

## Faculty Professional Learning Academy Coordination Team

### Two-year appointments only

#### Overview of team:

In conjunction with the Faculty Professional Development Coordinator and the Director of Professional and Organizational Development, the faculty professional learning team will design and implement a Professional Learning Academy (PLA). The Professional Learning Academy in POD is committed to supporting the goal of equitable achievement among all Mt. SAC students through research-based, high-impact, outcome-driven learning experiences for faculty, staff, and managers. Training focuses on instructional innovation, equity leadership development, employee engagement, and development of cultural intelligence.

The focus of this work will be the development and support of learning activities appropriate for professional growth increment credit that advance the objectives of the campus Student Equity and Achievement Plan (SEAP). Team members should be familiar with Mt. SAC's professional development plan and programs, current research in faculty professional learning, models for organizing faculty professional learning activities, and course/training design for adult (professional) learners.

#### Team Coordinator – 6 LHE

*With administrative and operational support from professional development staff, the coordinator will be responsible for:*

- Chairing Faculty Learning Activities Committee (FLAC). The Faculty Learning Academy Committee (FLAC) is a Senate committee which reports to Faculty Professional Development Council and coordinates equity-related professional development including oversight of a faculty campus-wide training calendar.
- Advocating for and coordinating trainings related to diversity, equity, inclusion, social justice and anti-racism in order to infuse culturally relevant pedagogy and equity practices into the educational setting.
- Guiding and coordinating PLA professional development activities, including collaboration with Inspired Teaching, New Faculty Seminar, the Title V Grant and its faculty coordinators.
- Coordinating One Book One Campus (OBOC) efforts in collaboration with campus groups (e.g., Health Center, Library, Title V, Sustainability, Distance Learning, etc.).
- Developing and providing professional development programming specific to the interests and needs of Mt. SAC faculty in alignment with the SEAP Plan/PLA.
- Presenting Flex Day sessions and POD workshops, as feasible.
- Tracking and reporting about goals in the SEAP project plan, including evaluation, data analysis, and revisions to the plan.
- Representing Professional Learning Activities Team (which also includes the Magic Mountie Podcast Coordinator(s) and ACUE Coordinator) on the Professional Development Council (PDC) and Faculty Professional Development Council (FPDC).

- Contributing to the planning of and collaborating with the Magic Mountie Podcast Coordinator.
- Meeting regularly with the Director of Professional and Organizational Development and the Faculty Professional Development Coordinator to plan all aspects of the program.

### **Contributing Team Members (3 positions)**

The contributing team members will each be responsible for:

- Helping to create or revise existing professional development content such as podcasts and workshops
- Researching and writing content for their core focus area
- Presenting Flex Day sessions and POD workshops, as feasible
- Finding, recruiting and preparing suitable individuals to fulfill the objectives of the PLA
- Participating in campus discussions and assisting in marketing and communication efforts regarding the programs
- Preparing a self-evaluation and summary of work to the designated manager (spring semester)

### **ACUE Facilitator (6 LHE) - Detailed list of responsibilities enclosed**

- Ensures that ACUE course-takers successfully complete the ACUE course.
- Guides and mentors participants
- Acts as the pedagogical voice in the program, assisting instructors as they learn about, implement, and reflect on teaching strategies.

### **Magic Mountie Podcast Coordinators (2 positions: 4 LHE Host, 2 LHE Co-Host)**

- The Host creates an annual plan of podcasts in collaboration with Co-host, PLA Team members, and other supporting groups on campus
- Host and Co-host coordinates and plans podcast details with the podcast producer (e.g. release schedule)
- Primary host/s of the Magic Mountie Podcast: develops interview questions, facilitates podcast interviews, records, reviews, and submits the podcast interview recordings to the podcast producer
- Attends major campus events selected for podcast episodes to capture the event on audio (e.g. Flex Days, Inspired Teaching Conference, graduation events)
- Supports other campus community members interested in recording episodes for the Magic Mountie Podcast

#### **ACUE Facilitator Responsibilities:**

The ACUE facilitator plays a critical role in ensuring that the course-takers successfully complete. They are the guide and mentor and as such, the pedagogical voice in the

program assisting instructors as they learn about, implement, and reflect on teaching strategies. The role of facilitator takes approximately 8 hours per week and consists of the following responsibilities:

- **Before the ACUE Course Starts:**

- Attend a two-hour onboarding session with ACUE Director
- Create your profile and upload a profile picture.
- Post your introduction to the course discussion page.
- Post a course announcement asking course-takers to do the same.

- **Orientation & First Three Weeks of the Course**

- *Do:*
  - Attend a 1-hour check-in meeting per week with the ACUE Academic Director.
  - Review all material in the weeks' modules.
- *Guide:*
  - Share information about yourself and your institution during the course launch.
  - Follow up with any Course-takers who missed the course launch to provide them with the online materials and answer questions.
  - Send "Welcome to the Course" email.
  - Post weekly welcome and module wrap-up announcements.
- *Monitor:*
  - Track Course-taker Enrollment to ensure all Course-takers have accepted the invitation and have initiated work in the Course.
  - Work with ACUE to determine drop/adds during the 30-day drop/add period.
  - Monitor Practice and Reflect reflection completion and encourage resubmissions by anyone who does not have a complete score.
- *Mentor:*
  - Contribute to the discussion boards to encourage faculty's analysis and implementation of teaching strategies.
  - Share ideas, answer questions and steer Course-takers toward successful implementation of strategies.

- **During the Course**

- *Do:*
  - Attend a 1-hour check-in meeting per week with the ACUE Academic Director
  - Review all materials in the weeks' modules.
- *Guide:*

- Send weekly welcome and module wrap up announcements.
- *Monitor:*
  - Track Course-taker progress and contact Course-takers who are falling behind to create a plan to re-engage them in the course.
  - Monitor Practice and Reflect reflection completion and encourage initial submissions and resubmissions by anyone who does not have a complete score.
- *Mentor:*
  - Contribute to the discussion boards to encourage faculty's analysis and implementation of teaching strategies.
  - Share ideas, answer questions and steer Course-takers toward successful implementation of strategies.
- **Course Wrap Up:**
  - *Do:*
    - Coordinate and hosts an end of course celebration/pinning ceremony
  - *Monitor:*
    - Send end of course email.
    - Work with ACUE to ensure all reflections are submitted.
  - *Mentor:*
    - Send congratulatory email to Course-takers who completed the Course.
    - Celebrate your success!
- **Next Steps:**
  - *Do:*
    - Meet with POD to plan next faculty cohort
- **Additional Responsibility: Create and Maintain a Community of Practice (COP) Canvas Course for previous course takers:**
  - Create a Canvas course shell with open forum for faculty collaboration
  - COP Group to consist of past ACUE course takers
  - Events, meetings, and check-ins throughout the year to support faculty

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