

(Excerpted from 2013 Tacoma Community College Faculty Development Report, prepared for Dr. Pamela Transue)

## **SECTION FIVE: CONCLUSIONS AND RECOMMENDATIONS**

### *Task Force Conclusions*

After analyzing the results of the faculty surveys, sharing research done by task force members, and providing the opportunity for task force members, all of whom are involved in and committed to faculty development, to share their experiences, we arrived at the following conclusions:

- Currently, faculty development as a whole does not seem to be a core part of our institution. Although there are a variety of faculty development activities, there is no single staff person who speaks for faculty development. There is no obvious budget.
- We lack strong coordination of activities: while activities are rich and varied, there is no overarching coordination. Staff members work individually rather than as a unit. Creating mutual goals, using each other as resources, and helping to evaluate each other's success would strengthen our faculty development program.
- Money is scattered among various budgets.
- There is no vehicle for sharing calendars of faculty development activities
- The purpose of Professional Development Days is unclear.
- Several programs seem ineffective or are no longer in existence:
  - Tenure process seems random. Currently, committees view their charge as supporting and strengthening probationers, as gate keeping or as a rubber stamping process.
  - Serious and consistent post-tenure review is not occurring on campus.
  - Our mentoring program has disappeared. Annual faculty professional growth expectations should be clarified.
- Acknowledgement for professional development is often not occurring, especially for adjunct faculty. In addition, there is no forum for faculty who have presented at conferences to share their knowledge on campus.

### *Recommendations*

The task force recommendations fall into six major categories:

#### **1. Continue to fund and implement current effective major faculty development activities**

Included in this category are activities such as the Winter Institute, New Faculty Orientation and Seminar, Learning Communities, UDL cohorts, Fall Faculty Retreat, Assessment Activities, Exploration of Open Educational Resources.

#### **2. Strengthen institutional support for faculty development**

- Create a new position of Associate Dean of Faculty Development to coordinate, design and implement faculty development activities; manage, coordinate and publicize faculty development funds; and to be "at the table" as a member of the Instructional Administrators group.
- Maintain our current team of staff members. Their individual strengths, knowledge, and commitment provide the variety and options that are the strength of our program.
- Provide clerical support for faculty development.
- Create a physical space where the people involved in planning and implementing faculty development activities have offices adjacent to one another so that continuous communication and planning will occur.
- Continue to maintain a physical place (the Teaching/Learning Center or other) for faculty development activities, committee meetings and faculty gatherings.

### **3. Support New Initiatives**

- Publicize an annual faculty development plan with areas of emphasis & major activities prepared by the faculty development staff. This plan should be evaluated annually.
- Create and maintain a faculty development information web page (dates, times, places, learning objectives).
- Design and conduct an annual intensive Summer Institute (1 to 4 weeks of in-depth study/work on selected topics).
- Design and offer a more robust first-year experience for all full-time faculty members that includes mentoring, required observations of fellow faculty members, as well as the new faculty seminars that are currently occurring.
- Create a mentoring program for both full-time and adjunct faculty members.

### **4. Revise Existing Expectations**

- Agree on clear, written professional development expectations for faculty throughout their TCC career.
- Review and enhance the tenure review process, and design and implement required training for tenure review committee members.
- Implement post-tenure review process. The process should also be aligned to meet the re-accreditation cycle for professional/technical staff.
- Plan and implement a structured time for departments and programs to meet to discuss faculty development within their disciplines (possibly one of the Fall Professional Development Days).
- Revisit and clarify the purpose of Professional Development Days.

### **5. Acknowledge Faculty Success**

- Recognize faculty who have been accepted to present at off-campus teaching/learning or discipline-specific conferences by offering the presentations on campus (possibly during Spring Professional Development Day).
- Create a system to recognize faculty development completed by adjuncts, whether this is pay for time, points towards a pay increase (similar to full-time faculty PAUs) or certificates.

### **6. Maintain commitment to faculty development that meets current needs of TCC faculty, staff and students**

The task force recommends that the faculty development plan be formally evaluated every three years to ensure that our faculty are supported in their mission to create meaningful and relevant learning.