Community Colleges of Spokane
FOUNDATION

Welty Systemic Program and Professional Development Grants

Funding Request Cover Sheet

Please be sure to read the front page of this application for complete details of requirements and procedures.

1. Deadline: October 26, 2016

2. Please submit one single PDF via email to Kristen.Landrus@ccs.spokane.edu.

3. Please limit complete application, attachments and supporting documents to 10 pages (including this cover sheet).

4. Please review application requirements and procedures carefully so as to include all required documentation.

Community Colleges of Spokane

Name of Project: Organizational Transformation and Continuous Improvement: Faculty Development, Renewal and Regeneration

Brief Description of Project: This project supports faculty through the establishment of a mentorship program at SCC. It offers senior faculty as well as new tenure-track and adjunct faculty professional growth through collaborative partnerships. It also creates a pipeline of potential new faculty for the college through the establishment of a symposia series that invites graduate students and professionals to learn about community college teaching.

Amount Requested: $50,000

Contact Name: Angela Rasmussen

Contact Mail Stop: 8010   **Phone:** 533-8011

Applicant Signature

Signature _ABRasmus_   Date 10/26/16

College President Signature

Signature _(signature)_   Date 26 OCT 2016

Comments:

Project Introduction
Organizational Transformation and Continuous Improvement:
Faculty Development, Renewal and Regeneration

Faculty engagement and sustainability can be a struggle on any campus. This project supports SCC instructors by sustaining existing faculty through professional collaboration and by developing adjuncts and alumni as potential colleagues. This Fall Quarter, SCC's English and Foreign Languages Department has two SCC alumni in its faculty ranks. Both were added shortly before the quarter started; one of the instructors was recommended by a current member of the department (and former teacher of that student) and the other new hire was in the right place at the right time. The progression from SCC student to SCC faculty should never be the product of a happy accident. The department's pride in seeing our former students' successes and the students' realizations that they could be standing in their instructors' shoes someday are factors too important to leave to chance. By establishing a mentorship program at SCC, all faculty – potential new faculty, new adjunct and tenure-track faculty, as well as senior faculty – can form a richer professional development learning opportunity.

The goal of this project is to support SCC faculty professional development through the establishment of a mentorship program and to grow and support future faculty leaders.

The Faculty-to-Faculty Mentorship Project will support multiple faculty groups by creating strong connections between new and experienced faculty and between the institution and potential new faculty. The target groups include experienced faculty to serve as mentors, new tenure-track and new adjunct faculty to serve as mentees, and potential faculty recruited from key areas (eastern Washington colleges' teaching assistants and graduate students as well as local businesses) to learn more about effective community college teaching.

One of the best approaches to supporting student learning is to better train the people with whom students spend the most amount of time – faculty. Mentorship is one way that SCC can accomplish its mission of active learning and of dynamic and supportive environment. The project's aims include supporting faculty learning in the following manner:

- Senior SCC faculty will grow professionally through their interactions with new faculty, allowing them to not only pass along valuable experiences but also to learn from new faculty in the mentor/mentee relationship.
- New tenure-track faculty will gain knowledge about the SCC student body and specific programs from their connections with experienced faculty mentors. By increasing their understanding about SCC's campus culture, probationary faculty will gain valuable insight into navigating the tenure process from someone who has successfully completed that process.
- New adjunct faculty will gain a support network through their mentors, helping them find appropriate resources for their specific needs: from teaching and learning, to meeting departmental needs and applying for full-time positions.
- A symposia series will help recruit potential new faculty, providing an opportunity to learn more about teaching and pedagogy and community college culture. Recruited from local colleges and businesses, these potential new faculty will also connect with SCC mentors. CCS's Human Resources (HR) office will maintain a list of qualified mentees who can be recruited to apply for future openings, ensuring a strong applicant pool comprised of professionals who value our mission.

The grant team will consist of Angela Rasmussen, current coordinator of SCC's Teaching and Learning Center, and Andrea Reid, English faculty and Assessment Coordinator, who will be primarily serving as symposia organizer. The two faculty have collaborated, team taught and co-directed multiple classes and projects for more than fifteen years. The team will also consult with the HR office for information on faculty hiring trends.

Year One:

1. A clear and concise goal identifying the proposed vision of the project and how it addresses the strategic direction of the institution and program curriculum.

In large part, the program supports SCC's mission of student success by encouraging faculty to share best practices.

Goal 1: The project's goal for the first year is to establish a process and procedures for the faculty-to-faculty mentorship program. The first part of reaching this goal will come out of the work of a small group of faculty selected from different areas of campus who meet regularly to discuss and research best practices in mentorship. Their goal will be to provide structure to the new faculty-to-faculty program for tenure track and adjunct faculty. They will determine answers to key questions and develop a formalized system of administering the program. Questions and concerns to study and address include:

- What are the key components of successful mentorship programs according to recent research?
- Are there local models that can be used in our program development?
- Should mentors come from the same departments/divisions as their mentees, or should they come from different areas of the college?
- What training is needed for mentors and mentees before the program begins to support successful mentoring relationships? How is that training best delivered?
- What kinds of incentives should be offered to participating faculty?
- How will participating faculty be identified? How should mentorship pairs be matched?
- What additional resources and support are needed for the program to move into its pilot phase?

The faculty members that make up the planning team will meet regularly in year one, become the pilot mentors in year two, and help assess and revise the program in years two and three.

Goal 2: The second part of the year one goals centers on the development of the first potential faculty symposium. Reaching out to qualified alumni, graduate students and professionals shows an awareness of CCS and the larger community's influence on attracting qualified faculty, keeping them engaged and providing a means to intentionally cultivate the next generation of diverse, student-centered faculty.

This small conference, focused on teaching at the community college, will be a new event, and the planning and participant recruitment will be intensive. Collaborating with the HR office, the symposia developer will work with faculty and administration to target institutions, like EWU, and business leaders, like those in allied health fields, to understand the kinds of topics and resources potential new faculty will need. This information will build the symposium agenda.

Connection to Strategic Priorities: The Supporting Faculty through Mentorship Project connects with all four of CCS's current strategic priority areas. In particular, the emphasis on faculty professional development will develop more responsive, engaging faculty – a key element of **student success**. New faculty will gain practical, proven strategies to increase student learning. The mentorship relationship will support a culture of **collaboration and communication** across campus; the results of faculty interaction outside of departments and divisions will build a stronger, more connected SCC faculty Additionally, the goals of **sustainability** and **innovation** will be strengthened by the project's focus on succession planning and talent management, part of the second goal. By working with HR and using data to predict specific areas of need for the college, the project will recruit future faculty with intention and precision. Whether the college needs faculty of color or nursing faculty, the initial planning symposium will provide an opportunity for potential faculty to learn more about the institution and increase the likelihood of the participants applying for employment at SCC. Establishing this symposia series will ultimately expand the CCS applicant pool.

The entire project will be administered through the newly established Teaching and Learning Center (TLC) at SCC. The initial recommendation for creating the TLC came out of one of SCC's Core Theme Teams, focused on Student Success. It is also a major component for SCC's Title III Grant, EPIC. As the TLC's aims support faculty development, it is strongly integrated into SCC's current priorities. In particular, the TLC's focus on high impact practices (defined by the American Association of Colleges and Universities) will be sustained through conversations between faculty mentorship teams; topics that can be discussed and shared between mentors and mentees include learning communities, collaborative projects, undergraduate research and capstone projects.

2. Specific objectives identifying how emerging needs, issues and trends will be researched in relation to the overall goal of the project, and how current program and curriculum content will be reviewed.

This would be the only mentorship program in the country that connects the work of faculty development with creating a pipeline of potential applicants to fill predicted vacancies as large groups of faculty prepare to retire. This additional feature makes it the first to include succession planning as a component.

Although the new TLC has Title III grant funding for the coordinator position, it does not have a dedicated budget for events or programs. The foundation grant can help bridge the gap and support quality programming, enabling the TLC to fulfill its mission.

As there is no formal mentoring program at SCC, no current practices are in place. Consequently, the planning team's work during winter and spring will be focused on research and design. At the start, the group will determine faculty needs –either through a survey, small group discussions or individual interviews. Working with the Vice President of Instruction and key groups such as the Council of Chairs, the team will gather information about faculty needs. Once they are established, the group will dig into research. The TLC Coordinator already has a selected bibliography for the team to review, and funds have been budgeted for materials and travel to assist the team in their work. One event that could support the group is the second annual Mentoring Conference, hosted by Everett Community College in April. The event's founder, Peg Balachowski, has offered to share materials for her campus's mentorship program, part of the Five Star Consortium in the Seattle area. Additionally, there are several studies that research the impact of faculty mentorship programs on higher education, as well as establishing key criteria for successful programs, and the grant's budget can support the purchase of a small number of necessary materials.

The symposium organizer will be consulting with the HR office to determine future areas of need for the college, helping her determine where to target invitations for potential new faculty. Funds are available for her to acquire books and materials that address those areas as well.

3. Statement of who from the department/division will be involved and who will lead the project.

One advantage that the program has is the recent establishment of SCC's TLC. The center's coordinator, Angela Rasmussen, has full-time release for the three years of the Welty Grant timeline. Many of the tasks that would normally require faculty release and stipends could be covered in the normal workload of the TLC director, keeping the grant costs low. As collaboration is key to any successful faculty project, the TLC director will invite participation and encourage faculty feedback along the way.

Additionally, Andrea Reid will be the lead on developing the symposia. She will work with area colleges and businesses, focusing on targeting particular groups of potential new faculty to develop the cohorts who would most benefit from the experience. Opportunities to connect the project with area efforts are possible, including Greater Spokane Incorporated's educational attainment initiative.

4. How specific outcomes of the research will be identified and measured.

Year One Outcome 1: Determine best practices for mentoring programs

The TLC Coordinator will recruit faculty for the planning team with representatives from each of the campus divisions as well as counseling and library faculty from an application process. The planning team will research best practices for mentoring programs including application process, implementation plan, and appropriate instruments for assessment during the first year of the quarter. Establishing the specific criteria to be measured will be a major topic of discussion in the first year's planning conversation. During the first year, no faculty mentorship teams will be meeting. Thus, the planning team's focus will be on research and the establishment of the program and assessment process for the second and third year. Successful completion of this outcome will be determined through the development of necessary implementation materials for the second year pilot.

Year One Outcome 2: Design Symposium Scope and Process

The research for the symposium will include multiple approaches:
- published best practices for faculty recruitment
- HR collaboration to determine areas for faculty positions
- development of connections with local area colleges and universities for potential recruitment
- establishment of partnerships with SCC advisory committees

Successful completion of this outcome will culminate in the first symposium. Rather than inviting potential new faculty, the first symposium will invite leaders who will assist in the establishment of the new faculty pipeline. Because SCC faculty teach in both transfer and career and technical programs, these leaders will include area higher education partners and

business partners. The latter will come out of existing partnerships with SCC advisory committees. This half-day meeting will develop relationships with key people, explaining the program, gathering feedback on the process, and collaboratively developing topics for future symposia. This will be a final and key part of the necessary research for a successful faculty recruitment program.

5. *A complete and clear budget.*

The first year's budget will focus on two main areas: 1. faculty working on developing the on-campus, faculty-to-faculty mentorship program, and 2. establishing the first symposium.

Year 1 Budget			
Program	Costs	Details	Total Amount
Mentorship Program Development	stipend of $1,000 per participating faculty member (with additional 16.5% for benefits)	7 selected faculty members	$8,155
Program Developers Travel, Training and Materials	as determined by the planning team	to be determined	$2,500
Spring 207 Symposium Development	stipend of $1000 (with additional 16.5% for benefits)	Andrea Reid	$1,165
Symposia Program Development	materials, meals, marketing and communication	food: $500 materials: $200	$700
Total			$12,520

Year Two:

1. A complete report on findings and outcomes of Year One.

When the planning team concludes its work during Spring Quarter 2017, the process and structure of the mentorship process should be in place. That will leave time for the group to begin recruiting potential mentors and mentees and design professional learning around mentorship topics. And, the first symposium for potential new faculty will have identified higher education and business partners as well as an overall focus for the agenda.

2. Based on outcomes and findings of Year One, a detailed description of:
a. Training and professional development needs/opportunities

Grounding all the conversations in student success will be the priority of all team members. Because the planning team will put together the overall structure and process of the mentorship program in year one, the second year will focus on preparing the campus for implementation on a large scale during year three. Part of the year two plan will be running a small pilot during Winter Quarter, allowing the team to gather necessary information about how the program and process works, as well as what kinds of professional development is needed to effectively train participants before the program is rolled out during the third and final year. Full implementation will not happen until year three, but the feedback received from the pilot during year two should lead to key revisions and improvements in design, process and support, bringing about a significantly improved product for year three. Once the curriculum has been revised and reviewed once more by the entire team at the end of year two, the TLC coordinator will be in charge of training new mentors in year three and beyond.

The team will solicit faculty mentor applications in the Fall of 2017, screen those applications and then begin the training process for new mentors. At the same time, they will be gathering applications for new tenure-track and adjunct faculty, and they will be pairing up the mentors and mentees. The goal is to have between around 10-15 mentorships pairs for Winter Quarter 2017, with the planning team, new mentors, and the TLC coordinator serving as mentors.

Two symposium events are planned for year two. These small conferences, focused on teaching at the community college will be new events, and the planning and recruitment for participants will be intensive. For year two, the symposium organizer will build upon the partnerships created in the previous spring and recruit participants from universities and businesses and create promotional materials. Additionally, the symposium organizer will work with CCS human resources

office to determine particular groups that are current or future areas with expected vacancies or areas with particular needs by the college. For example, community colleges have low percentages of faculty of color, both nationally and in Washington state. As this is an area of need for SCC, the symposium organizer can reach out to university graduate programs that enroll or support graduate students of color or adjunct faculty of color and encourage them to consider a community college career. Participants will be encouraged to volunteer to have SCC faculty mentors after the symposium.

The symposium organizer will recruit three SCC faculty to assist in session planning and facilitating discussions; those faculty will be selected by the organizer based on agenda needs and areas of expertise, and they will represent different areas of the college. Additional symposium costs, including materials and refreshments, are included in the year two budget.

b. Staffing considerations and c. Other considerations

Staffing support will be needed to process stipends and support the planning of the two symposia, and existing support structures for the TLC already are in place. No additional considerations are anticipated.

3. Specific action steps and timeline for addressing professional development needs.

There is a small budget allocated for travel and materials for the mentors, planning team, and mentees in both years one and two. The planning team will recommend specific uses for that budget, including possible books and other materials, conferences attendance and/or additional training.

4. How specific outcomes of professional development will be identified and measured.

Assessment of the various training, symposia and mentorship interactions will be a high priority, as these will inform our pilot year process and development plan. Qualitative data in the form of surveys, interviews and participant reflections will be reviewed by the TLC coordinator and the planning team throughout year two. Feedback from the new mentors and mentees will inform the program in year 3 and beyond.

Year two: measurement of the outcomes will come from a variety of sources. For the mentors, assessment of their participation will have two parts. First, a qualitative reflection at the end of the year, describing topics such as interactions with mentees, the general topics discussed, their own insights and growth over the year, and their overall satisfaction with the process. Part of the reflection will require participants to consider how their work has impacted their and their mentoring partner's classrooms, making sure that student success as at the forefront of the work. Second, surveys with similar questions/topics will be administered, allowing for anonymous responses. The combination of faculty reflection and overall evaluation will help the TLC coordinator and the planning team make program-level adjustments before the start of year three. Adjunct and tenure-track mentees will have similar, two-part assessments of their participation.

This small-scale pilot in year two will provide valuable information about information to add to training and issues in the process that need work for the following year (year 3) when full implantation will take place. A key component of the second year will be mentorship training during the winter. Curriculum and delivery methods for those training sessions will be developed by the TLC coordinator and the planning team. Workshops and general information sessions will be held for interested faculty, and after the applications have been submitted, more detailed training will be help for all mentors and mentees. Additionally, the reflections and feedback for Winter Quarter mentoring groups will allow the planning team to regroup in the spring and revise the entire process: from application, to training, to assessment.

Symposium attendees will complete paper forms and/or surveys at the closing of the session, including both qualitative and reflective responses. The symposia developer will use the feedback to adjust topics and coverage in future events. Part of the final evaluation instrument will provide information about future mentorship opportunities, encouraging the attendees to create a stronger connection with SCC.

5. A complete and clear budget.

Year 2 Budget			
Program	Costs	Details	Total Amount
Pilot and Course Development Work for Selected	stipend of $1,000 per participating faculty member (with additional 16.5% for benefits)	7 selected faculty members	$8,155

Faculty			
Planning Team Materials and Travel	as determined by the planning team	to be determined	$2,987
Additional Faculty Mentors	8 participants @ $250 (with additional 16.5% for benefits)		$2,330
Adjunct Faculty and Symposium Mentees	15 participants @ $200 each, winter stipend (with additional 16.5% for benefits)		$3,495
Symposium Planning	stipend of $1000 (with additional 16.5% for benefits)	Andrea Reid	$1,165
Two Symposia Costs (Fall/Winter and Spring)	materials, meals, marketing, communication, stipends for participating faculty (with additional 16.5% for benefits)	food: $650 faculty stipends (3@$150): $450 materials: $200	$2,750
Total			$20,882

Year Three:

1. A complete report on the pedagogical outcomes of professional development/training completed in Year Two and how they will be used in the implementation stage.

Information gathered from the small pilot run during the Winter Quarter will allow for a finalized process to be established before year three implementation.

2. Identification of implementation strategies including:
a. How implementation will occur

During Fall quarter 2018, the TLC coordinator will recruit faculty to participate in the program at all-college meeting and faculty forums, as well as through email and division/department visits. The goal will be to have up to 20 mentorships pairs, partnering full-time faculty as mentors and tenure track, adjunct and symposium attendees as mentees. Based on the application, matching and training process developed by the planning team, the TLC Coordinator will create mentoring teams that will last the full year. A significant aspect of the mentorship program will be pre-meeting training as well as end-of-year reflections about the experience, all facilitated and reviewed by the TLC Coordinator.

Stipend amounts are based on several factors, including stipend levels at comparable institutions (specifically, SFCC's mentor program) and a rough calculation of hours required for participation (between 9 and 10 hours for the year, including training and reflection as well as meeting time, paid at the non-instructional rate). Mentor faculty will be paid for their participation, as well adjunct faculty and symposium participants. New tenure-track faculty who participate will not receive a stipend.

The symposium will continue to operate in the third year as both a recruitment opportunity for future SCC faculty, as well as a professional development opportunity for future college teachers. At least 25% of the mentoring partnerships should come from symposia participants. The implementation must include additional coordination with HR to review upcoming areas of potential faculty hires as well as connections with the original higher education and business partners that helped design the program. They will have the chance to share the perspective of their students' and employees' experiences and how the symposium participation has added to their growth as professionals.

b. Who will be responsible for implementation

Once the process is set by the planning team, the TLC Coordinator will be tasked with implementing the mentorship program in the third year. The application materials, matching priorities, and mentor/mentee training sessions will all have been developed by the planning team and revised after the initial pilot. As the process and training fits into the scope of work for the TLC coordinator, the planning team will not oversee the implementation. But, they will be encouraged to become part of the mentor faculty, along with other SCC faculty. At the end of year three, participating mentors and mentees will submit feedback and reflection, and those comments will continue to help the TLC Coordinator refine the program's process.

The symposium planner will continue to coordinate the symposia, as well as collect participant assessment of the programs. Working collaboratively with the TLC Coordinator, the team will continue to revise and strengthen the program. If the program is successful in becoming a pipeline for faculty recruitment, SCC funding will be sought to continue the symposia series.

c. What is needed to successfully complete implementation

Successful implementation will, most importantly, require faculty support. Without faculty buy-in in the form of applications to participate, the mentoring program will fail. In addition to TLC coordinator promoting the program, the planning team and pilot mentors and mentees may speak to faculty and encourage participation. Additionally, the TLC coordinator will work with other faculty developers to learn how they encourage campus participation.

 3. How implementation outcomes will be measured.

Part of the measurement for successful implementation will be the number of applications for mentors and mentees. If applications fall significantly below 80% of the goal (20 mentorship pairs), the TLC Coordinator will solicit additional applications. Additional measures of program success will be feedback from mentors and mentees through a variety of assessments, including both the personal reflections and anonymous surveys.

Special attention will be paid to the reflection activities that include classroom impact. As best practices are gathered from that qualitative data, events and activities will be shared with other faculty (through workshops, emails, panel presentations) to encourage others to participate or to simply adopt these practices. Successful implementation requires sharing out the most effective practices to the entire campus. Communication of project outcomes will be the TLC coordinator's responsibility.

Successful implementation for the symposia series will be measured by satisfaction surveys from participants, increased participation from area colleges and business, requests from participants to have SCC mentors, and eventually, from increased CCS faculty applications from the target groups. The last item may not be measureable by the conclusion of the grant timeline.

4. A complete and clear budget.

Year Three Budget			
Program	Costs	Details	Total Amount
Mentor Faculty	$250, yearly participation stipend (with additional 16.5% for benefits)	20 selected faculty members	$5,825
Mentor Materials and Training	to be determined	to be determined	$1,238
Adjunct Faculty Mentees	$250 each, yearly stipend (with additional 16.5% for benefits)	15 participants	$4,370
Potential New Faculty Mentees	$250 each, yearly stipend	5 participants	$1,250
Symposium Planning	stipend of $1000 (with additional 16.5% for benefits)	Andrea Reid	$1,165
Symposia Costs	materials, meals, marketing, communications, and stipends for participating faculty (with additional 16.5% for benefits)	food: $650 faculty stipends (3@$150): $450 materials: $200	$2,750
Total			$16,360

Total Amount Requested: $50,000

References

Gaskin, Lynne P., Angela Lumpkin, and L. K. Tennant. "Mentoring New Faculty in Higher Education." *Journal of Physical Education, Recreation & Dance* 74.8 (2003): 49-53. *ProQuest.* Web. 21 Oct. 2016.

Zeind, Caroline S., et al. "Developing a Sustainable Faculty Mentoring Program." *American Journal of Pharmaceutical Education* 69.1-5 (2005): K1-K13. *ProQuest.* Web. 19 Oct. 2016.