III

Accepting a Career Plateau or Setting New Goals

- Needs Assessment and Feedback
- Mentoring
- Classroom Competence
- Technology
- Resources
- Professional Development
- Governance/Campus and Community Service
- Personal Growth/Diversity
- Recognition/Awards



**The Modest Proposal:
A Plan for Grossmont College**

Component #1: Individual Faculty Development Plan

Component #2: Annual Calendar of Staff Development Activities

Component #3: Faculty Development Database

**The Modest Proposal:
A Plan for Grossmont College**

Component #2: Annual Calendar of Staff Development Activities

Paper/online format will include district-wide staff development activities

Can be expanded to include SDICCCA consortium colleges staff development activities

Offerings can be grouped into following career plan categories:

classroom competence

technology—pedagogical and support

professional and personal development

campus/community service

**The Modest Proposal:
A Plan for Grossmont College**

Component #1: Individual Faculty Development Plan

Establishes annual faculty development goals

Documents staff development activities

Tracks career staff development achievements

Vehicle for Classroom Research Projects

Relates Career Length Plan to individual faculty needs

**The Modest Proposal:
A Plan for Grossmont College**

Component #3: Faculty Development Database

Establishes and tracks faculty development activities

Provides flexibility to update individual faculty development plan throughout the academic year

Eliminates semiannual staff development paperwork

A COMPREHENSIVE PLAN FOR FACULTY DEVELOPMENT

GROSSMONT COLLEGE
EL CAJON, CALIFORNIA

This "framework" is not intended to be prescriptive in any manner. You may be entering employment at Grossmont College at any stage in your career.

Many of the activities listed below could be considered appropriate at one or all stages. These ideas were inspired by one of five models of Faculty/Career Development in the Bland and Berquist source cited in the annotated bibliography.

STAGE I:

THE NEW PROFESSOR: ENTERING THE ACADEMIC WORLD

[Entry to 4 years of service]

Needs Assessment Strategies

Professional Development Committee Needs Assessment (3 year cycle)
College-wide survey that identifies some basic areas of concern for faculty.

Individual Development Plan (IDP)--a collaborative assessment done with mentor, department chair and Dean which addresses individual needs. The IDP is reviewed and updated annually by the parties and forms the basis for the faculty member's development and subsequent evaluations.

Feedback Processes

Tenure committee chair and members
Peer Reviewers
Mentor
Classroom Assessment Techniques
Student evaluation
Microteaching feedback

Orientations

Grossmont College New Staff Orientation
GC Resources/Organizational Structure--Chart of organization and the committee structure
GC New Faculty Orientation--yearlong series of scheduled sessions that address topics of interest/concern for classroom faculty. The curriculum for NFO needs to be established by Staff Development Committee Chair, President, VP Academic Affairs, VP Student Services, and Academic Senate President.
Issues: Re-assigned time of .2 for new faculty will permit seamless integration of new faculty member.
President's Welcome Luncheon/Dinner
Division and Department Activities
Adjunct Faculty Orientation

STAGE II:
EARLY ACADEMIC CAREER--MAKING A NAME AT GROSSMONT COLLEGE
[5 to 10 years of service]

NOTE: Many of the opportunities and activities identified in Stage I continue to be available in this and subsequent stages of a faculty career.

Needs Assessment Strategies

IDP is reviewed/updated annually as part of a three-year cycle.

Feedback Processes

IDP review with chair and division dean done annually, as part of a three-year cycle.

Classroom assessment techniques and/or action research projects provide real-time, classroom-based feedback--as specific classroom goals are met, the data generated then provides the basis for future goals.

Student and peer evaluations.

Mentoring Process

Tenured faculty can serve as a member of a tenure committee and/or a peer review panel for new faculty.

Teaching Workshops--Classroom Competence

Classroom assessment techniques--Action Research Projects

Institutional research programs

Brain research, multiple intelligences applications in classroom

Cooperative learning strategies

Classroom use of student portfolios

Integration of service learning component into course curricula

Diversity/cross cultural communications classroom strategies and applications

Technology

Conduct CATL workshops in areas of interest/proficiency

Participate in advanced CATL workshops

Explore classroom applications of appropriate technology

Integrate corporate/business applicable "products" into course curricula

Consider Project Based Learning (PBL) applications within discipline

Write a grant proposal for funding of technologically supported activity

Publications/Resources

See Stage I listing.

Professional Developmental Activities

Expand involvement in learning communities
Facilitate, coordinate or lead sessions of following:
Great Teachers workshops
Instructional Skills workshops
Microteaching workshops
Book of the month discussion club
Attend discipline's professional organization annual conference
Attend non-discipline specific conference--e.g. The International
Conference on Critical Thinking
Attend National Institute for Leadership Development
Identify possible Sabbatical Leave project topics--submit
application and take sabbatical leave

Shared Governance/Campus and Community Service

Serve on a campus hiring committee
Serve as a departmental senator to the Academic Senate
Serve as a member of a major campus committee, council or task force
Participate in bargaining unit activities

Personal Growth/Diversity

Serve as faculty sponsor for a club
Coach extracurricular activities
Host academic competitions
Serve as Honors program faculty
Phi Theta Kappa sponsorship
Participate as faculty for International travel abroad
Attend workshop/course on following topics:
Personal time management
Financial planning
Retirement planning
Overload Banking: consider banking one course (.20 load) per year
for future, self-renewal "sabbatical"

Recognition/Awards

President's Award for Teaching Excellence
Faculty Achievement Celebration--annual recognition for faculty who
achieve ten-year service plateau.
Innovator of the Year--faculty or staff who implements a program or
process worthy of college-wide recognition.

STAGE III:**ACCEPTING A CAREER PLATEAU OR SETTING NEW GOALS**
[10 to 20 years of service]

NOTE: Many of the opportunities and activities identified in Stages I and II continue to be available in the subsequent stages of a faculty career.

Needs Assessment and Feedback Strategies

IDP continues to be reviewed/updated annually as part of a three-year cycle. Continue classroom assessment and action research project; student and peer evaluations.

Mentoring Process

Tenured faculty can continue to serve as a member of a tenure committee and/or a peer review panel for new faculty. Additionally, membership on district-wide Sabbatical Committee can provide useful insight into the Sabbatical Leave selection process.

Teaching Workshops--Classroom Competence

Explore areas from Stage II listing that have not already been developed or previously implemented--e.g., expand cross cultural classroom strategies or skills.

Facilitate, coordinate or lead sessions of following:

- Great Teachers workshops
- Instructional Skills workshops
- Microteaching workshops
- Book of the month discussion club

Attend and present at discipline's professional organization annual conference

Attend and present at non-discipline specific conference--e.g., The International Conference on Critical Thinking

Technology

Apply for reimbursed specialized technology training provided at either the community college level or local graduate school programs.

Serve as coordinator of CATL.

Serve on task force to coordinate/integrate corporate/business applications into course curricula.

Facilitate task force/special committee to introduce Project Based Learning (PBL) applications across the curriculum.

Volunteer to coordinate or participate in ongoing campus Distance Learning activities.

Publications/Resources

See Stage I listing.

Professional Developmental Activities

Apply for a Fullbright Scholarship--in USA or abroad.
Investigate course offerings in other disciplines (breadth vice depth) for personal growth.
Share expertise/experience via Grossmont College Speakers Bureau.
Identify possible Sabbatical Leave project topics--submit application and take sabbatical leave

Shared Governance/Campus and Community Service

Serve as chairperson/coordinator of department.
Participate in county-wide consortium (such as SDICCCA) committee, task force or program.
Chair one of the major campus committees or task forces.
Serve on an administrator's position hiring committee.
Serve on regional or national boards, task force or committee--e.g., State Academic Senate or 4C/SD.
Serve as officer in discipline's professional organization.

Personal Growth/Diversity

Pursue exchange teaching in Mexico or Latin America.
Participate as faculty for international travel abroad.
Participate in World Affairs Council (WAC) ongoing activities to celebrate and embrace diversity--e.g., multicultural weekend.
Develop/expand personal Health and Wellness program activities.
Review/revise financial plans.
Review/revise retirement plans.
Overload Banking: consider banking one course (.20 load) per year for future, self-renewal "sabbatical"

Recognition/Awards

President's Award for Teaching Excellence.
Distinguished Faculty Award.
Faculty Achievement Celebration--annual recognition for faculty who achieve twenty-year service plateau.
Innovator of the Year--faculty or staff who implements a program or process worthy of college-wide recognition.

STAGE IV:**LEAVING A LEGACY***[20 years of service and beyond]*

NOTE: Many of the opportunities and activities identified in Stages I, II and III continue to be available in the final active stage of a faculty career.

Needs Assessment/Feedback Processes

IDP continues to be reviewed/updated annually as part of a three-year cycle. Continue classroom assessment and action research project; student and peer evaluations.

Mentoring Process

Tenured, senior faculty can continue to serve as a member of a tenure committee and/or a peer review panel for new faculty. Additionally, membership on Sabbatical Committee can provide useful insight into the Sabbatical Leave selection process.

Teaching Workshops--Classroom Competence

Explore areas from Stages II and III listing that have not already been explored, developed or previously implemented--e.g., Classroom assessment techniques, including Action Research Projects continue to be viable growth activities in this area. Facilitate, coordinate or lead sessions of following:
 Great Teachers workshops
 Instructional Skills workshops
 Microteaching workshops
 Book of the month discussion club
 Attend and present at discipline's professional organization annual conference.
 Attend and present at non-discipline specific conference--e.g., The International Conference on Critical Thinking.

Technology

Participate or conduct CATL workshops in areas of interest and experience. Continue to update knowledge of technology. Continue to serve on or lead committee or task force to coordinate/integrate corporate/business applications into course curricula. Facilitate task force/special committee to expand Project Based Learning (PBL) applications across the curriculum. Volunteer to coordinate or participate in ongoing campus Distance Learning activities.

Publications/Resources

See Stage I listing.

Professional Developmental Activities

- Share expertise/experience via Grossmont College Speakers Bureau.
- Serve as a Faculty Consultant to one or more of the following:
 - Major campus committees, task forces, or programs--e.g., staff and organizational development committee
 - Corporate or business/college linked initiatives
 - Community service organizations

Shared Governance/Campus and Community Service

- Participate in county-wide consortium (such as SDICCCA) committee, task force or program.
- Serve on regional or national boards, task force or committee--e.g., State Academic Senate or 4C/SD.
- Serve as officer in discipline's professional organization.

Personal Growth/Diversity

- Continue to participate in World Affairs Council (WAC) ongoing activities to celebrate and embrace diversity on and off the campus.
- Continue/expand personal Health and Wellness program activities.
- Explore (pre-retirement) reduced teaching load options.
- Revise/finalize retirement and financial plans.

Recognition/Awards

- President's Award for Teaching Excellence.
- Distinguished Faculty Award.
- Faculty Retirement Celebration--annual recognition of faculty who have completed their active teaching career.
- Awarding of Professor Emeritus status.

STAGE V:

STAYING ENGAGED

[Post-retirement]

NOTE: While specifics about the Professor Emeritus program are sketchy, some possible components of such a program could include the following:

- o Professor emeritus status
- o Special mailing list for:
 - Professional Development Activities program each semester
 - Master (county-wide) Staff Development Activities calendar
 - emails re: campus activities/climate (e.g., President's Monthly email update)
- o Invite all retirees to an annual luncheon with a themed component--e.g., "What's New at Grossmont College" and an opportunity to share recent activities, trips, or interests.
- o Post-retirement "Alumni Association"

A History of Faculty Development in Community Colleges

The Importance of Community Colleges.

W. Norton Grubb, in his 1999 book on teaching in the community colleges, comments that "as of the fall of 1995, community colleges accounted for 37% of all enrollment in in postsecondary education in our country" (3). Forty-four percent of students attending college for the first time go to a community college, Grubb informs us. He points out that community colleges represent the only true "second chance" educational institution for the underrepresented groups of our nation. By comparison, 35% percent of Whites who attend college arrive via the community college route, while 40% of African Americans and 54% of Latinos use the same community college path for their educational aspirations (3-6).

Grubb's comments serve to underscore just how important the community college has become to the American higher education system. In effect, the community colleges deliver what another respected leader of the community college movement, Dr. Terry O'Banion, calls the "driving premise of the community college--higher education for everyone" (*Innovation* 1-3).

History of Community Colleges.

How did the community college become the savior of the American Dream? The ancestor of the today's community college was Joliet Junior College, which was founded in Joliet, Illinois, in 1902. There

was relatively little growth in the popularity of the community college for the next fifty-plus years, and it was not until the 1960s that major innovations in the design and educational function of the community college were implemented.

The changes in function or mission of community colleges were accompanied by a rapid growth in numbers in many states. In the 1960s and 1970s, California was a leader in the move to create community colleges for its educationally motivated citizens. Representing a significantly larger group than the generation of their parents, the college-age group of young Americans of the 60s and 70s sought access to higher education just like their veteran parents had. The parents of the "baby boomers" sought and obtained access to higher education via progressive legislation like the G.I. Bill while the "boomers" opted to access the higher education system via a relatively "new" vehicle--the community college.

Faculty Development in Community Colleges.

In the late 1960s, to meet the rapid growth and expanding popularity of community colleges, faculty members were recruited and forced to "learn on the job" because there was little time available to indoctrinate and train the thousands of new faculty members who were to become the incumbents of the community college system for the next thirty-plus years. Faculty development efforts served only to indoctrinate new teachers to the community college culture, and innovative or developmental approaches to teaching were simply not a

concern. The higher educational system reflected the belief prevalent in many four-year colleges and universities that subject matter knowledge (reflected by the possession of a graduate degree) ensured pedagogical competence in the classroom.

This "survival of the fittest" approach prevailed for most of the 70s and 80s. During this period, the only state to institutionalize and fund faculty/staff development was Florida. As the 80s drew to a close, there was renewed emphasis and increased interest in faculty/staff development because of a number of interdependent developments. First, our nation experienced several tides of immigrants from a variety of world areas--Mexico, Asia, the Soviet Union and Eastern-bloc countries of Europe. Ironically, even as we were welcoming the new immigrants to our society, our own students were languishing in sprawling public school systems that were incapable of adequately preparing all students for entry into college. In addition to the challenges of cultural diversity, faculty had to deal with under-prepared and, in some cases, under-motivated students in increasing numbers. Finally, the development that had a significant impact upon the community college faculty was the rapid expansion and almost pervasive proliferation of technology into all aspects of American life.

The challenge that stared higher education in the face was how do you educate an under-prepared, language-challenged student population to assume a role in a globally interdependent economy that is reliant upon high-tech communications technology? Incumbent

faculty, many nearing retirement age, typically "muddled through," then escaped to a post-retirement setting from which they did not have to confront these complex, confounding issues. However, their replacements were not so fortunate. The new faculty members and their administrative leaders had to confront the challenges realistically and fashion solutions that were viable if the community college system was to survive as a functional part of our system of higher education.

The answer to the challenge posed above resides partly in the realization that *you must pay close attention to the training and professional development that you provide the people who have to deal with the sobering classroom version of educational reality on a daily basis: your faculty.*

Beginning in the early 90s, an era of faculty development innovation was ushered in--and mostly, welcomed. Community colleges began to forge alliances with business and industrial partners; liaisons were formed with four-year colleges and universities; community college faculty embraced distance learning and computer-assisted instruction; on-line courses proliferated, the virtual college/university came into being. The mandate for the 90s and into the new century: Access to higher education with the measurable learning taking place in classrooms peopled with knowledgeable, motivated, and fully engaged faculty.

Recurrent Themes for Present and Future Faculty Development

Regardless of the demands and dynamics of the present-day community college classroom, Bland and Berquist remind us that in the selection of faculty development strategies some important themes need to be acknowledged:

1) **Faculty vitality** (i.e., productivity or effectiveness of the faculty member in the classroom) **is a responsibility of both the individual and the institution.**

2) **Faculty vitality is best preserved through preventive measures** rather than heroic measures to rescue or save "stagnant" or "stuck" faculty.

3) **Leadership plays a critical role in individual and institutional vitality** (83).

Bland and Berquist conclude that "the best faculty development program is proactive and preventive...because of the interplay between institution and individual...vitality is optimally facilitated by an integrated approach that...addresses the varied needs of faculty at the different stages of their careers and development" (89).

These authors warn that most colleges do not embrace a comprehensive faculty development program because the focus of the colleges is "on efforts to change the individual in some manner, but [the institutions] ignore the organizational and institutional contexts that shape and structure faculty careers" (96). This trap is

one which we would be wise to avoid at Grossmont College.

A Comprehensive Faculty Development Plan.

The writings of Bland and Berquist, specifically their book, *The Vitality of Senior Faculty: Snow on the Roof, Fire in the Furnace*, provide the basis for and the substance of the comprehensive plan for faculty development that will be outlined in the following:

**A Comprehensive Plan for Faculty Development
[Stages I to V]**

A Career Length Faculty Development Plan Flowchart

A Grossmont College Plan Proposal