93-0039
Foothill

The Silicon Valley Professional Development Academy: A Regional Consortium for Systemwide Growth

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Consortium Project.

This project will involve six community colleges in North Santa Clara County ("Silicon Valley") at the southern end of the San Francisco Bay. They are De Anza, Foothill, Evergreen Valley, Mission, San Jose City, and West Valley. Foothill College will act as the lead college in the consortium. The Staff Development coordinators from each of the colleges will be the primary contacts for the project and they will meet together at least six times during the academic year to plan and evaluate their activities. They will have substantially more contact by phone and mail as well as in person at the activities they sponsor.

The consortium is designed to enhance the quality of our staff development programs. While each college has a strong program already, we are so convinced that the consortium will provide an economy of scale and a synergism that will greatly increase our effectiveness that each college has committed $3,500 of its staff development funds as well as additional in-kind support.

The consortium will enable us to plan more events, take advantage of guest speakers and trainers we could not afford alone, allow us to coordinate our flex days and other staff development activities, and it will allow us to teach and learn from one another in ways that would not be possible if we were not "teamed up."
This project will have a major impact on Educational Quality through its focus on Faculty/Staff Diversity and Quality. We propose to formally develop a regional Staff Development Consortium, which can serve as a model for other regions of the state. This group will focus on many of the aspects of the Educational Quality Basic Agenda item including enhancing the quality of teaching and learning, emphasizing cultural diversity and an international curriculum, support for vocational education, and increased emphasis on matriculation and basic skills. The consortium will provide training for faculty and staff at six colleges and disseminate its results and recommendations to all of our California community colleges.
This project is designed to greatly enhance Faculty and Staff Development Under Eligible Programs and Services, we have listed it under (3.f) Faculty and Staff Professional and Organizational Development. Under the BOG 1992-93 Basic Agenda, it is (5) Faculty/Staff Diversity and Quality. The Project's grant support will provide significant professional development for faculty, classified staff, and administrators. It will also support organizational development for the six consortium colleges with a focus on leadership development, cultural diversity and shared governance. The special quality of our consortium will magnify the value of this training by providing the knowledge and perspectives of six institutions rather than just one.
A. Regional Cooperation in Staff Development Our system has endorsed the importance of staff development through its support for the flexible calendar program and the Faculty/Staff Development funding in AB 1725. We now have strong programs at the local level through those mechanisms and some leadership at the top through the California Community College Council for Staff Development (4C/SD). But we have not made any statewide, systematic attempts to consolidate good regional programs to better serve the colleges in an area. This project intends to fill that void. It will be the first major attempt for a group of colleges to take advantage of their geographic proximity and their strong individual programs to produce much more powerful professional development by working in concert.

We have already tried some cooperation with mixed results. Three years ago we jointly hosted a good Classroom Research day with Patricia Cross -- one that she would not have worked on for a single college or district. Despite that success, we never quite got around to doing anything the next year. Last year we sponsored a strong regional Great Teachers Seminar, but our attempt at some local discipline-based meetings fizzled. It seems that the lack of a central coordinator was the key. When we had someone in charge with appropriate support and a "fire in the belly," good things happened; when it was "everyone's job," it was no one's job. We expect that the project will provide the central support, guidance, and coordination that we need. We have committed more local funds to the effort than we are asking from the FII; that is a strong statement of our conviction that we are on the right track and that those funds will support a quantum leap in the value of our staff development programs. We also expect this project will teach us how to manage the Consortium properly in the future --- without external funds. It will also enable us to teach others what we have learned so they can replicate our program.

B. Proven Programs Jointly Shared We are focusing on strong programs (Great Teachers-type seminars, Instructional Skills Workshops, Classroom Assessment Techniques, etc.) but are adding the strong value of learning with and from colleagues from other institutions. We expect that consortial effort to greatly magnify the value of these proven programs.

C. Crucial Areas of Focus. In addition to our main goal of serving the general professional development needs of faculty, classified staff and administrators, we are focusing on three main areas:

1. Shared Governance
2. Leadership Development
3. Celebration of Diversity

D. Timing. These goals are made even more urgent by the statewide need to "downsize" or "right size" our colleges. Some of the retraining needed for that project can be done here.
The six colleges in the Consortium are all fairly large urban or suburban institutions. On average they serve more than 15,000 students each; they will be the ultimate beneficiaries of this project.

But the focus here is on faculty/staff development as the vehicle for student service. Our projections for staff served in each of our activities is noted in the next section, but the overall specific number is 732 --- 44 faculty, 126 classified, 36 administrators, and 126 from all three categories in mixed groups. There will certainly be some multiple users-people who participate in more than one activity. For instance, our focus on leadership will assure that more of our top people (and potential leaders) will be repeaters; our staff development leaders certainly will be actively involved in several of the activities. Even with the repeats, we expect more than different individuals on our campus staffs to be involved-more than 100 per college.

We hope to also serve two other populations, one within our Consortium and one from outside. The "insiders" are our Honors Program faculty. Their group is considering a similar consortium and we hope to encourage that through special invitations to their group. The "outsiders" are the colleagues from nearby Gavilan College, a smaller, more rural institution. Although they are not formally part of the Consortium, they are in our county, and we are communicating about their limited participation. That would be an important service to a smaller, less affluent program, and Gavilan's "different" insights would be valuable to us "city slickers."
A. Faculty: 444 faculty will participate in eight proven faculty
development activities by April 30, 1994 and 90% will implement at
least one new technique in their classes by May 31, 1994.

B. Classified: 126 classified staff will participate in two proven staff
development activities by December 15, 1993 and 90% will
implement at least one new idea in their workplace by May 31, 1994.

C. Administrators: 36 administrators will participate in a proven
management development seminar by December 15, 1993 and 90%
will implement at least one new idea in their professional role by May

D. All College/Organizational Development: 126 individuals from
throughout the colleges will participate in two proven governance and
cultural diversity activity's training by April 30, 1994 and 90% will
implement at least one new idea in their work area by May 31, 1994.

E. Consortium Coordination: The project will coordinate the work of
six regional college staff development directors and their professional
development and "Flex" activities. This coordination will assure that
the 13-activity Workplan is followed. the other five objectives are met,
and the data are available for the evaluation and dissemination
objective.

F. Evaluation and Dissemination: The project will collect immediate
and long-term evaluations which focus on new knowledge and
behavior change as well as institutional and student outcomes. Progress
reports will be made throughout the project through six
newsletter articles, seven meeting reports and two conference
presentations. The final report will be shared with all 107 California
Community Colleges as well as selected staff development
professionals in other states.
We have scheduled 13 separate activities to meet the objectives noted in #6 above. They are planned throughout the academic year as noted in our Annual Workplan form.

The Project Director is a founding member of the Executive Committee of 4C/SD, the California Community College Council for Staff Development. These activities were selected in close consultation with the staff development leadership of our state, with the key idea of conducting those which have the best track record of proven success in California and elsewhere in North America. Of course we paid particular attention to asking the constituent groups about their most important needs - - State Academic Senate Faculty Development Committee for Instructors; State Classified Senate leaders for classified; ACCCA (Association for C.C.C. Administrators) Management Development Committee for administrators; all groups for the all-college/organizational development/shared governance activities. The consortium staff developers were the decision makers; their selections were also affected by the expected availability of local/regional facilitators.

We have planned eight activities for Faculty: a Great Teachers Seminar, a Classroom Assessment Techniques Seminar, two Instructional Skills Workshops (one may be a Facilitator Training), two "Across the Curriculum" workshops and two Discipline-Based Colloquia Days. (The latter could be counted as 12 activities because we plan to have meetings of 20 faculty at each of our six colleges each of the two days.)

We will sponsor two activities for Classified Staff a Great Classified Seminar in the summer and a leadership mining workshop in the early fall.

We will conduct one activity for Administrators: a Management Leadership Seminar in the fall.

We will offer two All-College workshops: a "Great College"/Shared Governance Seminar and a Cultural Diversity workshop, both in the spring.

Each of the events will involve an equal number of staff from all six of our colleges, which will provide a cross-institutional multiplier effect to the intrinsic value of these proven workshops.
A. Project Objectives: The project objectives noted in #6 above will be achieved through 13 specific/in-depth activities that will involve 732 staff from our six colleges. We will emphasize follow up use of the techniques they learn, and obtain a commitment from each participant to at least one of the ideas they learn before May 31, 1994. Of course, we will encourage using many more and most of our colleagues will do so. Our evaluation plan will study whether (and how) these goals were achieved—and which ones were the most useful and used.

We will also attempt to measure their impact on our colleges and our students—the ultimate clients and beneficiaries. We expect:
1. better teaching techniques and student learning from our faculty development workshops,
2. smoother running offices and more classified leadership from our staff development workshops,
3. stronger administrative leadership and skills from our management development seminar, and
4. increased appreciation for cultural diversity and more effective colleges from our organization development/shared governance workshops.

B. Project Impact: We expect this project to become a model for other regions of the state. Our dissemination plan will describe it in detail and distribute it widely. We anticipate that five new regional groups may develop by fall, 1994 (encouraged by our mid-year reports). Twice that many would be developed during the 1994-95 academic year.

C. Potential for Continued Support: A major component of our evaluation will be to study how to maintain such a project without external support. That is one reason we have devoted so much campus funding to the project; it is crucial that our local commitment be strong. We do not intend to request funding after this year. Our goal and commitment is to continue the Consortium and the joint staff development projects without external support from FII after June 1994.

D. Potential for Adaptation to Other Institutions: One of our major goals is to help other colleges set up their own consortium, using the model we develop. It will be done through our
dissemination plan. We will concentrate on the obvious groupings-by
district and by geographic proximity—but will also consider and
suggest other groupings such as small colleges. Our description will
include both the value of such shared activity and the "nuts and bolts"
suggestions of how to set up such a consortium, and how to nurture it.
A. Work Statement Objective/Activity Completion: Each of the activities that are listed in our Workplan will be described carefully, and evaluated individually. These evaluations will include immediate feedback on the activity and a second one later in the year to note its effectiveness over time. (The Project Director has been very active statewide in helping other colleges expand their evaluations into longitudinal work that focuses on behavioral change and student/institutional outcomes.)

B. Processes: The Evaluation Plan will identify problems incurred—both in the individual activities and on the overall project. Since the activities planned have been quite effective elsewhere in the past, most of the emphasis will be on the evaluation of the shared consortium process itself. Our major addition to the current state of events is that the individual activities will be evaluated over time --- something of great importance to the Chancellor's Office and the Legislature. We expect to use some of the results of the 1992-93 FII project on Student Outcomes.

C. Outcomes: The successes we achieve will be highlighted --- especially those that have documented behavior changes over time and those that have had major impact on students and the member institutions. This will be one of the first attempts in the state to actually use the new suggestions of the staff development professionals on how to do more efficient and meaningful evaluation.

D. Recommendations --- We plan to complete all of our project activities by the end of April 1994 so that we can conduct detailed evaluations and make systematic, data-based recommendations during the final two months of the project period. This commitment to use fully one-sixth of the project time for evaluation and dissemination underscores the importance we place on these aspects of the consortium process.
Dissemination

A unique aspect of this dissemination plan is that the Project Director is the major columnist for the statewide staff development newsletter, a frequent contributor to the national newsletter, and he is on the program selection committees for the national, statewide, and regional staff development conferences. This means that we will have the guaranteed opportunity to do some formative evaluation as we conduct the project and will be able to provide ongoing dissemination throughout the academic year.

Here is the plan for dissemination:

A. Newsletters: Feedback to the field in all four of the editions of the 4C/SD InterAction and at least two of the NCSPOD Networks.

B. Regional Staff Development Meetings: We will report on our progress at a minimum of seven regional meetings of 4C/SD (4 north, 2 south, 1 central).

C. National Conferences: We will report on the project at a minimum of two national staff development conferences selected from the following: (1) November, "Staff Development for the 21st Century"; (2) April, "Teaching Learning"; (3) May, "Excellence in Teaching"; or (4) June, "Teachers as Learners."
[No information provided in this document for this section.]