

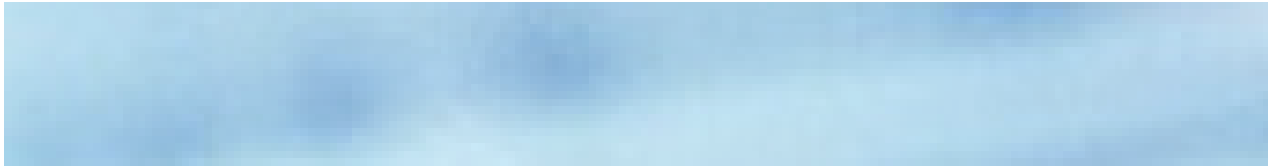


POLICY BULLETIN

HOW STATES CAN ACCELERATE COMMUNITY COLLEGE INNOVATION BY SUPPORTING FACULTY LEADERSHIP

BY DAVID ALTSTADT

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HOW STATES CAN ACCELERATE COMMUNITY COLLEGE INNOVATION BY SUPPORTING FACULTY LEADERSHIP

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States wrestling with the challenge of increasing community college student completion rates recognize that a critical next step is building support among faculty for reform efforts. Faculty can play a crucial role in bridging the historic divide between policy and practice. Empowering faculty to take a substantive role in informing policy decisions, while also supporting pedagogical and curricular changes in their classroom, has proven to be a successful strategy employed by several states.

Creating the state and local infrastructure to promote faculty leadership in the reform process leads to better statewide policy and stronger faculty buy-in, according to state and college members of the Achieving the Dream, Developmental Education Initiative, and Completion by Design policy network participating in a December 13, 2011, meeting convened by Jobs for the Future. Fifteen states are represented in the network. Eleven of the states were represented at the meeting, entitled “State Policy Infrastructure for Faculty Engagement and Innovation Diffusion.”

Drawing on the experiences of the participating states, attendees highlighted three key ways that states can help institutions to deepen the engagement of adjunct and full-time faculty in high-priority, completion-focused reforms:

STEP 1: Enlist faculty on state-level committees and research projects charged with recommending policy and programmatic changes.

STEP 2: Expand the availability of professional development to prepare faculty for the need to teach differently.

STEP 3: Help faculty make better use of data on student outcomes to inform classroom practices and state policies.

Meeting participants also filled out questionnaires on their states’ experience with engaging faculty in reforms. The matrix at the end of this policy bulletin provides a cross-state summary of their extensive efforts, describing the venues states use to bring faculty together, how much data-related professional development is offered, and how states are incenting faculty participation. The matrix allows readers to quickly understand the range of state activity and collect new ideas for their own work.

STEP 1: NURTURING FACULTY LEADERSHIP IN POLICYMAKING

Several states have taken strides to empower faculty across the state’s community colleges to both develop and champion student success initiatives. Representatives from a number of states described their impressive recent activities in this realm. For example, Virginia and North Carolina have instituted formal systems for engaging faculty in standing committees and research projects that are advancing major changes in developmental education. When done well, meeting participants explained, faculty members ultimately

This policy bulletin draws on Jobs for the Future’s extensive work helping states develop and promote sound policies and practice that create stronger pathways from high school to and through college for low-income, minority, and first-generation students.

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take ownership of a state's reform efforts and champion them on campus.

"Now that we have invited faculty into the process of redesigning developmental education, they have fully bought into it," said Michael Snider, project coordinator for the Ohio Association of Community Colleges, which is the state's policy liaison to Achieving the Dream and Completion by Design. "We couldn't stop the momentum to change now even if we wanted."

The **VIRGINIA** Community College System has undertaken a multiyear effort to overhaul the delivery of developmental education across the state's 23 community colleges and 40 campuses. Although initiated by Chancellor Glenn DuBois and supported by central office staff, the resulting large-scale redesigns of developmental math and English have been conceived and championed by committees consisting of faculty as well as a range of campus-based administrators, said Susan Wood, vice chancellor for academic services and research at the Virginia Community College System (Asera 2011).

Virginia convened a task force to shape the goals of redesigning developmental courses, but at the center of the state's participatory process were separate "redesign teams" for developmental math and English. These teams conceived plans to divide developmental math into nine modules and to integrate reading and writing curriculum for remedial English, Wood explained. Each of the redesign teams spawned a curriculum committee—consisting solely of faculty from each college—to create a curriculum guide that is aligned with the broader recommendations and outcomes of redesign teams. The system office is currently assembling individuals, including faculty, to lead campus implementation.

In **NORTH CAROLINA**, faculty at community colleges are leading several policy-driven initiatives to implement new curricula and improve student success. Through the Developmental Education Initiative, the State Board of Community Colleges is engaging faculty on committees tasked with making pedagogical reforms to developmental education, said Sharon Morrissey, senior vice president and chief academic officer for academic and student services at the North Carolina Community College System.

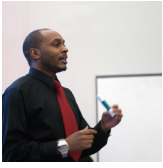
Also in North Carolina, the board has turned to faculty to spearhead multiyear research projects to revise course curricula through North Carolina's longstanding Curriculum Improvement Project. Most recently, faculty worked on curricular changes to programs and courses in order to incorporate "green" skills into existing technical credential programs, Morrissey noted. *(For more information, see <http://www.successnc.org/initiatives/code-green-super-cip>)*

Faculty at five North Carolina colleges participating in Completion by Design are addressing the range of postsecondary educational concerns that affect completion, including educational practice, data analysis and use, leadership, cost efficiency, systems change, and policy. The North Carolina Community College System is looking to the faculty-led effort for concrete suggestions on ways to improve completion across the state, Morrissey explained.

The **MASSACHUSETTS** Department of Higher Education has worked hard to involve faculty in the policy and practice work undertaken through the Vision Project, a public agenda for higher education that calls for attention to five key educational outcomes, such as college completion and workforce alignment. Faculty are heavily involved in Vision Project work groups charged with developing policy recommendations, particularly in the area of student learning. Faculty-led groups focused on improving student learning assessment practices have also been extremely active, reflecting the energy in the national discussion about assessment and placement.

In Ohio and Michigan, non-state actors have taken strides to engage and nurture faculty as leaders in policy change.

The **OHIO** Association of Community Colleges formed a committee of faculty and other college officials to recommend a series of policy and programmatic changes to developmental education, said Snider of the association. The OACC has built a reputation for brokering policy reforms between colleges and the Ohio Board of Regents. Most recently, it forged consensus among colleges for recommended changes in state funding for higher education, which now rewards community colleges for student persistence and completion, not just enrollment. Ohio's new performance-based funding structure measures student



KEY BARRIERS TO FACULTY ENGAGEMENT

Meeting participants identified a number of obstacles that states face in seeking to engage faculty in reforms. They noted challenges in involving the vast number of faculty in state-level policy discussions, building a culture of professional development, and making institutional research and data more accessible and relevant to instructors. And an overarching sensitivity was the danger of burdening faculty with many new responsibilities.

“As a former community college instructor, I have tremendous respect for what faculty already do, often for low pay,” said Lane Glenn, president of Northern Essex Community College in Haverhill, Massachusetts. “Any effort by states to engage faculty needs to balance efficiency and effectiveness to make it as easy as possible for faculty to fit additional commitments into their busy work schedules.”

Meeting participants noted that it is critical to focus equal energy on engaging adjunct faculty, especially because adjuncts teach so many developmental courses. Given their heavy workloads, often spread across many campuses, adjuncts often lack the time to join committees, evaluate student data, or continue their professional development. These are challenges states must face and overcome.

The participants explained that faculty, whether adjunct or full time, struggle to make use of institutional research. On some campuses, they noted, institutional research departments do not guide faculty through queries about or the interpretation of student data—even though these are the first steps toward adjusting teaching strategies to improve student performance.

Finally, high-level governance structures have implications for faculty engagement. For one thing, “decentralized” states, in which community colleges are governed and operated at the local level, lack clear authority to convene faculty across institutions, let alone set state-level policy. In addition, unlike secondary schools, postsecondary institutions have not mandated teachers to complete continuing education courses. Any effort to set a new standard may run up against stiff resistance from faculty, particularly those who are unionized.

performance through developmental education, leading college presidents to take a greater interest in developmental curricula and processes and to support OACC’s effort to convene faculty and others to recommend changes, Snider noted.

The newly formed **MICHIGAN** Center for Student Success has launched a faculty leadership initiative to identify faculty champions of reform on campus and throughout the state’s decentralized system of community colleges, said Chris Baldwin, executive director of the Michigan Center for Student Success. The first step is to convene a small group of faculty to determine the targets of their policy reform efforts, and then engage the broader community of faculty to join the discussion. “Faculty engagement makes the membrane between policy and practice more permeable,” said Baldwin. “We are trying to put in place an infrastructure so that faculty can inform policy, not just respond to it.”

STEP 2: NURTURING FACULTY DEVELOPMENT IN THE CLASSROOM

Meeting participants recognized that reforming state policy is less likely to produce intended improvements in student outcomes unless efforts are also made to support change in the classroom. Following up on their efforts to engage faculty in policymaking, states in the policy network are taking strides to strengthen faculty professional development opportunities.

ARKANSAS was singled out for plans to support faculty through the implementation

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of developmental education reforms. The Arkansas Center for Student Success, an offshoot of the state's community college association, is providing intensive, on-campus coaching to faculty and administrators to help them implement major reforms to developmental math and English, said Mike Leach, the center's executive director.

The Arkansas Center is also working with about half of the community college campuses to form faculty inquiry groups to guide remedial instructors on how to use research and data in support of further refinements to the curriculum and pedagogy, Leach explained.

"We often think of professional development as an activity done individually or at conferences. Professional growth and development can be an integral part of the work of teaching that people do every day, and it can be collaborative with colleagues," said Rose Asera, an independent consultant who presented at the meeting and is helping the Arkansas Center develop faculty inquiry groups.

Asera described faculty inquiry groups as a way for instructors to collaborate in identifying and investigating questions about their students' learning, and then apply this evidence in crafting curricula, assessments, and pedagogies. These, in turn, become subjects for further inquiry. Faculty inquiry will not happen by itself, Asera noted, but rather must be shaped and directed. For starters, faculty participants must determine important questions that need to be answered about their campus.

Additionally, Arkansas is putting developmental education faculty through a week-long training program modeled after the highly regarded Kellogg Institute, which the National Center for Developmental Education created to aid faculty on instructional design and development, assessments and placements, academic support services, and outcome assessment and program evaluation. (Virginia also offers a mini-Kellogg Institute for developmental education faculty.)

It is important to offer professional development in ways that are best suited for the learning styles and situations of faculty, said Barbara Bonham, senior researcher and professor at the National Center for Developmental Education. Developmental education instructors need

flexibility to complete learning activities on their own time because so many teach part-time, Bonham explained. She noted that Honolulu and Valencia Community Colleges use Web-based technology to deliver professional development.

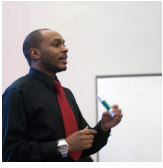
Meeting participants remarked that states historically have not done much to support professional development among college faculty, particularly those teaching developmental education. They acknowledged that a developmental education faculty well-seasoned in data analysis and evidence-based teaching techniques could ultimately inform effective public policy, and engaged in a rich discussion of how to incentivize faculty participation in professional development.

STEP 3: NURTURING FACULTY CAPACITY TO USE DATA

Meeting attendees examined strategies for engaging faculty as users of data and research to inform both policy and practice. They noted that disseminating data to faculty can build an understanding of—and support for—the need for change and the curricular and pedagogical changes shown to be most effective at improving student success. At the same time, they discussed the need for faculty to initiate their own data queries in order to learn first-hand about causes of their students' performance and to evaluate potential solutions.

"States and colleges need to support a culture of experimentation," said Greg Stoup, vice president of the RP Group and leader of the data discussion. "When complementing classroom experiences, data can guide faculty members in testing different teaching strategies, which ultimately could inform policy decisions."

Institutional research can give focus to faculty inquiries. Meeting participants discussed the need to instruct faculty in using institutional research as yet another form of professional development. Stoup presented several tips for guiding faculty through queries and interpretation of student data. Rather than merely provide data in response to requests, institutional research departments should engage faculty in dialog about what faculty seek to find out and



FACULTY INQUIRY INFORMING STUDENT SUCCESS STRATEGIES IN CALIFORNIA

Two foundation-supported initiatives launched faculty inquiry groups at 25 community colleges in California to help faculty members uncover why students struggle in developmental education courses and to test strategies for improving student performance. The experience of those groups can inform state-level discussions about faculty engagement focused on improving student completion.

Strengthening Pre-collegiate Education in Community Colleges, co-sponsored by the Carnegie Foundation for the Advancement of Teaching and the William and Flora Hewlett Foundation, operated across 11 community colleges from 2007 to 2009. SPECC colleges created professional development opportunities for educators to collaboratively examine student work, assess and redesign the curricula for developmental courses, create common assessments, and look deeply at obstacles to or supports for improved learning and teaching (Carnegie Foundation 2008; Huber 2008).

SPECC campuses explored many models for bringing people together in faculty inquiry groups. Some groups involved colleagues from across disciplines; some were specific to teachers of sections of the same course.

- At Laney College, vocational education teachers conducted “reflective inquiry,” including research into student demographics, scores on placement tests, and student reading assessments. Somewhat to their surprise, the faculty participants found that their students were similar in many ways to those taking basic skills English and math.
- Basic skills faculty at Cerritos College conducted student surveys, which uncovered surprising differences in the demographic profile of the students taking developmental mathematics and English, leading instructors to refine their teaching strategies to fit the different needs of older math students and younger students in English classes.

A faculty survey found that participation in faculty inquiry groups led to experimentation with teaching strategies, confidence about meeting student needs, reenergized teaching, higher expectations for student learning, and evidence that student learning has improved. At the JFF convening, Rose Asera noted that the reputations and leadership skills of participating faculty members often influenced the success of the groups.

The Hewlett Foundation also sponsored Bridging Research, Information, and Culture (BRIC) from 2010 to 2011, seeking to strengthen cultures of inquiry and evidence in the California Community Colleges System through three complementary activities:

- BRIC provided technical assistance to 15 colleges to strengthen collaboration among institutional researchers, faculty members, and student services professionals, with the goal of improving meaningful and rigorous collection of information and applying these findings to inform college practices.
- BRIC made available a suite of resources to the entire college system, including a series of inquiry guides, free one-day regional professional development opportunities, and online tools such as webinars and narrated PowerPoint presentations.
- BRIC collaborated with the RP Group to provide dedicated support to institutional researchers and planners, including the dissemination of resources, data tools, research strategies, and professional development opportunities. This collaboration helped streamline reporting responsibilities, allowing institutional researchers to spend more time engaging in meaningful data use conversations on campus (BRIC 2012).

Greg Stoup, vice president of the RP Group, reminded participants at the JFF convening that colleges must provide time and space for faculty members and institutional researchers to delve deeply into an inquiry and to turn data into action.

adjust data queries accordingly. In sharing data, it is best to present it in graphics and charts that can tell a story about student performance, as opposed to statistical tables that can lead to confusion and multiple interpretations, he added. When research is presented well, Stoup concluded, data can help faculty develop a theory for change and implement successful innovations.

RECOMMENDATIONS

Informed by their states' experiences, meeting participants discussed several critical and effective strategies for creating the infrastructure to develop faculty as change leaders.

HANDS-OFF SUPPORT FROM THE TOP

In Michigan, Baldwin said that engaging faculty would fail if it came as a directive from college presidents. On the other hand, states with centralized systems have demonstrated that state and college leaders can play an important role in articulating the need for policy and programmatic changes and for faculty participation in the process, Morrissey and Wood agreed. Yet, they added, even these officials must be willing to step aside to allow faculty to lead redesign efforts. Otherwise, faculty may become suspicious of the state's intent and ultimately turn against proposed reforms.

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Wood noted that Virginia Chancellor DuBois took a hands-off approach to advancing reforms to developmental education. Although the central office staffed redesign committees, committee members ran the meetings and developed the policy reform agenda.

North Carolina took a similar approach. As Morrissey explained, “By allowing faculty to own and direct projects, the unexpected happens. But almost always it results in better solutions and more buy-in than would have otherwise occurred.”

SELECTIVE FACULTY APPOINTMENTS

The community college systems in both Virginia and North Carolina take great care when picking faculty for committees, but their selection processes differ. To build a sense of competition and elite status for its developmental education committee, Morrissey said, the North Carolina Community College System has asked colleges for faculty nominations. In Virginia, the central office invites faculty members who they deem can add the most value to a particular stage of policy reform. Wood said the central office has filled committees with long-time contributors and new voices, as well as both proponents and skeptics of reform.

INCENTIVES FOR COMMITTEE PARTICIPATION AND PROFESSIONAL DEVELOPMENT

Recognizing the potential time and financial burdens of engagement in policy and curriculum reform efforts, several states have provided incentives to faculty participants. In both Virginia and North Carolina, faculty members who engage in state policy committees receive teaching release time. North Carolina also offers travel stipends, using grant money to cover the cost. Incentives for research projects are more substantial. The Virginia Community College System awards grants to faculty members who conduct research to inform curricular redesigns. North Carolina has similarly granted faculty sabbaticals to focus on research and design recommendations for programmatic and curricular changes.

In the case of professional development, the participants noted three key ways that states could take a more active role in expanding access: fund professional development; mandate it; and create incentives for faculty to get it.

FUND PROFESSIONAL DEVELOPMENT: Arkansas has several grants to support reforms to developmental education. The state is using about half of these funds to provide professional development to faculty as mentioned before.



MANDATE PROFESSIONAL DEVELOPMENT: Three years ago, in an effort to reform developmental education, the Arkansas legislature required that faculty receive professional development. No other state in the policy network has such legislation, although Ivy Tech, the community college system for **INDIANA**, requires that all new faculty attend a “boot camp” and receive mentorship from a veteran faculty member. And in **OKLAHOMA**, Rose State College has developed a course catalog of continuing education units (CEUs) and requires that new faculty complete six core courses.

Meeting participants noted that states have long required secondary-level public school teachers to complete continuing education courses. States could consider requiring postsecondary faculty to earn CEUs that promote high-leverage change strategies—and to reward them with some form of credential, said Bonham.

INCENTIVIZE PROFESSIONAL DEVELOPMENT: Indiana’s Ivy Tech gives faculty release time for participating in the boot camp. To entice veteran faculty to earn CEUs, Rose State College in Oklahoma gives a cash payment for completing 15 units and an iPad for completing 30 units. As a result, more than half of faculty members have enrolled in the courses, said Jeff Caldwell, associate vice president for academic affairs at Rose State College. “It has built a culture focused on quality and continuous improvement,” Caldwell added.

DATA-INFORMED DECISIONS AND ACTIONS

Meeting participants noted the power of using data and inquiry to guide experimentation and continuous improvement in faculty teaching strategies—and ultimately to inform policy and programmatic reforms stemming from the faculty. Disseminating data to faculty on committees and throughout college systems can help faculty understand their students’ experiences and outcomes better, increase faculty demand for data, and build faculty support for the urgent need to address the status quo. In Virginia, Wood noted, data has strengthened anecdotes based on classroom experiences into evidence worthy of guiding committee decisions.

CLEAR DECISION-MAKING PROCESSES

Recognizing that disagreements are an inevitable yet important part of committee work, states have sought ways to conclude debates appropriately and move to making decisions. Wood described how committees in Virginia settled disagreements through majority rule. It took the air out of heated debates because committee members realized that they did not need to reach full consensus, she added.

“It was important that everyone around the table had a voice in decisions, particularly those who tend not to speak up during disagreements,” Wood said.

BROAD FACULTY BUY-IN

States, often in concert with faculty members sitting on committees, have taken great strides to reach out to the broader community of faculty to seek their input and support for policy reforms, meeting participants explained.

Virginia formed an online forum to disseminate information about developmental education best practices and about proposed reforms.

The site also enabled faculty across the state to share their policy and programmatic ideas for developmental education and inquire and opine about committee decisions, Wood said. Some faculty were suspicious of committee recommendations because they were not involved in committee work. While central office staff addressed most user comments, committee members took it upon themselves to respond to the more vitriolic posts. This bolstered the role of faculty in championing reforms and dispelling the concerns of their colleagues, while minimizing the

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perception that the central office was pushing programmatic reforms without faculty input, Wood added.

To further build buy-in, Virginia has held discussions on developmental education reforms as part of an annual conference of faculty. In North Carolina, faculty involved in committee work took the initiative to plan their own conference with fellow faculty in order to share proposed policy reforms. Several states, including Ohio, Massachusetts, and **SOUTH CAROLINA**, are using large-scale meetings as a venue to discuss the need for developmental education reforms and to build support for particular policy ideas.

NEXT STEPS

The JFF convening highlighted the efforts of several states to engage faculty in student success initiatives. In many cases, states have bolstered engagement in a particular activity—in policymaking, in data analysis, in professional development—that may conclude once the initial funding ends or the objective is achieved.

The immediate challenge for states is to establish permanent structures for nurturing faculty leadership in policy and practice to support continuous improvement, concluded Michael Collins, associate vice president for postsecondary state policy at JFF.

“Only then can states ensure that innovative ideas for improving student success in community colleges are diffused between and among colleges and their faculty and implemented both in policy and in the classroom statewide,” Collins concluded.

CROSS-STATE MATRIX OF FACULTY ENGAGEMENT EFFORTS

Representatives from the 11 states attending the December 13, 2011, meeting entitled “State Policy Infrastructure for Faculty Engagement and Innovation Diffusion” provided answers to populate the following matrix. This matrix can serve as a resource for state policymakers assessing what their peers from other states are doing to nurture faculty leadership and engagement.

Some high-level trends from the states include:

- In seven states, faculty members participate in state-level groups that recommend policy and programmatic changes to developmental education.
- Nine states provide faculty with training on how to use data.
- Three states make data readily available to faculty without request. Three states are building comprehensive data systems to expand data access. Two states provide detailed data to faculty involved in redesign efforts.
- Five states offer incentives, such as release time and travel stipends, to encourage faculty to participate in policy discussions and professional development opportunities.
- Technology use and evaluation of the impact of faculty engagement strategies are lagging.

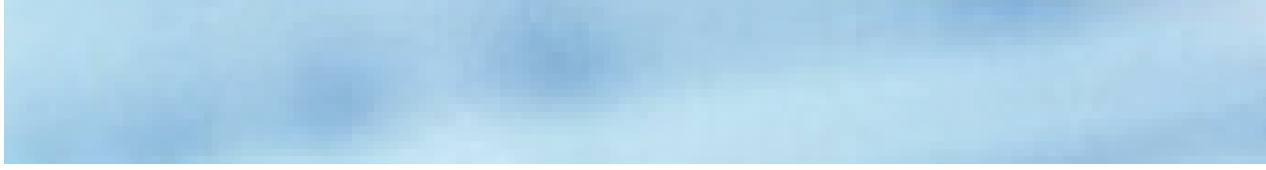


CROSS-STATE MATRIX OF FACULTY LEADERSHIP AND ENGAGEMENT EFFORTS
 SELF-REPORTED ANSWERS FROM REPRESENTATIVES OF 11 STATES ATTENDING DECEMBER 13, 2011 MEETING ENTITLED "STATE POLICY INFRASTRUCTURE FOR FACULTY ENGAGEMENT AND INNOVATION DIFFUSION"

STATE	VENUES FOR SEEKING FACULTY INPUT	ACCESS TO DATA	PROFESSIONAL DEVELOPMENT FOR DATA	INCENTIVES
ARKANSAS	<p>What venues and activities does the state use to bring faculty together, especially for student success efforts?</p> <p>Quarterly meeting of statewide course redesign workgroup, comprised of faculty representing each college. Arkansas Association of Two-Year Colleges (AATYC) and the Arkansas Department of Higher Education (ADHE) set the meeting agendas.</p> <p>Technical assistance workshops with national redesign leaders, organized by AATYC.</p> <p>Frequent meetings to implement certain course redesign models, funded through several grants through AATYC and ADHE.</p>	<p>Does the faculty have access to data beyond their classes? Department data? College data? Cross-institutional data?</p> <p>Data available upon request.</p>	<p>Are there system-wide professional development efforts underway to teach faculty how to use data in a continuous improvement model? Is this done locally or systemically?</p> <p>Through grant funding, faculty undertaking course redesign work will receive professional development, deliberately emphasizing the use of data for continuous improvement purposes.</p>	<p>What incentives are used in your state to encourage faculty participation in engagement efforts, including policy change process, data use, and professional development?</p> <p>Release time for faculty to participate in various grant-related activities, including course redesign and faculty inquiry groups.</p> <p>Stipends for additional faculty to participate in faculty inquiry groups.</p>
	<p>Convene faculty from all 12 colleges to examine best practices for redesigning curricula and improving student success.</p> <p>Faculty gatherings hosted by system leadership.</p> <p>The Center for Teaching collaborates with faculty committees to host professional development days each semester, along with other training opportunities. The agenda focuses on student success and continuous improvement efforts.</p> <p>Agenda is set by each respective group.</p>	<p>Local data available on campus; system-level data available through deans, institutional research, and presidents. Granularity of data is dependent on a "need to know" philosophy at the local level.</p> <p>Currently implementing a business Intelligence tool within the Institutional Research Database, with the goal of providing more information on student performance and success at the college level.</p> <p>Faculty can receive training to use tool.</p>	<p>Local efforts are underway by the college Institutional Research, Directors and college leadership, facilitated by system office leadership. The data coming forth from the institutional research database will support this effort.</p>	<p>Developmental Education Initiative grant provided (1) \$5,000 for each of 12 colleges to award faculty stipends/release time to participate in redesign; (2) \$2,500 each to five colleges for professional development to support faculty participation in conferences or institutes related to redesign.</p>
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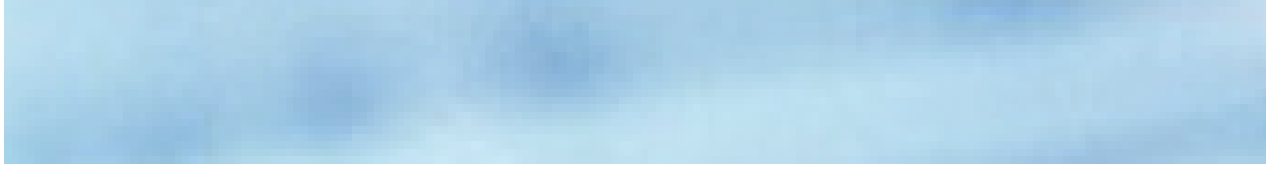
STATE	VENUES FOR SEEKING FACULTY INPUT	ACCESS TO DATA	PROFESSIONAL DEVELOPMENT FOR DATA	INCENTIVES
FLORIDA	<p>Florida Department of Education hosts an annual Faculty Connections Conference, including topics such as developmental education and student success.</p> <p>Meetings also are held through several statewide workgroups and associations such as the Council on Instructional Affairs, the Florida Developmental Education Association, and English for Academic Purposes Consortium.</p> <p>Faculty participated in the review and testing of the Postsecondary Education Readiness Test (P.E.R.T.), the new common placement test used to determine a student's readiness for entry-level college credit coursework.</p> <p>The Developmental Education Initiative Redesign teams incorporate faculty members and administrators.</p>	<p>Colleges make data available to faculty upon request.</p> <p>The Florida Department of Education houses the Data Warehouse for all of Florida's students enrolled in public institutions. A Student Success Dashboard is under construction that will incorporate state and institutional data.</p>	<p>The annual Connections Conference hosted by the Florida Department of Education's Division of Florida Colleges incorporates a data workshop for interested faculty.</p>	<p>Have not found a need for incentives; rather, faculty members volunteer when they understand the purpose of engagement.</p>
INDIANA	<p>Curriculum meetings and adjunct faculty conferences are regularly held by the state; agendas are set through the state office and are mediated through the Office of the Provost.</p> <p>Professional development offices engage new faculty in a semester-long orientation about the campus and student body.</p> <p>Adjunct faculty undergo required training, with particular emphasis on those teaching developmental studies students and first-year experience courses.</p> <p>Cross-functional teams of faculty and staff participate in councils (e.g., the Math Learning Council, Student Success and Retention Learning Community, Data and Assessment Learning Community), which hold discussions on student success in specific areas/courses.</p>	<p>Data are available to all staff and faculty via college-wide Infonet.</p> <p>Regional data are distributed through shared college drive and by IR department.</p> <p>Data also are disseminated through a standing data and assessment team comprised of a cross-section of staff and faculty.</p>	<p>At the onset of Achieving the Dream, Ivy Tech developed a series of meetings and institutes to relay the continuous improvement model employed by ATD to the entire college. Since then, the model has been integrated in departmental onboarding processes and new hire orientations. In addition, the college supports the efforts of the ATD Strategy Institutes by sending designees to participate in best practices conversations and to initiate "teach backs" upon their return.</p>	<p>No state policies yet; see also earlier answers for discussion of required orientations and training.</p>



STATE	VENUES FOR SEEKING FACULTY INPUT	ACCESS TO DATA	PROFESSIONAL DEVELOPMENT FOR DATA	INCENTIVES
<p style="text-align: center;">MASSACHUSETTS</p>	<p>Under the umbrella of the Vision Project, the Department of Higher Education engages faculty through: (1) Numerous working groups charged with developing policy recommendations within the key educational outcomes of college participation, college completion, student learning, and workforce alignment; (2) Meetings between the Department of Higher Education Commissioner, Board of Higher Education Chairman, and faculty governance groups to discuss the policy implications; (3) Conferences and meetings to engage a broader section of faculty in informative presentations and discussions; (4) Implementation of pilot projects on campus, funded through the state-appropriated Vision Project Performance Incentive Fund and external sources.</p> <p>In addition, the Department of Higher Education hosts campus-based meetings and typically sets the agenda. Faculty and administrators set the agenda for two of the gatherings (1) Advancing a Massachusetts Culture of Assessment, and (2) the Campus Engagement Teams for the Partnership for the Assessment of Readiness for College and Career.</p> <p>Professional development is made available, focused on improving student learning outcomes.</p>	<p>Local colleges handle data requests. The Department of Higher Education is planning to build a framework for student learning outcomes assessment that will allow for comparability from program to program, campus to campus, and state to state.</p>	<p>No data-related professional development at state level yet; efforts underway.</p>	<p>No incentives at state level yet.</p>

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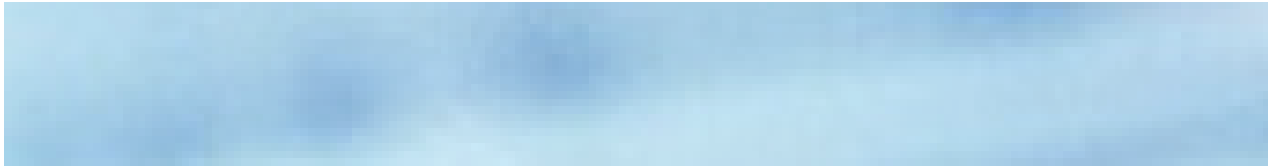
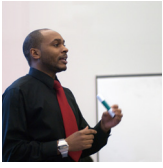
STATE	VENUES FOR SEEKING FACULTY INPUT	ACCESS TO DATA	PROFESSIONAL DEVELOPMENT FOR DATA	INCENTIVES
MICHIGAN	<p>The Michigan Center for Student Success has established the Faculty Leadership Initiative to create regional and statewide networks of faculty focused on increasing student success, stimulate faculty inquiry groups on individual campuses and identify, and develop and support emerging faculty leaders. Currently focused on statewide discussion of college-readiness benchmarks. The first two meetings are scheduled.</p> <p>Annual student success summits.</p>	<p>Data will be more accessible as the statewide data system comes online. In the first year, the initiative is focusing on aspects of college readiness as a primary topic and will examine aggregated data from Achieving the Dream colleges to support inquiry.</p>	<p>No data-related professional development at state level yet.</p>	<p>No incentives at state level yet.</p>
NORTH CAROLINA	<p>For the Developmental Education Initiative, faculty are engaged in curriculum redesign; beta and pilot testing; development of professional development sessions for peers across the state to help them to transition to teaching redesigned development education courses; placement testing policy discussions; establishing criteria for a customized diagnostic assessment; and engaging with registrars, financial aid directors and student development administrators to troubleshoot registration and financial aid procedures for the redesigned curriculum.</p> <p>Also, state policy team and redesign teams for developmental math and English selected faculty as committee members through a competitive nomination process. Faculty work teams set meeting agendas.</p> <p>For Code Green Super Curriculum Improvement Project, a competitively selected lead college or faculty member convenes faculty and sets agenda, consistent with guiding principles articulated by a state-level group of selected presidents, chief academic officers, and faculty.</p>	<p>Faculty who work on statewide policy or curriculum initiatives have access to state-level data to inform/support their work.</p>	<p>The Completion by Design and Achieving the Dream colleges have instituted data-informed continuous improvement models.</p> <p>To bring to scale the Completion by Design activities of colleges, professional development strategies will be employed to teach faculty how to use data in continuous improvement.</p>	<p>Faculty who participate in statewide curriculum development activities, such as DEI and Super CIP, usually receive a one-course teaching load reduction and paid travel to meetings. NCCCS also invites participating faculty to present at conferences and workshops.</p>



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OHIO	<p>Regional and statewide meetings on curriculum, pedagogy and higher education trends convened by the Ohio Association of Community Colleges; the OACC (with attendee/college feedback) sets the agenda.</p>	<p>Varies by campus, but generally little access to data, even for specific class data.</p>	<p>Statewide and institutional meetings to teach faculty how to use data.</p>	<p>No incentives at state level.</p>
OKLAHOMA	<p>Annual Course Equivalency Project meeting to discuss articulation and other topics as suggested by academic vice president and State Regents staff. Faculty Advisory Council monthly meetings to discuss work plan topics identified by institutional faculty. Partnership for Assessment of Readiness for College and Careers meetings, organized by State Regents staff. Workshops and materials on specific topics, such as prior learning assessments, adult learning focused institutions, and NCAT course redesign. Convened faculty to help develop Reach Higher bachelor and associate degree programs.</p>	<p>Data are available online and upon request.</p>	<p>Achieving the Dream institutions have made annual presentations to non-ATD institutions to discuss using data and building an evidence-based culture. Two institutions have applied Badridge criteria and earned the Oklahoma Quality Foundation Award.</p>	<p>The Oklahoma State Regents for Higher Education provides free registration for all in-state conferences and professional development, including annual enrollment management and CAEL-related. Stipends and travel expenses are provided for Reach Higher meetings. Faculty members receive recognition for serving two-year terms on the Faculty Advisory Council. <i>(See page 7 for discussion of Rose State College's incentives.)</i></p>
SOUTH CAROLINA	<p>South Carolina Technical College System recently hosted three system-wide workshops on enrollment management/student retention, working with millennial students, and best practices in student orientation. SCTC System is planning a system-wide faculty academy for fall 2012. Faculty convene peer groups/workgroups to discuss academic and student services issues (e.g., course content, course descriptions, etc.)</p>	<p>At the system level, dashboards with information on graduation rates, retention, financial aid, etc. are now available to all employees, including faculty.</p>	<p>At the system level, the faculty academy will include a session on effective practices in institutional research.</p>	<p>No incentives at state level, though system workshops are free. Most colleges offer tuition assistance for their employees who complete the leadership certificate program (in existence for several years); some offer release time for participation on various projects.</p>

POLICY BULLETIN

STATE	VENUES FOR SEEKING FACULTY INPUT	ACCESS TO DATA	PROFESSIONAL DEVELOPMENT FOR DATA	INCENTIVES
<p style="text-align: center;">VIRGINIA</p>	<p>The Chancellor's Faculty Advisory Committee meets at his invitation two times per year. The agenda is set mostly by the group, with support from system office staff.</p> <p>Faculty, designated by each college, participate in state-level task groups charged with redesigning developmental education, including making decisions on curriculum; Virginia Community College System convenes task group meetings.</p> <p>Faculty participated in setting the new strategic plan, Achieve 2015, for the entire system of 23 colleges.</p> <p>A Director of Professional Development coordinates faculty peer groups by discipline; agendas are set by a planning group of discipline faculty.</p>	<p>Faculty engaged in particular initiatives have access to appropriate data, typically presented system-wide and by college.</p> <p>Developmental education redesign involved deep examination of data to establish the case for change.</p> <p>All system faculty and staff have access to the Student Success Snapshot series, published bimonthly, which presents a big idea of student success through system- and college-level data.</p>	<p>New Horizons, an annual conference attended by hundreds of faculty, includes professional developmental opportunities about the use of data to support continuous improvement.</p>	<p>Reassigned time for participation in key initiatives, such as developmental education redesign.</p> <p>Faculty participant expenses (lodging, meals) are defrayed to enable attendance at discipline peer group meetings.</p> <p>Some professional development activities offer research grants and fellowships to support doctoral work or special projects.</p>



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COMPLETION BY DESIGN is a five-year community college redesign effort focused on raising community college completion rates for large numbers of low-income students under 26 while containing costs, maintaining open access, and ensuring the quality of community college programs and credentials. Completion by Design is an initiative of the Bill & Melinda Gates Foundation's Postsecondary Success Strategy.

WWW.COMPLETIONBYDESIGN.ORG

ACHIEVING THE DREAM is a national nonprofit leading the nation's most comprehensive non-governmental reform network for student success in higher education history. The Achieving the Dream National Reform Network, including nearly 200 institutions, more than 100 coaches and advisors, and 15 state policy teams—working throughout 32 states and the District of Columbia—helps 3.75 million community college students have a better chance of realizing greater economic opportunity and achieving their dreams.

WWW.ACHIEVINGTHEDREAM.ORG

The **DEVELOPMENTAL EDUCATION INITIATIVE** builds on the foundation of Achieving the Dream, adapting it to the challenges associated with students who enter community college in need of remediation. Six states—Connecticut, Florida, North Carolina, Ohio, Texas, and Virginia—are committed to an aggressive policy and capacity-building agenda to support their community colleges' efforts to improve success rates for students in need of developmental education. MDC is the managing partner of the Developmental Education Initiative.

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