Faculty Competency by Design: A Model for Institutional Transformation

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For a decade, Valencia Community College has striven for a faculty development program with direct impact on student learning. The college succeeded by designing faculty learning with the same logic we apply to student learning. Valencia's program for new tenure-track faculty focuses on significant faculty learning outcomes, a learning-centered pedagogy, high standards of scholarship, and continuous program assessment. The college's Teaching/Learning Academy and a coordinated tenure process have cultivated new learning leaders and created a fresh partnership among deans and faculty members. This developing process of new-hire faculty development has been pivotal to Valencia's learning-centered transformation.

Introduction

In 1997, a task force at Valencia Community College resolved to create a competency-based culture at the college. The group sought to define competencies for students, faculty, and staff, and maybe even trustees. After a year of study and deliberation, the task force had created the first part of their vision: a draft of Valencia's Student Core Competencies placing think, value, communicate, and act at the heart of Valencia's curriculum. This, by itself, was a considerable achievement. Even so, at the group's celebratory final meeting, a vice president reminded them, "Of course, we still need competencies for faculty and staff." The group murmured its agreement and officially disbanded.

By fall 2001, a different college group had been charged with reforming Valencia's induction program for newly hired tenure-track faculty. At its first meeting, the group recalled the unfinished business of faculty competencies
and saw the chance to realize another part of the competency-based vision. And so, Valencia embarked on an intriguing path to design a learning program for faculty with the same logic it had applied to students. In principle, at least, what worked for student adult learners ought to work for faculty. Following that logic, the design group imagined:

- A faculty development program that focused on significant learning outcomes and promoted lifelong professional mastery
- A learning-centered pedagogy that would challenge a broad range of faculty learners
- Learning work that reflected high standards of scholarship and met explicit criteria of assessment
- An assessment process that fed back into improved faculty learning and enhanced program design

As it turned out, pre-tenure faculty members weren't the only ones who benefited from Valencia's reform. Good design involves a good bit of discovery, too, and all the participants discovered there were things for us to learn about faculty development. We were about to go through the messy process by which a healthy organization creates, and continuously must recreate, programs of faculty vitality.

Learning Leaders

Circumstances do sometimes conspire. In 2000, a new Valencia president, Sanford Shugart, engaged the college in broad conversations about strategic goals, including the aim of developing “learning leaders” across a large, multi-campus college. At the same time, the college was realizing that its existing faculty induction program, called the Faculty Academy, didn't suit the varied needs of Valencia's newly hired faculty. When it was instituted in the early 1990's, the Faculty Academy had been an important stepping stone. It moved Valencia from scattered professional development for tenure-track faculty to a portfolio evaluation model. But it consisted mostly of a one-size-fits-all program and measured a participant's progress by seat time. Sincere efforts to improve it had failed to quiet faculty dissatisfaction. Finally, a steering committee recommended that the Faculty Academy be scrapped and replaced by something entirely new. The committee's recommendations were simple: Focus on teaching and learning. Tailor the program to faculty candidates' individual needs. Foster peer interaction.
What better place to develop learning leaders than in a new faculty induction program? Valencia was ready for the task. In summer 2001, President Shugart and the elected faculty leadership had authorized a wholesale redesign of the Faculty Academy and designated a full-time coordinator from faculty ranks. As fall term began, the coordinator convened a group of faculty members who were grounded in the college's emerging learning-centered initiative. They were faced with a daunting challenge: to reengineer the faculty induction program (now renamed the Teaching/Learning Academy, or TLA) that would be simultaneously implemented for faculty newly hired in 2001. From the outset, the redesign had to involve the college’s 22 deans, who at Valencia combine the functions of department chair and division dean. The deans have extensive individual contact with their faculty and a large stake in the success of their tenure-track faculty. In 2001, these deans would start guiding about 45 newly hired faculty members through a three-year pre-tenure process—a process that didn’t exist yet. As the design team and the deans developed the TLA, its design would have to be endorsed by faculty governance leaders and executive administrators. Above all, the new program had to be in tune with the college’s commitment to the learning paradigm.

Valencia’s readiness to take on this challenge wasn’t just a matter of circumstance. It was an effect of culture. Through the 1990s, with the support of federal and private grant programs, the college had become more collaborative and collegial in its way of working and better educated in the emerging national conversation on learning. Faculty and administrators were used to speaking frankly while working collectively toward shared goals. Leaders in faculty governance were often also leaders in curriculum and program innovation. The learning paradigm had taken root, not everywhere, but in patches where its appeal and utility were becoming more visible. Now this collaborative culture was about to be tested.

**Competency by Design**

In tradition-bound places like colleges, we’re not often handed a blank slate. With the new Teaching/Learning Academy, Valencia had the chance to design a learning process from the inside out, something everyone recommends but college educators seldom have the opportunity to do. For a few furious months in fall 2001, the ad hoc faculty design team and the college deans set to the gritty work of designing for learning. Their work addressed a thorny cluster of questions:
• What essential professional abilities did we seek in a faculty educator (a term that includes teaching faculty as well as counselors and librarians of faculty rank)? How should these faculty competencies reflect Valencia's aim to become a learning college, as Tagg (2003) has termed it? Could we design faculty competencies that for now might only apply to new-hire faculty development but eventually be accepted as the center of all faculty development?

• How could each tenure candidate's learning program be individualized and tailored to both his or her professional learning needs and the department's needs, while also promoting broader and consistent development of professional competencies?

• Who should design and lead the TLA learning program? What should be its core curriculum and how should it encourage deep learning in a supportive and collaborative process?

• How would the candidate's learning be demonstrated, documented, and assessed? How could assessment enhance the candidate's learning without getting tangled up in pre-tenure anxiety? How would the assessment process be documented in ways that held the stakeholders accountable to core principles?

• How would a candidate's progress through the TLA program be related to the tenure decision-making process?

Valencia's answers to these questions took shape over several months of intensive dialogue among members of the entire academic community. The TLA design group led a series of summer workshops with the college deans. Not only were deans highly vested in the new program's success, they also had their own ideas about the development of new faculty. Some were justifiably anxious about a new tenure process that promised to redefine their role. As summer turned to fall and ideas became more coherent, they were presented to the faculty-at-large and the Faculty Association Board, where a valuable feedback loop among the principal stakeholders continued to shape the design.

From these discussions emerged the components of a workable faculty development program. Its cornerstones were a set of essential competencies for faculty educators (the equivalent of student core competencies) and an individualized plan of professional learning. Its programs—a curriculum, the campus roundtables, the portfolio, and the assessment process—emerged as the necessary stimulus to and support for faculty learning. As a result of these efforts, the following components are currently in practice at Valencia.
Faculty Competency by Design

1. Essential Competencies of a Valencia Faculty Educator

Tenure-track faculty members are required to demonstrate core abilities of a learning-centered educator and, in turn, develop them during their post-tenure professional practices. The following essential competencies define broad areas in which Valencia educators strive to improve: learning-centered teaching strategies, Valencia Student Core Competencies (think, value, act, communicate), LifeMap (Valencia's brand name for developmental advising), assessment, inclusion and diversity, scholarship of teaching and learning, and professional commitment (see Appendix 20.1 for competency statements and indicators). These competencies synthesized the substantial literature on the reform of teaching and learning (Gardiner, 1996) and were collaboratively developed among all the principal stakeholders within Valencia's academic community.

2. Individualized Learning Plan (ILP)

Newly hired tenure-track faculty members, in collaboration with their deans, design a two-and-a-half year learning program to meet the candidate's most urgent learning needs. The ILP defines individualized and often specific learning outcomes that reflect one or several essential competencies (see Figure 20.1). Take, for example, this learning outcome from a mathematics professor's ILP: "Improve the level of Intermediate Algebra students' critical thinking skills by developing learning-centered teaching strategies that correspond with higher-order testing methods." This learning outcome involves the essential competencies of employing learning-centered teaching strategies, assessing for learning, and teaching for the student core competency think. The ILP also establishes a set of activities and projects to achieve and demonstrate learning targeted by the faculty member. Each ILP includes a schedule of formative assessments by tenured faculty peers.

3. The TLA Curriculum

The Teaching/Learning Academy offers, on an annual cycle, professional instruction, mentoring, roundtable discussions, and individualized learning. The TLA curriculum is geared to developing the essential competencies and supporting TLA candidates in their progress through their learning plans. The TLA web site, http://faculty.valencia.cc.fl.us/development/Programs/TLA_academy, functions much like a textbook and course manual, offering support through online mini-courses, samples of action research projects, professional portfolios and links to faculty development resources. The TLA workshops often employ nationally recognized leaders in teaching and
learning research but also rely on in-house expertise that has developed over 10 years of largely grant-funded faculty development programs (Nellis, Clarke, DiMartino, & Hosman, 2001). The graduated cycle of TLA support leads the candidate toward successful completion and a tenure decision based on a full view of the candidate's current professional mastery and potential for professional growth (see Figure 20.2).

Professional Portfolio

The professional portfolio gathers qualitative evidence of the candidate's achievement of ILP learning outcomes and appropriate mastery of the essential competencies. In a format they choose, candidates collect and present materials documenting the "clear and concise evidence of the quality" of their professional practices (Seldin, 2004). Typically, candidates augment paper portfolios with CDs, audiotape, and/or videotape. Increasingly, candidates are finding advantage in online portfolios. Regardless of format or organization, all candidates are required to provide the same portfolio elements (see Appendix 20.2) and adhere to the same standards of scholarship as expressed in the evaluation rubric (see Appendix 20.3).
A panel consisting of the dean and three tenured faculty members provides formative assessment of the candidate’s ILP and his progress toward completion. Formal ILP review occurs on a graduated cycle (see Figure 20.2), but usually deans and often peer reviewers offer informal feedback as the candidate’s work develops. The panel’s formal reviews are summarized in writing and become part of the candidate’s portfolio. This public assessment aids deans in their decisions about continuation of contract during the pre-tenure period. Besides the traditional devices of student evaluations and classroom observations, deans now have evidence in the developing ILP of the candidate’s focus on student learning. For the candidates, the ILP review process provides a model of assessment for improvement and an authentic opportunity to discuss pedagogy with their dean and faculty peers.

Faculty Coordinator and Campus Facilitators

The full-time, college-wide faculty coordinator and a team of tenured faculty members from different disciplines and from each campus support tenure candidates as they develop their learning plans. Facilitators lead campus
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roundtables, stimulating peer interaction and collaboration among members of each new-hire class. Facilitators also design and present workshops and provide campus liaison to faculty and deans on each of Valencia's four campuses.

Results: A Continuous Program Assessment Process

From the earliest days, the TLA leadership has been committed to continuous, evidence-based program assessment. Eventually, the program adopted Astin's (1991) Inputs-Environments-Outcomes model as a basic framework. Not only do we systematically assess participants' learning, we have also assessed TLA programs and ILP processes. Currently, the assessment process consists of the following multiple program evaluation measures:

- Candidate's assessment of professional needs consist of TLA-generated surveys, *Teaching Goals Inventory* (Angelo & Cross, 1993), *A Guide for Composing Teaching Philosophies* (Nuhfer, Krest, & Handelsman, 2003), and candidate self-reflection.

- Pre- and post-surveys in Year-1 measure a candidate's understanding of the essential competencies and tenure process, and constructing appropriate learning outcomes (LOs). For the class of 2007 Year-1 (see Figure 20.3) the percentage of respondents who reported confidence in constructing a LO increased from 88% to 95% of participants. Those who reported having a good idea for their LOs increased from 58% to 100% of the participants. The percentages of the class who reported they understood the competencies and the tenure process increased by more than 10%.

- Pre- and post-surveys in Year-2 measure candidates' understanding of constructing a competency-based portfolio and using student feedback to improve teaching, counseling, or librarianship. The data (see Figure 20.4) indicate a dramatic increase in percentage of candidates reporting that they understand these key components of creating a portfolio: creating evidence-based artifacts, accurately assessing an artifact, evaluating a reflective critique, planning the organizational structure of a portfolio, writing an analysis of an essential competency, and assessing the outcomes of an action research project. In each category, at least 60% reported they understood the component. These skills and understandings are critical for the successful completion of a portfolio.

- Retention rates (course dropout rates) and mean GPAs for students of TLA graduates will be compared to those of experienced faculty mem-
FIGURE 20.3
Class of 2007 Year-1, Pre- and Post-Survey

Survey responses: Pre-survey, n=26; post-survey, n=19

FIGURE 20.4
Class of 2006 Year-2, Fall 2004 Pre- and Post-Survey

Survey responses: Pre-survey, n=29; post-survey, n=22

bers and common discipline-area faculty with extensive experience. This project will begin in summer 2005.

- Faculty portfolios provide qualitative evidence of a candidate's integration of the essential competencies in his or her practice via the individualized learning outcomes. Forty-five candidates started in the initial tenure class, and of those, 39 submitted final portfolios. All final portfolios were judged either acceptable or exemplary using the Valencia Faculty Portfolio Rubric (see Appendix 20.3).

- The action research projects demonstrate a candidate's scholarly approach to the investigation and improvement of teaching, counseling, or librarianship and learning. Action research engages both practitioners and students in the collaborative study of learning in the particular daily context of their
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own classrooms (Cross & Steadman, 1996). Ninety-eight percent of all candidates include action research projects in their portfolios.

- Student engagement comparisons (Year-1 compared to Year-3) using the Classroom Climate Assessment Tool will begin in the 2005–2006 academic year.

- Surveys of the ILP review panel experience measure the “customer service” aspects of the process and gauge the ripple effect of the reviews. It is promising that more than 70% of all participants (candidates, deans, and peer reviewers) agreed with the prompt “The ILP review process improved my practice.”

- The program conducts appreciative inquiry into the ILP/portfolio review processes as a way of improving reviews and reporting.

- Third-party focus groups were implemented in spring 2005 to query recent TLA graduates about the impact of TLA on their professional practices and student learning. Focus groups employed these prompts:
  - Explain how your practice changed during your pre-tenure period.
  - What events, people, and/or experiences facilitated or supported these changes?
  - How did your professional development efforts influence your students' learning, growth, and/or development?

While the responses have not been fully analyzed at the point of this writing, early reports indicate that the TLA has had a highly positive impact on faculty behavior. One recent TLA graduate stated, “I’ve been teaching many years at Valencia, but never really understood the importance of developmental advising. Now that I better understand LifeMap, I realize that not only are my students accountable, but so am I.”

TLA leaders use this evidence to inform the continuous refinement and revision of TLA and ILP review processes. The TLA coordinator also makes annual formal reports to the college’s governing councils. It’s a concentrated effort to answer the learning college’s two fundamental questions: What have learners learned? How do we know? In fact, the effort is so central to the TLA work that a faculty facilitator has been assigned to coordinate TLA program assessment.

We’re glad to report that, after three years of progressive design and implementation, Valencia’s Teaching/Learning Academy works. Many members of
the graduating TLA classes of 2004 and 2005 have just gained tenure. The coherence and consistency of the TLA design do evidently create a ripple effect beyond the tenure process. For example, a mathematics professor from the recent graduating class has organized a community of practice for instructors of a critical college preparatory math course. The community of practice is implementing a methodology designed as part of an ILP, clear evidence that the TLA stimulates professional development beyond tenure. Several recent TLA graduates have published journal articles, presented at national conferences, and attended scholarly institutes reporting on their ILP work. The colleges' deans are, more than ever, living the learning paradigm. All are actively engaged in collaborative learning design with their new hires, participating hands-on in the kind of competency-based learning program that Valencia envisions now for both students and faculty.

Development by Discovery

The TLA design proceeded, and succeeded, from what we believed and understood as a learning college. But we never know enough at the beginning. Some things are better discovered. For example, we had to discover the proper relationship between a formative faculty development process and a tenure decision process. Following the advice of Peter Seldin (2004), TLA leaders tried to distance the faculty development program from the often high-anxiety process of evaluation for tenure. But a complete divorce was impossible. The candidate's ILP and portfolio work needed to count somehow in the "final grade" of the tenure decision.

To address this issue, the college convened a series of tenure summits in the TLA's first design year, led by our chief learning officer. While vetting the new program to a college-wide meeting of leaders, the summits simultaneously aimed to redefine the tenure process. The summits involved some 50 active participants, comprising the college president, general counsel, academic affairs executives, campus provosts, and college-wide faculty governance leaders, as well as the TLA design group, college deans, and anyone else wanting to sit in. They raised a knot of tough questions: How would the ILP review panel's formative assessments count in the record for summative decisions about tenure? Besides the tenure candidate's ILP/portfolio, how should the tenure decision weight the other contents of a candidate's dossier like student evaluations, annual performance evaluations, and similar records? What role should tenured department faculty play in the tenure evaluation, which before had formally involved only the dean and provost? How should the
In one summit, the college's president broke a logjam by suggesting that the ILP review panel make a final assessment "to the record," a last report on the candidate's ongoing professional development. Although some had emphasized that review panelists' feedback should be formative right to the very end, nevertheless, as part of the record, the review panel's assessments would carry substantial weight with tenure decision-makers. In fact, a strong portfolio and positive review panel assessments have become a necessary, though not sufficient, condition for tenure recommendation.

We determined that a tenure review committee comprised of the dean and two senior department faculty members (elected by their peers) should review the candidate's portfolio and the other evidence of professional ability. Using the portfolio as a substantial and telling evidence of ability, the tenure review committee advises the dean, who then makes a tenure recommendation to the provost, chief learning officer, and president. The tenure committee's decision process provides a transparency that tenure decisions had sometimes lacked before. Having had its first implementation in spring 2004, this process is already being adjusted and refined. Valencia has discovered ways of balancing the need for an effective professional development program and evidence-based faculty performance evaluation.

Another discovery was the serendipitous but significant learning that the ILP review process fostered among veteran faculty members and deans. ILP and portfolio reviews prompted significant discussions of the essential competencies, philosophical and discipline perspectives, and the challenge of defining and assessing learning outcomes. For some veteran faculty, service on ILP review panels was their first serious engagement in outcomes-based programs, and the TLA staff led mini-seminars to brief review panelists on their roles as formative assessors. Across three years of implementation, we've learned that the interdisciplinary and intercampus membership of the review panels stimulates rich dialogue and appreciation for multiple perspectives. Ultimately, we have found that the ILP review process is a rich learning experience for all involved.

We've also learned that even experienced college educators sometimes struggle with the concept of learning outcomes. The first round of individual learning plans tended to state learning outcomes as tasks or activities, rather than intended professional learning. For example, a new English professor's first draft ILP defined an outcome as "Identify, read, and discuss a representative selection of works of poetry." To remedy her limited background in poetry, the candidate planned to keep a reading journal and have regular discussions about poetry with two senior colleagues. As a plan of
action, this was reasonable and it helped the dean and candidate answer the urgent question “What must she do to get tenure?” It was a neat analogy to the student’s question “What must I do to make an ‘A’?”

However, students often get an “A” without learning anything significant. For both students and college educators, a well-stated learning outcome needs to define the deeper and enduring learning that will result from a learning program. In the case of the new-hire English professor, it wasn’t clear that her poetry study would enable her to incorporate poetry more effectively into literature classes. She eventually restated her ILP learning outcome as “Develop learning-centered teaching strategies that reflect my understanding and appreciation of poetry as a resource for teaching literature.” The ILP reading program, what she would now do to earn her “A,” would be the foundation of a new and, it is hoped, career-long interest in teaching poetry. Her appreciation of poetry would endure beyond the timeframe of her learning plan and continue to develop, just as we hope that students’ learning will endure beyond the work of academic courses.

Another important institutional instance in the TLA design process emerged. We discovered an active tension around teaching faculty members’ responsibility for supporting LifeMap, Valencia’s elegant program for developmental advising of students (Tagg, 2003). Although Valencia teaching faculty members have no formal responsibility for advising students, executive leaders had declared that every Valencia professor was responsible for supporting LifeMap. Yet in 2001, as we were designing TLA, veteran teaching faculty members had not fully endorsed the new idea that they do “advising” in their courses. Given this gap in expectations, we asked what level of competence in and commitment to developmental advising did we expect of teaching faculty members?

Addressing that question has actually helped Valencia resolve concern around LifeMap. The public commitment to LifeMap in the essential competencies encouraged newly hired faculty members to think intentionally about their advising roles. As a result, after three years of TLA, support for developmental advising is more effectively integrated into faculty responsibility.

Conclusion: TLA as a Model for Organizational Transformation

It’s a credit to Valencia’s collaborative institutional culture that we saw the challenges of TLA as opportunities for discovery. The challenges are likely to be different at different institutions. But any authentic process will require
institutional leadership and collaborative dialogue around core values. One reason for TLA's success has been this institutional commitment to asking tough questions and working our way toward honest and workable answers.

Clearly, the TLA innovation benefited from Valencia's sense of urgency about its growing need to increase faculty positions. These new instructors, counselors, and librarians will become the next generation of Valencia faculty, replacing faculty members who were founders of the college. The college's budgetary commitment to a full-time faculty coordinator and eventually to a team of faculty facilitators, partially reassigned to the TLA from their teaching duties, reflected this priority. Without urgency and supportive executive leadership, there is little chance that large and largely successful institutions can change as they need to. Without urgency, Valencia may not have overcome the barriers it faced—inertia, myopia, and the occasional discomfort of public assessment.

At a retreat in 2004, the college's executive leadership reflected on three years of TLA and asked themselves, "How is TLA a successful model for institutional change?" The discussion revealed that even administrators from the far reaches of the organization, outside academic affairs, recognized TLA's impact on organizational learning. These executive leaders were interested in ways that the lessons of TLA might be applied in other administrative domains. They saw that the college's investment in new faculty had created high expectations, commitment and responsibility among faculty, clearly a wise use of college resources. The peer review process had broadened understanding of the essential competencies, effectively connecting individual and organizational goals. Perhaps most important, all stakeholders had a hand in the program's design. As one executive leader put it, "The TLA bears the fingerprints of its users." In sum, Valencia had managed to fashion a continuous quality improvement process that nurtured lasting community relationships. The retreat ended with the executives exchanging ideas about competencies for themselves and speculating on other improvements to staff and professional development throughout the college.

Valencia's successful moment of organizational learning arose above all from its examination of student learning and faculty development through the same lens. The cultural transformation that began by our defining student competencies has now grown to competencies for our new faculty. As we began to "model the model," to "practice what we teach," applying the same principles of good teaching that we encourage in our classrooms, libraries, and counseling offices to our own learning, we could see the powerful potential of our new learning paradigm.
As learners, students and faculty are different, but surely not that different. We all seek to act in the world with assured competence. The challenge is to design our colleges in ways that promote the learning that leads to the competencies we seek.

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Appendix 20.1

Essential Competencies and Indicators of a Valencia Educator

Indicators provide examples of how competencies can be demonstrated in an Individualized Learning Plan.

Demonstrate Learning-Centered Teaching Strategies

Valencia educators will utilize diverse teaching and learning strategies that accommodate the learning styles of students and that promote acquisition and applications of knowledge and understanding.

- Employ active learning techniques (punctuated lectures, discussion, experiential learning, scenarios, role-play, case study, problem-based learning)
- Encourage students to challenge ideas
- Use cooperative learning strategies
- Integrate concrete, real-life situations to analyze
- Invite student input on course outcomes (goals for course outcomes; choice among assignment topics; in-progress student feedback)

Measure Valencia’s Core Competencies: Think, Value, Communicate, Act

Valencia educators will facilitate student growth in thinking critically and creatively across different contexts and domains of human understanding; communicating effectively in different modes and across different settings; articulating personal values and those of the various disciplines and appreciating the values of others; and applying learning and understanding effectively and responsibly in their lives as educated adults.

- Engage students in construction of knowledge
- Facilitate the discovery and use of the ways of knowing in the discipline
- Design assignments and assessments that demonstrate student growth in the core competencies
- Align course outcomes and learning activities with core competencies
- Document student growth in the core competencies
- Collaborate with colleagues and the dean to assure and demonstrate progression of student learning across courses and programs

Incorporate LifeMap Concepts as Tools for Learning

Valencia educators will design learning opportunities that promote student life skills development while enhancing discipline learning. Through intentional inclusion of growth-promoting strategies, instructors, counselors, and librarians will facilitate the students' reflection, knowledge, and appreciation for self and others; gradual assump-
tion of responsibility for making informed decisions; and formulating and executing educational, career, and life plans. As a result, students can transfer those life skills to continued learning and planning in their academic, personal, and professional endeavors.

- Foster social connections in classroom, library, and counseling environments
- Help students to continue clarifying and developing purpose (attention to life, career, and education goals)
- Establish rapport via student-faculty contact
- Establish student services-faculty connections
- Employ electronic tools to aid student contact (Atlas, MyPortfolio, WebCT, email)
- Seek out struggling students and identify options through dialogue (and appropriate referrals)

Use Assessment as a Tool for Learning

Assessment strategies used by Valencia educators will enable student growth through consistent, timely, formative measures, and promote students' ability to self-assess. Assessment practices will invite student feedback on the teaching and learning process as well as on student achievement.

- Employ formative feedback loops early and often (both to and from students)
- Provide students with written or face-to-face comments on the strengths and weaknesses of their performance(s)
- Give timely feedback on class activities, exams, and papers
- Design activities to help students refine their abilities to self-assess learning
- Integrate self-assessment into course processes
- Align summative evaluations with course outcomes and learning activities (appropriate to level of thinking; appropriate levels of performance)
- Evaluate assessment criteria public to students and colleagues
- Evaluate effectiveness of assessment strategies and grading practices
- Vary assessment measures and techniques to form a more complete picture of learning

Form an Inclusive Learning Environment That Respects Diverse Talents and Ways of Learning

Valencia educators will design learning opportunities that acknowledge, draw upon, and are enriched by student diversity. An atmosphere of inclusion and understanding will be promoted in all learning environments.

- Design learning experiences that address students' unique strengths*
- Design learning experiences that address students' unique needs*
- Develop reciprocity and cooperation among students (interdependence and teamwork)
• Include content well suited to Valencia's diverse student population
• Establish connections among students in and out of the classroom (learning communities)
• Vary assessment measures and techniques to engage cognitive diversity
• Create learning atmospheres that encourage all students to share viewpoints
• Use diverse perspectives to engage and deepen critical thinking (diversity as learning resource)
• Develop student self-awareness (learning styles, personality types, assumptions)

*Note: Diversity has many dimensions (culture, gender, race/ethnicity, socioeconomic circumstances, learning style, education background, skill level, etc.)

Engage in the Scholarship of Teaching and Learning (SoTL)
Valencia educators will continuously examine the effectiveness of their teaching, counseling, librarianship, and assessment methodologies in terms of student learning. They will keep abreast of the current scholarship in the fields of teaching and learning.
• Produce professional work that meets the Standards of Scholarship* (course designs, conference presentations, action research projects, publications)
• Build upon the work of others (consult literature, peers, self, students)
• Be open to constructive critique (by both peers and students)
• Make work public to college and broader audiences
• Demonstrate the relationship of SoTL to improved teaching and learning processes

*Note: Valencia's Standards of Scholarship: Clear goals, adequate preparation, significant results, appropriate methods, reflective critique, and effective presentation are adapted from Glassick, Huber, and Maeroff (1997).

Demonstrate Professional Commitment
Valencia educators will stay current and continually improve their knowledge and understanding of their discipline. They will participate in activities that promote Valencia’s learning mission, including serving on campus and college-wide groups, attending professional conferences, and involvement with community or other organizations.
• Contribute to discipline/academic field
• Participate actively on department, campus, and college committees/task forces
• Engage with faculty governing bodies
• Access faculty development programs and resources
• Stay current in discipline (professional organizations; journals and other literature)
• Collaborate with colleagues in the department/discipline
• Expand knowledge of college connections to wider communities (Focus on Workplace; student development activities; trends in business and government)
Appendix 20.2

Required Elements of a Valencia Faculty Portfolio

Clear Goals
• Individualized Learning Plan
• Philosophy of teaching, counseling, or librarianship (evidence of philosophy should be reflected in the support section)
• Educational and professional background

Supporting Artifacts Documentation for Each Learning Outcome (LO)
Candidates Usually Have Three LOs

Adequate Preparation
• What the faculty candidate was trying to learn, achieve, or accomplish
• What the faculty candidate did to learn, achieve, or accomplish (workshop, book, article, conversations, etc.)

Significant Results
• What evidence and explanation demonstrate that the faculty candidate has learned, achieved, or accomplished the learning outcome objectives (supporting artifacts)?
• What evidence has the faculty candidate used from students and about student learning that documents the goals of the learning outcome (not necessarily relevant to all LOs)?

Appropriate Methods
• Analysis and evidence of how the faculty candidate demonstrated essential competencies in this LO

Other Essential Competencies Not Addressed in Learning Outcomes
• Descriptive narrative
• Supporting artifacts

Reflective Critique
• What the faculty candidate might do to more effectively integrate the essential competencies as his or her career progresses
• What the faculty candidate learned during his or her pre-tenure experience
• Future professional development
• Professional goals
• Year-1 and Year-2 ILP review panel feedback
## Appendix 20.3

### Valencia Community College Portfolio Evaluation Rubric

#### Criteria for Quality Professional Teaching Portfolios/Artifacts

| Standards of Scholarship | Not Yet Acceptable | Acceptable | Exemplary |
|---------------------------|--------------------|------------|-----------|
| Clear Goals               | 1) ILP not included in the portfolio and/or does not relate to teaching and learning | 1) ILP included in portfolio; relates to teaching and learning | 1) Acceptable and clearly reflected in portfolio documentation/artifacts |
| Introduction              | 2) Philosophy not included in portfolio; philosophy either not clearly stated or does not support teaching and learning | 2) Philosophy included in portfolio; philosophy clearly stated and supports teaching and learning | 2) Acceptable and clearly reflected in portfolio documentation |
| 1) Individualized Learning Plan | 3) Background information not included in portfolio; not well organized | 3) Background information included in portfolio; information well organized | 3) Acceptable and documents educational and professional experiences that contribute to professional commitment |

| Appropriate Methods Essential Competencies | One or more competency not addressed; little or no analysis of teaching and learning related to faculty candidate's classroom/professional practice | Each competency addressed with an analysis of teaching and learning that relates to the faculty candidate's classroom/professional practice | Acceptable and insightful analysis for each demonstrated competency; results described and explained |
|--------------------------------------------|--------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------|
| • L-C Teaching Strategies                  |                                                  |                                                               |                                                                  |
| • Core Competencies (TVCA)                 |                                                  |                                                               |                                                                  |
| • LifeMap                                  |                                                  |                                                               |                                                                  |
| • Assessment                               |                                                  |                                                               |                                                                  |
| • Inclusion and Diversity                  |                                                  |                                                               |                                                                  |
| • Scholarship of Teaching and Learning     |                                                  |                                                               |                                                                  |
| • Professional Commitment                  |                                                  |                                                               |                                                                  |
| Standards of Scholarship                  | Not Yet Acceptable                                                                 | Acceptable                                                                                     | Exemplary                                                                                   |
|------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| **Reflective Critique**                  | Little or no relevant discussion of teaching and learning related to faculty candidate's teaching/professional practice; future professional development and goals | Discusses how the results of pre-tenure/ILP work have affected faculty candidate's teaching and learning as it relates to his or her own teaching/professional practice, will likely affect future professional development, and professional goals | Acceptable and insightful analysis                                                          |
| **Adequate Preparation**                 | One or more learning objectives not demonstrated; little or no evidence of teaching and learning related to faculty candidate's professional practice | Each learning objective demonstrated; evidence of teaching and learning related to faculty candidate's professional practice | Acceptable and results indicate understanding of relevant scholarship/pedagogy              |
| Supporting Artifacts Documentation       |                                                                                  |                                                                                               |                                                                                            |
| **Significant Results**                  | One or more learning objectives not demonstrated; little or no evidence of teaching and learning related to faculty candidate's professional practice goals; no evidence of student feedback/ work, if applicable | Each LO demonstrated; evidence of teaching and learning related to faculty candidate's classroom/ professional environment goals, including student feedback/ work, if applicable | Acceptable and results described and explained; opens additional questions for further exploration, if applicable |
| Supporting Artifacts Documentation       |                                                                                  |                                                                                               |                                                                                            |
| **Effective Presentation**               | Not clearly written; not professionally presented and edited                     | Clearly written; professionally presented and edited                                            | Acceptable, insightful, and comprehensive                                                    |
| **Publication**                          |                                                                                  |                                                                                               |                                                                                            |