**ITEM #5.b.**

**Faculty Development Report**  
for Academic Affairs and Standards Council, SCC  
*December 12, 2014*

New Faculty Onboarding

- The need to support faculty who are new to SCC has been long-standing and well-recognized, and needs to be a continuing priority.
- In efforts to practice ongoing quality assessment and improvement regarding the process of welcoming new faculty to South Central College, I am working with multiple partners to embrace the review, revision, and enhancement of the current process of new faculty onboarding.

**Plan Components:**

- Review existing processes & procedures and share for feedback/input.
- Evaluate what is currently being done and identify opportunities for improvement or enhancement.
- Examine information gathered through faculty needs assessments and feedback opportunities, student surveys, and other data as it pertains to supporting new faculty.
- Consult with academic leadership and department chairs for input and ideas.
- Create a plan & timeline for moving forward with any new, enhanced, or modified process and procedure elements.
- Design an opportunity for assessing the effectiveness of any existing elements, changes or new components to ensure currency and quality.

**Steps taken thus far:**

- Data was consulted and responses were pulled together regarding what has already been suggested or identified as needs for new faculty.
- A meeting has been held that included the VP of SAA, the VP of HR, me, and an HR rep to discuss what onboarding looks like logistically and some questions were posed about what can be required by and compensated for – these conversations will continue.
- Current structure as well as benefits/challenges were put together in a document for initial review and feedback.
  - The document was presented to the Academic Deans & Department Chairs Council (convened by the VP of Student and Academic Affairs) for discussion
  - Reactions/suggestions were gathered. Some of the top items that surfaced during discussion included the following:
    - Target training & development – identify what topics can be ‘universal’ and which are better suited for a specific cohort
      ~ Would ideally include a mix of online/face-to-face
      ~ Adjunct faculty should be part of the ‘larger group’ but also could be a cohort that has specific needs that should be addressed aside from the unlimited faculty
    - Broaden some topics. Narrow others – some information is necessary for all, but some is department or program-specific or based on previous knowledge
      ~ Some of this might be better suited to a mentoring program within departments
    - Don’t make assumptions – when designing a new faculty process, never assume what our SMEs are coming with in terms of experience or reference points
      ~ Potential to include evaluation to assess ‘where they are’ when they come on board?
    - Address urgent needs – build in a ‘what you need to know to survive component, then follow up with additional items; overload happens too fast when all is given at once
Discussed what has already been done & built including previous materials and Darci's graduate work on a 'survival guide' – how to incorporate into available mats now?

- Emphasize being a continual learner – allow for multiple opportunities, especially during the probationary period
- Consider individualization of the process – addresses immediate, global, and individual needs
- Include CBI – some of the needs are similar and some are specific to the consultants/instructors who work in that area, but they could use support as well

- Dr. Tarnowski and I will work on a timeline that will consider other things that are happening (welcome, HR necessities, start of semester, evaluations, pdp’s, etc.) and how to best set timing in regards to supporting incoming faculty.
- I will meet with Department Chairs to get their feedback, input, suggestions. Additionally, I would like to specifically discuss with them what Mentoring could look like in the departments; it was agreed they would be invaluable in considering this as a component.
- Michele B. and Barb E. offered to assist with setting things in place so we will be getting together to discuss the structure / support elements that are needed.

Learning Central ~ Training & Development Opportunities

- Organization of Opportunities
  - A Training & Development Plan is being constructed to organize training & development opportunities in a comprehensive way in order to facilitate manageable, intentional design & delivery.
  - Solen and I have been working to put together a database of training & faculty development opportunities that can be cross-referenced based on five main elements: 1) Topic; 2) Audience; 3) Timing; 4) Facilitator; 5) Delivery Method
  - Resources – existing and needed – are being considered and pulled together to support the opportunities; these will be included in each of the individual training/dev plans that are developed or revised as a result of this process (some exist, more will be created).
  - The training plan is being reviewed by the entire Learning Central team to ensure that all items have been considered; communication needs are being considered as a part of the plan and will be rolled out concurrently.
  - From the database/training plan, a timeline of design & delivery will be created.
    - Some implementation will happen during Spring 2015, and a full calendar will be created for AY 2015-2016