

Academic Resource Innovation Strategy Faculty Retreat

WINTER 2020

FEBRUARY 3 – 5, 2020

Approach

The Academic Resource Innovation Strategy Faculty Retreat brought together faculty member representatives from a majority of CCLA19 community colleges.

They were grounded in new insights from regional investments in LA SIM.

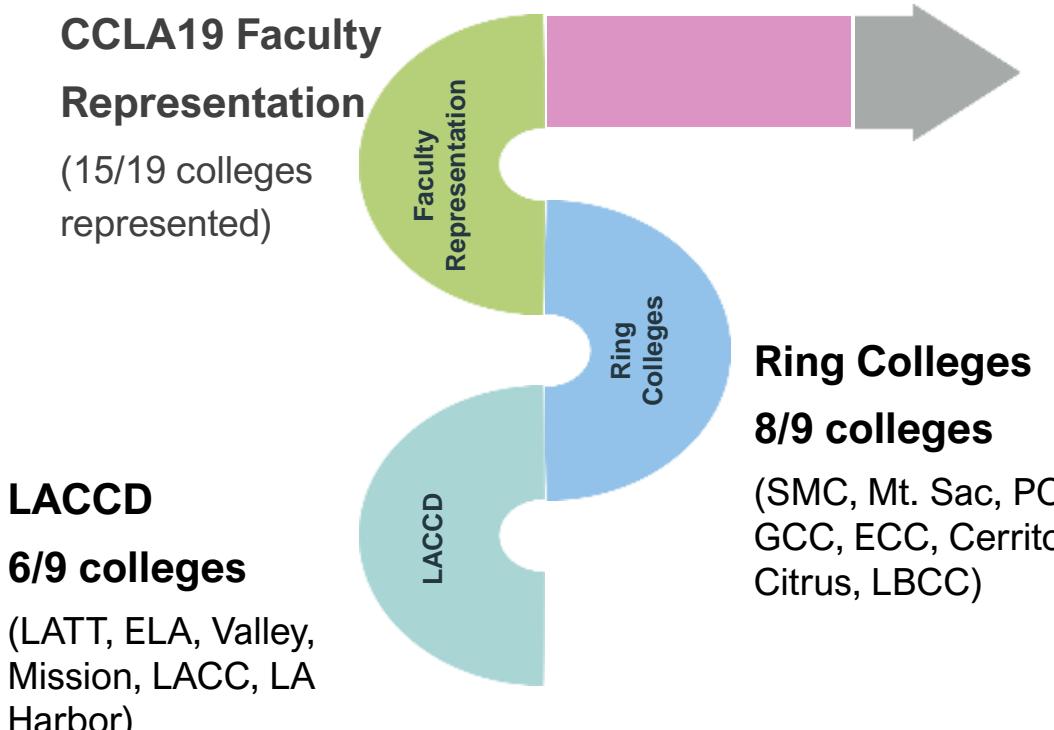
The objective of the session was to build on the preliminary work done by the faculty that convened initially in October. We engaged a broader faculty representation.

This session focused on developing an ‘initial faculty’ driven strategy for regional collaboration on “at-scale” curriculum and academic resources innovation.



“In the last 30 years, faculty have never convened as a region to collaboratively work on anything, across colleges, across GE/CE, across discipline. This is a first.” - Sal Veas, Chair of Chairs, SMC

Participants across two convenings



We have designed the work to cover a wide range of faculty leaders in attendance:

~ 60% CE and 40% GE

- Academic Senate Presidents
- Curriculum Chairs
- Institutional Effectiveness
- CTE Liaisons
- Discipline Chairs
- Senate Faculty
- Strong Workforce Chairs
- Student Equity
- President's Advisory Council
- Faculty Assoc./Union Exec.
- Professional Development Committees
- Guided Pathways Committee

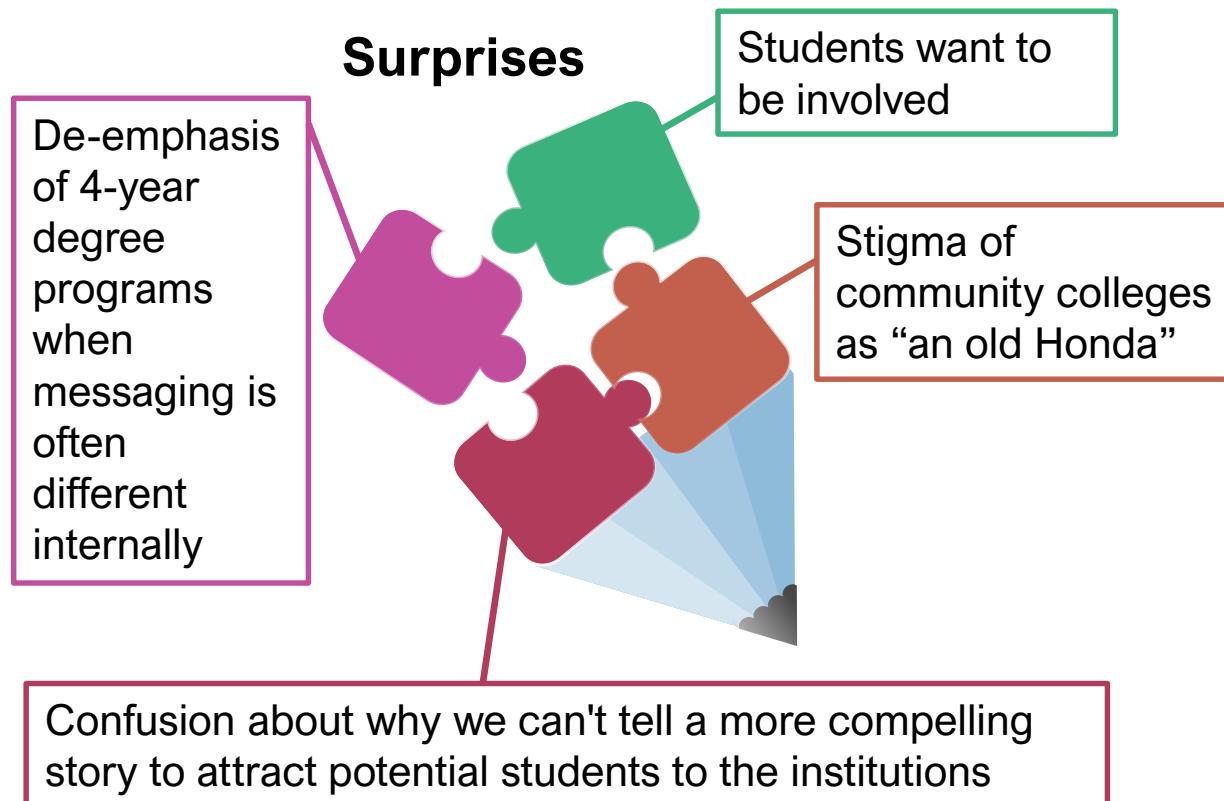
Data Walk

Faculty examined shown the following reports: Deep Dive on McKinsey ‘Crossroads’, Deep Dive on ‘LA SIM BrandIQ Comprehensive report’, Deep Dive on LA SIM, advertising and marketing results to date (including sharing CC19 ads, California state campaign and Competitive ads) and asked their opinions on the information.



Reactions: LA SIM Synthesis Data Walk

October retreat alumni walked alongside new faculty to discover insights in the research.



*Faculty reactions to: Deep Dive on McKinsey ‘Crossroads’, Deep Dive on ‘LA SIM BrandIQ Comprehensive report’, Deep Dive on LA SIM, advertising and marketing results to date (including sharing CC19 ads, California state campaign and Competitive ads)

Reactions: LA SIM Synthesis Data Walk

What opportunities exist?

- AWS (Amazon Web Services)
- Equity story-telling (e.g., examples of “doing it”)
- CE faculty workload hours
- Students being in business for themselves (entrepreneurship)
- Looking at curriculum beyond CE, skills-based
- Contextualized learning and regional collaboration
- Working with bureaucracy for exposure
- Pathway Programs to provide contextualized learning
- Building new partnerships and overcoming challenges by industry



**Faculty reactions to: Deep Dive on McKinsey ‘Crossroads’, Deep Dive on ‘LA SIM BrandIQ Comprehensive report’, Deep Dive on LA SIM, advertising and marketing results to date (including sharing CC19 ads, California state campaign and Competitive ads)*

Reactions: LA SIM Synthesis Data Walk



What makes faculty nervous?

- Funding commitment needed for curriculum development
- Bureaucracy and institutional bias
- Students afraid of debt from 4-year degree programs
- Lack of career development help for students
- Losing students to the workforce too early
- Losing students to other institutions (especially innovative ones)
- Mixed messages from administration leadership
- Disconnection from jobs of tomorrow (concern over if jobs will exist and if students will be employable)
- Pressure with concurrent enrollment
- Barriers when trying to expose students to jobs (e.g., getting approved for field trips)

*Faculty reactions to: Deep Dive on McKinsey 'Crossroads', Deep Dive on 'LA SIM BrandIQ Comprehensive report', Deep Dive on LA SIM, advertising and marketing results to date (including sharing CC19 ads, California state campaign and Competitive ads)

Josh Davies Keynote: The Future of Work

“Skills are the best indicator of future success.

Studies show time and time again the worst predictor of success in the workplace is academic achievement level...

If we aren't delivering students with the skills that are necessary for the jobs that are in our community, we are failing our students, we are failing our employers, and we are failing our mission as community colleges.”

- Josh Davies



Faculty Jobs to Be Done

In this exercise, faculty representatives were asked to reflect, rank, and expand upon on academic functional jobs-to-be-done that their colleagues had brainstormed in the previous retreat.



Academic Functional Jobs

- 1 Create environment where different learning abilities and life needs are met
- 2 Develop a strong base of basic skills (e.g., math, critical thinking, reading, money management, etc.) so students are prepared to move on in their careers and succeed in life
- 3 Skills and applied knowledge that match the workforce
- 4 Create certificates in collaboration with industry to funnel students to graduate and to jobs
- 5 Clear stackable certificates
- 6 Flexible class schedules
- 7 Career counseling, mentorships, and internships that bridge school to the workplace
- 8 Innovate within the classroom with online programming

* Jobs identified from previous retreat are prioritized and expanded upon with 1 being most important.

Define and Measure Innovation Results

In this exercise, faculty representatives were asked to engage with a list of ‘results’ developed in the previous retreat by their colleagues. The new prioritized list is made up of potential ‘results’ that they would expect to see, and how to measure them from an initiative around curriculum innovation.



Academic Resource Innovation Results

Contextualized Learning

Definition: Application and association to real life experience.

Measurement: Number of assignments that encourage application and students' ability to explain relevance.

Relevance

Definition: Curriculum application to individual.

Measurement: Student feedback via surveys, focus groups.

Ability of discover

Definition: Students' ability to generate content.

Measurement: Students create novel examples and application.

Job placement

Definition: Tracking students after they complete school.

Measurement: Email surveys. Capture metrics throughout career (e.g., days until hired, hiring company, salary). Data from LinkedIn (Track failures if possible. What went wrong?)

Retention

Definition: Passed a course and moved on to the next one.

Measurement: College data.

Completion

Definition: A value-added takeaway. A concrete skill.

Measurement: Certificate, degree, industry-recognized credential. College data. Industry data. Well-written SLOs. Portfolios. Final exam.

Preparation

Definition: "Good enough" to start the academic journey. Having support of people who care. Having students aware of how to utilize support resources. Changing stigma of services as to not be a deficit. Support services reflecting students.

Measurement: Survey about services. Number of students enrolled in support programs. Artificial intelligence.

Academic Resource Innovation Results

Continuity

Definition: Semester retention.

Measurement: Transfer rates. Enrollment growth. Completion rates. Job placement.

Student success

Definition: Student achievement and skill attainment.

Measurement: Skills test. Digital badging. Proficiency certification. Course completion. SLOs. Certificate completion. Transfer. Job placement. Degree attainment. Subjective student goal survey (Were student personal goals for course or program met?). Steps of skills checklist is met. Return demonstration of skills is done.

Certification

Definition: Achievement.

Measurement: Digital badging/skill certificate. Industry certifications. Non-credit certifications. Lower unit non-transcribed, locally awarded certificate of completion.

Equitable outcomes

Definition: Curriculum that is understandable and related to all students and diverse backgrounds.

Measurement: Student engagement group. Percentage demographics of students.

Stay competitive

Definition: Certifications and job placement.

Measurement: Percent of completions rate. Number of completions. Number of enrollments. Placement rate (but difficult to measure rate in gig economy).

Clear pathways

Definition: A prescribed set or sequence of courses leading to certificates and/or degrees which support skill attainment and job readiness

Measurement: How many earn certificates and/or degrees. When they get hired and how long it takes to get hired (via email follow-ups with students).

Initial Thinking Academic Resource Innovation Hub

The following work is grounded in the idea of creating an academic resource innovation hub for LA19 schools. Faculty representatives discussed the barriers they may face or the resources they may need if they were able to create this hub.



Barriers to Academic Resource Innovation

In this exercise faculty representatives were asked to prioritize potential barriers to overcome. They were asked to prioritize the barriers (with 1 being the most problematic) previously discussed and identified.

- 1 Funding/funding allocation
- 2 Bureaucratic processes
- 3 Competition/territorialism between and across departments and schools
- 4 Fixed mindset
- 5 Lack of strategic and tactical industry partnerships
- 6 Lack of understanding of the future of work
- 7 Lack of collaboration
- 8 Lack of communication

Resources Needed for Academic Resource Innovation

Professional Development

1

Release time/financial compensation for upskilling faculty

Rationale:

- Learn from others (globally and locally)
- Accountability
- Foster culture that “innovation” is part of job and responsibility
- Need to learn how to teach online classes

2

Leadership/equity academy

Rationale:

- Gets faculty onboard to increase understanding and decrease resistance
- Empowers professors to be role models for students
- Allows for the development of professors to their highest potential
- Benefits students where needed the most

3

Cross-disciplinary professional development team

Rationale:

- New ideas and fresh insight
- Breaks down outdated silos
- Momentum to create better contextualized learning
- Provides flexibility and encouragement to students who have an open mind on having a broad background

4

Effective teaching practice coursework available for faculty

Rationale:

- To improve teaching practices which will lead to increased student success

Faculty were asked, “If you had a million dollars to spend on one resource in faculty professional development, which one would you choose?” Resources are prioritized by importance level, with 1 being most important.

Resources Needed for Academic Resource Innovation

Leadership

1 Commitment to investing and supporting faculty that want to innovate

Rationale:

- Creates time and space for innovation to happen
- Empowers faculty to be change agents
- Creates a new standard and culture of curriculum innovation
- Demonstrates what the institution values “growth mindsets”
- Confirms that there is an agreed-upon direction for the region
- Communicates the importance of cooperation and collaboration to success of programs

3 Presence and involvement

Rationale:

- Shows they care and are making an effort
- Want them to know what we are doing

2 Professional project managers

Rationale:

- Removes barriers to making ‘at-scale’ innovations happen
- Reduces timeline to development/approval
- Will help ease faculty workload on tasks such as: taking care of curriculum, projects, marketing, and being an industry liaison.
- Department managers can focus on the program, lessen project neglect, and boost enrollment and student success
- Time management
- Outside perspective, but discipline-specific

4 Results-driven actions

Rationale:

- Ensures accountability of “what’s next,” even if it’s incremental with reasonable goals

Faculty were asked, “If you had a million dollars to spend on one resource in faculty professional development, which one would you choose? Resources are prioritized by importance level, with 1 being most important.

Innovation Hub

How could it help improve outcomes in academic resource innovation?

Collaboration

- Creates regional strategic plan that applies to, and adds value to all CC19
- Reduces competition mindset, and facilitates ‘first-ever’ collaboration between CC19
- Hub acts as a regional advisory board
- Collaborate on CE and GE projects
- Shared best practices across faculty, by discipline, across colleges
- Industry liaison
- A gathering place/headquarters that links CC19 physically or virtually
- Address priority barriers in partnership with administration

Expertly Informed

- Expert task force groups that create regional programs that can align disciplines across CC19
- Modify courses to better align with industry
- Industry plays an advisory role in trends
- Hand-picked faculty from CC19 part of the advisory board in the Hub

Space for Student and Faculty Development

- Showcase leaders and participants with a new “badge” system for faculty
- Service-learning programs for students (regional)
- Professional development for faculty

Center Growth and Change

- Eliminate some local advisory boards and replace with regional boards through the Hub
- Develop system to track data
- Go beyond English and Math
- Communicating/marketing around community college innovations/advocacy
- Research
- Marketing
- Create frameworks to accelerate regional roll-outs
- Streamline curriculum development/program review
- Develop system for ‘Split credit’ for student completion across multiple colleges
- Addressing high-cost community services

Stakeholders

Faculty were presented with a list of people/organizations that were identified as needing to be part of next steps, to inform, to build alignment around, etc. The faculty added to the list, prioritized it, and discussed how to engage with the potential stakeholders.



Win the Hearts and Minds for Priority Stakeholders

- 1 Academic Senate Presidents and Faculty
- 2 Curriculum Chairs
- 3 CE Committees/Chairs
- 4 CTE Liaisons
- 5 CTE Deans (including Workforce Development)
- 6 District Senate
- 7 GE Faculty
- 8 Unions

* Faculty were asked who the stakeholders could be

Strategies for Engaging Stakeholders



District Senate and CE Committees

- Brief 20-minute presentations
- Email bulletins
- Flex Day presentations
- District Discipline Day

CE Chairs and Academic Senate

- Demonstrate benefits
- Acknowledge subject is “touchy”

GE Faculty

- Communicate how it will benefit students and their success
- Dial down CE language

Unions

- Make unions feel like part of the process
- Ask for slot in union meeting
- Emphasize benefits such as increased pay, revenue, job security, etc.

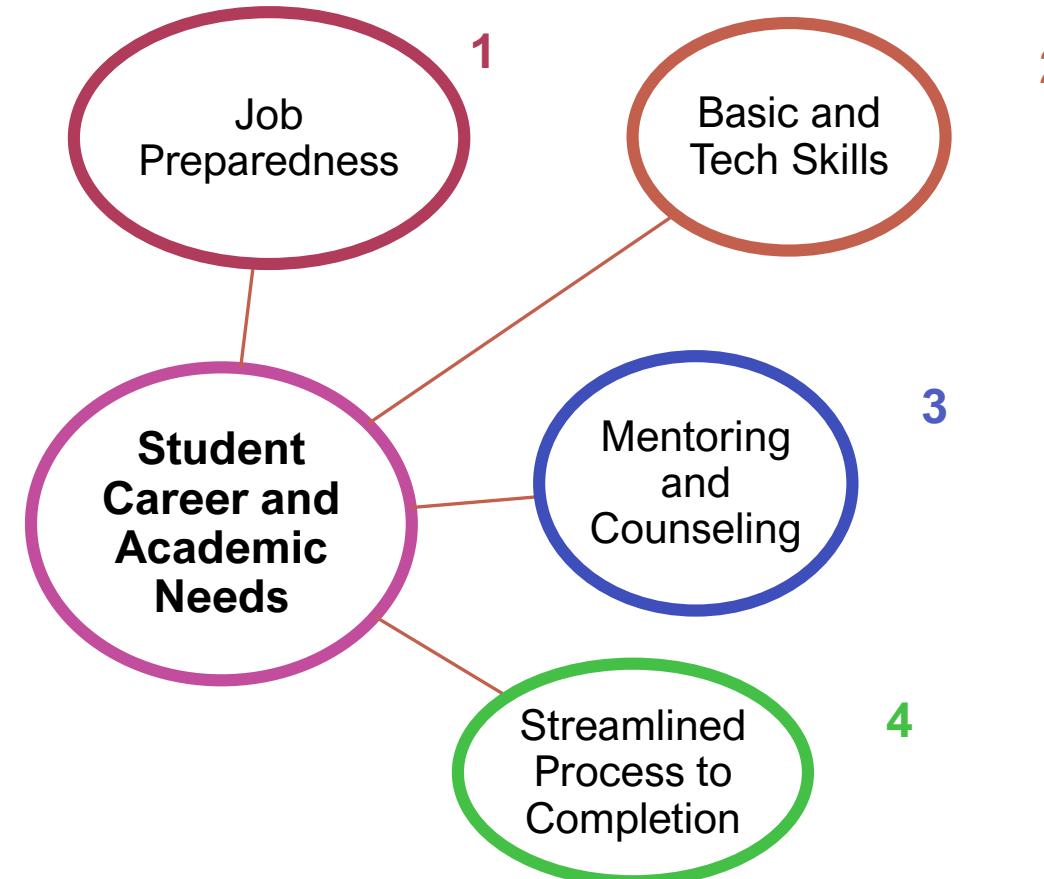
* Faculty were asked how to engage potential stakeholders

Career and Academic Needs Initial Solutions

Mind Mapping Exercise

At the previous retreat, faculty members brainstormed a list of student needs: institution, academia, and basic needs.

Faculty focused on Student Career and Academic Needs. They mind-mapped potential solutions.



Student Academic Need: Basic & Tech Skills

Potential Solutions

- Reframing: change terminology from deficit model to asset model (i.e., change language from “basic”)
- Contextualization of courses
- Career readiness curriculum (e.g., how to interview)
- All faculty members teach web-enhanced course
- Collaborate with high schools
- More tutors
- Faculty buy-in
- Study skills workshops and courses
- Context writing class
- Workplace standards and behavior course
- Flavor of many disciplines (i.e., career clusters)
- Contextualized cross-discipline courses to immerse students
- “Soft skill” classes included in curriculum
- Student-lead organizations for peer-to-peer support



Student Academic Need: Towards a Streamlined Process to Completion

Potential Solutions

Skills Based Preparation

- Non-credit courses
- “Badging” micro-credentials
- Skills for getting a job/internship

Student Support

- Courses with multiple entry/exit points
- Flexible scheduling
- Better communication with students especially during onboarding/start of academic career
- Low/no cost materials
- Provide support for re-entering students
- Consider need for students
- Support healthy creativity collaboratively and per student need
- Clarify and support
- Validation for smaller steps (e.g., Certificate of Achievement)
- Counselors for individual disciplines get to know students

Program Map

- Predictive scheduling so students know what classes to take (i.e., program mapper)
- Redesign student onboarding process
- Orientation by program roadmap
- One stop shop to start classes
- Guided Pathways
- Support for lifelong learners
- Make it easier to get the certifications and degrees they have earned or are close to earning
- Encouragement of exploration and enrichment

Buy-In

- Easy to use website
- Website has clear descriptions of offerings and certifications
- Faculty buy-in
- Transparency (i.e., students are informed)

Student Academic Need: Mentoring & Counseling

Counselor Centered

- Access to same counselor
- More counselors
- Counselor dedicated to program
- Collaboration
- Counselors working more days and hours
- Counselors and faculty meetings together
- Intrusive counseling outreach with data analytics
- “College readiness” requirement
- Formalize informal “case management”
- Incentivize CE adjunct faculty to get more involved with students
- Document contributors that impact student success but are not rewarded
- Chat bot answering basic questions
- Website with consistent data
- Analytics on correct academic paths
- Counselors dedicated to counseling

Potential Solutions



Student Centered

- Create employer partnerships where alumni support students
- Use mentoring and counseling as bridge to employment
- Build mentor into program to overcome distancing
- “Early alerts”
- Counselors give accurate information
- More mentoring and counseling embeddedness into courses
- Student validation (i.e., “cultural capital”)
- Student participation with shared governance processes
- Faculty-student mentor/mentee program
- Student-student mentor/mentee program
- More career counseling

Student Academic Need: Job Preparedness

Potential Solutions

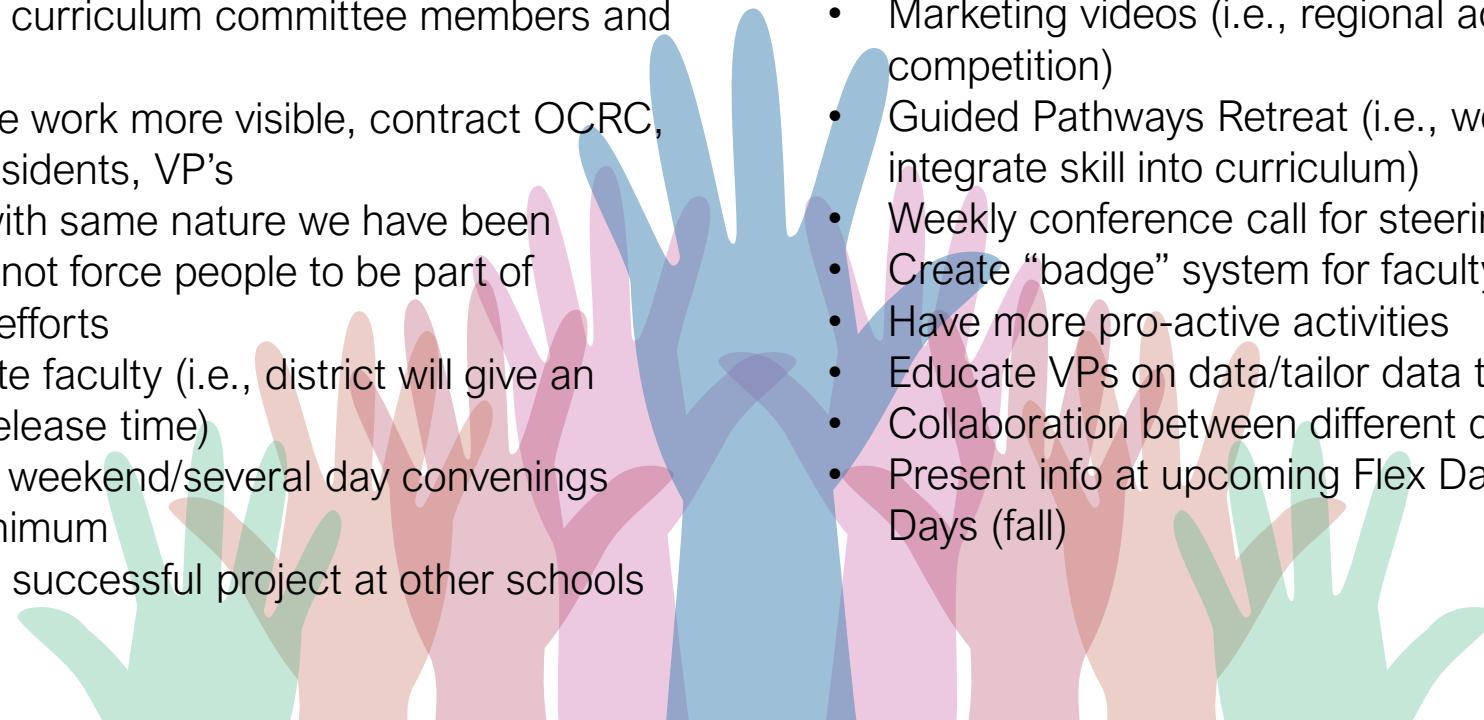
- Soft skills training
- Industry-specific events
- Faculty learning about jobs and skills from different departments to incorporate into curriculum
- Internal and external work opportunities
- Career center
- Non-credit instruction
- Career counselors helping prepare students



Next Steps

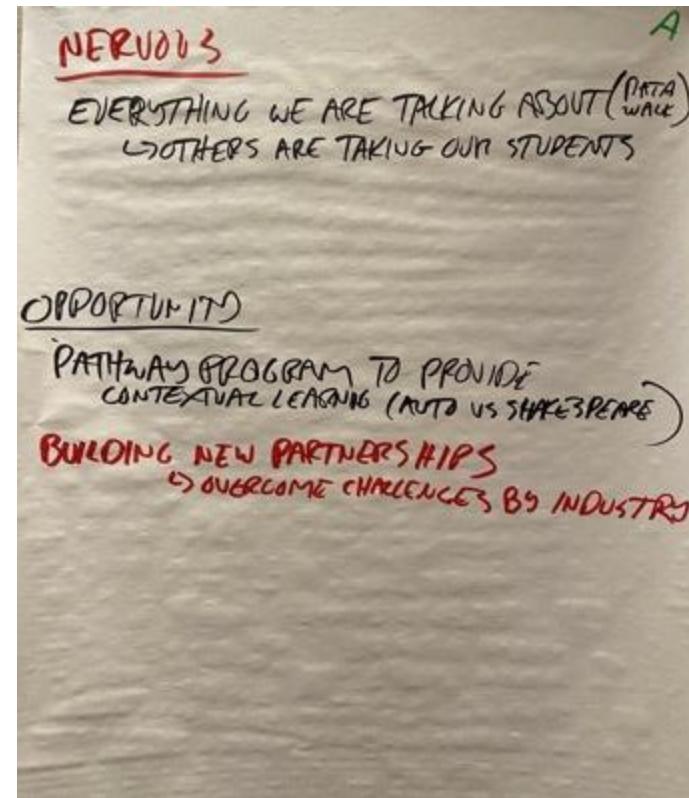
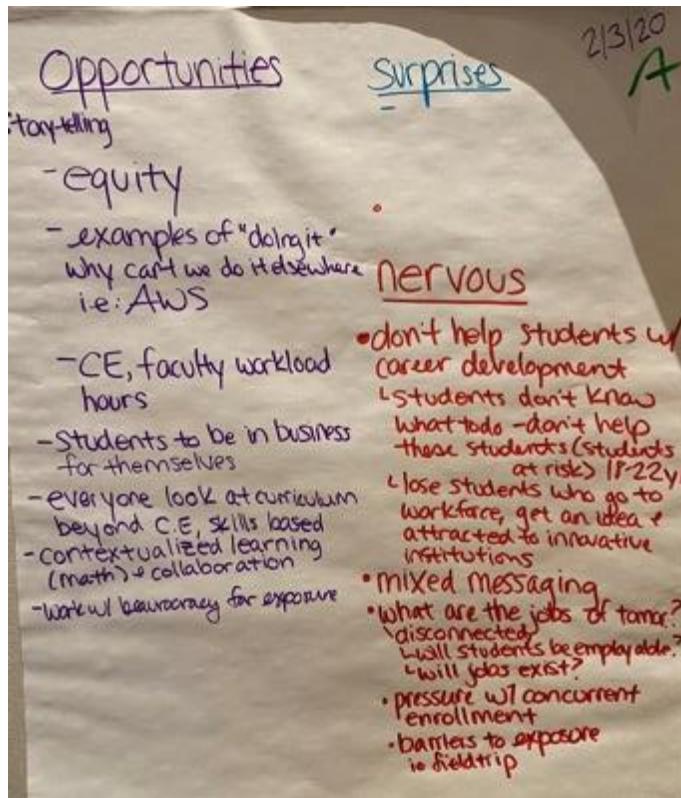
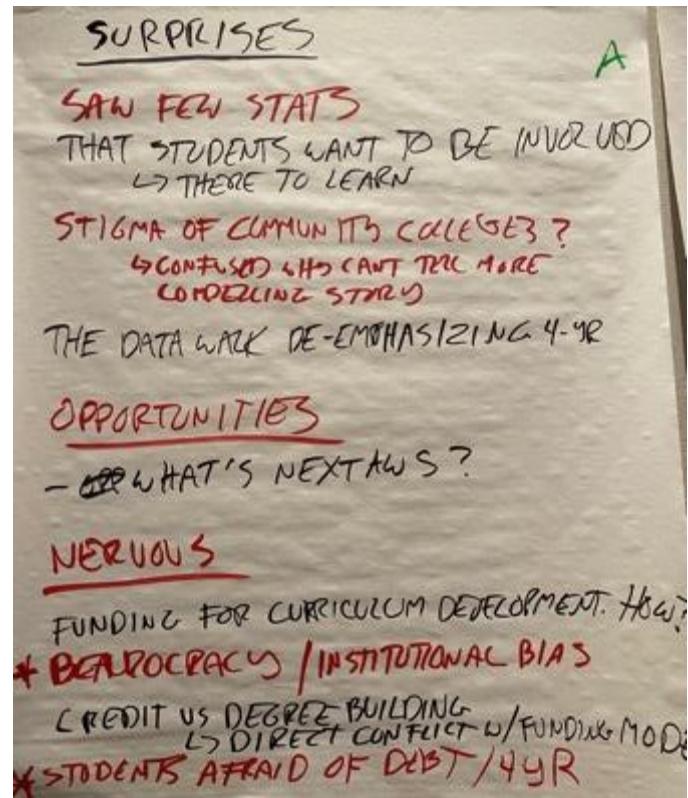


Next Steps

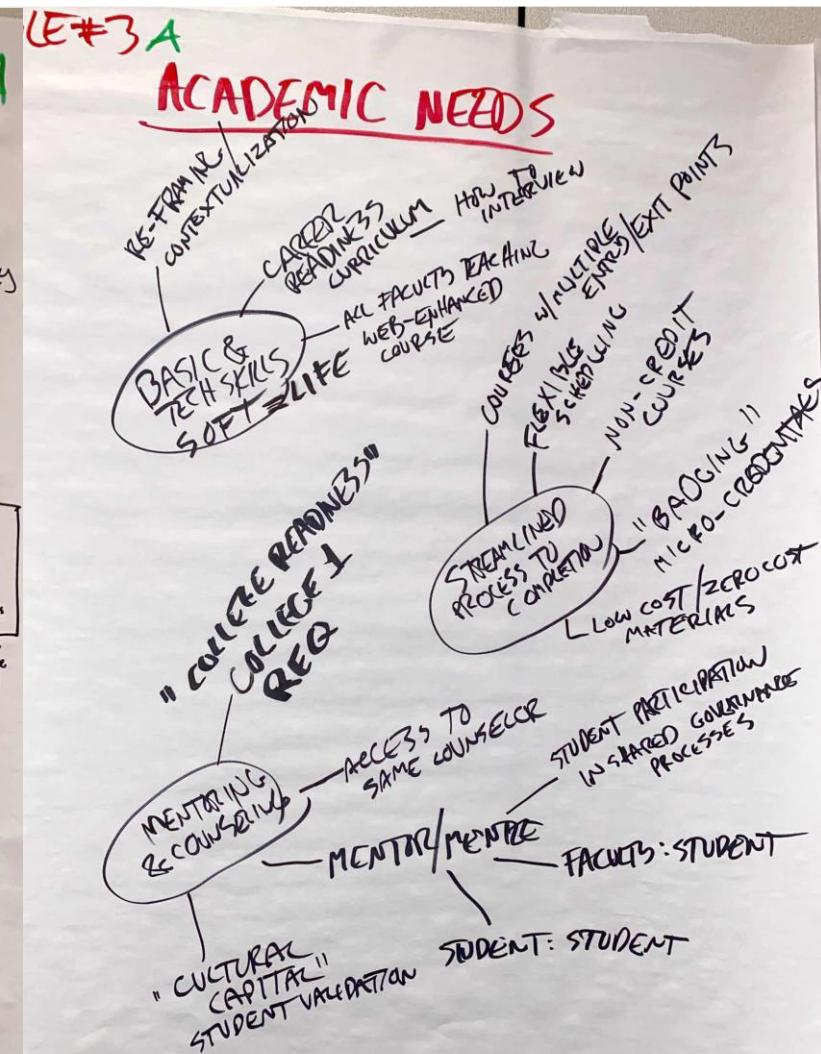
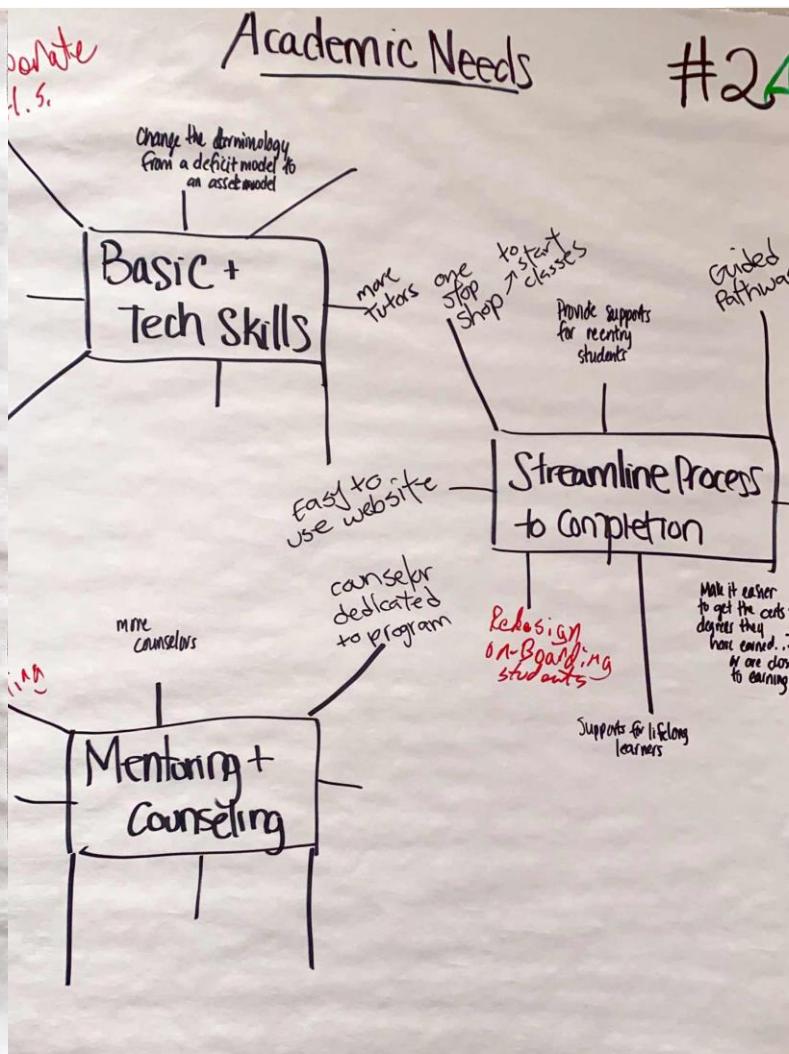
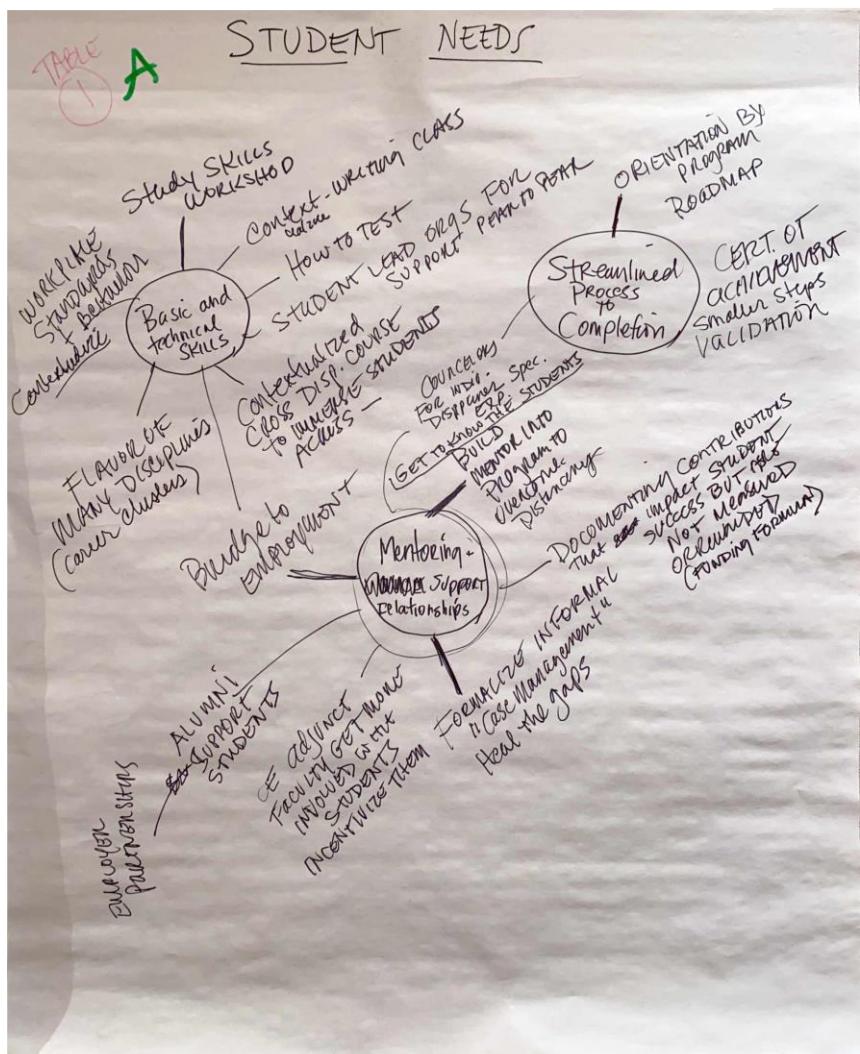
- Hub has a name that helps people understand it
 - Small group of faculty (steering committee) to get the ball rolling
 - Outreach—senate committee, faculty leaders, district senate president, CE chairs, academic presidents, curriculum committee members and chairs
 - To make the work more visible, contract OCRC, Deans, Presidents, VP's
 - Continue with same nature we have been doing—do not force people to be part of innovation efforts
 - Compensate faculty (i.e., district will give an allotment/release time)
 - Have more weekend/several day convenings 2x/year minimum
 - Replicate a successful project at other schools
- 
- Tools for presentations (i.e., SIM PowerPoints, Josh Davies presentation long- and short-form, SIM Presenter's Guide)
 - Workshops for different professional development committees
 - Marketing videos (i.e., regional ads and competition)
 - Guided Pathways Retreat (i.e., workshop to integrate skill into curriculum)
 - Weekly conference call for steering committee
 - Create “badge” system for faculty recognition
 - Have more pro-active activities
 - Educate VPs on data/tailor data to them
 - Collaboration between different disciplines
 - Present info at upcoming Flex Day's/Opening Days (fall)

Appendix

Data Walk Reactions



Student Academic Needs



Student Academic Needs

table #4 A

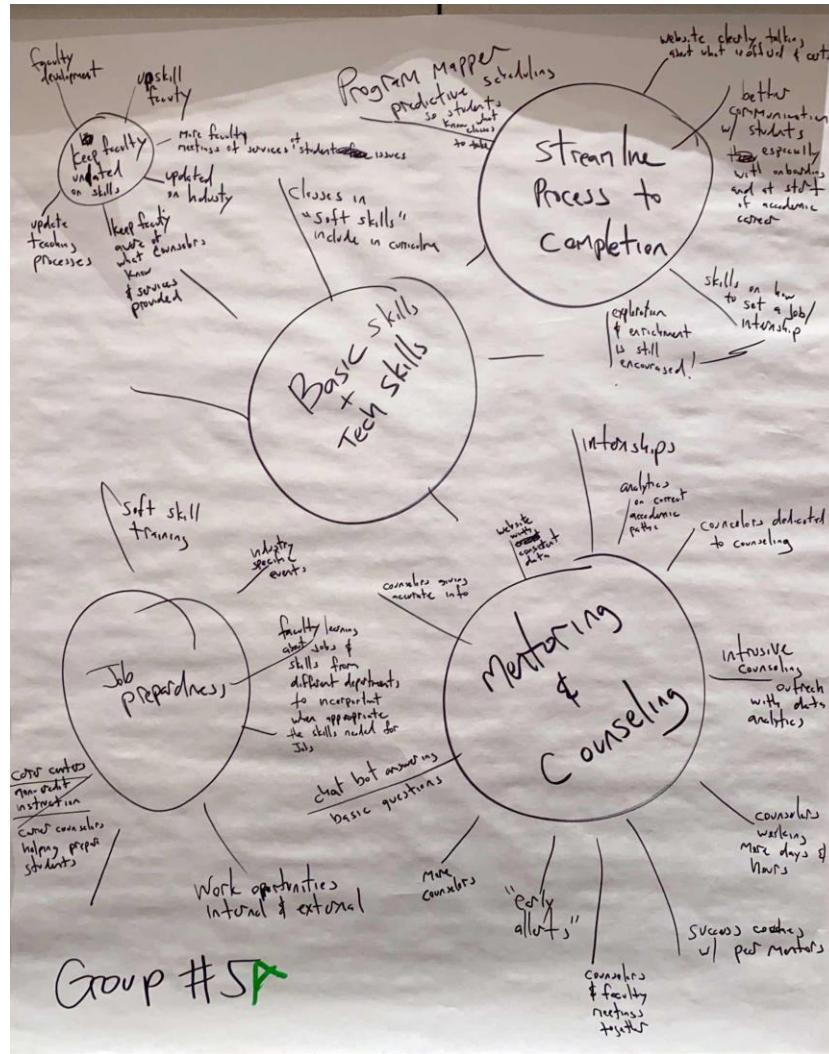
Table #4A Student Academic Needs

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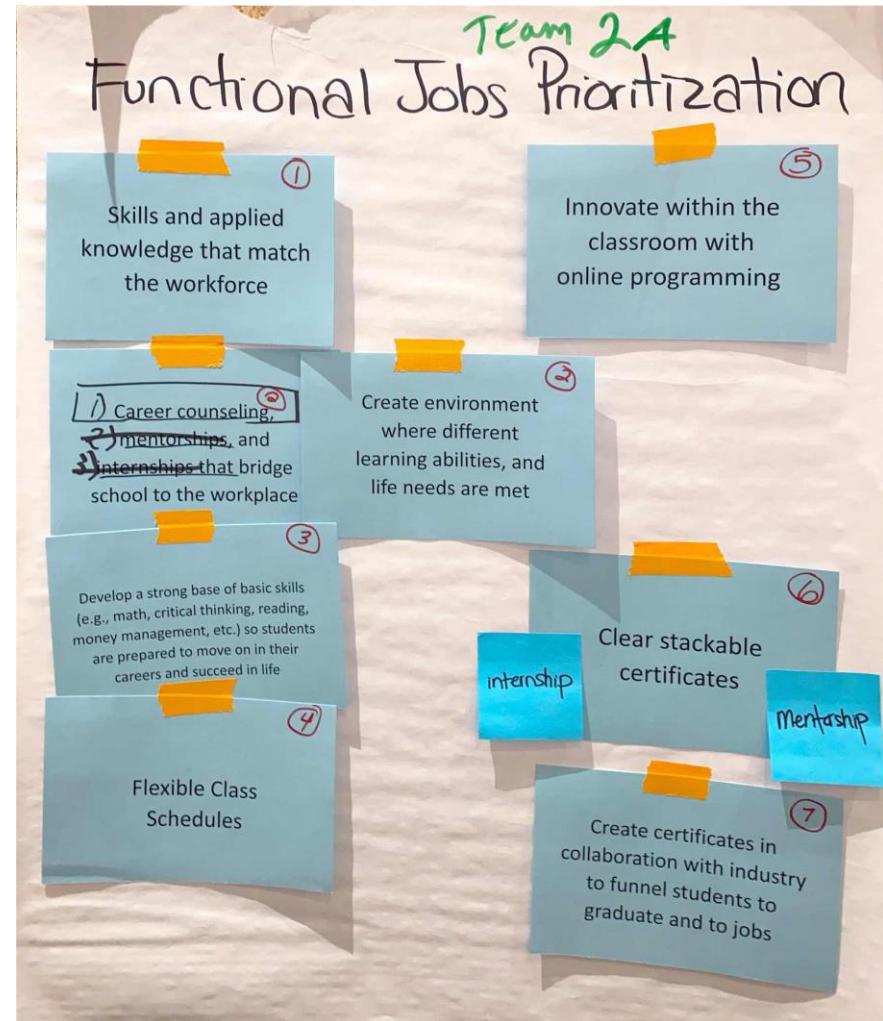
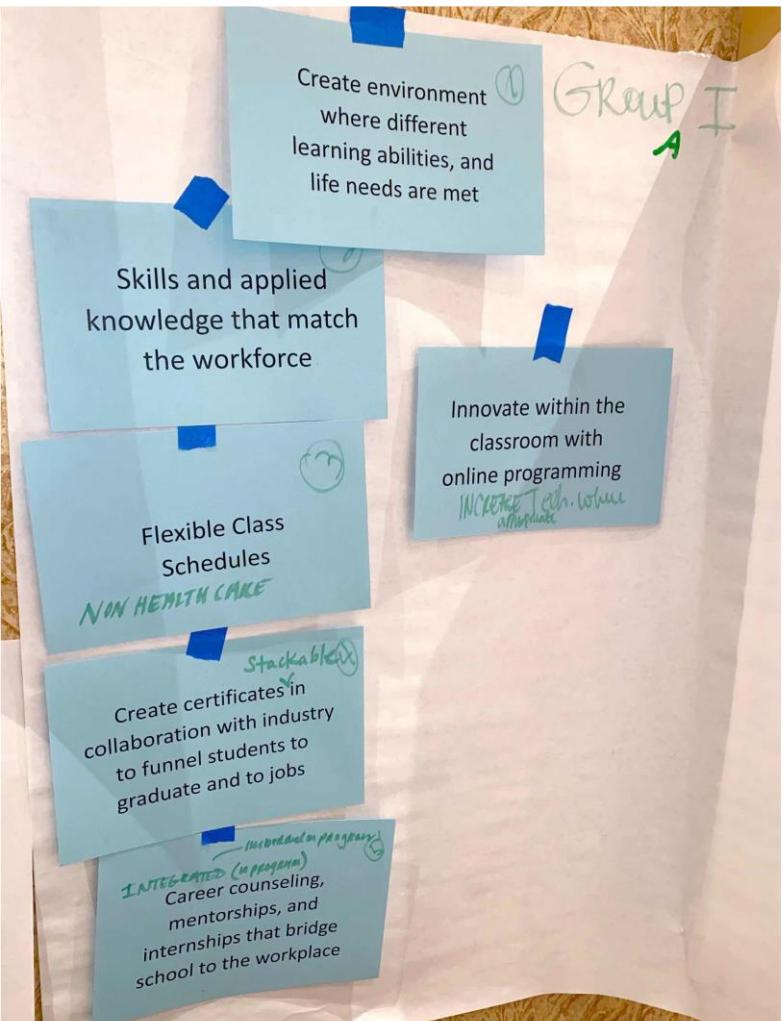
graph TD
    A([Streamline Process to Completion]) --> B([Change Language from basis])
    A --> C([Faculty Buyin])
    A --> D([Engage the UES])
    A --> E([New/refresh funding streams])
    A --> F([Define Streamline])
    B --> G([Basic + Tech Skills])
    C --> H([More How to Individual How to Study])
    D --> I([Info to Students & Faculty])
    E --> J([Faculty buyin for planning])
    F --> K([Programs to support healthy mental well-being School])
    G --> L([Collaboration])
    H --> M([Metacomp and Counseling])
    I --> N([Funding features])
    J --> O([New/refresh funding streams])
    K --> P([Students are informed transparently across disciplines])
    L --> Q([Faculty buyin for planning])
    M --> R([Consider needs for students who need extra support healthy + celebratory/mt creativity for individual student])
    N --> S([N/A])
    O --> T([S])
  
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The diagram illustrates various student academic needs, categorized into several main areas:

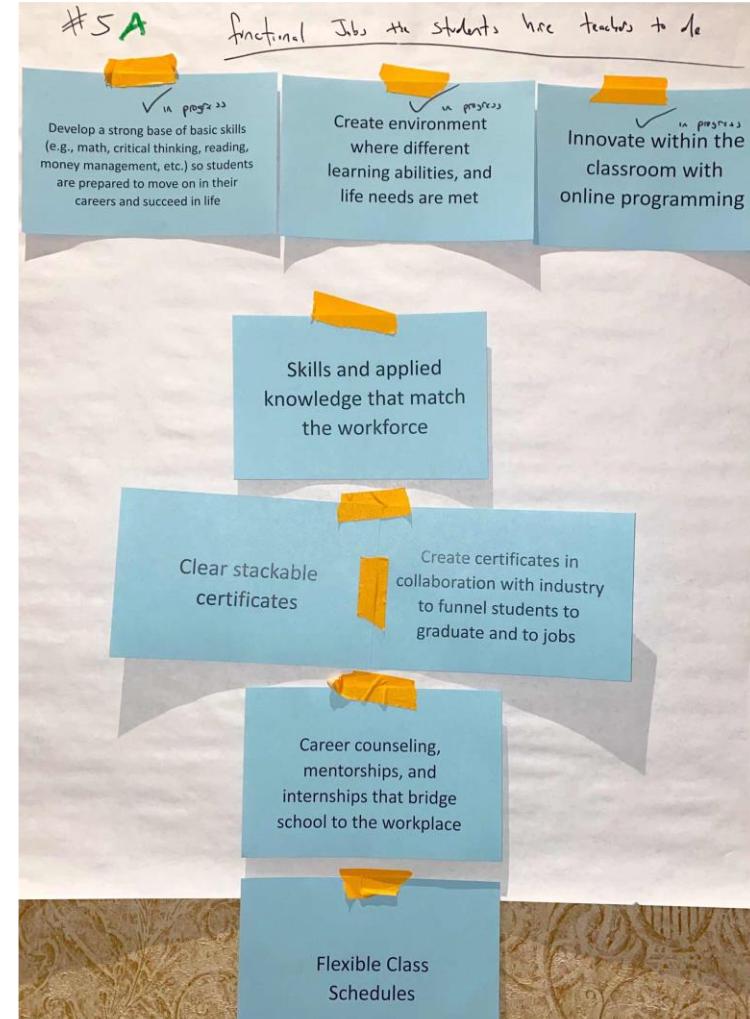
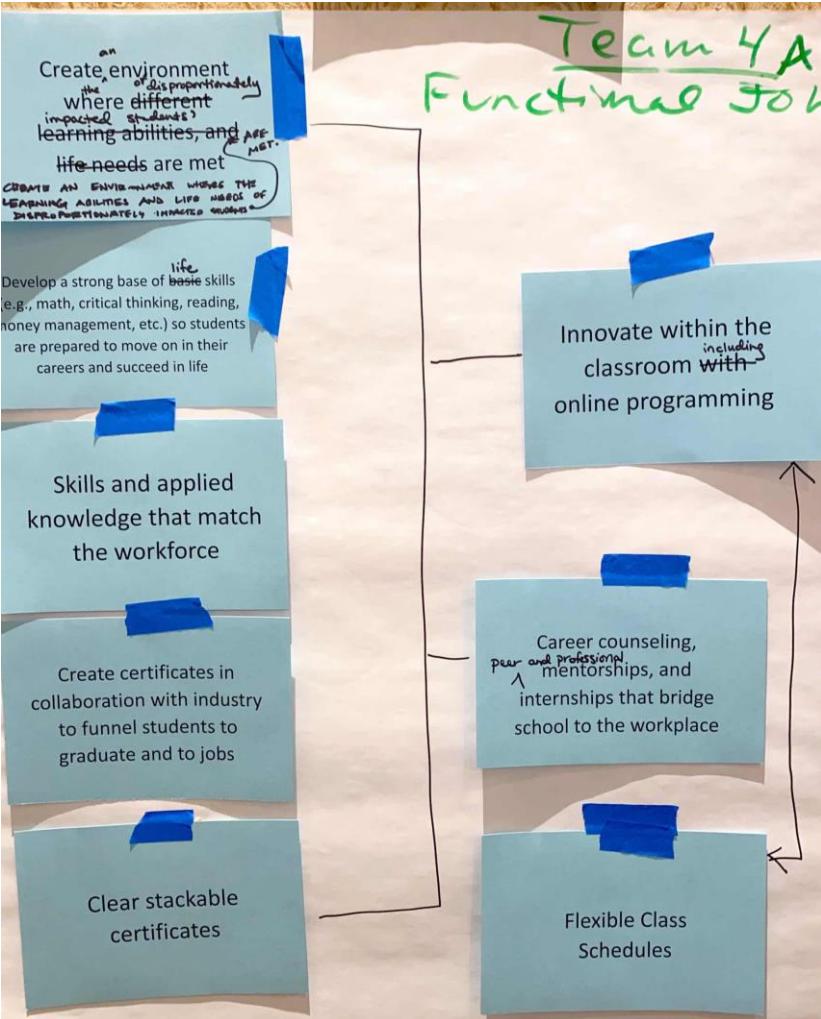
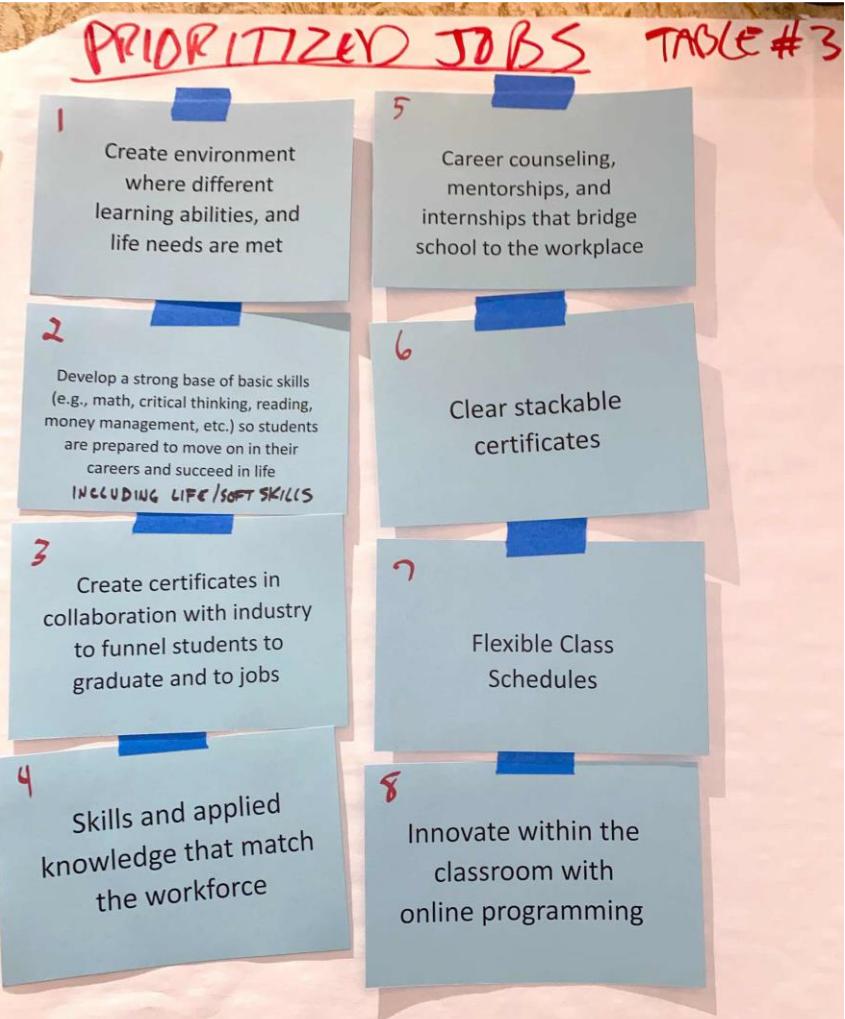
- Streamline Process to Completion** (Central Node):
 - Change Language from basis
 - Faculty Buyin
 - Engage the UES
 - New/refresh funding streams
 - Define Streamline
- Change Language from basis** (Branch):
 - Basic + Tech Skills
- Faculty Buyin** (Branch):
 - More How to Individual How to Study
- Engage the UES** (Branch):
 - Info to Students & Faculty
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 - Funding features
- New/refresh funding streams** (Branch):
 - Students are informed transparently across disciplines
- Define Streamline** (Branch):
 - N/A
- Collaboration** (Branch):
 - Metacomp and Counseling
- More How to Individual How to Study** (Branch):
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- Students are informed transparently across disciplines** (Branch):
 - S



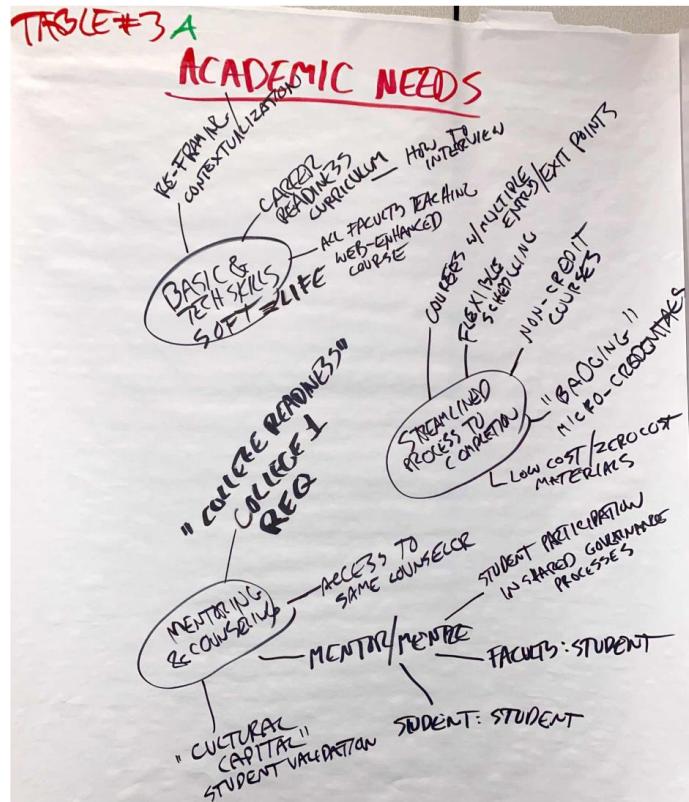
Functional Jobs to be Done



Functional Jobs to be Done



Academic Needs



Opportunities **Surprises** 2/3/20 A

- equity
- examples of "doing it" why can't we do it elsewhere i.e.: AWS
- CE, faculty workload hours
- Students to be in business for themselves
- everyone look at curriculum beyond C.E. skills based
- Contextualized learning (math) + collaboration
- Workforce bureaucracy for exposure

- .
- .

NERVOUS

- don't help students w/ career development
- Students don't know what to do - don't help these students (students at risk) 17-22y
- lose students who go to workforce, get an idea & attracted to innovative institutions
- mixed messaging
- what are the jobs of tomorrow? disconnected
• will students be employable?
• will jobs exist?
- pressure w/ concurrent enrollment
- barriers to exposure ie fieldtrip

NERVOUS A

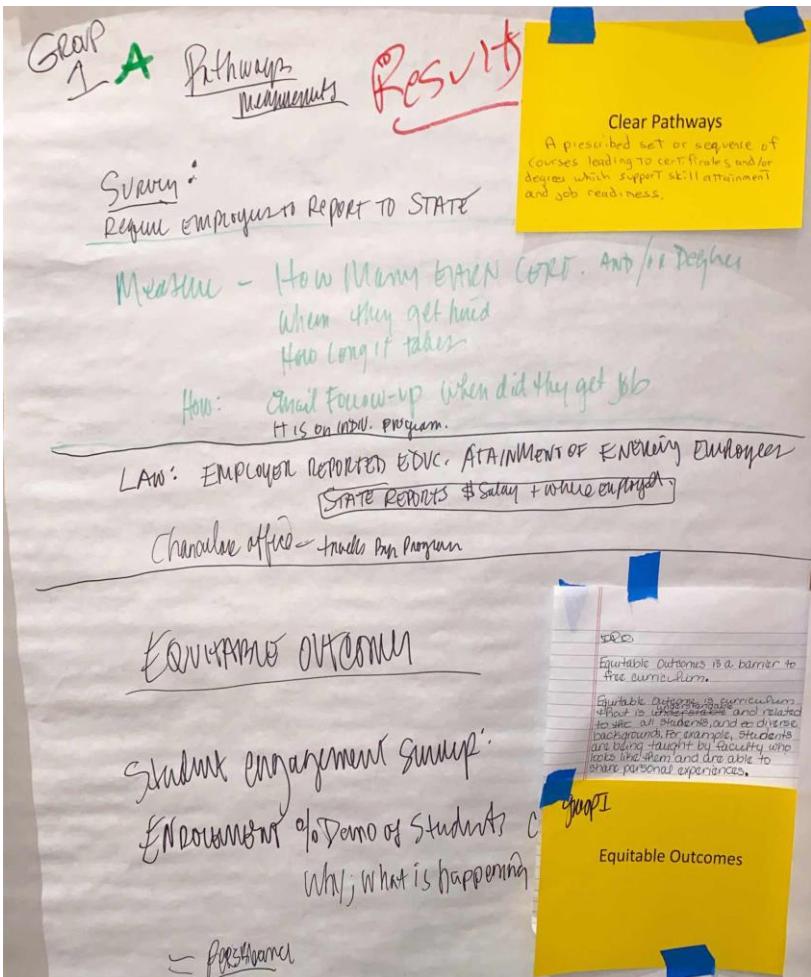
EVERYTHING WE ARE TALKING ABOUT (DATA)
↳ OTHERS ARE TAKING OUR STUDENTS

OPPORTUNITY

PATHWAY PROGRAM TO PROVIDE CONTEXTUAL LEARNING (AUTO VS SHAKESPEARE)

BUILDING NEW PARTNERSHIPS
↳ OVERCOME CHALLENGES BY INDUSTRY

Academic Resource Innovation Results



Retention - Passed a course and moved on to the next one

- college data

Completion -

- a value-added takeaway
- concrete skill(s) measured by well-written SLO, portfolio, final exam
- certificate, degree, industry recognized credential
- college data + industry data

Preparation -

- "Good enough" to start academic journey
- Having support/people who care/aware of how to utilize them
- "Belonging" & self-efficacy

Amanda Team 2 A

Preparation (cont.)

- Changing mindset of services/can
- Should be used by all students (not a deficit)
- Support support "looking like" reflecting student

Measure: Survey about services
of students enrolled in support programs
AI

Academic Resource Innovation Results

"STAY COMPETITIVE" ^{RESULTS}

- ↳ CERTIFICATIONS
 - ↳ % COMPLETION RATE
 - ↳ # OF COMPLETIONS
 - ↳ # OF ENROLLMENTS
- ↳ JOB PLACEMENT
 - ↳ PLACEMENT RATE → GIG ECONOMY?
- ↳ CONNECTION / ALIGNMENT OF CURRICULUM w/ ADVISORY BOARD PRIORITIES
- ↳ COMMUNITY RECOGNITION & REWARDS
 - ↳ INCREASE ALUMNI CONNECTIONS / RELATIONSHIPS

TABLE #3 A
Janet

"CONTINUITY" → KEEPING STUDENTS ON TRA
^{Table 3 A}

- ↳ SEMESTER → SEMESTER RETENTION
- PCC CONNECT / SOFTWARE CONNECTION & COUNSELING SERVICES
 - ↳ METRICS FROM SOFTWARE
 - ↳ USAGE / # OF USERS
- GUIDED PATHWAYS PILLAR #3
 - ↳ TRANSFER RATES
 - ↳ ENROLLMENT GROWTH
 - ↳ COMPLETION RATES
 - ↳ JOB PLACEMENT
- USAGE OF STUDENT SUPPORT SERVICES
- %. FACULTY TEACHING COURSE ON RECORD
- CONTINUITY OF FACULTY w/ STUDENTS
 - ↳ COHORTS

Academic Resource Innovation Results

Curriculum Innov. Results Team A

Define

- ① Contextualized Learning - Application & Associate to real life experience -
- ② Relevance - Curriculum application to individual
- ③ Ability to discover - Students ability to generate content
- ### Measure

 - ④ # of assignments ~~that focus~~ that encourage appl.
 - Students ability to explain relevance
 - ⑤ Student feedback (voice) - Survey/focus groups
 - ⑥ Students create novel examples in Application
 - * Consider a matrix *

Student Success

- Students achieving skill attainment (skills tests / digital badging? / proficiency?)
- Course completion (A,B,C) > SLOs cert
- Certificate completion - transfer
- job placement (need way to measure)
- degree attainment
- Subjective student goal survey. Were student's personal goals for course or program met?
- Steps of skills checklist is met + return demonstration of skills is done

Job Placement

- Tracking students after they complete school via e-mail surveys
capture metrics (days until hired, hiring company, salary) through career as long as student participates
- Data from LinkedIn
track failures if possible, what went wrong?

Team 5 A

Team 5 A

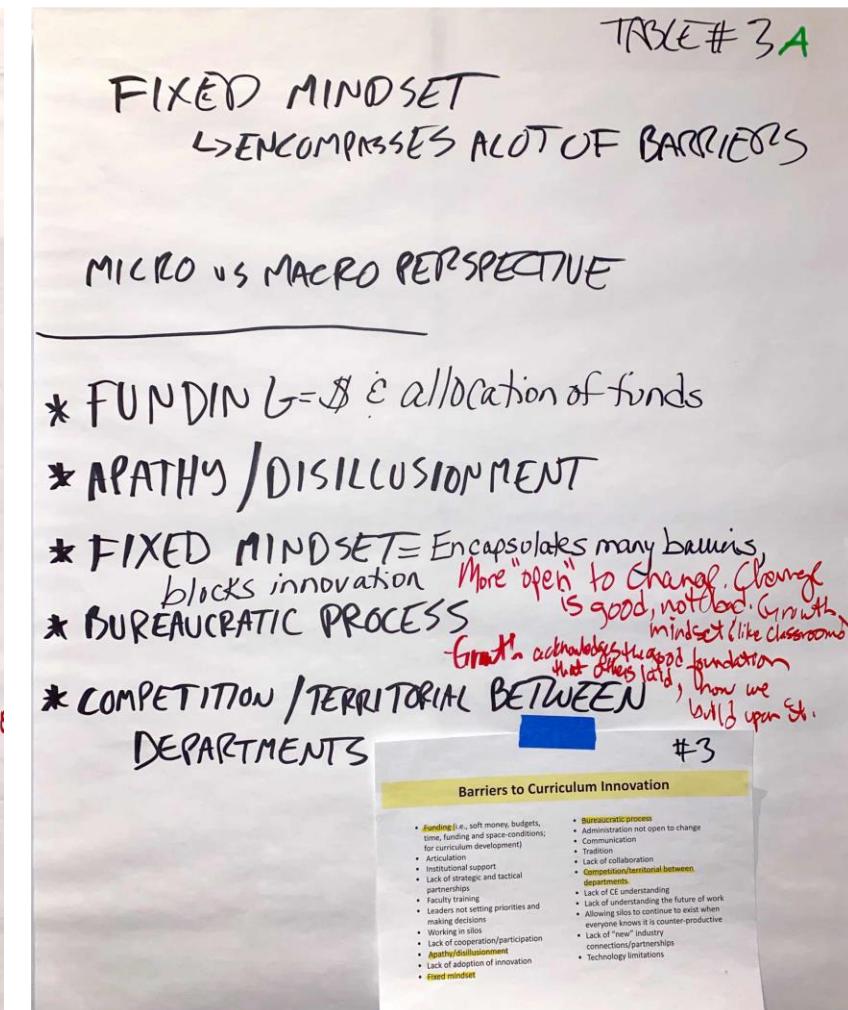
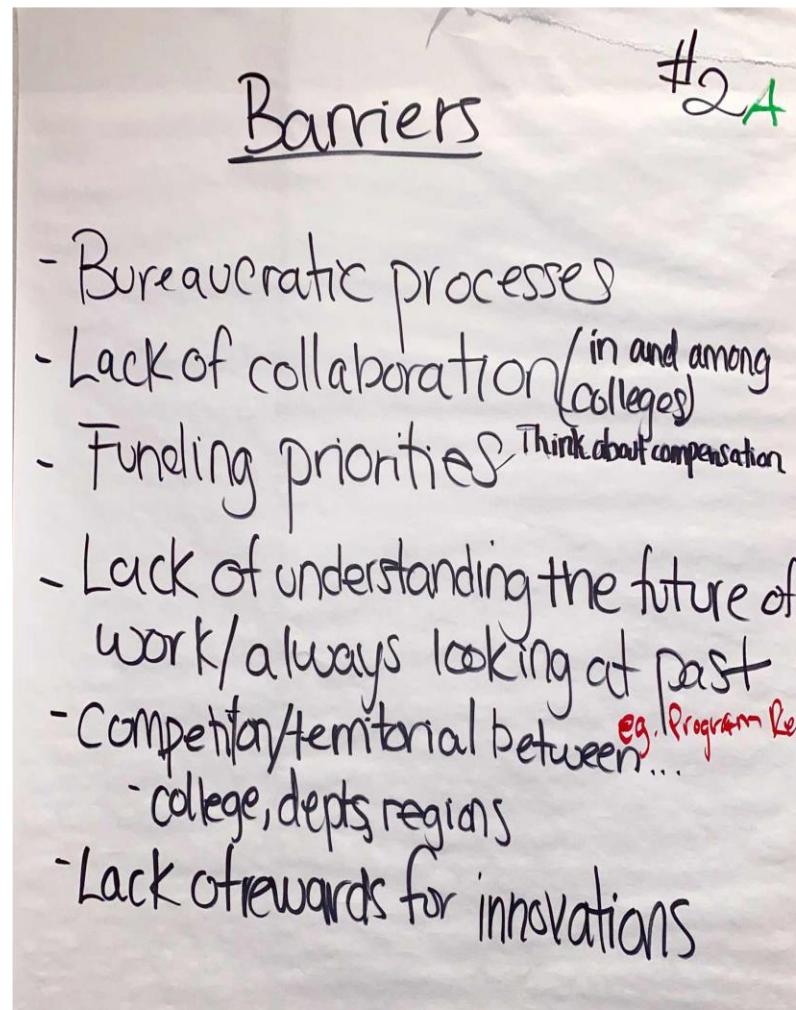
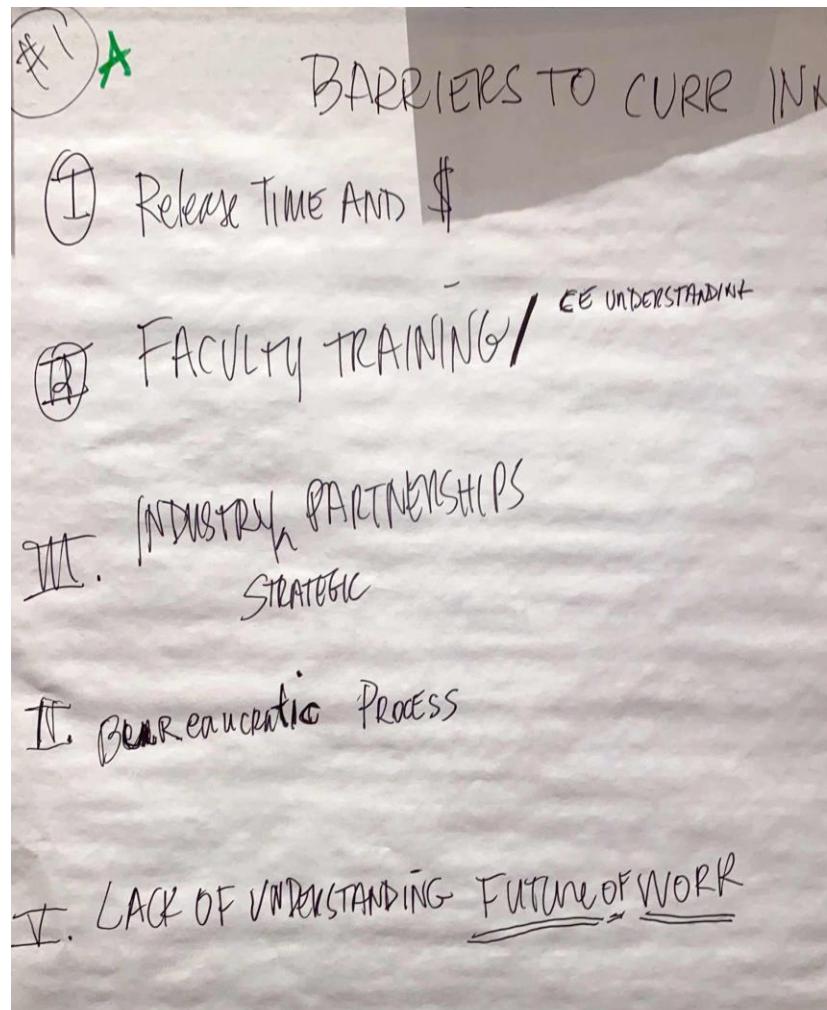
Certification

- Certificates of achievement
- Units for completion funding
- digital badging - skills certificate
- industry certifications
- non-credit certs.
- lower unit non-transferrable, locally awarded

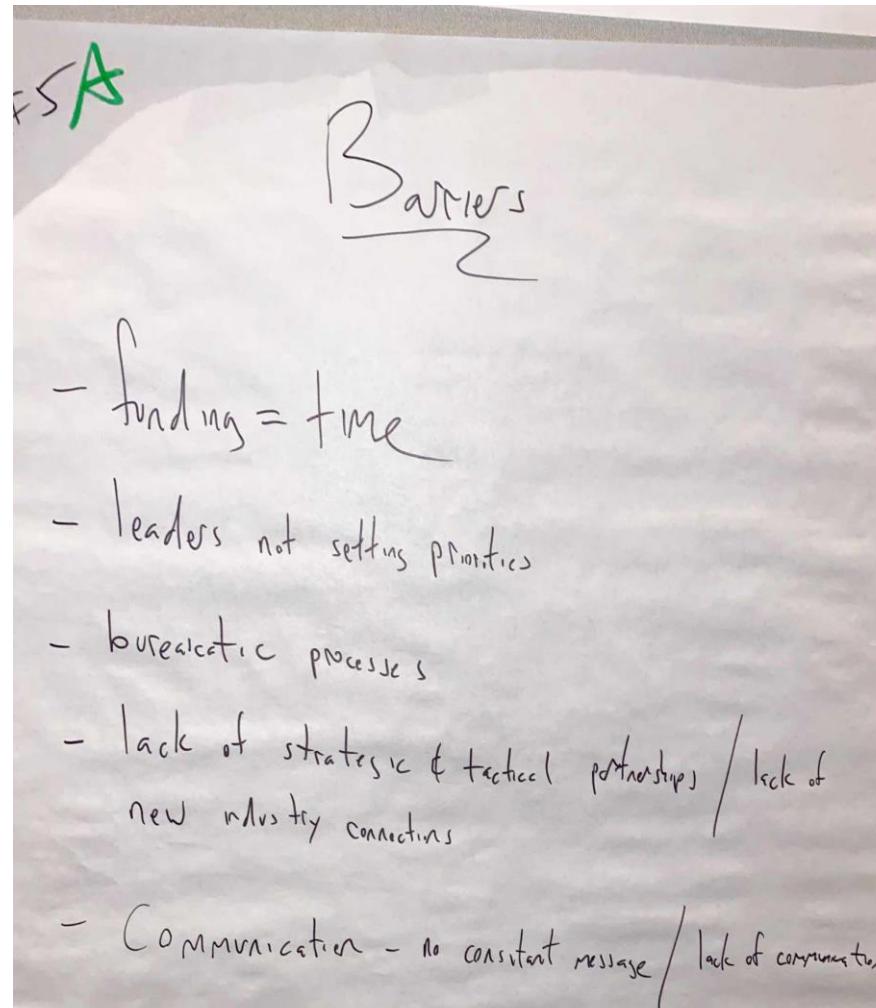
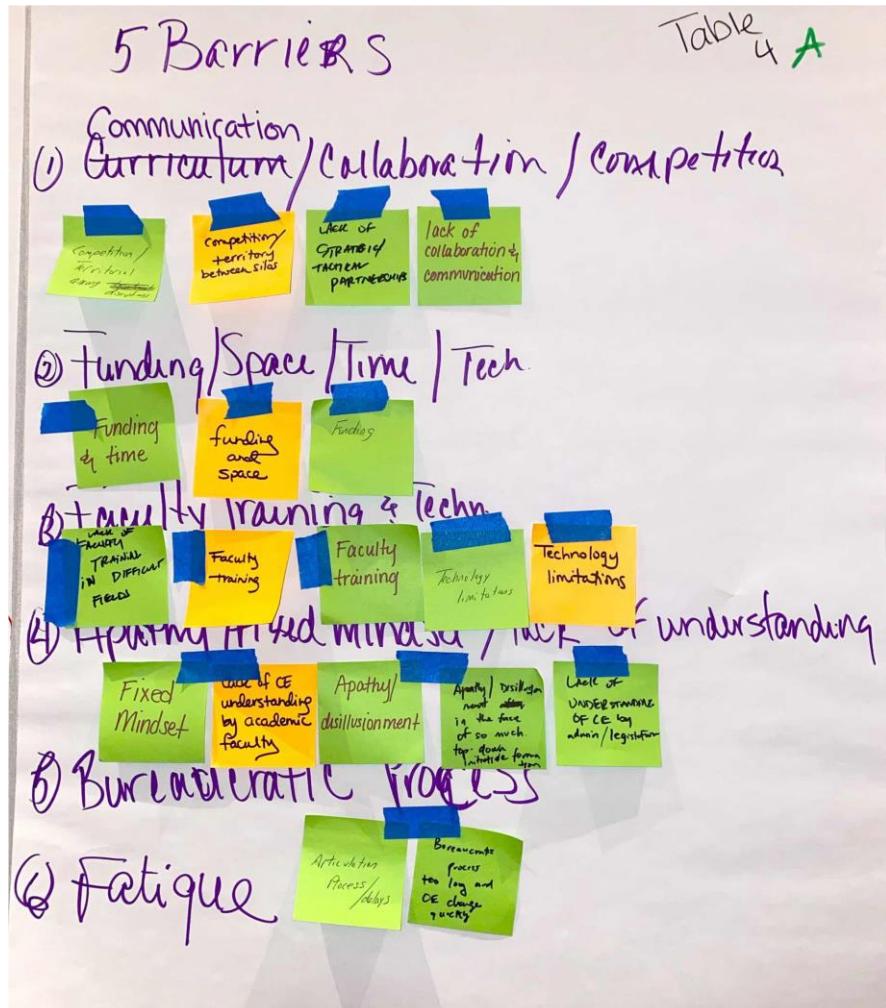
Certificates of completion



Barriers to Academic Resource Innovation



Barriers to Academic Resource Innovation



Deans/Faculty on Barriers to Innovation

ALIGN w/ COLLEGE MISSION & GOALS

ADMINISTRATORS
↳ DEANS
↳ ALREADY ON BOARD & SUPPORTIVE
↳ NEED TO ENGAGE UPS & ↑

DISTRICT SENATE & CE COMM.
↳ BRIEF 20 MIN. PRESENTATION
↳ EMAIL / BULLETIN → FOR MORE INFO...
↳ FC EX DAY PRESENTATION
↳ DISTRICT DISCIPLINE DAYS

#1 FACULTY ASSEMBLY
↳ PLANNING COMMITTEE

CE FACULTY
↳ COMM. HOW IT WILL BENEFIT STUDENTS
↳ STUDENT SUCCESS & INNOVATION
↳ DIAK DONALD CE LANGUAGE
CLEARLY DEFINE UNNECESSARY UNITS

UNIONS
↳ MAKE UNIONS FEEL PART OF PROCESS
↳ DIFFERENT BY CAMPUS
↳ THIS WILL GROW OUR STOCK
↳ PERSONAL BENEFIT ↑ PTO / REVENUE
↳ ASK FOR SEAT IN UNION MEETING

~ Dean's Barriers Exercise ~ 1 of 2 A (all group)

- lack of patience - deans don't understand that some departments change fast; things take time to plan out
- lack of funding
- lack of resources
- lack of faculty for implementation - this needs to be clarified; it sounds like faculty & can't do it; faculty are not clear on what is meant here
- knowledge void
- regional collaboration is difficult to organize & initiate; needs a project manager
- we don't want to compete with other CC's
- initiative fatigue; too many

Dean's Barriers Exercise 2 of 2 A (all groups)

- bureaucratic processes; all tables are aligned on that
-

Resources for Academic Resource Innovation

Resources: Professional Development

Release time

- Travel, sit-in on classes, see what others are doing
- Dissemination of info to colleagues
- Accountability

Cross-disciplinary Prof. Dev responsibility/
part of job
· New ideas/fresh insight
· Breaks down silos

- PROFESSIONAL DEV. TABLE #3
- ② CAREER TRAINING & RE-TRAINING / UPSKILLING IN CURRENT WORKFORCE
- ① LEADERSHIP EQUITY ACADEMY
 - ↳ MOST RETURN ON INVESTMENT
 - ↳ IMPACTING A WIDER STUDENT POP.
- LEADERSHIP
- ① PROFESSIONAL PM's TO SUPPORT CURRICULUM DEV., DEPT. PROJECTS, GRANT REPORTING, ETC., INCLUDING BEING AN INDUSTRY LIAISON WITH RESPONSIBILITIES IN MARKETING
- ② COMMITMENT TO INVESTING & SUPPORTING FACULTY THAT WANT TO INNOVATE

Resources for Curriculum Team +

Leadership / Equity Academy

Rationale:

- Train people to write curriculum that infuses equity
- gets people on board
- ↑ understanding ↓ resistance

Center for Teaching Excellence

Rationale:

- include salary, courses
- developing a team
- cross discipline

Resources needed for academic resource innovation

Group #: 1

Professional Development

Choice #1: Release time for professional development, upskilling faculty

Rationale:

Pace of change- radical online classes- need to learn how

Choice #2: Developing a team of cross-disciplinary innovator

Rationale:

Development school – design thinking process cross disciplinary interactions

Leadership

Choice #1: Commitment to investing and supporting faculty to innovate

Rationale:

Choice #2: Professional project manager

Rationale: Numerous barriers to making large innovation happen. Reduce time to development

Resources needed for academic resource innovation

Group #: 2

Professional Development

Choice #1: Release Time

Rationale:

- Learn from others (globally & locally)
- Accountability
- Culture that it is part of job and responsibility

Choice #2: Cross-disciplinary Professional Development

Rationale:

New ideas/fresh insight, breaks down silos

Leadership

Choice #1: Commitment to investing and supporting faculty to innovate

Rationale:

- Creates a standard / culture of curriculum innovation
- Demonstrates what the institution values

Choice #2: Presence and Involvement

Rationale:

- Shows they care and are making an effort
- Want them to know what we are doing

Resources needed for academic resource innovation

Group #: 3

Professional Development

Choice #1: Career Training

Rationale:

It is essential that instructors are current in their fields for career education. Some may not have practical experience or their field experience may have been a long time ago. They need the opportunity to continue training to stay current with innovations, trends, and industry progress

Choice #2: Leadership / Equity Academy

Rationale:

The largest return on investment will come from development of professors to their highest potential and empower them to be role models for students. Equity academy benefits students where needed the most. Large sectors of our society are disadvantaged by traditional barriers that prevent them from being successful.

Leadership

Choice #1: Professional Project Managers

Rationale: Need a person that is fully committed to taking care of curriculum, projects, marketing and being an industry liaison. This will help faculty ease the work load of all of these tasks.

Choice #2: Commitment to investing in and supporting faculty that want to innovate

Rationale: This is the best way administrators can help faculty. This confirms that there is an agreed upon direction for the organization. This also communicates to others what is important to the success of programs and students. The idea that cooperation and collaboration is to culture not conflict and insecurity.

Resources needed for academic resource innovation

Group #: 4

Professional Development

Choice #1: Leadership / Equity Academy

Rationale:

- Train faculty to write curriculum that infuses equity
- Gets faculty on board to increase understanding and decrease resistance

Choice #2: Center for Teaching Excellence

Rationale:

Includes salary, courses, scheduling, includes developing a team for cross-disciplinary innovators

Leadership

Choice #1: Commitment to investing and supporting faculty to innovate

Rationale: Creates time and space for innovation to happen more willingness to engage

Choice #2: Professional project manager

Rationale: Department manager can focus on the program lessen project neglect and boosts enrollment and student success

Time management

Outside perspective but discipline specific

Resources needed for academic resource innovation

Group #: 5

Professional Development

Choice #1: Financial Compensation/ Release Time

Rationale:

Provide faculty w/ compensation or release time to attend PD for creating courses and/or specialized schedules

Equal

Choice #2: Effective teaching practices coursework available for all faculty,

Rationale:

To improve our teaching practice which will lead to student success.

Leadership

Choice #1: Commitment to investing and supporting faculty that want to innovate

Rationale:

Recognize, incentivize, and empower faculty to be change agents.

Choice #2: Results-driven action

Rationale: Too many groups are all talk. We need to make sure there is an accountability of “What’s next” even if it’s incremental.

Innovation Hub

- Innovation Hub needs to be innovative. Christian
 - We need to avoid it being another bureaucracy.

<u>INNOVATION HUB</u>		TABLE #3
*	GO BEYOND ENG. & MATH	
*	SHOWCASE LEADERS ↳ PATHWAY NAVIGATOR	
*	COLLABORATIVE CE & GE PROJECTS	
*	COMMUNICATING / MARKETING AROUND CC INNOVATIONS / ADVOCACY	
*	RESEARCH	
*	MARKETING	
*	INDUSTRY LIASON	
*	SERVICE-LEARNING PROGRAMS FOR STUDENTS (REGIONAL)	
*	ADDRESSING HIGH-COST COMMUNITY SERVICES	

- Address key themes
 - * Impact on Faculty
 - benefit to Students
 - Curriculum innovation may be a turn off. - Consider "Curriculum update"
 - Better tools/strategies for collaboration - less prep - consistency
- Intentional Support - Buy-in from the Deans
- Strategy to support Presidents interest - their pet project -
 - Power of VP's - how to build relationships, (pp) get buy-in, educate, acknowledge risk adverse

Innovation Hub

Team 4(b)

How could the innovation Hub at a Regional level, help improve outcomes in curriculum innovation area?

- Share best practices - Shared across faculty - discipline level
- Split the credit for student completion
- Hub acts as a regional advisory board (skills) -
- Professional development -
- Aligned Partners

- Team 4(b)
- Address barriers (malpractice insurance)
 - Eliminate some local advisory boards - Replace w/ Regional boards
 - System to track data
 - Build collaboration → change

#5

How could the Innovation Hub help improve outcomes in curriculum innovation?

- * creates regional plan that applies to all CC19
- * export task force groups that create regional programs that can align disciplines ~~across~~ CC19
- * Modify courses to align with industry
- * Industry ~~etc.~~ plays an advisory role in trends
- * hand picked faculty from CC19 part of the advisory board in the Hub
- * A gathering place/headquarters that links CC19
- * streamline curriculum development

Innovation Hub Name:

Group #: 1

Top Priority Job

Skills and applied knowledge
that match the workforce
(industry)

Defined and Measurable Result

Student Success

Top Barriers Hub will address

- Lack of understanding of the future of work. Always looking at the past.

Top 2 Professional Development Resources

- Cross Disciplinary Teams = Innovation
- Build Capacity

Conceptually HOW? (Short-term -Mid Term)

Innovation Hub Name: Ed Foundry

Group #: 1

Top Priority Job

Create certificates in collaboration with industry to funnel students to graduate and jobs

Defined and Measurable Result

- Job placement
- Improved Programmatic enrollment
- Established ‘pipelines’

Top Barriers Hub will address

- Completion market/saturation
- Rapidly diminishing measurable jobs
- Low enrollment #'s?
- Timely completion

Top 2 Professional Development Resources

- Release time for professional development
- Consistent equipment facilities and software updates
- Cross-disciplinary professional development

Conceptually HOW? (Short-term -Mid Term)

Short Term Advisory Lunch (3/6)

- Reach out to local industry, small business,
- Acquire data from Labor Bureau, etc.

Long term Potential Curriculum Redesign

- Course redesign
- Create ongoing project-based projects for local biz

Innovation Hub Name: Ed Foundry

Group #: 1

Top Priority Job

Create environment where different learning and liveness

Defined and Measurable Result

- Skill attainment
- Really cool and stable jobs
- New Cool attitudes about life possibilities

Top Barriers Hub will address

- Fluidity of enrollment from Instagram to registration
- Giving students maximum
- Extra resources outside of class

Top 2 Professional Development Resources

- Fund retraining
- Enhanced curriculum approval process
- Available curricula for local departments to pass through

Conceptually HOW? (Short-term -Mid Term)

Maximizing outside of class to support

Innovation Hub Name:

Group #: 2

Top Priority Job

Create an environment where different students learning and life needs are met.

Defined and Measurable Result

- Contextualized Learning (Many others fall into place retention, engagement, completion)
- Application and association
- Assignments that encourage students' ability to explain relevance

Top Barriers Hub will address

- Funding
- Release time
- Space
- Etc.

Top 2 Professional Development Resources

- Mentor training
- Training in emerging fields
- Expanding counselors → Career counselors
- Linked in training (+Other sources of social media)

Conceptually HOW? (Short-term -Mid Term)

Innovation Hub Name: Faculty Curriculum Innovation Center

Group #: 2

Top Priority Job

Skills and applied knowledge
that matches the workforce

Defined and Measurable Result

1. Retention
2. Completion
3. Certification

Top Barriers Hub will address

- Funding and Bureaucracy

Top 2 Professional Development Resources

1. Release time
2. Cross disciplinary professional development

Conceptually HOW? (Short-term -Mid Term)

Create a process for the development of curriculum
across CCLA19

Innovation Hub Name:

Group #: 3

Top Priority Job

Create and embrace equity
Create environment

Defined and Measurable Result

- # of instructors trained
- # of syllabi consistent with equity best practices
- Lower equity gaps (disaggregated success data)

Top Barriers Hub will address

- Fatigue
- Fixed mindset
- Professional development opportunities

Top 2 Professional Development Resources

- Unconscious bias workshops
- Release time for professional development
- Leadership equity academy

Conceptually HOW? (Short-term -Mid Term)



Innovation Hub Name: CCLA Center for Collaboration

Group #: 3

Top Priority Job

Career counseling, mentorships, and internships that bridge the school to the workplace

Defined and Measurable Result

- Counseling and mentorships:
 - # of students enrolled in support programs
 - # of students completing internships
 - Students survey of effectiveness of support programs
- Counseling career center interaction, peer mentorship and professional mentorship, etc.

Top Barriers Hub will address

- Lack of strategic and practical partnerships funding

Top 2 Professional Development Resources

- Increase collaboration between counselors, mentors, etc. and faculty
- Better and more complete information to counselors
- Information sharing between departments and disciplines

Conceptually HOW? (Short-term -Mid Term)



Innovation Hub Name: CCLA Center for Teaching Excellence

Group #: 4

Top Priority Job

Create environment where different learning abilities and life needs are met.

Defined and Measurable Result

Student Success

- Skill attainment
- Course Completion
- Degree
- Personal Goals

Top Barriers Hub will address

Funding / resources
Bureaucracy
Leaders not setting priorities

Top 2 Professional Development Resources

Professional Project Manager to support faculty

Center for Teaching Excellence

Conceptually HOW? (Short-term -Mid Term)

- “Best” Practices around curriculum
- Recommendations for best publishers/tech platforms
- LA19 discipline level meetings (Similar to AWS)

Innovation Hub Name: COR For All

Group #: 4

Top Priority Job

Create environment where different learning abilities and life needs are met.

Defined and Measurable Result

Continuity

Top Barriers Hub will address

Fixed Mindset

Top 2 Professional Development Resources

Leadership/equity academy center for teaching excellence

Conceptually HOW? (Short-term -Mid Term)

- Don't just talk but do.

Innovation Hub Name: Completion Equals Success

Group #: 4

Top Priority Job

Create environment where different learning abilities and life needs are met.

Defined and Measurable Result

Clear Pathway

Top Barriers Hub will address

Funding (i.e: soft money, budgets, time, funding, and space conditions; for curriculum development)

Top 2 Professional Development Resources

Career training
Professional project managers to support curriculum development, departmental projects, grant reporting, etc.

Conceptually HOW? (Short-term -Mid Term)

- 1) Provide student a clear pathway of the courses the students need to complete to earn a certificate and/or degree.
- 2) Provide enough funding and resources to the program so the students are successful
- 3) Provide professional development for faculty in the specific occupation/job.
- 4) Hire a project manager to manage the process

Innovation Hub Name: Career + Networking Support Center

Group #: 5

Top Priority Job

Counseling
Career Counseling
Mentoring
Internships

Defined and Measurable Result

Career Counseling: Career counseled
Mentoring: Dedicated mentor
Internships: placement
- People are key/dedicated roles w/ wide skill set

Top Barriers Hub will address

- Legitimizing services for CE students
- Getting students to use support services
- Supporting students from their 1st class through college completion and job placement

Top 2 Professional Development Resources

- Mentor training
- Training in emerging fields
- Expanding counselors → Career counselors
- Linked in training (+Other sources of social media)

Conceptually HOW? (Short-term -Mid Term)

- Look for model programs at other colleges (Short term)
- Get the word out to departments about resources available through:
 - Podcasts interviews
 - Awareness events
 - Etc.

Innovation Hub Name: Student Centered Schedules

Group #: 5

Top Priority Job

Flexible class schedule

Defined and Measurable Result

- Retention completion (shortened time)
- Increased enrollment
- Job placement

Top Barriers Hub will address

- Bureaucracy
- Initiative fatigue
- Fixed Mindset

Top 2 Professional Development Resources

- Prof. PM's to support career development
- Cross disciplinary course development

Conceptually HOW? (Short-term -Mid Term)

- 1) Online Classes
- 2) Hybrid Classes
- 3) Short term classes
- 4) Instructor training in accelerated pedagogy

Guided Pathways / Strong Workforce

Guided Pathways / Strong workforce #2

- SMC-Based equity plan on Vision for Success
- Mapping
 - Looks at program maps that already exist; assess gaps that CE programs could fill; more integrated, stackable, contextualized
- Milestones come in with counseling, mentoring, resume readiness
- Toolkits to improve effectiveness of current courses
- Incentives for students on milestones (i.e., punched passports that can be turned in for rewards, gift cards, foods, etc.)

HUB/GP/SW #2

- Unboxing
- Faculty ~~students~~ have templates
- Toolkits (i.e., how toolkits show how to deliver to certain demo groups)
- i.e., meditation, mindfulness, etc.
- "Choose your own adventure"
- Doesn't tell people what to do - provides samples that are customizable
- Professional Development modules for faculty to move faculty up salary scale
- HUB as brand that means something to region; accredited; badges; white belt/black belt; stackable badge; merit badges

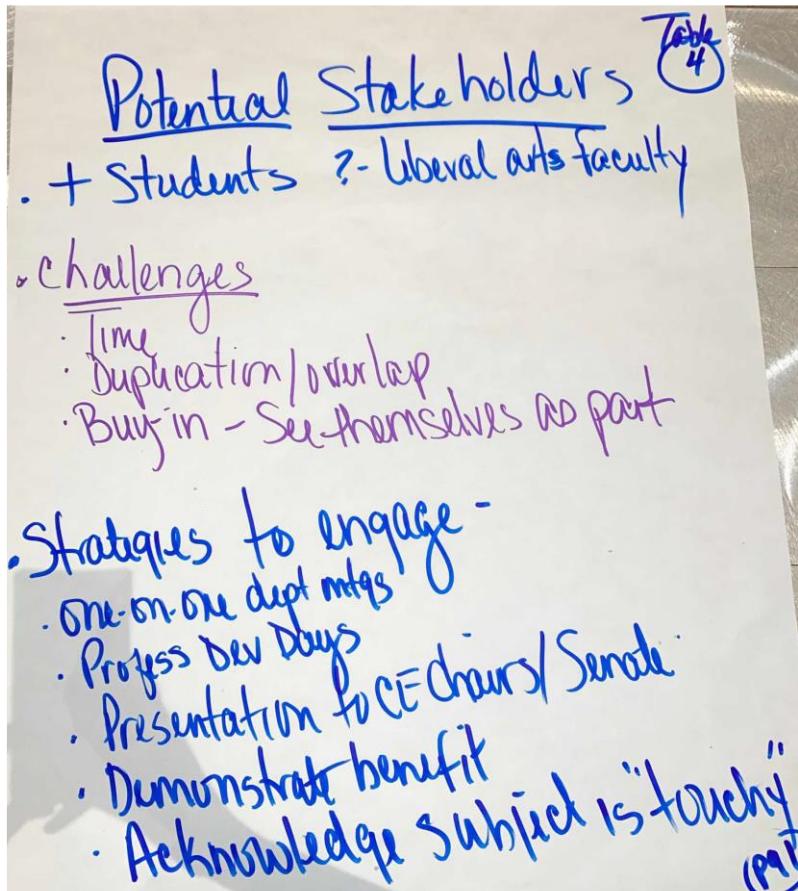
Stakeholders

STUDENTS
CLASSIFIED STAFF
*VP'S
BOARD OF TRUSTEES
LOCAL GOV & BUSINESS
FOUNDATIONS
ALUMNI
PUBLIC INFORMATION OFFICERS

Stakeholders #2

- Marketing/advertising depts.
- Counseling
- Student Services
- VP's
- Students
- Curriculum Committees
- Professional Development Committees

Stakeholders



Group #5

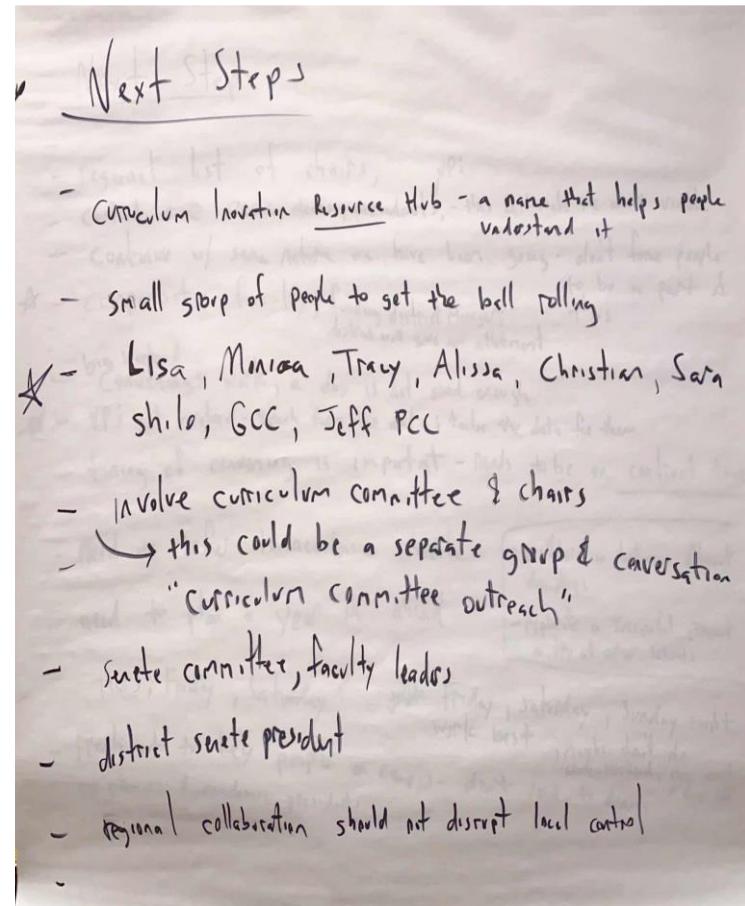
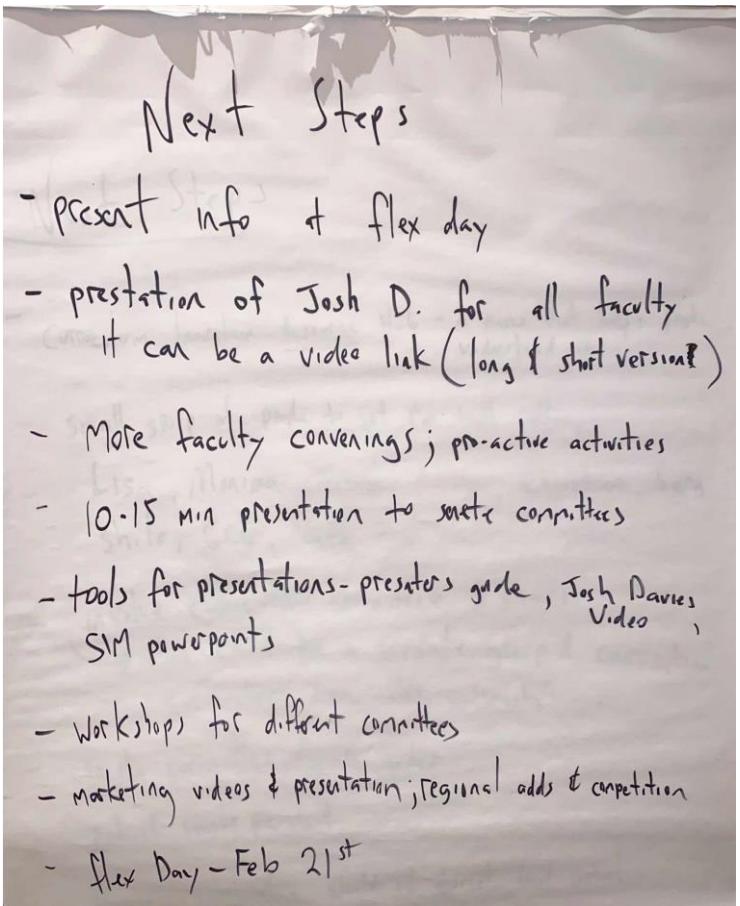
Potential Stakeholders

- professional development chair
- strong workforce
- State wide union -
 - State academic senate representative
 - LAOCRC - can provide funding
- 1. Institutional Effectiveness - can provide data
- 2. Discipline Committees
- 3. General Education
- 4. Academic Senate Presidents & Faculty - to start
- 5. CE Committees - faculty rockstar
- 6. Guided Pathways Representatives
- 7. Presidents - react to & they will designate a person
- 8. Deans - include workforce development; CTE deans
- 9. Unions - appeal to union values; union president;
- 10. Program Review
- 11. CTE liaison
- 12. Curriculum Chair - to start
- 13. Center of Excellence (COE) - DATA ^{LMI} ₂₂
- 14. students - ASU president
- 15. Sector Navigators and Deputy Sector Navs. ^{info on laocrc website}

BrandIQ
Every college has a different structure
→ CTE liaisons and Academic Senate Presidents
can be main point of contact for each college

From now helping CTE to see the next business

Next Steps



Next Steps

