

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The central text is positioned within a white, trapezoidal area that is part of this layered design.

Professional Development Sub- committee – Meeting #2

June 6, 2024

Here to Succeed!

The background features a white space on the left and a complex, abstract design on the right. The design consists of overlapping, semi-transparent green shapes in various shades, including light lime green, medium forest green, and dark olive green. These shapes form a dynamic, layered composition that suggests movement and growth. A thin, light gray line also runs diagonally across the right side, intersecting the green shapes.

QEP Sub-Committee Members – Professional Development

Amanda M – co-chair (faculty)

Amanda F – co-chair (faculty)

Ann Proudfit – VP Student
Services (staff)

Ashley M-W – CCP Coach (staff)

Brad Spielman – CAE Director
(staff)

Carla Ugboro – HR Faculty Dev.
(staff)

Jay Smith – Chair (faculty)

Jeremiah Underwood – 5-G
(faculty)

Johnathan Skeen – (faculty)

Krista Neelley – AA English/HUM
(staff)

Kristen Corbell –

Working Sub-Committee Objectives

Procedural Piece - To design training for faculty (and some staff) to complete attendance-related procedures.

Engagement Piece - To coach faculty on course-related design concepts that might encourage stronger engagement.

Engagement Piece - To communicate a consistent message to **all** GTCC employees regarding the QEP and its importance.

Knowledge Piece - To define what each community (**students, staff, and faculty**) need to know to make plan work.

Shuffle Order of Objectives for Today

Knowledge Piece - To define what each community (**students, staff, and faculty**) need to know to make plan work.

Engagement Piece - To communicate a consistent message to **all** GTCC employees regarding the QEP and its importance.

Procedural Piece -



How will these tools/activities be communicated to faculty and staff?

Engagement Piece - To communicate a consistent message to all GTCC employees regarding the QEP and its importance.

Elevator Pitch


SACS-COC is the accrediting body that allows us to confer degrees and for that degree to mean something. A Quality Enhancement Plan (QEP) is instrumental in our SACSCOC approval. For the past few years, GTCC has been seeking ways to improve student matriculation at GTCC. As part of that research, the college has determined that improving student success within their first twelve credit hours will go a long way towards this goal. Instrumental to that success is working to improve student success both in and out of the classroom. Another strategy for improving engagement is to institute a college-wide attendance policy with administrative withdrawal. GTCC understands that its students have to be "here to succeed" - both engaged and present.

Marketing Sample Table – What Works for YOU?

Is this what we need? When do we need it?







How do we prepare faculty to better engage students in class, especially in their first 12 credit courses?

Engagement Piece - To coach **faculty** on course-related design concepts that might encourage stronger engagement.

What proof do we have – at GTCC and in current research (lit review) – that the types of faculty preparation we want to include in the QEP will make a positive impact on student success in the first 12 credit hours?

Procedural Piece –

Request for Literature (Lit Review Part of QEP)


Due by Next Week

If referencing a theoretical construct, try to use original sources. **Do you know of any sources internally that might help our professional development planning?**

If referencing best-practices for your activities, try to use sources no older than 2018. **Do you have any resources that actively reference best practices in professional development planning?**

Find current sources that provide evidence that your activity is a best-practice (aka – it works). **Do you have any resources that promote a certain practice as being effective for professional development (especially post-COVID)?**

If you have such resources that are available online, please send to the committee as a whole and add the link and/or attach the document and let me know original source if not readily apparent. THANK YOU!



In the QEP timeline, where do these activities need to be completed for the best implementation for students, faculty, and staff?

Engagement Piece - To communicate a consistent message to all GTCC employees regarding the QEP and its importance.

Tentative Broad Timeline

Summer 2024 – QEP submitted as draft

October 2024 – SACS visit with QEP focus

Spring 2025 - focus on what is already planned for Faculty Development Day / make reference to the QEP at some point in that day with someone's presentation (I am not sure where that would work best).

Throughout Spring 2025, start working on professional development pieces for roll-out.

June 2025 – QEP approved or not approved

Fall 2025 - August sessions talking about engaging students / Lunch and Learns and other events throughout Fall 2025 on that topic and on the "record-keeping" piece as well. (potential relationship-rich focus and potential Cameron Campus)

PARALLEL in Fall 2025 –





Brainstorming from Last Meeting (May 2, 2024)

Engagement Piece - To communicate a consistent message to all GTCC employees regarding the QEP and its importance.

- 1) General message shared multiple ways through branding tied in with mission.
- 2) Concept of laminated information card with mission on flipside and QEP on other distributed early on.
- 3) Message all GTCC faculty, staff, and students prior to October SACS visit to be aware of QEP name.

Follow-up from last meeting – who maintains Faculty/Staff pages . . .

I mostly maintain the MyGTCC (SharePoint) pages, and I'll be training Kim Mills to help. There are some folks who've requested to maintain their own subsites or pages. For example, ---- has just been given access to edit the ---- subsite.

Herb Everett

Marketing Systems Manager

Brainstorming from Last Meeting (May 2, 2024)

Procedural Piece - To design training for faculty (and some staff) to complete attendance-related procedures.



Samples of Soft PD





If QEP is approved – content needs to be ready to be front-facing after June 2025.

Brainstorming from Last Meeting (May 2, 2024)

Procedural Piece - To design training for faculty (and some staff) to complete attendance-related procedures.

- 1) Craft LearnerWeb training required for appropriate staff and all faculty that clarifies QEP and attendance policy relevant to their roles.
- 2) Create "tile" in LearnerWeb
- 3) Add print hand-outs and/or information at on-boarding for new faculty.

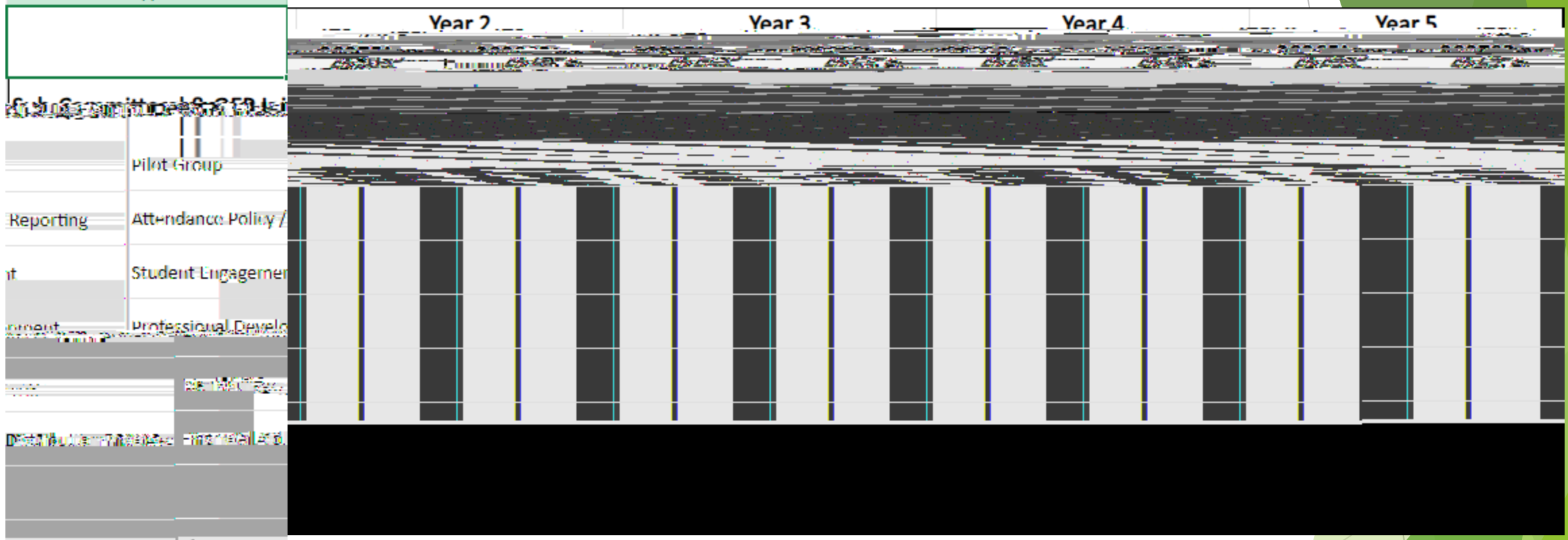
Engagement Piece - To coach **faculty** on course-related design concepts that might encourage stronger engagement.

- 1) Craft resources in CANVAS specific to student engagement that can be embedded in all classes and selected "a' la carte" depending upon method of delivery and/or faculty teaching style
- 2) PD sessions specific to creating student engagement in the classroom.

Brainstorming from Last Meeting (May 2, 2024)

Engagement Piece - To communicate a consistent message to all GTCC employees regarding the QEP and its importance.

- 1) Potential "relationship-rich" focus on Cameron Campus in August 2025 or January 2026 kick-off.
- 2) Marketing ties in both semesters. Use of "swag" at kick-off events.







Next Steps?

If you have any literature that you believe might be beneficial to support any points we have noted here today, please share as soon as possible in the FILES in our TEAMS site and/or send to me by email for me to add. If you only have a link, please hit reply all in email that contains this PowerPoint.

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