**Strategic Theme: Ensuring High Quality Education**

**Goal:** Ensure quality training opportunities for all employees in support of excellence in education

**Steps**
- Identify desired training through internal environmental scanning. Make this an agenda item for departments/divisions at the start of the school year.
- Filter scanning results through a needs assessment and identify measurement criteria for training success.
- Implement training. *Where possible use internal resources that are already in place/available (e.g. schedule during staff and faculty development days, utilize expertise of BSC employees for training).*
- Using previously defined measures, determine effectiveness of training. Disseminate effective training within the BSC community. Report results of measures to institutional research for inclusion in the college’s systems portfolio.

**Resources**
- Clearinghouse of topics, experts, etc.
- Faculty/Staff Senate, Operations Council
- Continuing Education, Training, and Innovation (CETI), faculty and staff trainers, Professional Development Committee of Staff Senate
- Institutional Research
- Budget – *utilize funds already designated for training/travel*

**Time Frames**
Two time frames are relevant: the initial process as described in the “Steps” above and the individual training schedules which must remain flexible. The time frame pertaining to the initial process is detailed below.
- Environmental scanning/polling begins in fall semester (2-3 months), then continuously through “24-hour suggestion box” and other input mechanisms
- Needs assessment due in January to coordinate with budgeting
- Implementation of training is continuous
- Measured effectiveness
  - Short term (within weeks)
  - Follow up (within year)

**Champion:**
- Associate VP for Institutional Effectiveness and Strategic Planning

**Who specifically**
- Environmental scanning – Associate VP for Institutional Effectiveness & Strategic Planning and immediate stakeholders
- Needs assessment – by department/division; development committees; Operations Council
- Implementation
  - Immediate stakeholders
  - CETI
  - Faculty
Train the trainers
- Measured effectiveness
  - Associate VP for Institutional Effectiveness & Strategic Planning and immediate stakeholders

Success
- Employees understand and use the training
- Employees report/present on the training and how it is used
- Refer back to measurement criteria
- “Best Practices” event to share information and close the loop

Goal: Increase the emphasis on and quality of soft skills (reading, writing, speaking).

Steps
- Establish and maintain a reading and writing center - the library is willing for the conference room to be turned into the writing center
  - Establish and maintain a reading curriculum - (include mandatory effective reading)
- Promote experiential learning in every course (teamwork, listening, collaboration)
  As a starting point, we recommend the job opening announcement for every faculty opening include language like the following: Demonstrated experience in globalizing the curriculum; experience with non-traditional teaching methods such as facilitating group work, use of inquiry-based and other active learning pedagogies; soft skills across the curriculum

Resources
- Money - to hire positions
- Space – library for now
- Personnel
  - 1 FT equiv writing
  - 1 FT equiv reading

Conversations with the English department indicate that a number of our current faculty have teaching experience in writing centers and in reading. We hope that the addition of the replacement English faculty next year will add to that number and that we can have a writing center up and running for little extra dollars. Probably a pilot writing center could be staffed by English faculty and running by Fall 2012.

Time Frames
- Fall 2013 – course and center

Suggested Champion:
- Dean of Academic Affairs

Hurdles
- Funding
- Staff
- Campus acceptance
- English faculty load
- Faculty resistance
People Involved
- Provost
- Selected faculty
- Director of library Services

Success
- Improved reading and writing skills across campus
- Reading, writing, and oral presentations, in EVERY CLASS

Reading & Writing Center
- Find out who has successful reading and writing programs to model
- Helpful suggestions for testing/placement measurements
- Expand “soft skills” and offer services to all employees as well as students
- Pre/post scores to track improvement
- Explore possibilities of collaboration with Sykes
- Director of library services