SYNERGY

New Faculty Learning Community Cohort

COLLEGE OF THE CANYONS

Business Plan

SYNERGY Solution Team #3

<u>New Faculty Learning Community Cohort</u>

Jia-Yi Cheng-Levine

Christina Chung

Steve Dixon

Allison Korse-Devlin

John Lucas

Lynne Mayer

Diane Morey

Table of Contents

1. Executive Summary

Our solution team has developed a New Faculty Learning Community Cohort program for
College of the Canyons which is designed to assist new faculty in becoming integrated members
of the College. The program, entitled SYNERGY, addresses the unique needs of faculty as they

are introduced into the college. This learning community will encompass five core values: collective energy and creativity, reciprocal values and vision, supportive environment, shared personal practices, as well as responsive leadership. SYNERGY consists of a year-long set of experiences and training sessions designed to orient new faculty to the college and the community. It is filled with energizing workshops, informative gatherings, and intellectually stimulating seminars that can help new hires situate themselves into a college environment that is welcoming, re-assuring, and motivating.

The need for such a program for new faculty was born out of the College's recent, vast growth in student enrollment, faculty hiring, and an expanded staff support system. To avoid possible frustrations often faced by new faculty, the SYNERGY program is meant to reduce unnecessary stress and promote faculty success by providing timely and accurate information, connecting new to seasoned and compassionate faculty, and weaving threads of campus life into a connected web of knowledge and support. The program envisions a learning community that will streamline communication among faculty, staff, and administrators; enhance new faculty's competency and confidence; develop and strengthen collegial relationships at all levels and across campus; and connect their endeavors in the College's strategic plans and goals.

Our program begins with activities prior to the start of their first semester. This is usually when faculty need the most guidance and have the most questions. Our program incorporates our existing employee orientation day and mentor program which have been very successful, however, it will expand to cover so many more topics. Our program is broken down by specific periods of time (first step, first week, first month, first semester, and first year) and relevant information is disseminated at appropriate times to allow new faculty to receive the most benefit from the information being provided. Friday sessions will provide an opportunity for new faculty to make connections, to learn and understand the culture of College of the Canyons. Participation in SYNERGY will also fulfill the new faculty member's flex activity professional development requirements for the first year.

The program will be housed under the Professional Development Department with oversight by the Faculty Development Committee. The personnel, supplies, and train the trainer costs should be minimal for this program since we currently have a strong professional development program and committee on campus.

SYNERGY aims at building a strong sense of community; strengthening connections, cultivating, ensuring success in the tenure process; developing cohesiveness of positive working experience that extends to the larger campus community; and encouraging buy-in and carrythrough of COC's philosophy, vision, values, and mission. We hope that the College sees the benefits of SYNERGY and the positive outcomes it will bring and will take the necessary steps to implement and launch the program in the upcoming semesters.

2. Introduction

Program Description and Background

The SYNERGY Program consists of a year-long set of experiences and training sessions, designed to be conducted in a learning community setting, to orient new faculty to the college and the community. The New Faculty Learning Community Cohort at College of the Canyons is designed to assist new faculty to become integrated members of the College. This program, entitled SYNERGY, addresses the unique needs of new faculty as they launch their academic career at the College. SYNERGY is a well-structured and yet flexible program with individualized attentions, specifically designed to answer the needs of new faculty members. It is filled with energizing workshops, informative gatherings, and intellectually stimulating seminars that can help new hires situate themselves into a college environment that is welcoming, reassuring, and motivating, instead of intimidating or frustrating. Five core values drive SYNERGY in the direction of service and support: collective energy and creativity, reciprocal values and vision, supportive environment, shared personal practices, as well as responsive leadership.

The need for such a program for new faculty was born out of the College's recent, vast growth in student enrollment, faculty hiring, and an expanded staff support system. As the College continues to grow into a two-campus college, members of the SYNERGY program recognize the unique needs and challenges new faculty members normally face in navigating various systems and infrastructures of a growing college and a new environment as they acclimate into a new career. A survey conducted in the Spring of 2008 on new faculty's needs to better perform at their posts indicated that new hires, in addition to meeting the normal expectations of excellence in teaching, desire to do well in the following areas: effective communications with the larger campus community, success in tenure process, and a better understanding of their roles and responsibilities in fulfilling the College's vision and mission (Appendix A). To avoid possible frustrations often faced by new faculty, the SYNERGY program is meant to reduce unnecessary stress and promote faculty success by providing timely and accurate information, connecting new to seasoned and compassionate faculty, and weaving threads of campus life into a connected web of knowledge and support.

Program Goals/Mission

Our goals of the learning community cohort would be based on SYNERGY:

Supportive environment for communication **Y**ielding

progressive learning and knowledge

Navigating the COC roadmap and its culture

Expectations the first year

Roles and Responsibilities

Growth and success for faculty **Y**our

access to resources and services Our
Program's Mission:

The COC New Faculty Learning Community Cohort is designed to assist new faculty in becoming integrated members of the college. The SYNERGY program addresses the unique needs of faculty as they are introduced into the college. This learning community will encompass five core values: collective energy and creativity, reciprocal values and vision, supportive environment, shared personal practices, as well as responsive leadership.

Underlying Philosophies and Vision of the Future

The SYNERGY program is envisioned by faculty and staff who share a similar passion in fostering a supportive environment conducive to community building and intellectual exchanges. We strongly believe that the well being of newly hired faculty deserves the campus community's attention, for well-adjusted and engaged new faculty lead to a productive collective faculty body which, in turn, will ensure student success and contribute to positive campus climate. Energized faculty will produce a higher quality learning environment. More knowledgeable faculty will, in due time, be able to assist other new faculty, staff, and students to navigate the college system more effectively.

The SYNERGY program envisions a learning community that will streamline communication among faculty, staff, and administrators; enhance new faculty's competency and confidence; develop and strengthen collegial relationships at all levels and across campus; and connect their endeavors in the College's strategic plans and goals.

The program aims at building a strong sense of community on campus; strengthening connections and cultivating opportunities to advance organizational commitment; ensuring success in the tenure process; increasing employee morale, hence, employee retention; developing cohesiveness of positive working experience that extends to the larger campus community; and encouraging buy-in and carry-through of COC's philosophy, vision, values, and mission.

3. Marketing SYNERGY

Our current New Faculty Orientation is marketed to a captive audience and advertised in two ways: (1) a welcoming letter from the Director of Professional Development with a calendar for the Flex schedule and their contract and (2) a welcoming letter from the coordinator of the Mentor program for new faculty. These methods would continue to be utilized when the SYNERGY Program is implemented.

Additional Marketing

With learning communities, it is important that the group feel connected by threads—the most important one being the fact that the group consists of new faculty who are hired into COC at the same time. When a new faculty receives his/her new hire paperwork from Human Resources, a SYNERGY package will be presented. This would include a welcoming letter from Chancellor Van Hook and the Board of Trustees, a year-round detailed program brochure and calendar, their password for the Blackboard pages dedicated to SYNERGY and a COC t-shirt that can be worn on Fridays when the learning community meets. The t-shirt is a symbolic component and a visual commitment to becoming a part of COC.

<u>Service Mix and Market Opportunity</u>

The service mix for the program consists of several elements. We are incorporating, orientations, luncheons, activities, workshops, social events and most importantly, a support system for new faculty. A short SYNERGY video was also created highlighting the different components of the program as well as showing the wonderful support system that we have in place at COC. Ideally, the video can be set up as a video link on our Human Resources employment website. This will allow applicants interested in faculty positions to gain a perspective of how we embrace and support new faculty.

4. SWOT Analysis

A SWOT Analysis was performed by the solution team to asses the effectiveness of the existing New Faculty Orientation process at College of the Canyons. Doing so afforded the group a clearer view of what approach should be taken, as well as ideas for the success of the program. Some of the issues raised during our SWOT Analysis are listed below:

Strengths
✓ Basic necessary information is currently being provided
✓ Technical support is easily accessible– computers, permits, badges, etc.
✓ Luncheon with President and Board of Trustees members
✓ FLEX credit for professional development
✓ On-line certificate classes and program available to faculty
✓ On-line mentoring program currently assists new faculty
✓ Good content and resources are available
✓ Positive and "Can do" attitude at COC

Weaknesses
✓ Scheduling constraints(difficult with everyone's teaching schedules)
✓ Piece-meal approach to providing information, not consistent each time
✓ Lack of one place to easily obtain a variety of information, etc.
✓ Lack of guidance on curriculum process, how to get information outside the classroom, etc. (clubs, committees, calculation of load and office hours)
✓ Overwhelming – a lot of information in a one day orientation
✓ Expectations at COC not explained or elaborated
✓ No follow-up provided to new faculty
✓ Information sometimes not specific enough - too broad
✓ No addressing of COCFA in current orientation process
✓ New faculty tend to "learn the hard way" for things not addressed in orientation

Opportunities
✓ New faculty can network with other new faculty and seasoned faculty
✓ Current Faculty mentoring program can be expanded
✓ Tenure guidance can lead to tenure success
✓ Resource information available
✓ Committee involvement by faculty
✓ Training and Professional Development is available
✓ Advancement and promotion information open to all
✓ Accessibility from top to bottom at our college
✓ Supportive conditions and learning environment
✓ On-line technology available for use
✓ Culture encourages new ideas and innovation

Threats
✓ Political effects if you don't understand the culture
✓ Dissemination of large amounts of information overwhelms people
✓ Funding issues may impact the launching or continuation of program
✓ New faculty might feel that they won't have time to participate at the beginning

The SWOT Analysis showed that we currently have some strong components in our orientation process. However, we also identified significant weaknesses and "gaps" in the existing New Faculty Orientation format. There is a gap between what is needed and what we have. SYNERGY addresses that need. It reduces the weaknesses in our current method of orientation of new faculty members, while strengthening some of our already successful practices. It closes the gap between what is needed and what we currently have. We were able to focus our attention on the remedy for these weaknesses as we moved forward with the new plan and strategy.

The SWOT analysis was an effective tool used to understand and to identify ways to further strengthen our existing New Faculty Orientation currently provided by the Faculty Development Committee and the Professional Development Office. The analysis enabled us to keep the core strengths of the program and expand on the weaknesses revealed by new faculty surveys and

interviews. We used the data from the interviews and the SWOT analysis to create the SYNERGY Program.

One of the biggest concerns new faculty members have had in the past is regarding the amount of information provided to new faculty. New faculty are usually inundated with vast amounts of information in a very short period of time. There has also been a lack of follow-up on the new faculty's progress. While all the information may be pertinent to a new faculty member, it may not be necessary to provide it all at once at the beginning. This led to the creation and development of SYNERGY, a new faculty learning community cohort program, where orientation would just be the beginning. Our thoughts were to focus on providing necessary and relevant information and resources to new faculty through a year-long program.

As a result, we have created a well-balanced and well-rounded proposal which includes ways we can provide our new faculty members with the best overall possible experience as they join the College of the Canyons team.

5. SYNERGY Program

Program Details

The SYNERGY Program is designed to orient new faculty to the college and the community. It consists of a year-long set of workshops, activities, experiences and training sessions conducted in a cohort learning community setting. These Friday three-hour sessions will provide an opportunity for new faculty to make connections, to learn and understand the culture of College of the Canyons. Participation in the SYNERGY will fulfill the new faculty member's flex activities professional development requirements for the first year. The following represents the set of activities for the entire year for SYNERGY.

New faculty will experience a year of Firsts:

First Step: Getting started…

First Week: Flex week and orientation…

First Month: Surviving and thriving…

First Semester: Laying a foundation for success…

First Year: Hitting your stride…

First

Step

New hire paperwork and benefits orientation
Faculty ID badge or Directory picture
COCFA information
Office space assignment
Computer and Phone set-up
Ordering office supplies/furniture
Meet with your Department Chair and Dean
Course section assignments
Schedule of classes and catalog information
Ordering Keys, Books and desk copies
Information about creating a syllabus

Three Weeks before Flex Week:

Welcome Breakfast and Employee Orientation for New Faculty

- Welcoming the new faculty learning community cohort- Director, Professional Development o Your commitment to the SYNERGY program
- Presentation by Chancellor Van Hook about COC's mission/culture/history & the big picture
- COC's organization structure and how to navigate it. Who is in charge of what?
- Campus Safety
- Review Calendar for the semester- School events and SYNERGY activities

New Faculty Mentoring Program Luncheon
- Assigning a mentor and meeting your mentor
- Exchanging contact information and scheduling meeting dates and times

Overview of Resources on Campus
- Computer Support services
- Library resources
- Reprographics- copy services, scantron, copyright forms, etc.
- AudioVisual- equipment and in-classroom technology
- Scavenger hunt- identify key areas on campus

Week (Flex week)

Day 1: Orientation

First

Presentation from the Vice President of Instruction
- Welcome faculty
- The big picture: Students and Student Learning Outcomes (SLOs)

Welcome and Presentation from the Vice President of Student Services

New Faculty Orientation
- Expectations of faculty and first week expectations
- How to navigate WebAdvisor and Student Services processes and related logistics: Enrollment, Drop-and-Add, Admission and Records, Discipline-Related
- Division and Department Logistics: Course Assignments, Contractual Obligations and committee/activities involvement, Office hours
- Absences, subs, cancellations, etc.
- Key People to contact for questions the first week (A&R, Instruction, Department, etc)

Day 2: Orientation
Welcome from Professional Development- Opportunities for development

Welcome from the Faculty Senate
- Overview of Academic Senate Process
- Shared Governance Process

Welcome from the Institute of Teaching and Learning

Workshop: Planning at the College
- Strategic Plan, the Education and Facilities Master Plan, and Decision Making Guide
- Understand how we go about planning and location of documents

Lunch: ASG and Student Services- involvement outside the classroom

New Faculty Orientation (Continued…)
- Overview of faculty handbook and COCFA contract
- Overview of Tenure Process

Day 3: Open availability for faculty to attend any flex activity

Day 4: Department Retreat
Meet your Department Chair and colleagues in your department

Day 5: Division and Opening Day
Division Meeting- Breakfast

- Meet your Dean and Colleagues in the Division
- Reporting Hierarchy

First

Opening Day Luncheon Celebration
Month

All workshops and events will be held on Fridays.

Week 1:
Meeting with mentor and cohort- luncheon
- First Weeks Challenges
- Time management issues
- Review of semester calendar

Learning outcome: Faculty will be able to share their experiences and find solutions as a group.

Week 2:
Tenure and How to Get It Without a Sweat- Preparation for first year of tenure process

Learning outcome: Faculty will become familiar with the tenure process and understand the expectations for their first year.

Week 3:
The History and Mission of Community College (EDU080 condensed) - Institute of Teaching and Learning - Community College in Context

New faculty luncheon with the Chancellor

Learning outcome: Faculty will understand the background of community colleges.

Week 4:
Balancing life at COC
- Faculty share their advice on how to balance it all
- Department and Division "Buddies"-Setting up an on-going, online discussion forum on Blackboard in addition to mentor system

Learning outcome: Faculty will be able to receive advice from more seasoned faculty and access online resources.

Semester

First

Week 5:
Board Policies and College procedures

Learning outcome: Faculty will become familiar with COC's policies and procedures and how to access the information.

Week 6:
Roundtable Discussion- Campus Climate (Faculty, staff, and administrators are invited to this discussion about the real expectations on campus)

Learning outcome: Faculty will have a better understanding of the realistic expectations of being a faculty member.

Week 7:
How to effectively navigate the College's website- Internet vs. Intranet

Learning outcome: Faculty will become familiar with our website resources.

Week 8:
Presentation from the Curriculum Committee Part I: What is the curriculum process: an overview and how to access outlines in WebCMS

Learning outcome: Faculty will have a general understanding of the curriculum process.

Week 9:
Roundtable Discussion (First semester, first year and graduating semester students are invited for a round table discussion of "what works" for students and how instructors can help)

Presentation by Institutional Development
  • Importance of student data: how to access and use it to benefit your classroom enrollment

Learning outcome: Faculty will have a better understanding of student needs and the effective use of student data for their classroom.

Week 10:
Attend a COC sports game of the cohort's choice- football, basketball, etc…

Learning outcome: Faculty will have an opportunity to participate in student activities.

First

Week 11:
Brown bag lunch- Open discussions from cohort
- Touching basis on the tenure process

Learning outcome: Faculty will have an opportunity to share and discuss important issues affecting them during their first semester.

Week 12:
Meeting with mentor and cohort- End of semester challenges
- Grades and Finals
- Student issues

Learning outcome: Faculty will be able to share their experiences and find solutions as a group.

Week 13:
Reflection workshop/develop additional topic for next semester

Week 14, 15, or 16:
End of (First) semester celebration

First Year - Second Semester

Week 1:
Meeting with mentor and cohort- luncheon
- First Weeks Challenges
- Time management issues
- Review of semester calendar

Learning outcome: Faculty will be able to share their experiences and find solutions as a group.

Week 3:
How to evaluate adjunct faculty- Classroom visitations

Curriculum committee part II: how to modify or create a course or program

Learning outcome: Faculty will be able to understand their role in the evaluation process for part-time faculty and the course/program approval process through Curriculum.

Week 5:
Committee and activities involvement
- Importance of involvement and how to get involved
- What committees and activities are available

Foundation – making connections in the community and developing grants

Learning outcome: Faculty will gain an understanding of the importance of being involved on campus and making connections with the community.

Week 7:
Family picnic- New faculty and mentors and family members are invited to this event.

Learning outcome: Faculty will have an opportunity to participate in social activities.

Cohort will attend a Board Meeting

Week 9:
Field trip to the Canyon Country campus
- Visit the facilities and resources
- Updates on construction
- Connections to the main Valencia campus

Round Table Discussion: Local Business Organizations from the community are invited to discuss training and education needs for their employees. "How can COC assist these organizations?"

Learning outcome: Faculty will have an opportunity to become familiar with our second campus and to meet with local businesses.

Week 11:
Cohort group creates a learning session of their choice, plus:
- Touching basis on tenure process
- End of semester challenges and student issues

Learning outcome: Faculty will have an opportunity to share and discuss important issues affecting them during their second semester.

Week 13:
Reflection workshop- Review, questions and develops topics for new cohorts

End of the year meeting with your mentor: Each faculty member will meet with their mentor and Professional Development Director to do an assessment and develop an individual plan on continued education and learning through flex activities for their second year. In addition, the sophomore cohort will return in year two and attend the following workshops to share their experiences and offer advice to the new freshman cohort:

First semester: Week 1: Meeting with mentor and cohort (first week challenges)

                                   Week 4: Balancing life at COC

                                   Week 6: Roundtable Discussion- Campus Climate

Second semester: Week 5: Committee & activities involvement and the Foundation

Week 14, 15, or 16:
End of the year celebration
Joined by Chancellor Van Hook and Board of Trustees and Deans and Department Chairs
Each Friday session will be held at a different location. The sessions will begin with a 10 minute presentation from the program or service location.

Possible locations for workshops:
Library
Student Center area
Technology Center
Performing Arts Center
Aliso Lab/Hall Board
Room
Hasley Hall Theatre
Cougar Den
Art Gallery
Employee Training Institute ECE
area
SBDC
CCC- Amphitheatre

<u>Online Component</u>

The online portion of the SYNERGY program will consist of two components. The first step is a website on the internet that the faculty may access in the weeks prior to the semester. This is the new faculty survival guide that provides some important information prior to the start of the semester. The second component will be the use of Blackboard. New faculty will utilize Blackboard as another method of building community through online discussions. They will also have access to a variety of online resources and learning opportunities that will allow them to build knowledge that can be shared both in the online setting and their face to face meetings. Many of the links in Blackboard will be to the 4faculty.org website. 4faculty.org is an online professional development network of resources and learning modules designed specifically for the needs of community college faculty at www.4faculty.org. These modules are particularly useful to new faculty and cover a variety of topics and provide self-assessments on the topics. The other website that will be used is the Washington State Website which provides a Curriculum Guide for Professional Technical College Instructors at http://www.waskills.com/proftech.html.

New faculty will start with an individualized self-assessment at the beginning to allow them to determine their own learning needs within the Blackboard course. There will be a community building discussion board that will begin with introductions and ice breaker activities. Faculty will participate in various discussions throughout related to the selected topics. There will be guest moderators on various topics: curriculum, A & R, distance learning to answer questions related to the topic of the week. Other resources will include links to websites and short video clips of various departments and people new faculty should meet. Self-assessments in the form of quick quizzes will be provided on select topics. Flex credit will also be provided for participation in the online course. The following provides a blueprint for the new faculty survival guide to create on COC's website and the content of the Blackboard course.

Online Orientation Sessions:
First Steps:
Getting to know COC : Link to COC website for new faculty orientation survival kit on the internet

<p style="text-align:center">Survival Kit for New Faculty</p>

**Online Orientation to Explore Even Before You Arrive and
Review After you arrive**

- Step 1: Getting started and knowing where you are:
  - Human Resources ○ Campus Map and Santa Clarita
  - Getting a parking permit and faculty identification card ○ Who's who on campus: the organization structure
  - Campus calendar
  - Mission, goals, vision, and philosophy ○ College catalogue and schedule of classes
- Step 2: Setting up your email and other computer resources
- Step 3: Planning for classes ○ How do I get textbooks and order textbooks?
- Step 4: Getting paid
- Step 5: What's in my Contract? And Faculty handbooks
- Step 6: Rules ○ Intellectual property and Copyright ○ FERPA

First Week (Flex Week)
- Discussion: Introductions online, icebreaker
- <u>100 - Quick Start Guide for Community College Faculty</u>
- <u>104 - Preparing for the 1st Day of Class</u>
- <u>105 - Building your Syllabus</u>
- Resource: <u>Planning for Instruction</u>
- What's my load and other responsibilities?
  - Calculation of load PowerPoint
  - Committees, office hours, meetings, student clubs • What

  forms do I need? (links to forms on intranet/internet)

- What do I need to know about college governance?
  <u>119</u> - <u>How College Governance Affects You</u>
  State Academic Senate website : <u>http://www.asccc.org/</u>

First Month
Week 1: How do I manage my time?
  <u>120</u> - <u>Surviving the Journey</u>

Week 2: How will I be evaluated? Tenure process

Week 3: How did it all begin… history of the community college?

101 - History and Mission of Community Colleges

Week 4: Online discussion related to the first month's activities: reflections, feelings, questions.

First semester
Week 5: board policies and meeting agenda's.

Week 6: Online discussion of campus culture and generate FAQ"s by new faculty.

Week 7: Activities: COC website scavenger hunt (Webquest)

Week 8: Where's my course outline… WebCMS?

Week 9:
        Who are my students and how do I help them?
        103 - Characteristics of Community College and Their Students
        115 - Increasing Effective Communication and Student Resiliency
        116 - Helping Your Students
        117 - Student Support Services 118 - Focusing on Diverse Needs Resources:
                Learning Styles
                The Adult Learner
                Student Support & Guidance How
        do I manage my classroom?
        108 - Effective Class Management Skills
        Resource: Manage Learning Environments

Week 10: How can I become a better teacher?
        109 - How People Learn 110 - Learning Theories 111 -
            Approaches to Teaching Resources:
        Teaching and Facilitating Learning - Level 1
        Teaching and Facilitating Learning - Level 2

Week 11:
What library resources are available to me? What
do I need to know about technology?
        112 - Technology in the Classroom
        Resource: Learning & Adopting New Technologies

Week 12: Does my teaching make a difference?
        106 - Assessment
        107 - Grades and Testing

Resource: Assessment for Learning

Week 14: What do I need to know about copyright?
114 - Legal and Ethical Issues in the Digital Information Age

Week 15: Discussion on what do you still need to know?

First Year-Second semester
Week 1: Discussion on questions and challenges as you begin the new semester

Week 3:
How do I evaluate an adjunct? Samples and forms to use on the intranet How
do I modify or create a new course in WebCMS?

Week 5: What committees can I join? Other activities?
Organizations:
American Association of Community Colleges: http://www.aacc.nche.edu/
Community College League of California
http://www.ccleague.org/i4a/pages/index.cfm?pageid=1
League for Innovation for Community Colleges: http://www.league.org/index.cfm

Week 7: What else do I need to know about the big picture?
http://www.cccco.edu/ Chancellor's Office What do I need
to know about Educational law? Resource: Educational
Law

Week 9:
How should I evaluate programs and SLO's? Resource:
Developing & Reviewing Programs
Program Accreditation
How do I create partnerships and write grants? Resource:
Grant Writing

Week 11:
What about online teaching?
113 - Technology and Distance Education
@One Project: technology training http://www.cccone.org/
High Tech training center: http://www.htctu.net/ What about
research.. what is an IRB?
CITI training for faculty and students.
http://www.citiprogram.org/default.asp?language=english

Week 13: Discussions, reflections, evaluations at the end of the year.

Feedback Mechanism

Survey Monkey is an on-line survey tool that allows the organizer to gather data quickly through software allowing you to design and implement surveys. With everyone's busy schedules Survey Monkey improves accessibility to data and information gathered from surveys.

With the assistance of this program, our solution team was able to develop and distribute the designed survey to all department chairs to ask for their feedback on the feasibility of scheduling new faculty for classes only on Mondays through Thursdays and leave Friday open for the first year (Appendix B). Their responses were positive. It is recommended that Survey Monkey be used as a feedback mechanism throughout the course of the year with new faculty. This will allow the professional development team to get quick and honest feedback since faculty can respond anonymously. This tool can also be used during the end of each semester's reflection workshops where feedback is crucial to the continuing success of the program.

Force Field Analysis

Our solution team conducted a force field analysis to assist us in overcoming barriers and to bring about the desired changes to our existing new faculty orientation process to becoming an effective year long learning community cohort program.

Based on our analysis, we identified stakeholders that have an interest in our program and devised a plan to address each group or individual. Members of our team met with the following stakeholders at the college to share our concept, to obtain buy-in, and to obtain feedback on our proposal:

1. Faculty Social Committee- This committee will be developing social activities for faculty and we will work with them to develop social activities for new faculty.

2. Department Chairs and Deans- A survey was sent out to department chairs to ask about their willingness to not schedule new faculty for classes on Fridays their first year and the majority agreed that they can do it..

3. Mentoring Program- Met with program coordinator to check on the feasibility to designate the mentors earlier in the process (3-4 weeks before the semester begins). He is open to this idea.

4. Professional Development- Met with the director to obtain support. Leslie Carr, Director, Professional Development would be the administrator of the SYNERGY Program. The program would be scheduled and overseen by the Faculty Development Committee. Fred D'Astoli and other committee members would be responsible for

coordinating and finding facilitators for the Friday bi-weekly workshops. The budget would need to be mildly increased for meals, welcoming packages and t-shirts. Furthermore, faculty would receive flex credit for presenting workshops as well as completing the SYNERGY Program.

5. Institute of Teaching and Learning- Met with coordinators of the program to address possible workshops to be included in SYNERGY.

6. Met with James Glapa-Grossklag and Chad Estrella and Mike Gunther about the use of blackboard, website, and our potential online needs.

7. Met with the Academic Senate president about the workshops for Tenure process and timeline.

8. Faculty Development Committee- met with committee to explain our concept who providing overwhelming support for the program as well as support for the activities being counted towards flex credit.

9. Vice President of Instruction- met with Dr. Capet to share the SYNERGY concept. He was very excited and supportive of this program.

6. Financial Plan

Personnel Costs
This program will be housed under the Professional Development Department; therefore, there should not be any additional personnel costs. The Faculty Development Committee will assist in working out details of the sessions of the program.

Duties of the individuals assigned may include, but not limited to the following:

- Preparing enriching activities for each of the scheduled meetings
- Scheduling rooms
- Obtaining guest speakers or facilitators
- Developing electronic communication for each SYNERGY participant
- Coordinating the SYNERGY program for the first year, and then ongoing
- Assessing the SYNERGY program and making recommendations for adjustments
- Appraising the participation of each new faculty member

Supply Expenses
A very small supply budget may be necessary for the purchase of literary materials essential for the success of the SYNERGY program and its participants.
Some of these costs may include:
- Welcome breakfast and refreshments for meetings o Continental Breakfast $3.00 to $5.00 per person o Lunch $7.00 to $10.00 per person

- Department retreat expenses, if included
- T-Shirts $15.00 each
- Reimbursement for travel

Train the Trainer Expenses
We recommend that a representative from the Faculty Development Committee attend an upcoming workshop on learning communities to be able to apply cutting edge knowledge about the most effective ways to establish a learning community to foster the experiences we want to achieve with our program (Appendix C).

It is estimated that these three types of costs will not exceed $1000.00 per fiscal year.

- Flex credit is recommended as compensation for in-house faculty and staff participation in the SYNERGY program

There may be additional personnel and ongoing supply expenses if the SYNERGY program is successful, and continues. It will also depend on the size of the new faculty cohorts each year.

7. The Organizational Structure

The SYNERGY program will be housed under Professional Development. Within, this department, the program will be under the oversight of the Faculty Development Committee which is responsible for professional development activities for faculty in general. There will also be dotted connections from the Mentor Program to SYNERGY as well as from the Institute of Teaching and Learning to SYNERGY. An organizational chart is included in Appendix D.

8. Appendices

<u>**Appendix A: Spring 2008 New Faculty Survey Results**</u>

Spring 2008 New Faculty Survey
LEAP: Team #3, New Faculty Learning Community Cohort
Conducted and Compiled by Jia-Yi Cheng-Levine
March 2008

An email soliciting responses to the following questions was sent out to 32 relatively new faculty members who were hired from Spring 2007 to the present.

1) As a new faculty, what workshops or trainings have helped you begin a new career at COC as a full-time faculty?
2) What were the most challenging aspects of your job when you began as a fulltime faculty at COC? How do you think the College could have helped you or can still help you in facing those challenges?
3) Knowing what you know now, what aspects of/about the College that you wish you had known earlier?
4) After having been at COC for a semester or two, what kind of information and knowledge that you think would help you navigate the College's infrastructure and system(s)? (For instance, decision-making process at the division/college level, tenure, contract, class assignments, networking opportunities, student complaints, community involvement?)
5) What are the 2-3 most important aspects of a tenure-track faculty position that you feel should be addressed as soon as one is hired?

RESPONSES:

1) As a new faculty, what workshops or trainings have helped you begin a new career at COC as a full-time faculty?

- Nancy Smith's faculty leadership seminars; Fred D'Astoli's teaching tips; Assorted other FLEX workshops
- New faculty orientation a la Fred D'Astoli, FLEX: the tenure process, FLEX: the curriculum process
- I would have appreciated a workshop on the College's structure, particularly identifying who is in charge of what specifically.
- As a new faculty, what workshops or trainings have helped you begin a new career at COC as a full-time faculty?
- On-line teaching workshops/classes (edu90. for instance)

- The EDU 080 was a great class for someone new or old, but more for someone new to COC. I learned about the various departments on campus, resources, and community partnerships. The class also made me think of what I wanted to do with my career at COC and develop future plans. I also had an opportunity to work with others and build my network and develop ideas for COC as well. Overall it was a great introduction to COC and more. I have also taken advantage of other EDU 090 and 088 this semester and still in those classes, which wow, have really really trained me with technology and training for on-line teaching. What an experience that has been so far. I really like the hands on type courses where I can learn and apply them.
- Weekly department trainings; Associate Program; Online Instructor Training, including EDUC 090.
- I found the courses I took on blackboard and the faculty introduction seminar with Fred D'astoli quite helpful.

2) What were the most challenging aspects of your job when you began as a fulltime faculty at COC? How do you think the College could have helped you or can still help you in facing those challenges?

- I was full time elsewhere and an adjunct here, so I can't really think of anything.
- TENURE COMMITTEE WAS KEY IN HELPING WITH CHALLENGES AND PROBLEMS. THEY HAVE A VARIETY OF BACKGROUNDS, SO EACH HAD A DIFFERENT PERSPECTIVE.
- No employee "handbook". Every other institution that I have worked for has had a Quick Guide book/Check off list for things a new hire must do. I got this information in bits and pieces over my first 2 months here from multiple sources, but it would have been helpful if it was all in one packet. Ex. get your photo card here, get copies here, sign up for direct deposit here, get your parking pass here, get your keys, programmed by following these instructions, get your phone/voicemail set up by following these instructions….ect.
- I really feel that the job is challenging, but not so much that I need any help, except in finding the right persons to talk to when I have questions (see #1 above)
- Getting to know people & protocols. Not sure the college can do anything extra in this regard - it's just a learning curve.
- It was a challenge at first and took me some time to get acclimated with the new environment and expectations. There were a lot of new technological avenues that I had to learn and adapt to. As a full-time Counselor who teaches Counseling courses, I would have liked to see more training on the expectations teaching these classes. This semester the dept. will be meeting with others who teach these types of courses to share and dialog about what it takes to teach these courses. So I feel that I will get what I needed this way. Also, it would have been nice to go around to all the departments and meet others, but with our busy schedules that didn't take place. Slowly but surely I am making the rounds.   So perhaps for new

faculty, bring in all Directors and Chairs of each office and dept. so faculty can be familiar with who they are on campus. This can take place during faculty orientation. Another challenge is trying to keep up with so much going on at the College. On top of the normal day to day duties, there is so much to keep up with. They are constant updates, announcements, events, new committees, events and so on. I can't seem to move as quickly as the college and miss out on many of the opportunities as they come too fast. It's something I have to adapt to and plan way ahead.

- Effectively managing my time (and quality of participation) between regular counseling duties, teaching, program development, and committee membership. To be honest, I'm not sure how the college could assist me in this regard—it's just part of the responsibilities of a full-time faculty member at College of the Canyons.

- It was a pretty nice transition. I have met a lot of neat people and feel there are many opportunities to get involved. I feel quite comfortable with the way things have worked out.

3) Knowing what you know now, what aspects of/about the College that you wish you had known earlier?

- THAT MID-YEAR HIRES ARE SCREWED OVER FOR THE STEP-UP ON THE PAY SCALE THE FOLLOWING YEAR. REALLY, REALLY, REALLY THIS WAS THE MOST DEMEANING, RUDE AND DISRESPECTFUL THING THAT HAS HAPPENED TO ME AT COC. I'VE WORKED AN ENTIRE YEAR EITHER AT MY PRIOR JOB AND THEN AT COC, BUT I GET STUCK AT MY INCOMING HIRING RATE FOR 18 MONTHS.

- Proquest/Online Library passwords/access. Escort service for evening instructors. How to calculate TLUs. What are the ACTIVE committees on campus…not the list on Internet which is completely outdated. A more thorough discussion of the various rosters…drop, no show, FW…and when to use add slips. Why do we have some many VPs?

- I was (and remain) a little confused (to say the least) about the office assignment policies at COC. I know the seniority idea behind the present assignments (and I can understand that), but the reality of the policy from my point of view is that it disassociates new faculty from their most immediate colleagues in their respective departments by having them scattered across campus. In our dept for instance, 3 new full-timers are located in 3 out-of-the-way offices - I never see my colleagues and as a whole, the larger dept rarely (never) interacts.

- I know the prevailing wisdom is that we supposedly get to interact with different depts hence encouraging "collegiality", but in reality I don't think that is what the policy is intended to serve. I am also speaking here somewhat on behalf of my colleagues, who have expressed similar bewilderment.

- As new-comers, all of us feel somewhat isolated most of the time. From a practical standpoint, it seems like one of the more peculiar policies on campus.
- Everything! Tell new faculty about what the college is doing and what it will be doing in the future. Share the master plan

4) After having been at COC for a semester or two, what kind of information and knowledge that you think would help you navigate the College's infrastructure and system(s)?

- NETWORKING WITH OTHER DEPARTMENTS OUTSIDE OF DIVISION. DECISION-MAKING PROCESS INFORMATION AND COMMUNITY INVOLVEMENT
- An easy to navigate webpage and/or "retreat" for new faculty at the new field studies location.
- I feel that I would like to know more about the counseling department and how curriculum council works. I would also appreciate workshops on the Senate and the COCFA and what they do.
- I haven't yet seen the "can-do" attitude on display in some instances so far. I would like to see a lot more openness to certain processes (eg. new curriculum ideas etc.)
- A master calendar of events for the semester. A list of all committees and contact information. This way faculty can plan ahead of time and get involved.
- Having worked in Student Services for over 2 years, I've received quite an education in the institutional workings of this college (quite an advantage when moving from part to full-time). Nonetheless, I would still appreciate a seminar or workshop for new faculty that provides a detailed summary and explanation of the contract.
- I still have relatively little clarity about most things. Like how to reserve rooms, how to begin a new program, what steps need to be taken to write new curriculum and many others. However, I don't see this as a problem. Rather just things I have to ask around about to find out.

5) What are the 2-3 most important aspects of a tenure-track faculty position that you feel should be addressed as soon as one is hired?

- CHANGING THE 0 SEMESTER TO SEMESTER 1. THIS WAS THE SECOND MOST ANNOYING, RUDE, AND DISRESPECTFUL THING THAT HAPPENED HERE. THE FULL TENURE PROCESS MUST BE EXPLAINED ASAP TO THE NEW FACULTY. THIS IS ESPECIALLY IMPORTANT TO FACULTY WHO HAVEN'T COME FROM HIGHER ED.
- What is expected at a tenure committee meeting…self eval, copies of syllabi ect. None of this was explained to me. I was told "it was in your contract", but really,

who has time to read that entire   contract and commit it to memory in their first month at COC??

- A general list of the different committees on campus and what they do, when they meet.
- A list of the administrative offices on campus. Why so many VPs, who should we approach with different types of problems.
- I think the tenure process needs to be clarified first. Everything else above can follow.
- What are the 2-3 most important aspects of a tenure-track faculty position that you feel should be addressed as soon as one is hired?
- The larger workload that you will have to deal with
- How to look at your position from a long-term standpoint.
- More information on the process itself, how it works, who will be on that committee, how the members are selected, observations and visits etc.
- Let new faculty know about outside opportunities early on so they can plan ahead.
- Let faculty know about the expectations that COC has for them above their teaching load.
- Contract; tenure process; schedule/assignments.
- What your responsibilities are
- What your support system is

Appendix B: Survey Monkey – Survey Results from Department Chairs

View Summary

Page: Default Section

1. Do you belive it is important for new faculty to participate in a new faculty orientation?

	Response Percent	Response Count
Yes	100.0%	24
No	0.0%	0
answered question		24
skipped question		0

2. Would you be willing to keep new faculty's schedules clear from teaching on Fridays for the first year of their contract in order to participate in a New Faculty Learning Community which would include orientation, flex activities, workshops designed for new faculty, mentoring and social activities?

	Response Percent	Response Count
Yes	95.7%	22
No	4.3%	1
answered question		23
skipped question		1

Appendix C: Training the Trainer Information

http://www.iats.com/conferences/Institute_info2008.html

International Alliance of Teacher Scholars

Home	Contact Us	News
Conferences	Publications	Membership

Lilly Conferences | Schedule | FLC Developers' Institutes

New and Experienced FLC Developers / Facilitators
June 18-21, 2008

FLC Conference Registration | FLC Conference Proposal Submission Form | Schedule

You are invited to the Institute & Conference for New and Experienced FLC Developers / Facilitators June 18-21, 2008 and the FLC Conference June 21, 2008 at Claremont Graduate University in Southern California

FLC developers and facilitators have been identified as the most important keys to FLC success. Developers/Facilitators can learn successful strategies and methods for designing, implementing, and facilitating FLCs and FLC programs at the 9th annual FLC Summer Institute & Conference. The 5th annual FLC Conference also is open to presenters and participants not in the Institute.

Interested in starting or enhancing Faculty Learning Communities on your campus?

Join colleagues at the 9th Annual Institute & Conference for Faculty Learning Community Developers / Facilitators

June 18-21, 2008

Institute participants will develop plans for their own FLCs. The 2008 Institute will be conducted by Milton D. Cox, Miami University and Leslie Ortquist-Ahrens, Otterbein College. The Institute has been cited as the most efficient way to prepare to facilitate or to enhance an FLC. The FLC Conference is part of the Institute for Developers / Facilitators.

Join us at the 5th Faculty Learning Community Conference! June 21, 2008

Even if you are not attending the Institute, you are invited to share your FLC's outcomes, challenges, impact, and results and hear from others who have developed and participated in FLCs. See the call for proposals for more information.

Costs

Institute & Conference fees include registration, materials, and meals beginning Wednesday evening through Saturday lunch, except for dinner "on your own" on Friday night. Conference Only fees include registration, materials, and lunch on Saturday.

Institute & Conference

Individual $425

Team Members (3 or more) $400 (must be paid by check)

Conference Only

Individual $175
Presenter $160
Team Members (3 or more) $150 (must be paid by check)

Lodging

There are a number of hotels within easy driving distance of the university. We have arranged a special group price of $109 (double or single) at the closest (walking distance), the Doubletree Hotel in Claremont. Reservations for the Claremont Doubletree can be made at 909.626.2411. Let them know you are with the FLC Institute group. Last day to get the reduced rate is May 17th. Rooms at this rate are available for June 18, 19, 20,and 21. If you want to arrive earlier or leave later, contact Laurie Richlin at the Institute to make arrangements.

Travel

The closest airport (10 miles) to Claremont is Ontario, California – a very nice, easy-tonegotiate medium sized airport. Because Southern California does not have public transportation and taxis are very expensive, we recommend that participants rent cars at the airport.

Institute and Conference Site
Claremont Graduate University, Claremont, (Southern) California

What is a Faculty Learning Community?

A *faculty learning community* (FLC) is a cross-disciplinary group of faculty and professional staff of size 6-15 (8 to 12 is the recommended size) engaging in an active, collaborative, yearlong program with a curriculum about enhancing teaching and learning and with frequent seminars and activities that provide learning, development, interdisciplinarity, the scholarship of teaching and learning, and community. A participant in a faculty learning community may select a focus course or project to try out innovations, assess resulting student learning, and prepare a course or project mini-portfolio; engage in biweekly seminars and some retreats; work with student associates; and present project results to the campus and at national conferences. Evidence shows that FLCs increase faculty interest in teaching and learning and provide safety and support for faculty to investigate, attempt, assess, and adopt new (to them) methods.

FLCs have been implemented successfully at over 100 institutions - a full listing (in Microsoft Excel format) is available.

How do we start an FLC program?

The single most important element in their success has been the preparation of developers and facilitators. The FLC Developers' and Facilitators' Institute has been a primary source of preparation and support for FLC development. Although not required, we recommend you register in teams of 3 for maximum impact. There are a limited number of places available and individuals/teams will be accepted on a first-come, first-registered basis.

Where can I find more information?

More information on creating and facilitating FLCs is available in Cox, M.D. & Richlin, L. (2004). *Building Faculty Learning Communities.* New Directions for Teaching and Learning, No. 97. San Francisco: Jossey-Bass or at the international FLC website.

Appendix D: Organizational Chart for SYNERGY

Diane Fiero
Vice President
Human Resources

Assistant

Leslie Carr
Director
Professional Development

Coordinating Committee
The coordinating committee will:
*Develop campus wide Prof. Dev Activities
*Evaluate Prof. Dev. Activities
*Review Prof. Dev. budget

CHAIR
Committee chairs will also serve on the Coordinating Committee

CHAIR
Committee chairs will also serve on the Coordinating Committee

CHAIR
Committee chairs will also serve on the Coordinating Committee

Administrative
Development committee

Classified
Development committee

Faculty
Development committee

SYNERGY PROGRAM

Mentor program

Institute of Teaching and Learning