



ALAMO
COLLEGES
DISTRICT

Faculty Development



Faculty Development CATALOG

NORTHEAST LAKEVIEW COLLEGE

NORTHWEST VISTA COLLEGE

PALO ALTO COLLEGE

SAN ANTONIO COLLEGE

ST. PHILIP'S COLLEGE

Alamo Colleges District
2222 N. Alamo St., San Antonio, TX 78215 | 210-485-0000

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Every effort has been made to ensure the accuracy of the information presented. However, all courses, course descriptions, instructor designations, curricular certification or program requirements described herein are subject to change or elimination without notice. Individuals should consult the appropriate department, college, or division for current information, as well as for any special rules or requirements imposed by the department, college, or division.

This publication was prepared by the Human Resources & Organizational Development department, 2222 N. Alamo St., San Antonio, TX 78215

The Alamo Colleges District and our five independently accredited colleges are equal opportunity organizations committed to success and excellence through diversity in every aspect of our operation, including enrollment, education and employment. We seek applications from all qualified persons who share this goal. The Alamo Colleges do not discriminate on the basis of race, color, religion, gender, national origin, age, disability, veteran status, genetic information or sexual orientation.

Inquiries or complaints regarding equal opportunity should be directed to EEO/Title IX Coordinator, Linda Boyer Owens, Associate Vice Chancellor of Human Resources and Organizational Development, 210-485-0200. Address: Human Resources Department, 2222 N. Alamo St., San Antonio, TX 78215. For student accommodation or alternate format requests, contact Disabled Support Services, 210-486-0200.

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About Faculty Development

Expert faculty expect quality faculty development. Like colleges and universities across the nation, the Alamo Colleges District (ACD) has launched a framework for providing a centralized, faculty-driven program that supports and enhances faculty and student success. The program currently focuses on five major concerns:

- Integrating technology into teaching and learning
- Assessing teaching and student learning
- Addressing the needs of part-time faculty
- Balancing the increasingly complex faculty role
- Providing leadership training for faculty

leaders (Gillespie, Robertson, et al., 2010)

The ACD Faculty Development team is committed to initiating an exemplary program to enrich the colleges' diverse and dynamic educational communities. The centralized offerings allow faculty across the district to share and benefit from their colleagues' professional expertise.

MISSION

The Alamo Colleges District Faculty Development Program is committed to student success and provides faculty diverse and innovative professional development opportunities, using current and emerging instructional methods and technologies.

VISION

The Alamo Colleges District Faculty Development Program will provide exemplary enrichment opportunities for faculty, in order to cultivate an innovative, collaborative, and committed community of educators.

VALUES



COLLABORATION

We commit ourselves to engage in authentic partnership with key stakeholders.



EXPERTISE

We commit to identifying and integrating the expertise of faculty into development offerings to ensure the continual excellence of teaching and learning.



COMMUNICATION

We commit to ensuring that faculty voice is consistently represented in dialogue regarding faculty development at the individual colleges and throughout the district.



INNOVATION

We commit to innovative thinking in our design, development and implementation of faculty development opportunities, always looking to faculty first when seeking solutions to the academic challenges facing our students.



RESPECT & INTEGRITY

We commit to the idea that faculty learn best from each other in a respectful environment and we strive for continuous improvement based on feedback from colleagues, students, peer research and self-reflection.

The Essential Faculty Competencies

In 2017, Faculty defined seven essential faculty competencies for all faculty.

These important skills and proficiencies were identified and developed by our community of faculty. The value of essential competencies depends on a high level of collaboration to define and create strong agreement that these are essential for excellence in teaching and learning. As such, the seven Essential Faculty Competencies form the foundation of all of our faculty development programming and opportunities.



Promoting an Environment of Academic Growth & Success

Faculty seek to enhance discipline-specific learning to promote lifelong academic and professional growth of students.

Professionalism & Scholarship

(as it relates to Teaching/Learning Discipline)

Faculty are committed to the primary role of teaching. Faculty stay current in their teaching disciplines and continuously improve their knowledge and skills to apply to the broader learning environment. Faculty continuously examine the effectiveness of their teaching and student learning.

Dignity, Respect & Belonging

Faculty design and implement learning opportunities that acknowledge, draw upon, and are enriched by the uniqueness of each student and the many learner communities that they represent. Faculty promote dignity, respect, and belonging, where all students feel valued in all learning environments.

Student Learning Assessments

Faculty facilitate student success through effective formative and summative learning assessment practices to inform instructional and curricular improvements.

Learning Outcomes-Centered Practices

Faculty design curricula and teaching practices that facilitate student learning and growth towards the achievement of course learning outcomes and objectives.

Student-Centered Teaching & Learning Strategies

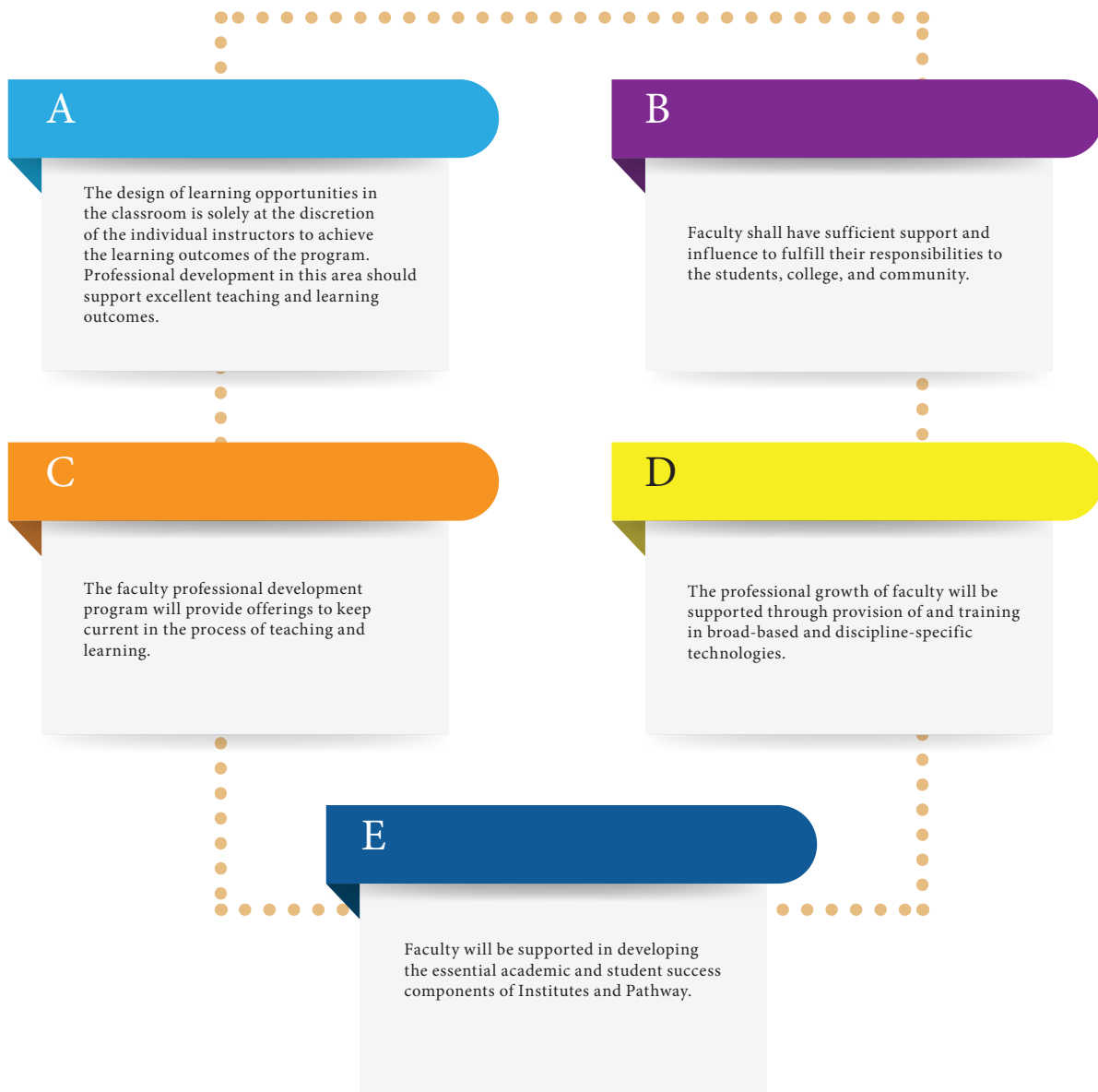
Faculty implement various teaching and learning strategies that accommodate the diverse learning styles of students and promote acquisition, understanding and application of knowledge, skills and values.

Technology & Systems Operations

Faculty use technology effectively to support student success.

Essential Commitments of Support

In the Fall of 2017, when faculty defined the Essential Faculty Competencies, they also recognized the need for support by their college and administration for professional development that is relevant, timely, and discipline-specific. These support needs were defined by faculty to accompany the Essential Faculty Competencies. These Essential Commitments of Support were then adopted by administration to affirm that faculty will be supported in the pursuit of professional development.





Extending the “Best” for All

Best-Practice Programming Available for All Faculty

In the spirit of collaboration and continuous improvement, faculty and academic leaders from each of the five colleges in the Alamo Colleges District came together to offer and extend the “Best (Offerings) for All” to provide faculty across the College District access to the very best professional development opportunities.

ALAMO COLLEGES DISTRICT

Adjunct Faculty Certification

The Adjunct Faculty Certification Program (AFCP) offers adjunct faculty currently contracted with one of the Alamo Colleges the opportunity to receive high quality, effective, and impactful educational enrichment opportunities. This program utilizes Instructional Insights, a series of professional development sessions that offer opportunities to expand themselves both professionally and personally.

NORTHEAST LAKEVIEW COLLEGE

Pedagogy Conference

All faculty are invited to attend this annual professional conference featuring the latest research and professional development on all things pedagogy. Participation is open to elementary, middle school, high school, and college/university faculty. It is also open to college students interested in the teaching field.

NORTHWEST VISTA COLLEGE

Cooperative Learning

This program provides support for new faculty in the pedagogy of cooperative learning for the first five years of their teaching in the classroom. New faculty are supported through general training sessions, discipline-specific training sessions, technique coaching, and a mentorship program from more experienced colleagues.

PALO ALTO COLLEGE

Problem-Based Learning

PBL involves faculty introducing an engaging, discipline-specific problem to their students. Learners form teams and collaborate to determine what they already know about the assigned problem and identify additional information they would need to know in order to formulate a solution. Working as a team, students conduct research, and integrate new information into existing information. The design of PBL assignments provides a contextualized venue for learning course concepts and for sharpening critical thinking, communication, collaboration, and reflection skills.

SAN ANTONIO COLLEGE

Quality Matters

This program trains online faculty in Quality Matters (QM). Faculty learn how to create the infrastructure and expertise needed to create certified QM courses.

ST. PHILIP’S COLLEGE

Master Teacher Certification

The Master Teacher Certification program is designed to provide quality learning experiences for faculty to actively engage in reflective and creative exercises and dialogue to enhance their effectiveness and the success of their students.



Many Ways to Learn and Grow

Faculty development programs are designed to engage faculty in a variety of ways to continue their scholarship and innovative teaching practices. Our Faculty Development Team provides a comprehensive, faculty-focused program that supports all faculty members in their ongoing commitment to distinguish themselves through excellence in teaching.

Its role is to continue to expand faculty members' professional skills, strengthen their ability to motivate and inspire today's college students, develop

innovative ideas, and implement best practices. We believe that as faculty improve, we will continue to see an increase in student success.

The faculty development team will continue to support a faculty member's lifelong love of learning. All development opportunities are uniquely designed with the Alamo Colleges' faculty and their students in mind. A variety of opportunities and delivery modes are available.



DELIVERY MODALITIES

- Face-to-face
- Online/Virtual
- Blended (combination of face-to-face and online)
- Synchronous and Asynchronous

CERTIFICATIONS

- Master Teacher
- Adjunct Faculty
- APPQMR
- New Faculty Institute
- Leadership

CONFERENCES

SPRING

- Pedagogy

SUMMER

- Adjunct Professional Enrichment Experience (APEX)
- Dual-Credit/Early College High School

Fall

- EduTECH

REGULAR OFFERINGS

- Courses
- Reading Circles
- Individual Consultations
- Workshops
- Seminars

10 Ways to Get Involved in Faculty Development

Faculty participation is essential to a successful Faculty Development. There are many opportunities to get involved in the design and delivery of the faculty development program. Here are ten ways to start:

1

Become a Certified Problem-Based Learning (PBL) instructor

6

Serve as a member of a SME Design Team to develop offerings

2

Become a Certified Cooperative Learning (CL) instructor

7

Teach in the Faculty Development Program

3

Become a Certified Quality Matter (QM) instructor

8

Present a paper at one of our annual conferences

4

Serve as a Master Teacher, PBL or Cooperative Learning Faculty Mentor

9

Participate in a Peer-to-Peer Classroom Observation

5

Serve as a Design Lead to develop and guide future development offerings

10

Submit a proposal for a new course offering to launch District-wide

For more information on how to get involved, contact your faculty fellow (see page 59).

How to Register for Faculty and Instructional Development Courses

To explore an online catalog of courses, review all faculty development programs, search for courses by area of interest or by date, visit: www.alamo.edu/facultydevelopment.

Register for courses online in AlamoTALENT.

If you have any questions, contact any member of the faculty and instructional development team. See page 59 for a directory with contact information.







Course Offerings

Courses are designed to provide faculty with unique opportunities to work with colleagues, engage in meaningful discussions about learning-centered topics and develop strategies to create an effective learning environment for face-to-face, blended and online classes.

PREFIX
AGS

PROMOTING AN ATMOSPHERE OF ACADEMIC SUCCESS & GROWTH

The following courses are designed to help you enhance discipline-specific learning to promote lifelong academic and professional growth in your students.

- A Growth Mindset
- Compassion in the Classroom
- Facilitating Content with a Critical Eye
- Introduction to Code of Conduct
- Online Classroom Management
- Getting Ghosted by Your Students
- Handling PTSD in an Online Course
- Setting Boundaries Communication and Wellness in the Online Class
- Accommodations in an Online Course



A Growth Mindset

AGS-01 2 CREDIT HOURS

Learn how to promote a “growth mindset” culture with your students and review the research supporting the idea. Explore why “growth mindset” is important and how it can be applied to curriculum and instruction.



Compassion in the Classroom

AGS-02 2 CREDIT HOURS

Compassionate classrooms are places where student voices and ideas are prioritized. A compassionate classroom is not an environment that lacks academic rigor, but one where students are understood to be complex people. It is one where students feel that they belong and meet challenge and encouragement while asked to be the best versions of themselves. Learn how to lead by example and recognize when and how compassion is to be applied.





Facilitating Content with a Critical Eye

AGS-03 2 CREDIT HOURS

Critical-thinking is a life skill that can be taught and refined through practice. This course shares strategies for use in the classroom that empowers you to facilitate content with a critical eye as well as how to teach students critical-thinking skills.



Introduction to Code of Conduct

AGS-04 2 CREDIT HOURS

This session is a reintroduction to the code of conduct and how it is applied in an online environment. Come learn about all the ways Code of Conduct can have a positive affect on your courses.



Online Classroom Management

AGS-05 2 CREDIT HOURS

Classroom management is a key tool to helping your students succeed in class. This session will explore extra tips are useful in your syllabus, best practices to organize your class, and keeping your students engaged. But, what do you do when you have issues of code of conduct despite these best practices?



Getting Ghosted by Your Students

AGS-06 1.5 CREDIT HOURS

Whether in a face - to - face course or in an online course, what can instructors do when a student disappears from your class. We will learn about and discuss tips on how to try to keep students engaged and keep this from happening in the first place.



Handling PTSD in an Online Course

AGS-07 2 CREDIT HOURS

This session will focus on ways to better help our Veterans and students with PTSD. So often we are unaware of the best practices to help this special niche of students, so we will focus on what to do when students are struggling with PTSD in an online course.



Setting Boundaries-Communication and Wellness in the Online Class

AGS-08 1.5 CREDIT HOURS

In a time of COVID it is more important than ever to set clear boundaries within your course. This will not only help you maintain you well being but also help your students succeed.



Accommodations in an Online Course

AGS-09 1 CREDIT HOURS

Most instructors are familiar with accommodations in a face-to-face class, but how can instructors approach and apply accommodations in an online environment? Sharon Dresser will be joining us for this session to tell us all there is to know about how to handle accommodations in online courses.



FACE-TO-FACE



ONLINE



VARIABLE



WEBINAR



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PREFIX
DRB

DIGNITY, RESPECT & BELONGING

Faculty design and implement learning opportunities that acknowledge, draw upon, and are enriched by the uniqueness of each student and the many learner communities that they represent. Faculty promote dignity, respect, and belonging, where all students feel valued in all learning environments.

- Compassion in the Classroom
- Fostering Cultural Responsibility
- Teaching Diverse Student Populations
- Managing Controversial Topics
- Teaching Across Generations: Overview
- Accommodations for Students of all abilities
- Best Practices for Working with Military-Connected Students
- Best Practices for Teaching Dual-Credit Students
- Service Learning and Civic Engagement in the classroom
- Equity-Minded Pedagogy & Teaching Practices
- Teaching Diverse Populations with a Student Centered Approach
- HIP(s) Global Learning
- HIP(s) Learning Communities
- Inclusive Conversations
- Engaging Our Diverse Student Population
- Let's Talk...Conversations Around Bias



Compassion in the Classroom

DRB-01 2 CREDIT HOURS

Compassionate classrooms are places where student voices and ideas are prioritized; they are inviting and provide students a much needed sense of belonging. In this course, you will learn strategies on how to establish a culture of care in your classroom that promotes student success.



Fostering Cultural Responsibility

DRB-02 2 CREDIT HOURS

Learn how to foster cultural awareness in your classroom by demonstrating care for student's cultural, emotional and intellectual needs.



Teaching Diverse Student Populations

DRB-03 2 CREDIT HOURS

Explore ways to create a culturally sensitive and responsive environment that is hospitable for your diverse student population. This course is full of strategies you can immediately integrate into your lessons and classroom culture. * Not required.



Managing Controversial Topics

DRB-04 2 CREDIT HOURS

Introducing controversial topics can give rise to escalated conversations as conversations become uncomfortable. Learn strategies for turning difficult encounters into learning opportunities that enable you to address important and sensitive topics such as religion, politics, race, class, gender in your classroom discussions. Bring a lesson plan that has challenged you and work with other colleagues to discuss ways to overcome them.



Teaching Across Generations: Overview

DRB-05 2 CREDIT HOURS

In this course, you will acknowledge stereotypes, understand and appreciate generational differences, and resolve possible areas of friction. Learn to identify high-impact strategies that engage and empower each generation to reach their full potential.



Accommodations for Students with Disabilities

DRB-06 2 CREDIT HOURS

Being aware and informed of a students' disabilities is not enough. As faculty, you must seek the best ways to help your students be their best self. This course will share research-based and practical strategies to help all students have a positive learning experience in your classroom.



Equity-Minded Pedagogy & Teaching Practices

DRB-10 2 CREDIT HOURS

In this session, we will discuss and unpack equity-mindedness, how we define it and how it relates to our students. Faculty will be able to create ways to humanize your classroom and explore practices that will help increase student engagement and success. * Not required.



Best Practices for working with Military-Connected Students

DRB-07 2 CREDIT HOURS

The number of military-connected students is rising. As faculty, we must adapt and learn the best ways to reach and teach our military-connected students. Learn critical information on the best ways to engage and motivate these students to become active learners in your class.



Teaching Diverse Populations with a Student-Centered Approach

DRB-11 2 CREDIT HOURS

How to teach and collaborate with Generation-Z students with a focus on tactile, audio, and visual learning styles.* Not required.



Best Practices for teaching Dual-Credit Students

DRB-08 2 CREDIT HOURS

Dual-credit students have unique needs that need to be addressed and fulfilled. This course will bring to light similarities and differences in today's dual-credit and traditional college students and share ways to build a dynamic and cohesive classroom culture where all students can succeed.



HIP(s) Global Learning

DRB-12 2 CREDIT HOURS

This 2-hour session will discuss how this High Impact Practice helps students explore cultures, life experiences, and worldviews. Faculty in attendance will discuss the importance of diversity and global learning in the classroom and how to infuse these strategies into their curriculum. * Not required.



Service Learning and Civic Engagement in the Classroom

DRB-09 2 CREDIT HOURS

Service learning and civic engagement are two of the best methods to expose our students to the richness, as well as the needs of our community. This course will share simple ways to engage students in service learning and civic duties.



HIP(s) Learning Communities

DRB-13 2 CREDIT HOURS

Student Learning Communities are often cited as high impact practices that impact student success. In this session we will explore the effectiveness of learning communities, compare learning communities models, and examine recommended best practices for development and implementation of successful learning communities.



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Equity-Minded Pedagogy and Teaching Practices

DRB-14 2 CREDIT HOURS

In this session, we will discuss and unpack equity-mindedness, how we define it and how it relates to our students. Faculty will be able to create ways to humanize your classroom and explore practices that will help increase student engagement and success. * Not required.



Inclusive Conversations

DRB-15 1 CREDIT HOURS

Developing the skills to conduct meaningful conversations on potentially polarizing topics such as race, religion, and gender is necessary to build and restore our connectedness as humans and to kindle respect for all. This session will discuss some of the fears and challenges of having meaningful conversations on polarizing topics, and review some strategies to create an environment where you can have these difficult conversations effectively across difference. * Not required.



Engaging our Diverse Student Population

DRB-16 1 CREDIT HOURS

To truly understand how to play a game, players need to be on the field; the same applies in the remote classroom. For students to truly master the material they need to be engaged, as active participants. In this webinar we will focus on the different types and characteristics of student engagement and discuss a few strategies and techniques. * Not required.



Let's Talk...Conversations Around Bias

DRB-17 1 CREDIT HOURS

In this session, faculty will engage in candid conversations around implicit bias, equity and justice. Participants will engage in rich conversations that help bridge the gap in diversity and inclusion. * Not required.



PREFIX
LOP

LEARNING OUTCOMES-CENTERED PRACTICES

The following courses are designed to help you design curricula and teaching practices that facilitate student learning and growth towards the achievement of student learning outcomes and objectives.

- Embedding SLO's in Lesson Planning
- Problem-Based Learning (PBL)
- Rubrics I- Understanding & Designing Rubrics
- Rubrics II- Construction, Context, and Models
- Student-Centered Learning (Part 1)
- Strategies for Activating Student's Prior Knowledge
- Motivating and Engaging Students
- APPQMR
- Intro to High Impact Practices (Hybrid)
- HIP(s) Writing as a Tool for Learning
- Online Course Design Made Easy



Embedding SLO's in Lesson Planning

LOP-01 2 CREDIT HOURS

Cross-listed in STL.

Learn to write student learning objective (SLO) specific lesson plans to engage and motivate students, and keep you organized.



Problem-Based Learning (PBL)

LOP-02 2 CREDIT HOURS

Cross-listed in STL.

Problem-based learning (PBL) is a student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material. This course will explore the PBL process and spend time developing a discipline-specific PBL assignment.



Rubrics I - Understanding & Designing Rubrics

LOP-03 4 CREDIT HOURS

Cross-listed in SLA & STL.

Part 1 of 2 course series. This online course is offered in Canvas and is designed as a four-hour session.

Rubrics are an assessment tool that eases the stress on instructors during the grading process while making a fair, impartial grading environment that can also assist with student learning and assessment. Practice creating usable rubrics to reduce grading stress and assess learning quickly and impartially.



Rubrics II - Construction, Context & Models

LOP-04 4 CREDIT HOURS

Cross-listed in SLA & STL.

Part 2 of 2 course series. This online course is offered in Canvas and is designed as a four-hour session.

In this online, interactive course, you will continue your work on the elements of rubric construction and examine a variety of models to use in creating your own discipline-specific rubrics.



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Student-Centered Learning (Part I)

LOP-05 2 CREDIT HOURS

Cross-listed in STL.

Part 1 of 2 course series.

Explore ways to give your students voice and choice and learn ways to tap into what students value by creating a positive learning climate through assessment, facilitation and relationship building.



Strategies for Activating Student's Prior Knowledge

LOP-06 2 CREDIT HOURS

Cross-listed in SLA & STL.

Activating prior knowledge not only helps students make connections between what they know already and what they are about to learn, it helps engage them mentally. In this course, you will learn strategies tap into this resource to facilitate student success.



Motivating and Engaging Students

LOP-07 4 CREDIT HOURS

Cross-listed in STL.

What makes your students click? Come and engage in activities and discussion that will take you outside of your comfort zone. Motivate and engage your students using topics students feel connected with and take place when they “feel like it” or “just in time.”



Applying the Quality Matters Rubric (APPQMR)

LOP-08

Learn the underlying principles behind the QM Rubric and the critical elements of the QM quality assurance process. Learn about drafting helpful recommendations as you apply the Rubric to an actual course.



Intro to High Impact Practices (Hybrid)

LOP-09 4 CREDIT HOURS

In this introductory course to High Impact Practices participants will have the opportunity to explore different aspects of High Impact Practices by reviewing and discussing topics such as, what exactly are HIP(s), what makes HIP(s) high impact, key elements of HIP(s), the undergraduate experience with HIP(s), examples of HIP(s) and how to apply them into your course, and finally, how to assess under served engagement in HIP(s).



HIP(s) Writing as a Tool for Learning

LOP-10 2 CREDIT HOURS

In this workshop, we will learn how to use writing activities and assignments to build knowledge, not just assess it. Learn about the concepts of “writing to learn” and “writing to communicate”, and how to create activities that allow your student to gain command and confidence in course material through writing.



Online Course Design Made Easy

LOP-11 1 CREDIT HOURS

If you've ever struggled with building an online course or never had to build an online course, where do you begin? This workshop will present you with instructional design options to help you get started. Palo Alto College has developed a Canvas shell with pre-designed structure that you can import into your own empty Canvas courses. The shell provides you with course structure and design suggestions for how to get organized. The pre-designed shell will save you hours of work. Participants in this workshop will get a tour of the PAC Canvas shell and will be given instructions on how to obtain it for all of their courses.

PREFIX
PRS

PROFESSIONALISM & SCHOLARSHIP AS IT RELATES TO TEACHING, LEARNING & DISCIPLINES

The following courses are designed to help you continuously examine the effectiveness of your teaching and student learning and continuously improve your knowledge and skills to apply to the broader environment.

- Crucial Conversations
- Crucial Accountability
- Reflective Teaching
- Technology of Participation (ToP) Facilitation Methods
- Leadership in the Classroom
- Pedagogy Topics Book Club
- Reading Circles
- Prosci Change Management
- The 7 Habits of Highly Effective People
- Leading at the Speed of Trust
- Self-Care & Work-Life Balance
- Faculty Mentorship
- Human-Design Thinking
- PDCA
- PDCA II- Application & Tools
- 21st Century Skills: Beyond Technology
- Leadership Formation & Renewal
- Leadership Strategies & Communication
- Teaching Tips for Successful Group Work
- Project Management Essentials I
- Project Management Essentials II
- Introduction to Change Management
- Creative Commons Licenses & Open Education Resources (OER)
- The 5 Choices of Extraordinary Productivity



Crucial Conversations

PRS-01 2 CREDIT HOURS

A crucial conversation is a discussion between two or more people where stakes are high, opinions vary, and emotions run strong. These conversations, when handled poorly or ignored, cause teams and organizations to get less-than-desirable results. This award-winning Crucial Conversations training approach works for you, your team, and your organization, and everything gets better.



Crucial Accountability

PRS-02 2 CREDIT HOURS

This course incorporates conversations and a powerful set of new skills to resolve your most challenging accountability issues. It enables those who already have knowledge of crucial conversation skills to diagnose why someone keeps falling short of set expectations and then derive a plan that both motivates and enables the other person to successfully change his or her behaviors. These additional skills are perfect for crucial accountability conversations that seem resistant to dialogue skills alone.



Reflective Teaching

PRS-03 2 CREDIT HOURS

Perception meets reality. What makes listening to students about your teaching so valuable? How would you like to know what your students think about your teaching *before* the end of the semester where you find out in a student's course evaluation that you did not make the grade? This course provides examples of how to ask students to provide feedback of what worked and did not work after each class session and how to use that information to aid in planning for success in the next class session.



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Technology of Participation (ToP) Facilitation Methods

PRS-04 16 CREDIT HOURS

Learn three proven ways to activate group participation. Hands-on practice helps you discover practical uses in your life and work. Technology of Participation (ToP) Facilitation Methods (TFM) is a two-day workshop that provides skills and tools for facilitative and participatory leadership. The method supports productive teamwork and cooperation. Participants learn how to design and conduct conversations with clarity, depth and purpose.



Leadership in the Classroom

PRS-06 2 CREDIT HOURS

How do we help our students make the most of their college experience? In this course, you will take a closer look at leadership principles and explore different tools and resources available to assist with making your course more dynamic.



Pedagogy Topics Book Club

PRS-07 1.5 CREDIT HOURS

Join a Faculty Development fellow to explore a literary selection from a decidedly intellectual viewpoint with the intent to share thoughts on pedagogy as related to each book selection.



Reading Circles

PRS-08 1 - 2 CREDIT HOURS

Reading Circles are an ongoing, informal, cross-disciplinary gathering of faculty who meet to discuss their interpretations of a variety of books and/or articles related to teaching, learning and student success issues. Reading circles meet once per month during the semester.



Prosci Change Management

PRS-09 8 CREDIT HOURS

This one-day experiential learning course provides an understanding of fundamental concepts and benefits of effective change management. The course is designed to provide awareness and desire for additional knowledge around change management.



The 7 Habits of Highly Effective People

PRS-10 16 CREDIT HOURS

Learn the essentials of personal effectiveness that will help you take responsibility, recognize and seize opportunities, solve problems and achieve better results.



Leading at the Speed of Trust

PRS-11 2 CREDIT HOURS

Leading at the Speed of Trust helps you learn how to create a high-trust culture of collaboration and engagement, resulting in greater speed and lower costs throughout the organization. This course has been developed with an intense focus on helping increase trust among your teams and departments by focusing on 13 behaviors that, when implemented, will sustain changes in human behavior and lead to lasting change.



Self-Care & Work-Life Balance

PRS-12 2 CREDIT HOURS

Teachers do not succeed on grading alone. Learn tips to bring both balance and self-care to your teaching toolbox.



Faculty Mentorship

PRS-13 2 CREDIT HOURS

In this face to face session, we will discuss how to maximize the impact of the faculty mentor-mentee relationship, so that both parties find the relationship valuable and rewarding. The session includes concrete steps that can be taken to make faculty mentoring successful, and activities to model proper behavior.



Human-Design Thinking



PRS-14 16 CREDIT HOURS
Cross-listed in STL.

This highly interactive course introduces the mindset, tool set and skill set necessary for creativity and innovation to become a reality in the workplace and how to cultivate a culture of inquiry that will take hold in an organization. Through a variety of experiential exercises, you will learn how to stay curious, stay open and how to probe for understanding. You will gain a common language for creativity and design thinking while learning tangible tools to think differently and contribute meaningful ideas to move initiatives forward.



PDCA

PRS-15 8 CREDIT HOURS

Part 1 of 2 course series.

This introductory course includes basic principles of project management and process improvement. Learn to solve problems faster, improve communication and teamwork, improve productivity, reduce errors and increase confidence of your team and colleagues.



PDCA II - Application & Tools

PRS-16 8 CREDIT HOURS

Part 2 of 2 course series.

A problem is defined as an undesirable event, or any gap between what is expected and what is obtained. In this course, you will learn how to use tools to close the gap, decrease errors and solve problems faster.



21st Century Skills: Beyond Technology

PRS-18 2 CREDIT HOURS

The 21st century has given us a plethora of new tools to use to enhance student learning. New innovative ways to tap into intrinsic/extrinsic motivation; the teacher as coach and mentor; the student as an active component in the learning process using mindset, drive, GRIT and technology to achieve success. Various ideologies and strategies will be shared in this session that can be immediately integrated into your lessons



Leadership Formation & Renewal

PRS-19 16 CREDIT HOURS

This leadership formation course is based on the work of Parker J. Palmer's work on teacher and leadership formation. The work of formation is rooted in the belief that effective leadership flows from the identity and integrity of the person. This two-day course provides the opportunity to get in touch with the leader within while working in community with colleagues from across the Alamo Colleges. As each of us engage in reflection about who we are and who we want to be as a leader, we will also have the opportunity to strengthen connections with our colleagues to allow us to move forward together to lead and support colleges and our students.



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Leadership Strategies & Communication

PRS-20 8 CREDIT HOURS

This course is targeted for faculty leaders.

In this course, the Technology of Participation (ToP) facilitator will engage you in building on ToP facilitation skills to enhance leadership effectiveness; understanding your communication style and how it impacts others; developing skills to deal with resistance; have meaningful dialogue and lead people through change.



Teaching Tips for Successful Group Work

PRS-21 2 CREDIT HOURS

Group work can be a challenge. In this session, you will explore theory, tips, and strategies for more successful group work whether you teach face to face or online.



Project Management Essentials I (for the Unofficial Project Manager)

PRS-22 3.5 CREDIT HOURS

Part 1 or 2 course series.

Fewer than a third of all projects are successfully completed on time and on budget, yet over 97% of organizations believe project management is critical to organizational performance and success. In this workshop, you will learn to implement a disciplined process of execution and master informal authority, leading to pervasive and sustainable project success.

Project Management Essentials II (for the Unofficial Project Manager)



PRS-23 3.5 CREDIT HOURS

Part 2 or 2 course series.

In this course, you will build on the skills learned in Project Management I. You will further develop practical skills to implement a disciplined process of execution and master informal authority, leading to pervasive and sustainable success.



Introduction to Change Management

PRS-24 3 CREDIT HOURS

Do you need to look at change differently at the Alamo Colleges District and in your personal life? Are you constantly getting hit with changes in all areas of your life? We don't need to be "victims" of change, but change involves personal decisions and actions to take so the experience and outcomes can be positive. This course will give you a new view of managing personal change and some helpful strategies to bring awareness, desire, and knowledge about the change in order to respond in a personal or positive way.



Creative Commons Licenses & Open Educational Resources (OER)

PRS-25 1.5 CREDIT HOURS

In this course, you will learn about Creative Commons Licenses and Open Educational Resources (OER), and how to utilize them in your classroom to save your students money without sacrificing the quality of your pedagogical materials.



The 5 Choices to Extraordinary Productivity

PRS-26 1.5 CREDIT HOURS

The barrage of information coming at us from multiple sources (e.g., texts, email, tweets, blogs, and alerts), coupled with the demands of our work, are overwhelming and distracting. Learn a process to measurably increase your productivity. You will learn to make selective, high-impact choices about where to invest your valuable time, attention, and energy.

PREFIX
SLA

STUDENT LEARNING ASSESSMENT

The following courses are designed to help you facilitate student success through effective formative and summative learning assessment practices to inform instructional and curricular improvement.

- Bloom's Taxonomy
- Rubrics I- Understanding & Designing Rubrics
- Classroom Assessment Techniques
- Strategies for Activating Student's Prior Knowledge
- Rubrics II- Construction, Context & Models
- Tech Tools for Assessments
- Writing as a Tool for Learning



Bloom's Taxonomy

SLA-01 2 CREDIT HOURS

Bloom's Taxonomy is a tool for faculty to encourage higher-order thinking in students. In this course, you will learn the levels of Bloom's Taxonomy and how to apply them to your learning objectives, activities, assignments, and assessments



Classroom Assessment Techniques

SLA-02 4 CREDIT HOURS

This online course is offered in Canvas and is designed as a four-hour session.

Assessment is a valuable tool for instructors. Not only are you able to determine what students are learning, but you can also learn what concepts or misconceptions your students have through simple and quick classroom assessment techniques. In this course, you will re-think some "oldies but goodies" and ensure alignment between learning activities and assessments.



Strategies for Activating Student's Prior Knowledge

SLA-03 2 CREDIT HOURS

Cross-listed in STL.

Activating prior knowledge not only helps students make connections between what they know already and what they are about to learn, it helps engage them mentally. In this course, you will learn strategies tap into this resource to facilitate student success.



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Rubrics I - Understanding & Designing Rubrics



SLA-04 4 CREDIT HOURS

Cross-listed in LOP & STL.

Part 1 of 2 course series. This online course is offered in Canvas and is designed as a four-hour session.

Rubrics are an assessment tool that eases the stress on instructors during the grading process while making a fair, impartial grading environment that can also assist with student learning and assessment. Practice creating usable rubrics to reduce grading stress and assess learning quickly and impartially.



Rubrics II - Construction, Context & Models



SLA-05 4 CREDIT HOURS

Cross-listed in LOP & STL.

Part 2 of 2 course series. This online course is offered in Canvas and is designed as a two-hour session.

In this online, interactive course, you will continue your work on the elements of rubric construction and examine a variety of models to use in creating their own discipline-specific rubrics.



Tech Tools for Assessment

SLA-06 4 CREDIT HOURS

This online course is offered in Canvas and is designed as a four-hour session.

Come and explore technology tools to augment instructional design and delivery. Learn how to create a technology-assisted lesson with feedback.



Writing as a Tool for Learning

SLA-07 2 CREDIT HOURS

Learn how to integrate writing into any curriculum and analyze ways that writing can help your students think, organize, integrate knowledge, evaluate and communicate.



PREFIX
STL

STUDENT-CENTERED TEACHING & LEARNING STRATEGIES

The following courses are designed to help you implement various teaching and learning strategies that accommodate the diverse learning styles of students and promote acquisition, understanding and application of knowledge, skills and values.

- Active Learning
- Active Learning for Business Courses
- Active Learning in a Mathematics Classroom
- Active Learning in Science
- Learning by Design
- Introduction to Cooperative Learning
- Cooperative Learning (Part 2)
- Cooperative Learning (part 3)
- Cooperative Learning (part 4)
- Contextualization
- Human-Design Thinking
- Motivating the Unmotivated Student
- Differentiated Instruction
- A Guide to the First Day of Class
- Non-Verbal Cues to Use in the Classroom
- Embedding SLO's in Lesson Planning
- Motivating and Engaging Students
- Multiple Intelligences
- Problem-Based Learning (PBL)
- Strategies for Activating Student's Prior Knowledge
- Rubrics I- Understanding & Designing Rubrics
- Rubrics II- Construction, Context & Models
- Student-Centered Learning
- Strategies for Behavioral Intervention (SOBI)
- Student Engagement I
- Student Engagement II



Active Learning

STL-01 2 CREDIT HOURS

Create an engaging and holistic education experience for your students by embedding active learning strategies within your curriculum. This course will share various strategies that you can immediately embed into your lessons.



Active Learning in a Mathematics Classroom

STL-03 2 CREDIT HOURS

Active learning strategies can bring excitement and deeper learning to your students. This hands-on workshop will share teaching and learning strategies that you can easily incorporate into your mathematics classroom.



Active Learning for Business Courses

STL-02 2 CREDIT HOURS

Finding unique approaches to student engagement in the classroom adds fun and improves student interest while they learn. This course focuses on varied business courses approach to active learning to increase engagement and improve student learning outcomes.



Active Learning in Science

STL-04 2 CREDIT HOURS

Science is best learned through active learning and engaging activities. Learn how to use these exciting activities to bring your science classroom to life.



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Learning by Design

STL-05 2 CREDIT HOURS

Well-designed lessons incite student learning. Accessing students' prior knowledge and engaging students are important for learning to occur. Learn new ways to add meaningfulness and relevance to the concepts to be taught/learned through designing lessons that encourage deeper learning in your students.



Introduction to Cooperative Learning

STL-06 4 CREDIT HOURS

Part 1 of 4 course series.

Cooperative learning is an instructional strategy where students meet learning objectives through group and team work. Learn proven pedagogical techniques that will help your students become more actively engaged in learning. This course introduces the rationale for using cooperative learning and helps faculty differentiate between group work and cooperative learning by addressing some common misconceptions. The primary focus is on modeling these principles in the classroom to show participants how classroom strategies are employed such as forming different types of groups (formal, informal and base.)



Cooperative Learning (Part 2)

STL-07 2-4 CREDIT HOURS

Part 2 of 4 course series.

This course introduces and models the five basic elements of cooperative learning in an interactive classroom setting. You will meet with your base groups to complete a variety of activities to experience and reflect on both formal and informal groupings that employ all five instructional decisions to enhance your student's cooperative learning experience in the classroom.



Cooperative Learning (Part 3)

STL-08 2-4 CREDIT HOURS

Part 3 of 4 course series.

In this course, you will function in groups to explore some methods of applying cooperative learning principles in your own classroom lessons. You will look closely at the instructor's role in a cooperative classroom and prepare a lesson that contains all five of the Basic Elements for your own use this semester.



Cooperative Learning (Part 4)

STL-09 2-4 CREDIT HOURS

Part 4 of 4 course series.

Once you have experienced, reflected upon and explored the foundations of cooperative learning theory, you are ready to revise your plan for your students. In this course, time and guidance will be given to allow you to complete your lesson or plan a group project as well as discuss your own experiences in attempting these plans. Upon completion, lesson plans will be presented for feedback from the class.



Contextualization

STL-10 2 CREDIT HOURS

Learn how to focus on student needs by contextualizing your approaches, lessons and assignments.



Human-Design Thinking



STL-11 4 CREDIT HOURS

Cross-listed in PRS.

This highly interactive course introduces the mindset, tool set and skill set necessary for creativity and innovation to become a reality in the workplace and how to cultivate a culture of inquiry that will take hold in an organization. Through a variety of experiential exercises, you will learn how to stay curious, stay open and how to probe for understanding. You will gain a common language for creativity and design thinking while learning tangible tools to think differently and contribute meaningful ideas to move initiatives forward.



Motivating the Unmotivated Student

STL-12 2 CREDIT HOURS

This interactive, peer discussion course explores current research and ways to motivate and engage students you have encountered in your classroom.



Differentiated Instruction

STL-13 2 CREDIT HOURS

Learn how to differentiate your instructional methods to meet the needs of all your students backgrounds and academic levels. * Not required.



A Guide to the First Day of Class

STL-14 2 CREDIT HOURS

Start off the semester by motivating and engaging your students. “The first class meeting of any course is more important than many faculty realize. It sets the tone for what is to follow and can greatly influence students’ opinions about the course and the instructor for the remainder of the semester” (Perlman & McCann). This course will share some key ways to start your semester off right!



Non-verbal Cues to Use in the Classroom

STL-15 2 CREDIT HOURS

Non-verbal communication is a valuable instructional tool. Many studies have indicated that starting your term off with confidence, classroom management techniques and friendliness can raise student satisfaction and increase persistence. This course will share strategies on engaging students who might normally challenge your classroom routine and raise retention and success rates.



Embedding SLO's in Lesson Planning

STL-16 2 CREDIT HOURS

Cross-listed in LOP.

Learn to write student learning objective (SLO) specific lesson plans to engage and motivate students, and keep you organized.



Motivating and Engaging Students

STL-17 2 CREDIT HOURS

Cross-listed in LOP.

What makes your students click? Come and engage in activities and discussion that will take you outside of your comfort zone. Motivate and engage your students using topics students feel connected with and take place when they “feel like it” or “just in time.”



Multiple Intelligences

STL-19 2 CREDIT HOURS

Explore Howard Gardner’s *Eight Multiple Intelligences*, why they are important in the classroom and how to adjust your teaching to address all of them.



Problem-Based Learning (PBL)

STL-20 8 CREDIT HOURS

Cross-listed in SLA & LOP.

Problem-based learning (PBL) is a student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material. This course will explore the PBL process and spend time developing a discipline-specific PBL assignment.



Strategies for Activating Student’s Prior Knowledge

STL-21 2 CREDIT HOURS

Cross-listed in SLA.

Activating prior knowledge not only helps students make connections between what they know already and what they are about to learn, it helps engage them mentally. In this course, you will learn strategies tap into this resource to facilitate student success.



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Rubrics I - Understanding & Designing Rubrics

STL-22 4 CREDIT HOURS

Cross-listed in LOP & SLA.

Part 1 of 2 course series. This online course is offered in Canvas and is designed as a four-hour session.

Rubrics are an assessment tool that eases the stress on instructors during the grading process while making a fair, impartial grading environment that can also assist with student learning and assessment. Practice creating usable rubrics to reduce grading stress and assess learning quickly and impartially.



Rubrics II - Construction, Context & Models

STL-23 4 CREDIT HOURS

Cross-listed in LOP & SLA.

Part 2 of 2 course series. This online course is offered in Canvas and is designed as a four-hour session.

In this online, interactive course, you will continue your work on the elements of rubric construction and examine a variety of models to use in creating your own discipline-specific rubrics.



Student-Centered Learning (Part I)

STL-24 2 CREDIT HOURS

Part 1 of 2 course series.

Explore ways to give your students voice and choice and learn ways to tap into what students value by creating a positive learning climate through assessment, facilitation and relationship building.



Strategies of Behavioral Intervention (SOBI)

STL-26 2 CREDIT HOURS

Learn how to identify, address and respond to disruptive, threatening or violent behavior in your classroom.



Student Engagement I

STL-27 1 CREDIT HOUR

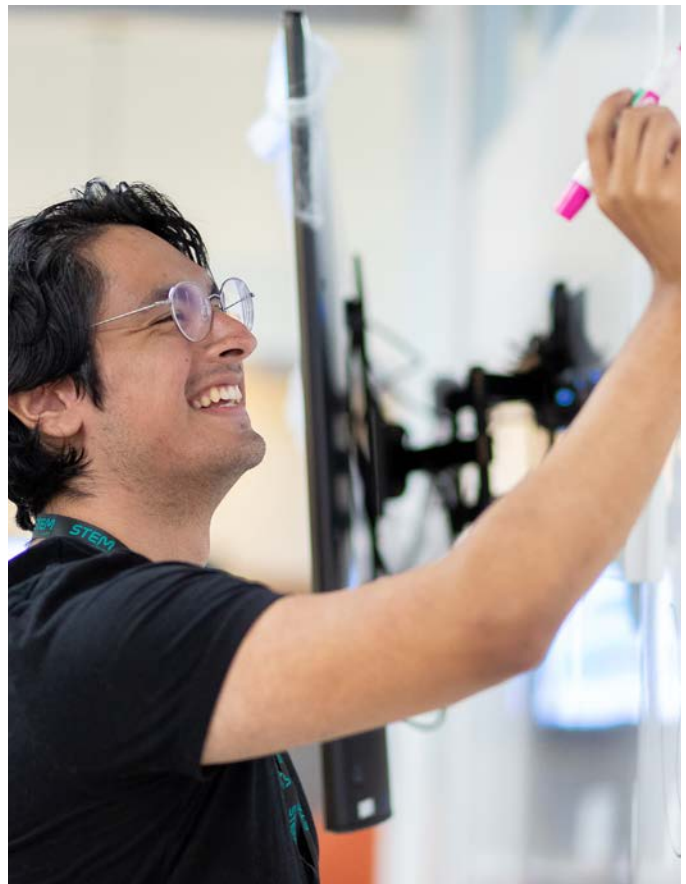
Student engagement can be viewed as the level of involvement, integration, and quality of effort students submit in social and academic collegiate experiences. This session will look at the different types and levels of engagement as well as how it relates to student's learning, retention and overall achievement.



Student Engagement II

STL-28 2 CREDIT HOURS

This follow-up session will share various techniques and strategies to engage students in their learning so that the content learned "sticks."





Guide to 1st Day

STL-29 2 CREDIT HOUR

This course is designed to assist instructional delivery in a remote teaching environment as well as F2F – focus is on engaging audience with active learning tools.



Compassion Lunch & Learn

STL-30 1 CREDIT HOUR

Understanding Student Behaviors and What We Can Do to Support Student Success.



Active Learning Online

STL-31 2 CREDIT HOUR

This session will introduce instructors to fun tools to help keep your students engaged in active learning in your online course.



Where's the Grey Area- Code of Conduct Online

STL-32 2 CREDIT HOURS

Code of Conduct is often hard to apply online. This session focuses on how to clear the muddiness and to help know when a student might be having issues that are easily resolved or when there is a code of conduct problem that should be reported.



HIP(s) Cooperative Learning in the Remote Environment

STL-33 2 CREDIT HOURS

Cooperative Learning Methodology consists of High Impact Practices that combine two key goals: Learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research. (AACU HIP tables).



Metacognitive Teaching Strategies

STL-34 1 CREDIT HOURS

Metacognitive strategies refers to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'. As students become aware of how they learn, they will use these processes to efficiently acquire new information, and consequently, become more independent thinkers.



Team-Based Learning (2 Week Canvas)

STL-35 2 CREDIT HOURS

Team-based learning (TBL) is a structured form of small-group learning that emphasizes student preparation out of class and application of knowledge in class.



Problem-Based Learning (2 Week Canvas)

STL-36 2 CREDIT HOURS

Problem-Based Learning (PBL) is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts.



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PREFIX
TEC

TECHNOLOGY & SYSTEM OPERATIONS

The following courses are designed to help you enhance your teaching and learning environment by leveraging technology to support student success.

- Presentation Advantage
- Quality Matters
- Quality Matters II
- Social Presence
- Staying Connected Outside the Classroom: Using Social Media & Tips for Online Office Hours
- Teaching with Simulations & Games
- Tech Tools for Instructional Design & Delivery I
- Tech Tools for Instructional Design & Delivery II
- Intro to Canvas Course
- Zoom Basics
- Advanced Canvas Topics
- Advanced Zoom Topics
- Topics in Education



Presentation Advantage

TEC-01 2 CREDIT HOURS

Wasted time, unproductive meetings, and lost opportunities occur due to poor presentations. The lack of powerful methods to inform and persuade is one of the greatest hidden and pervasive costs of the 21st-century workplace. This one-day course will help you consistently deliver highly successful presentations. You will learn the skills and the latest neuroscience to better inform, influence, and persuade others in today's knowledge-based world.



Quality Matters

TEC-02 4 CREDIT HOURS

Part 1 of 2-course series.

This course is highly recommended for faculty who teach online or blended courses.

In this introductory course, you will learn about Quality Matters (QM), a set of standards that can be used to design, revise and improve your online or blended course. You will be introduced to the QM rubric and how to apply the strategies to your own online course design.



Quality Matters II

TEC-03 4 CREDIT HOURS

Part 2 of 2-course series.

This course is highly recommended for faculty who teach online or blended courses.

This is the second course leading to a Quality Matters (QM) Peer Review Certification.



Social Presence

TEC-04 2 CREDIT HOURS

This session is designed to provide learners with the ability to cultivate social presence by utilizing proven online teaching techniques that allow for relationship building, communication, and interactions within the context of mediated communication. This interactive, fun, and informative session will provide participants with ways to increase student satisfaction, engagement, and learning.



Tech Tools for Instructional Design & Delivery I

TEC-07 4 CREDIT HOURS

Part 1 of 2 course series. This online course is offered in Canvas and is designed as a four-hour session.

This is the first course in a two-course series exploring technology tools to enhance instructional design, delivery, and assessment. In this course, you will explore quick and easy ways to use technology to assess your student's understanding and collect student data.



Tech Tools for Instructional Design & Delivery II

TEC-08 4 CREDIT HOURS

Part 2 of 2 course series. This online course is offered in Canvas and is designed as a four-hour session.

Building on the foundational knowledge gained in Tech Tools I, you will take a deeper dive into the latest technology tools you can use to enhance instructional design and delivery.



Intro to Canvas Course

TEC-09 2 CREDIT HOURS

This session will provide a basic overview of Canvas and important functions within it. This is the perfect course for those who are using Canvas for the first time, or for seasoned users who want a refresher on it.



Zoom Basics

TEC-10 1 CREDIT HOURS

This session provides a basic overview of Zoom. Participants will learn how to set up meetings, change their settings, and use in-meeting functions.



Advanced Canvas Topics

TEC-11 1 CREDIT HOURS

This session will provide a more in-depth exploration of one or more Canvas features. Some examples include: creating groups, advanced gradebook features, and Turnitin.



Advanced Zoom Topics

TEC-12 1 CREDIT HOURS

This session will provide a more in-depth exploration about one or more Zoom features. Some examples include: using polling and establishing breakout rooms.



Topics in Education

TEC-13 1 CREDIT HOURS

These sessions explore software or applications that can be used in the classroom. Some examples include: SoftChalk, PollEverywhere, KaHoot!, and Flipgrid.



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Staying Connected Outside the Classroom: Using Social Media & Tips for Online Office Hours

TEC-14 4 CREDIT HOURS

Today's students are digital natives. In this course, you will explore the latest tools to stay connected with your students in today's digital world. The course will focus on ways to leverage social media and online conferencing tools for online office hours and tutoring sessions. If you teach online, you will learn how to integrate some of these tools with the Canvas learning management system.



Teaching with Simulations & Games

TEC-15 4 CREDIT HOURS

Research shows that adding simulations and games in the classroom helps improve student learning outcomes. This course explores how simulations and games help improve student performance. You will learn a variety of strategies and tools for conducting simulations and games in your classes.



Social Media in the Classroom

TEC-16 1 CREDIT HOURS

This session explores easy to use, fun ways that you can incorporate social media into your classroom for both small exercises that you'll "like" and higher stakes assignments you'll want to "Tweet" about.



Poll Everywhere in the Classroom

TEC-17 1 CREDIT HOURS

This session will explore ways you can create word clouds, games, and polls through PollEverywhere. This versatile tool is free, easy to use, and can be integrated directly into PowerPoint and Google Slides.



Gradebook Hacks

TEC-18 1 CREDIT HOURS

Did you know you could give your students default grades instead of entering each one in manually? Or, that you can quickly email all students who haven't turned in an assignment without having to do it individually? Come learn about these hacks and more so that you can make your grading life a little bit easier.



SoftChalk Part 1

TEC-19 1 CREDIT HOURS

This professional development session will provide you with the basics for developing content lessons with benchmarks that will feed into your Canvas course gradebook using SoftChalk. This is the part one of a two part series for the exceptional educational application. If you are looking for new ways to engage your learners, SoftChalk has a lot of intuitive activities and assessments that you can easily transform discussion boards, identification quizzes, maps and more into dynamic, thought provoking, interactive assignments. Please find the attachment to create your SoftChalk account for this one hour session and have a lesson and an assessment or activity handy to transform.



SoftChalk Part 2

TEC-20 1 CREDIT HOURS

This professional development session will provide you with more in depth SoftChalk activities and tools for developing content lessons with benchmarks that will feed into your Canvas course gradebook using SoftChalk. This is the second part of a two part series for the exceptional educational application. If you are looking for new ways to engage your learners, Please find the attachment to create your SoftChalk account for this one hour session and have a lesson and an assessment or activity handy to transform.



Groups in Canvas

TEC-21 1 CREDIT HOURS

This session will explore creating groups in Canvas and transforming individual activities into group activities.



Engaging Tools Using Zoom

TEC-22 1 CREDIT HOURS

This session explores using zoom annotation tools to engage your students in the classroom.



Tech Tuesdays: Remind & Doodle

TEC-23 1 CREDIT HOURS

This session explores using Remind app to communicate with your students and automate students appointments with Doodle.



Tech Tuesdays: Flipgrid

TEC-24 1 CREDIT HOURS

In this session you will learn to empower your students voice by using the simple Canvas accessible video discussion app Flipgrid.



Tech Tuesdays: Bitmoji & Graphics

TEC-25 1 CREDIT HOURS

In this session you will learn to create and use your own personal emoji (Bitmoji) to personalize your course and materials.



Groups in Canvas

TEC-26 1 CREDIT HOURS

This session will focus on creating group work assignments and how to instruct students to collaborate with their group by utilizing tools in Canvas.



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Faculty Development Certification Programs

Alamo values each faculty member's development because we believe it is connected to our students' success. As we continue to grow and develop, our students, colleges and educational community will grow and develop.





PROGRAM ELIGIBILITY

- Adjunct instructors (w/ a current contract)

PROGRAM DURATION

- Varies by individual

PROGRAM OFFERING

- Year-round
- Individual courses may differ in delivery type (e.g. face-to-face, online, and blended)

ADJUNCT FACULTY CERTIFICATION PROGRAM

Adjunct Faculty Certification Program (AFCP) offers adjunct faculty currently contracted with one of the Alamo Colleges the opportunity to receive high quality, effective and impactful educational enrichment opportunities. This program offers opportunities to adjunct faculty to expand themselves both professionally and personally.

BENEFITS

- Earn the designation of Certified Adjunct Faculty member.
- Become part of a collaborative community made up of faculty members on your college and throughout the Alamo Colleges District.
- Get tools and support to help you meet the expectations for being a great instructor at Alamo Colleges.
- Take advantage of support and resources of the Faculty Development Team such as one-on-one consultations, micro-learning opportunities and conferences .

HOW TO QUALIFY & APPLY

1. Hold a current contract with one of the Alamo Colleges.
2. Be recommended by the academic leadership of your home college.
3. Sign and complete the Enrollment Acknowledgment form.
4. Complete a minimum of 24 hours of professional development in each of the TWO cohort-based phases of the program (total of 48 hours).

PROGRAM DESIGN

The Adjunct Faculty Certificate Program (AFCP) is comprised of two phases intended to be completed within two semesters of your enrollment (no later than July 15th of the academic year of enrollment). You will complete each phase as a cohort with your fellow AFCP colleagues. Each phase has specific requirements.

PHASE 1 REQUIREMENTS & RECOMMENDED COURSES

Requirements

Courses taken during this phase are 24 hours of pre-selected CORE Courses focused on best practices and innovative pedagogy. Core courses are scheduled to launch every 2 weeks for completion in the first semester of enrollment. In addition to 24 professional development hours, Phase I requires a classroom observation conducted by the department chair or a designee and a final 10-15 minute presentation.

Required CORE Course Topics

COURSE HOURS	TITLE
SLA-02 2	Classroom Assessment Techniques
SLA-01 2	Bloom's Taxonomy
DRB 03 2	Digital Accessibility
STL-05 2	Learning by Design (Lesson Planning)
STL-22 2	Rubrics I

PHASE 2 REQUIREMENTS & RECOMMENDED COURSES

Requirements

Upon successful completion of Phase I, participants will be enrolled in Phase II. Phase II includes a 6 hour course on using the LMS Canvas and 18 elective hours* of professional development courses. Possible elective courses include a diverse group of topics that support competency-based pedagogy and instructional demonstration.

Elective Course Examples

- Required: Canvas Training (6 hours)
- Teaching Tips for Successful Group Work
- Cooperative Learning
- Fresh Start: Guide to 1st Day of Class
- Multiple Intelligences
- Non-Verbal Cues to Use in the Classroom
- Active Learning in Math
- Teaching Across Generations
- Serving Those Who Served You
- The 4 Agreements
- Teaching Simulations & Games
- Managing Controversial Topics
- Film in the Classroom
- Social Presence Online
- Emotional Intelligence
- Fostering a Culture of DRB
- Pedagogy of Care
- Lesson Planning
- Motivating the Unmotivated Student
- APPQMR

COMPLETION AWARD

An award of \$750 per phase (a potential total of \$1500) is contingent upon successful completion of each of the two AFCEP phases. Ongoing funding of this program is not guaranteed and is contingent on the financial conditions and experiences of the Alamo Colleges District. Participants must complete all phase requirements to be eligible for payment.



PROGRAM ELIGIBILITY

- Open to all faculty (full-time and adjunct)
- Non-faculty, full-time staff
- Students

PROGRAM DURATION

- 6 weeks

PROGRAM OFFERING

- Fall and Spring semesters
- Face-to-face course delivery

FACULTY LEADERSHIP DEVELOPMENT PROGRAM

To create and sustain resources and opportunities aimed at engaging faculty in -- and empowering faculty through -- leadership training. The Faculty Leadership Development Program aims to ensure faculty and college administration work alongside one another to fulfill the mission, vision, and values of the colleges.

FACULTY LEADERSHIP CERTIFICATE

PROGRAM ELIGIBILITY

- Full-time faculty
- Recommended for those that currently, or wish to, serve as: Department Chairs, Program Leads, Program Coordinators, Project Leads, and/or Faculty Senate members

PROGRAM DURATION

- 3 months

PROGRAM OFFERING

- Summer
- Individual courses may differ in delivery type (e.g. face-to-face, online, and blended)

BENEFITS

- Earn the designation of Certified Faculty Leader
- Become part of a collaborative community made up of faculty leaders on your college and throughout the Alamo Colleges District
- Get tools and support to help you meet the expectations for being a great academic leader at Alamo

HOW TO QUALIFY & APPLY

1. Hold a current contract with one of the Alamo Colleges.
2. Submit a letter of intent that specifies the faculty leadership capacity you currently, or wish to, serve.
3. Submit a letter of support from your supervisor at your home college.
4. Sign and complete the Enrollment Acknowledgment form.
5. Complete a minimum of twenty (20) required hours of professional development, with at least one (1) course in each of the five (5) focus areas.

PROGRAM REQUIREMENTS

To successfully complete the Faculty Leader Certification, you must complete a minimum of 20 hours of professional development, with at least one (1) course from each of the following focus areas (see choices below).

PROJECT MANAGEMENT

COURSE	HOURS	TITLE
PRS-21	3.5	Project Management Essentials I
PRS-22	3.5	Project Management Essentials II
PRS-15	3	PDCA I
PRS-16	3.5	PDCA II: Application & Tools

CHANGE MANAGEMENT

COURSE	HOURS	TITLE
PRS-09	8	Prosci Change Management

PROBLEM-SOLVING & FACILITATION

COURSE	HOURS	TITLE
PRS-04	16	Technology of Participation (ToP) Facilitation Methods
PRS-20	8	Leadership Strategies & Communication

COLLABORATION & CREATIVITY

COURSE	HOURS	TITLE
PRS-11	8	Leading at the Speed of Trust
PRS-19	16	Leadership Formation & Renewal
PRS-14 or	8	Human-Design Thinking
STL-11	8	Culture of Inquiry

COMMUNICATION & CONFLICT RESOLUTION

COURSE	HOURS	TITLE
PRS-01	6	Crucial Conversations
PRS-02	8	Crucial Accountability
Other	TBD	HR Training for Department Chairs



FACULTY LEADERSHIP DEVELOPMENT PROGRAM - SENIOR CERTIFICATE

To create and sustain resources and opportunities aimed at engaging faculty in -- and empowering faculty through -- leadership training. The Faculty Leadership Senior Certificate is geared for faculty that desire to move from the classroom into an administrator/leadership career position.

FACULTY LEADERSHIP SENIOR CERTIFICATE

BENEFITS

- Earn the designation of Senior Certified Faculty Leader
- Professional mentorship from a Higher Education Administrator
- Tuition reimbursement for completion of a graduate certificate or credential (with GPA \geq 3.0 on 4.0 scale) toward a Master's or Doctoral degree in Higher Education

HOW TO QUALIFY & APPLY

1. Hold a current contract with one of the Alamo Colleges.
2. Submit a letter of intent justifying why you should be selected.
3. Submit a brief summary of your project, fellowship, or internship proposal.
4. Submit a letter of support from your supervisor from your home college.
5. Submit a letter of recommendation from a Higher Education Administrator that has been approved to serve as a Program Mentor.

PROGRAM REQUIREMENTS**

To successfully complete the Faculty Leadership Senior Certification, you must:

- Complete a graduate certificate or credential (with a minimum of 15 credit hours of coursework).
- Complete a capstone project, fellowship, or internship with publishable-quality research under the supervision and approval of Program Mentor.
- Complete a minimum of 20 hours of mentorship with assigned Program Mentor.
- Participate in monthly program meetings and mixers.

**Completion eligibility will be reviewed by the Faculty Development Advisory Board.



PROGRAM ELIGIBILITY*

- Full-time faculty with designation of Certified Faculty Leader
- Desires to move from a faculty position into an administrator/leadership career position

PROGRAM DURATION

- 6 weeks

PROGRAM OFFERING

- Fall and Spring semesters
- Face-to-face course delivery

**Anyone interested in applying for an administrator position in the Alamo Colleges District should follow the existing administrator hiring process. Completing the Faculty Leadership Senior Certificate does not automatically lead to an administrator position.*



PROGRAM ELIGIBILITY

- Adjunct instructors
- Full-time faculty
- Other instructional staff (e.g. CE, Dual-Credit)

PROGRAM DURATION

- 8 weeks

PROGRAM OFFERING

- Fall and Spring semesters
- Online and face-to-face courses

MASTER TEACHER CERTIFICATION PROGRAM

The Master Teacher Certification program, established at St. Philip's College in 1998, provides both new and experienced faculty members with a wide range of innovative pedagogical strategies that can be used immediately in the classroom to improve instructional effectiveness and ultimately student success. Faculty members will work collaboratively across disciplines and colleges while exploring these strategies.

BENEFITS

- Earn the designation of Certified Master Teacher
- Learn new teaching strategies and techniques
- Collaborate with faculty from other disciplines and with various teaching experiences
- Exchange teaching ideas and techniques with other faculty
- Foster relationships with peers across the five colleges
- Create teaching philosophy statement for your e-portfolio
- Take advantage of support and resources



HOW TO QUALIFY & APPLY

1. Be a newly hired full-time faculty member with one of the Alamo Colleges.
2. Sign and complete the Enrollment Acknowledgment form.
3. Complete a minimum of 24 required hours of professional development in the nine-month program.

PROGRAM REQUIREMENTS

To earn the Master Teacher Certification, you must complete a minimum of 22.5* hours of required professional development courses. Program completers are invited to participate in the Master Teacher celebration ceremony during the spring semester.

REQUIRED MODULES

WEEK	FORMAT	TITLE
0	F2F	Program Orientation
1	Online	Creating a Community of Learners
2	Online	Strategies to Improve Student Learning
3	Online	Active Learning Techniques
4	F2F	Group Presentations
5	Online	Assessment Strategies
6	Online	Teaching with Technology
7	Online	Applying Best Practices
8	F2F	Individual Project Presentations

**Only six (6) hours from these courses count toward the Adjunct Faculty Certification Program (AFCP).*





NFI

PROGRAM ELIGIBILITY

- Newly hired Full-time faculty

PROGRAM DURATION

- 9 months

PROGRAM OFFERING

- Fall and Spring semesters
- Face-to-face courses

NEW FACULTY INSTITUTE

The New Faculty Institute (NFI) is a unique, full academic-year professional development experience designed to help orient incoming faculty. The program launches each fall and spring with the two-day New Faculty Orientation, connecting new faculty with peers, faculty leaders and the Alamo Colleges culture. In the orientation you will learn about the expectations, processes, procedures, important dates, technology and resources available to help you have a successful start into your teaching role. More importantly, you meet other faculty across the Alamo Colleges District and begin to develop a network of support through a cohort model.

BENEFITS

- Familiarize yourself with the culture, systems and processes and resources to get you started on the path to a successful career with the Alamo Colleges District
- Become part of a collaborative community made up of faculty members at your college and throughout the Alamo Colleges District
- Get tools and support to help you meet the expectations for being a great instructor



HOW TO QUALIFY & APPLY

1. Be a newly hired full-time faculty member with one of the Alamo Colleges.
2. Sign and complete the Enrollment Acknowledgment form.
3. Complete a minimum of 24 required hours of professional development in the nine-month program.

PROGRAM REQUIREMENTS

To successfully graduate from the New Faculty Institute, you must complete a minimum of 24 hours of required professional development courses.

REQUIRED COURSES

COURSE	HOURS	TITLE
SLA-02	4	Classroom Assessment Techniques
STL-01	4	Student Engagement & Active Learning
STL-17	4	Motivating and Engaging Students
DRB-10	4	Digital Accessibility
PRS-18	4	21st Century Skills
TEC-09	4	Technology in the Classroom







Specialized Learning Opportunities

As life-long learners, faculty have the opportunity to participate in specialized learning programs with our partners. International Faculty Development, Study-abroad, as well as Innovation and Entrepreneurship programs give faculty the opportunity to extend their learning outside of their content areas to gain a new perspective.



PROGRAM ELIGIBILITY

- Open to all faculty (full-time and adjunct)

PROGRAM DURATION

- Varies by individual (typically 2 to 6 weeks long)

PROGRAM OFFERING

- Year-round
- Individual courses may differ in delivery type (e.g. face-to-face, online, and blended)

INTERNATIONAL EDUCATION - STUDY ABROAD PROGRAM

The Alamo Colleges District is on a path towards internationalization. Efforts include supporting faculty in integrating global dimensions into the curriculum and advancing global understanding beyond the classroom. We seek to provide faculty the support to develop a world-wide perspective with affordable options to engage internationally with their peers.

Consider bringing the world to your classroom. A faculty-led study abroad course is a for-credit course or courses taught in another country providing students educational and experiential learning opportunities not offered on campus. Faculty-Led programs are usually two to six week in length and may be developed at any time during a given fiscal year.

BENEFITS

- Earn the designation of Study Abroad Certified Faculty member
- Provide an incredible opportunity to challenge, shape, and influence students' perceptions and lives in ways that extend beyond the campuses of the Alamo Colleges.
- Receive compensation for all courses taught

HOW TO QUALIFY & APPLY

1. Have a current contract with one of the Alamo Colleges.
2. Have in-country experience for the desired study abroad location.
3. Be proficient in language of host country.
4. Have experience leading students.

For more information, contact the Alamo Colleges District International Programs Office at 210-485-0172 or email dst-studyabroad@alamo.edu.

PROGRAM REQUIREMENTS

In order to finish this program, you must complete the following required professional development courses.

REQUIRED COURSES

COURSE	TITLE
INT-01	Intro to Internationalization
INT-02	Writing a Proposal
INT-03	Faculty Roles & Responsibilities
INT-04	Country Specific Orientation
INT-05	Risk Management Orientation
INT-06	Financial Responsibility
INT-07	Re-Entry Workshop





PROGRAM ELIGIBILITY

- Open to all faculty (full-time and adjunct)

PROGRAM DURATION

- Varies by individual (typically 2 to 6 weeks long)

PROGRAM OFFERING

- Year-round
- Individual courses may differ in delivery type (e.g. face-to-face, online, and blended)

INTERNATIONAL EDUCATION - FACULTY DEVELOPMENT PROGRAM

Alamo Colleges District is on a continued path towards internationalization. Efforts on campus entail supporting faculty in integrating global dimensions into the curriculum and advancing global understanding beyond the classroom setting. The International Faculty Development Programs entails a travel abroad experience for faculty and adjunct faculty interested in internationalization of the curriculum.

BENEFITS

- Play an essential part in the internationalization of the curriculum
- Broaden your international knowledge by expanding your world view
- Become part of a collaborative global community of faculty partners
- Experience “study abroad” first hand for your students
- Enhance your proficiency in a second language
- Develop a faculty-led study abroad program for students

HOW TO QUALIFY & APPLY

1. Have a current contract with one of the Alamo Colleges.
2. Have in-country experience for the desired study abroad location.
3. Be proficient in language of host country.

For more information, contact the Alamo Colleges District International Programs Office at 210-485-0172 or email dst-studyabroad@alamo.edu.



PROGRAM REQUIREMENTS

In order to complete this program and be prepared for an international faculty development opportunity and internationalization of your curriculum, you must complete the following required professional development courses.

REQUIRED COURSES

COURSE	TITLE
INT-01	Intro to Internationalization
INT-08	Internationalizing Your Course
INT-02	Writing a Proposal
INT-03	Faculty Roles & Responsibilities
INT-04	Pre-Departure Orientation
INT-06	Financial Responsibility
INT-07	Re-Entry Workshop



Tuition Assistance Program

The College District has established an Employee Tuition Reimbursement Program to provide opportunities for actively employed full-time employees with one or more years of service to take higher education courses or professional certification courses that will prepared them to further the Alamo Colleges mission by gaining additional education or training for a position with Alamo Colleges.



The Employee Tuition Reimbursement Program provides reimbursement of up to \$2,200 per academic/fiscal year (Sept 1 through Aug 31) to eligible employees for tuition and course-related fees for college level courses taken at Alamo Colleges and/or accredited universities.

- 1 All full-time regular (not temporary) College District employees with at least one year of full-time employment service (full-time as of the date the course begins) are eligible to participate.
- 2 Reimbursement is limited to \$2,200 per employee per year, net of any financial aid received by the employee that is not repayable to the provider. The course(s) taken must be within the same fiscal year as which reimbursement is being applied.
- 3 Employees can take courses that lead to their first associate's degree at Alamo Colleges; or, lead to their first bachelor's, master's, or doctoral degree at an accredited university; or, are completed as part of an approved professional certification program at Alamo Colleges; or, Continuing Education courses that are reimbursable by the State; or, credit courses completed at an accredited college or university on the recommendation of the employer's department head or administrator to develop specific job skills/qualifications required by the employee's department.

For more information about tuition assistance, refer to Alamo Colleges District Board *D.6.1.3 (Procedure) Tuition Reimbursement for Employees and Child Dependents*. Visit alamo.edu/district/policies to access the Alamo Colleges District Board policies and procedures.



Upcoming Events

We are pleased to host special events geared toward engaging faculty at all levels and from all academic backgrounds. Browse some of our upcoming events below.

PEDAGOGY CONFERENCE



PRESENTATION TOPICS INCLUDE:

- Innovative Practices
- Instructional Technology
- Student-Driven Progress Monitoring
- Secrets to Teaching
- Bridging Secondary & College Curricula
- Issues in Teaching Pre-K-12

Northeast Lakeview College hosts an annual Pedagogy Conference. The theme and presentation topics vary each year. This conference is FREE and open to all elementary, middle school, high school and college faculty as well as college students interested in the teaching field. One of the conference goals is to foster a learning community that supports the Texas P-16 Initiative focused on preparing all students for college education. Participants will have the opportunity to learn about innovative teaching activities that encourage student success during the transition from high school to college-level coursework.

EDUTECH CONFERENCE: TEACHING WITH TECHNOLOGY



SESSION TOPICS INCLUDE:

- Virtual Reality in the Classroom
- Teaching with Games and Stimulations
- Advanced Features in Canvas
- Using Mobile Applications in the Classroom

EduTECH is a one-day event designed to provide faculty and Instructional Technology staff from the local San Antonio area with important information about the use of technology dedicated to advancing quality digital teaching and learning.

DUAL-CREDIT CONFERENCE



SESSION TOPICS INCLUDE:

- Partnerships
- Research & Policy
- Guided Pathways & Advising
- CTE
- Technology
- Measurement & Effectiveness

Dual credit programs involve collaboration between high schools and colleges and result in high school students enrolling in and earning credit for successful completion of college courses. As its rise continues, the need for professional development and continued collaboration between college and high school faculty increases. In this conference concurrent and dual enrollment professionals will come together to exchange ideas about the latest innovations and practices in the field, share cutting edge research and learn about how the national trends and latest legislation impacts today's college classrooms.

ADJUNCT PROFESSIONAL ENRICHMENT EXPERIENCE SUMMIT



SESSION TOPICS INCLUDE:

- Teaching 21st Century Skills to Today's College Students
- Academic Rigor
- Assessment & Student Learning
- Technology in the Classroom
- Dignity, Respect & Belonging
- Motivating & Engaging Students
- Active Learning Strategies
- Multiple Intelligences
- And more...

The Adjunct Professional Enrichment Experience Summit (APEX-S) is an annual conference designed specifically for Alamo Colleges adjunct faculty. This conference will feature several adjunct and full-time faculty and will share best practices in teaching, motivating and engaging students. Conference theme, topics and presenters vary annually.

CONVOCATION EVENTS



Convocation is an all-college event for faculty and staff. It is designed to re-affirm our commitment to excellence and putting students first in all that we do. During Convocation, leaders from various departments share their vision and provide insight on past successes and future goals.

Each college also holds its own convocation ceremony and activities designed for faculty by faculty teams from their respective colleges.

NEW FACULTY ORIENTATION



New faculty Orientation (NFO) is a two and one-half day event offered each Fall and Spring semester. It is designed to connect faculty with peers, faculty leaders, and the Alamo Colleges culture. At the orientation, new faculty learn about the expectations, processes,

procedures, important dates, technology and resources available to help them have a successful start to their teaching role.

One way we encourage a successful start in NFO is providing faculty the opportunity to meet other new faculty from across the Alamo Colleges District and begin to develop a network of support through a cohort model. Each NFO cohort also participates in the New Faculty Institute, which consists of monthly professional development sessions that relate directly to teaching and learning techniques that increase student engagement and improve retention.



Faculty Fellows, your Local Resource

Faculty fellows are faculty members from each of the five colleges who evaluate and assess faculty needs at their respective college as well as deliver faculty development training sessions district-wide. The faculty fellow serves a one-year, full-time position which is renewable for up to three years.

Each fellow serves a unique role within the Faculty Development Team—not only as a liaison between their home college and the Alamo Colleges District, but also as a leader in their field. They assist academic deans and department chairs at their home college in responding to the needs related to faculty development and coach colleagues on development issues that impact instructional delivery and performance.

The Faculty Development Advisory Board Membership 2023-2024 Board Members

Northeast Lakeview College

Dr. Laura Boyer-Sanchez

Vice President for
Academic Success

Sharon Nittinger

Chair

Dania Rossi

Faculty

Northwest Vista College

Dr. Russell Frohardt

Dean of Academic Success

Joy Zhou

Chair

Howard Marquise

Faculty

Palo Alto College

Patrick Lee

Vice President for
Academic Success

Sara Wilkins

Chair

Amanda Salinas

Faculty

San Antonio College

Claire Iannelli

Dean of Academic Success

Dr. Len Lira

Chair

Justin Blacklock

Faculty

St. Philip's College

Randall Dawson

Vice President for
Academic Success

Joseph Kulhanek

Chair

Renita Mitchell

Faculty

Alamo Colleges District Support

Gabriel Rodriguez

District Director of TOSI

Ruth Dalrymple

Associate Vice Chancellor
for Academic Success

Dr. Carmen Mercédez

Director of Instructional & Organizational
Professional Development

The Faculty Development Advisory Board

DUTIES & FUNCTIONS

1. Serve as a liaison between the college faculty and college leadership to coordinate faculty development needs and goals.
2. Coordinate with the colleges to ensure faculty needs are met while ensuring flexibility that reflects the unique dynamics of each college.
3. Provide oversight of short-and-long-term planning of faculty development programs and opportunities.
4. Serve in an advisory role to SLT on faculty development programs.
5. Lead the planning and direction for signature events such as convocation, conferences and New Faculty Orientation.
6. Recommend District-wide goals in the development, planning, implementation and assessment of faculty development programs and course offerings.

01



BACKGROUND

In response to the need to establish a robust, shared faculty development program for faculty at all of its five colleges, a cross-college Faculty Development Advisory Board (FDAB) was created in 2016. The FDAB is comprised of faculty and college leadership who collaborated to identify the most important areas of focus for faculty learning and sponsoring teams of faculty subject matter experts to develop high quality learning

opportunities. These offerings are delivered throughout the year.

Focus areas are recommended by faculty at each college, building on the best practices developed by our faculty, and informed by important emerging issues for higher education.

02



COMMITMENTS

The Faculty Development Advisory Board

- Creating a culture of continuous improvement using a program evaluation process cycle (Focus PDCA).
- Maintaining a responsive, flexible model that responds to the needs of faculty at each college.
- Building sustainability into the program design by increasing the number of faculty subject matter experts around faculty development at each college.
- Optimizing development opportunities for faculty.
- Keeping abreast with current

REPRESENTATION & MEMBERSHIP

Faculty Members		5
Department Chairs	One from each college (NLC, NVC, PAC, SAC, & SPC)	5
Vice-Presidents for Academic Success or Deans for Academic Success		5
District Leadership	Associate Vice-Chancellor for Academic Success	3
	Associate Vice-Chancellor of HR & Organizational Development	
	Director of Instructional Professional Development	
TOTAL		18

04



05



TERMS OF MEMBERSHIP

Each member of the Faculty Development Advisory Board agrees to the following terms:

- Members are expected to attend meetings regularly.
- Constituent group representatives are responsible for reporting FDAB actions to their Presidents, Chairs, Faculty, Advisors and other stakeholders.
- Each member of the

FDAB will come to meetings prepared to discuss topics.

- Members of the FDAB are expected to serve for a minimum of two years.

is committed to:

trends in higher education and emerging issues for college faculty.

- Strengthening interdependence by working collaboratively with faculty, deans, chairs and college leadership to ensure a faculty development program recognized for its quality course offerings that improve teaching, increase student learning and result in student success.

The Faculty Development Team

The Faculty Development Team exists to provide professional growth resources and opportunities that enable full-time and part-time faculty to excel and advance in their roles across all mission areas of the Alamo Colleges District. Each team member has strong teaching and facilitation skills, in addition to experience teaching adults. Their diverse backgrounds, include research and guides their work and supports the

mission to provide faculty with innovative professional development opportunities using current and emerging instructional methods and technologies for teaching and engaging students.

For more information about the ACD Faculty Development Team, visit www.alamo.edu/facultydevelopment.

ADMINISTRATOR

Linda Boyer-Owens, M.A., SPHR

Associate Vice Chancellor of Human Resources & Organizational Development
lboyer-owens@alamo.edu

Gabriel Rodriguez

Director of Talent Engagement, Development, Communications & Performance Excellence
grodriguez717@alamo.edu

DEPARTMENT STAFF

Carmen D. Mercédez, Ph.D.

Director of Instructional & Organizational Professional Development cmercedez@alamo.edu

Scott D'Amico, M.A.

Faculty Development Lead
sdamico2@alamo.edu

Bobbie Myatt, Ed.D.

Faculty Development Lead
bmyatt@alamo.edu

Lucinda Flores, Ed.D.

Faculty Development Specialist
lflores459@alamo.edu

Amy Huebner, M.A.

Faculty Development Specialist
ahuebner@alamo.edu

FACULTY FELLOWS

Northeast Lakeview College

OPEN

Northwest Vista College

OPEN

Palo Alto College

OPEN

St. Philip's College

Manuel Pena, Ph.D.

Faculty Fellow
mpena123@alamo.edu

San Antonio College

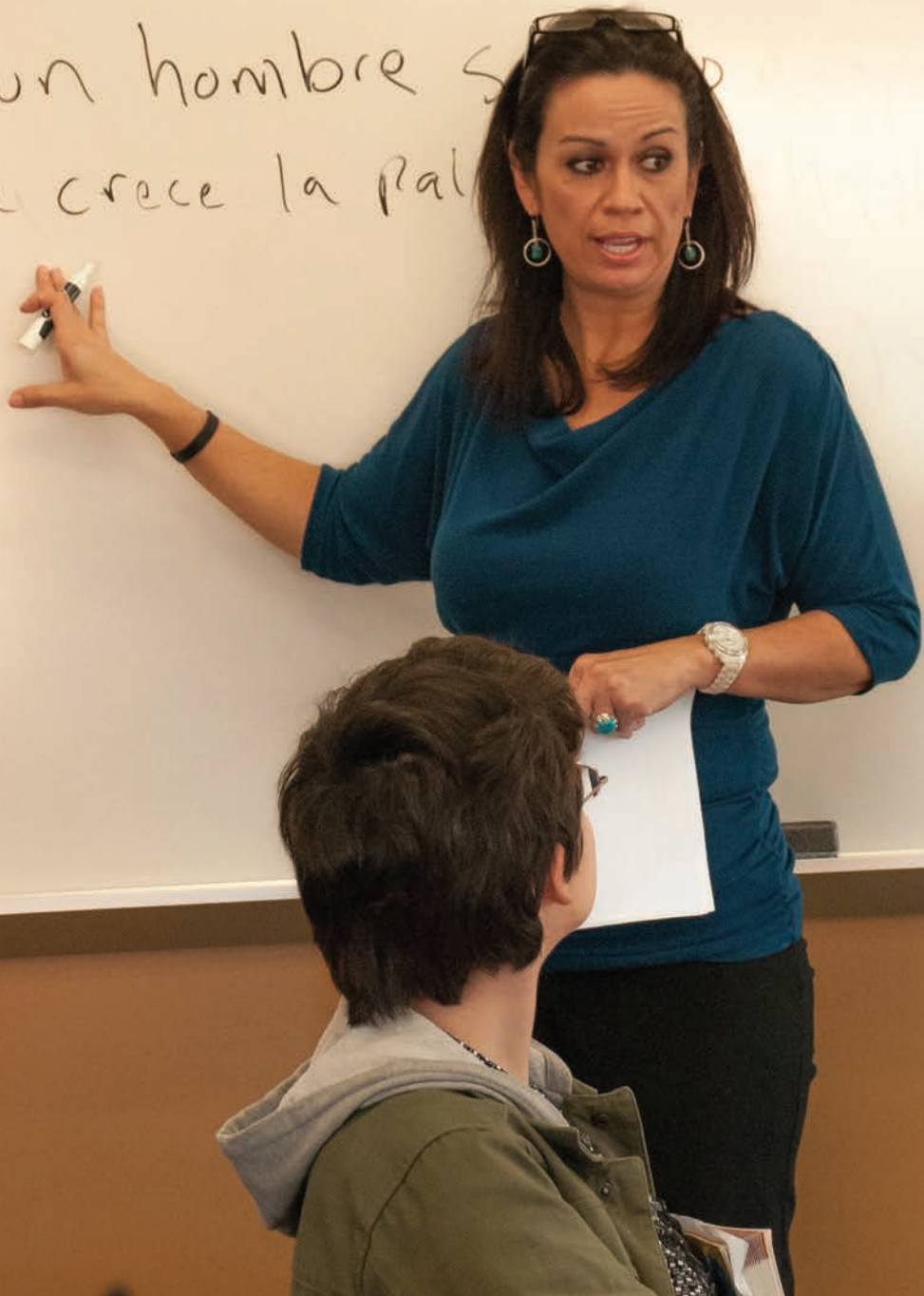
Karla Duran Ph.D.

Faculty Fellow
kduran@alamo.edu

Es el 10 de mayo. ...

No soy un hombre S...

De dónde crece la pal...



Assessing Success

The Kirkpatrick Learning Evaluation Model

The Faculty Development Advisory Board has adopted the Kirkpatrick Learning Evaluation Model to assess the effectiveness of individual offerings to faculty and as a measure of the performance of the overall faculty development program. The time-tested Kirkpatrick Model is used worldwide to assess training outcomes at four levels of impact.

LEVEL 1 - REACTION

The degree to which participants find the training favorable, engaging and relevant to their jobs.

This level of impact is normally captured after the end of training with a survey.

LEVEL 2 - LEARNING

The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training.

This level of impact is normally captured by assessments at the end of the training and sometimes at the start to quantify the difference.

LEVEL 3 - BEHAVIOR

The degree to which participants apply what they learned during training when they are back on the job.

This level measures the impact of training sometime after the training has been completed.

LEVEL 4 - RESULTS

The degree to which targeted outcomes occur as a result of the training and the support and accountability package.

This level measures the impact of the learning experience on the performance of the organization or achievement of a key objective.





ALAMO
COLLEGES
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Dare to Dream. Prepare to Lead.™

