



# **Mt. San Antonio College Professional Development Plan 2016-18**

## **Introduction**

As part of the Mt. SAC Strategic Plan, College Goal # 10 states, “The College will encourage and support participation in professional development to strengthen programs and services.” A sound, comprehensive, sustainable, and well-executed professional development plan addresses the needs of faculty, classified staff, and managers and assists the college in continuing its tradition of institutional excellence. This plan reflects an emphasis on college-wide professional development to complement constituent and department-specific professional development.

In order to continuously improve as an organization, all employees will be encouraged and given opportunities to increase their skills. The goals of professional development include:

- Developing skills that benefit students’ overall educational experience and support student success
- Fostering a cohesive, effective, and proactive institution
- Promoting qualities such as leadership, collegiality, and respect for and appreciation of individual differences
- Supporting employee performance through enhancement of job skills, obtaining job-related knowledge and information, and/or preparation for higher-level positions

## **Professional Development Themes**

### **1.0 Organizational Development**

Organizational development supports the increase of organizational effectiveness and facilitates personal and organizational change. Activities address the needs of each individual at every level of the organization and how his/her position relates to the college.

#### *1.1 Customer Service*

| Areas of Emphasis       | Alignment with Campus Plans | Sample Activities  |
|-------------------------|-----------------------------|--|
| Effective Communication | SPG 14                      | The Great Staff Retreat, 5-Star Customer Service, On Course Front Line |
| Team building           | SPG 14                      | The Great Staff Retreat, Student Services Professional Development Day |
| Empowering Others       | SPG 9                       | The Great Staff Retreat  |

| Areas of Emphasis                                | Alignment with Campus Plans | Sample Activities   |
|--|-----------------------------|---|
| Better Understanding Other roles/campus services | SPG14                       | New Employee Welcome, The Great Staff Retreat, Academic/Student Services Master Planning Summit |
| Cultural Competence                              | SPG 9, 10                   | Creating a Culture of Respect, LGBTQ Training, Student Services Professional Development Day    |

### 1.2 Technology Skills

| Areas of Emphasis    | Alignment with Campus Plans | Sample Activities   |
|----------------------|-----------------------------|---|
| Online Certification | SPG 8                       | OmniUpdate  |
| Banner               | SPG 8                       | Banner Requisition Training, Banner Navigation                      |
| Software Packages    | SPG 8                       | Microsoft, Adobe, Degreeworks (MAP), Smartsheet                     |
| Employee Portal      | SPG 8                       | Human Resources New Employee Orientation                            |
| Databases/ reports   | SPG 8, SSSP IIb, IV         | ARGOS, Unit PIE Training, TracDat 5 for New Users, OmniUpdate, SARS |
| Survey tools         | SPG 8                       | Qualtrics   |

### 1.3 State and Federal Training Requirements

| Areas of Emphasis      | Alignment with Campus Plans | Sample Activities   |
|------------------------|-----------------------------|---|
| Health and Safety      | SPG 11                      | Hearing Loss Prevention, Heat Illness Prevention, Workplace Ergonomics  |
| Hiring                 | SPG 9                       | EEO Training  |
| Mandates               | SPG 9                       | Cleary Act, DVD Captioning, VAWA, Child Abuse Neglect Report Act (CANRA), Title IX, Liebert, Cassidy, Whitmore  |
| Privacy                | SPG 9                       | FERPA, HIPPA  |
| Emergency Preparedness | SPG 11                      | Emergency Preparedness Week, First Aide Basics, Surviving an Active Shooter, SIMS, NIMS, Disaster Service Worker (DSW) Training, Emergency Operations Center (EOC) Training                     |
| Universal Design/ADA   | SPG 9                       | Universal Design and Student Equity<br>Online training: Accommodating Students with Disabilities in the Classroom<br>Presentations (FLEX and other)<br>Creating Accessible Handouts – M. Dawood |

### 1.4 Student Support

| Areas of Emphasis   | Alignment with Campus Plans | Sample Activities   |
|---------------------|-----------------------------|---|
| Services            | SPG 6, SSG III.4, IV        | SSSP Implementation, Addressing Common Mental Health Concerns, Addressing Challenges for Students in the Class, Career Counseling workshops, Counseling and Career Technical Education Retreat (Title V FLEX) |
| Resources           | SPG 8                       | Tutor in the Classroom Training, Student Worker Training, Writing Center Training, Internal college resources and programs (DSPS, Career & Transfer, Noncredit courses, Library)                              |
| Cultural Competency | SPG 9, 14                   | Language Power and Privilege: Talking About Culture, International Students, Veterans, ANNAPISI, Understanding Autism, Project Access   |
| Communication       | SPG 14                      | Listening Reflecting and Intervening with Students: Addressing the Affective Domain, Nonviolent Communication, Early Alert, Working with Difficult Students in the Classroom                                  |
| Assessment          | SPG 5                       | Common Assessment Initiative, Local Assessments   |

## 2.0 Employee Development

Employee development sustains motivation, energy, and productivity over the course of one's career. Activities develop imaginative, compassionate human beings capable of strengthening the college and serving as educational leaders.

### 2.1 Employee Engagement

| Areas of Emphasis              | Alignment with Campus Plans | Sample Activities  |
|--------------------------------|-----------------------------|--|
| Wellness                       |                             | Employee Health Fair, Heart Health, Fitting Exercise into Your Everyday Life, Your Blood Pressure Action Plan, Meditation, Mindfulness |
| Mt. SAC Culture/Climate        | SPG 9                       | Got Ethics? What All Adjuncts Should Know, New Faculty Seminar, New Employee Welcome   |
| Community Outreach             | SPG 13                      | Cash for College (Presenter Training)  |
| Internal Relationship Building | SPG 14                      | New Employee Welcome, New Faculty Seminar, Division Retreats, Department Training  |
| Work Life Balance              |                             | Anxiety Management, Building Stress Resilience with Relaxation Techniques, Anxiety Management, Preventing Job Burnout, EASE            |

| Areas of Emphasis                       | Alignment with Campus Plans | Sample Activities   |
|---|-----------------------------|---|
| Conflict Resolution and Problem Solving | SPG 14                      | Conflict Resolution, Fight It Flee It or Fake It, Workplace Bullying: A Growing Concern |
| Retirement Planning                     |                             | Planning your Retirement, 403b and 457b Supplemental Retirement Plan Workshop           |
| Civic Responsibility                    |                             | ACUPCC, Sustainability and Beyond, Disaster Service Worker (DSW) Training               |
| Accreditation                           |                             | Dialogue Days, Writing Team Training, Accreditation Steering Committee Training         |

## 2.2 Leadership Development

| Areas of Emphasis                | Alignment with Campus Plans | Sample Activities  |
|----------------------------------|-----------------------------|--|
| Career Mobility                  |                             | Adjunct Faculty Needs, Full-time Faculty Hiring, Department Chair Training, Reassigned Time Responsibilities, The Interview Process  |
| Facilitation Skills              |                             | Presentation Skills, Speaking in Front of Groups, Facilitating Meetings, Establishing Effective Agendas  |
| Organization and Time management |                             | Memory Strategies for You and Your Student   |
| Exemplary Leadership Practices   | SPG 1                       | Book Club, Colors, Management Retreat  |
| Mentorship/Coaching              |                             | SanFACC, Faculty Peer Mentoring, New Faculty Seminar, New Employee Welcome   |
| Specialized Competency Training  | SPG 8.3                     | Department Chair training, Coaches certification, Strategies for Conducting Effective Evaluations, Banner Requisition Training, Online Appropriation Training, Effective Staff Performance |

### **3.0 Instructional Development**

Instructional development provides a repertoire of skills for effective practice in meeting the needs of students with diverse origins, experiences, needs, abilities, and goals. Areas of emphasis relate to the theory, practice, technology, and methods of instruction and learning.

#### *3.1 Teaching and Learning Best Practices*

| Areas of Emphasis                      | Alignment with Campus Plans  | Sample Activities   |
|--|--|---|
| Discipline Development                 |  | Organic Chemistry Instrument Training, Approaches to Teaching ENGL 1A   |
| UDL in instruction                     | SPG 10   | Accommodating Students with Disabilities in the Classroom   |
| Student equity in performance outcomes | SPG 4, 9<br>EG C-3<br>EG B-1,<br>EG F-8,<br>EG F-21,<br>EG F-22:<br>EG F-9 | The Non-native English Speaker in Your Classroom,<br>Equity State of Mind<br>Professional development for FYE program to improve course completion<br>Professional development for DSPS support<br>Professional development for minority male support<br>Professional development for LGBTQ support<br>Captioning |
| Delivery methods                       | SPG 1, 8<br><br>EG F-7   | Using Images Effectively, Creating Accessible Handouts, Parachutes and Ladders, Universal Design in Learning,   |
| Contextualized education               | SPG 1, 2<br>Title V  | CTE Pathways, Basic Skills  |
| Pedagogy of Assessment                 |  | SLO retreats  |
| Course and Program Development         | SPG 3, 6.1   | Outcomes Assessment   |
| Learning Communities                   | SPG 1.3  | Title V, Bridge   |
| Cultural Competency                    | SPG 9,14<br><br>EG F-23  | Language, Power and Privilege: Talking about culture; Minors in the Classroom; Veterans; Understanding Autism; Heteronormativity in the Classroom<br>"Teaching and Learning Center" for diversity and cultural literacy training  |

### 3.2 Technology & Teaching

| Areas of Emphasis            | Alignment with Campus Plans | Sample Activities   |
|------------------------------|-----------------------------|---|
| OEI / Initiatives            | SPG 8.1, 10                 | OEI, Accessibility training/UDL, Online course review, OEI consortium, Accreditation  |
| Resources (open source)      | SPG 8.1, 10                 | Educreations: Create and Share Digital Whiteboard Lessons, Weebly, Open Educational Resources   |
| Instructional Tools/software | SPG 8.1, 10                 | CCC Confer, Lynda.com, Web CMS & Course Review, Westlaw Training, Make Learning Awesome with Kahoot, Canvas, Library databases, 3C media creations, |
| Pedagogy/Best Practices      | SPG 8.1, 10                 | Tips for Creating Self-Directed Learning Activities as Homework   |
| Online instruction           | SPG 8.1, 10                 | SPOT, Learning Management Systems, State and Federal Regulations in Distance Learning, Regular and effective contact training                       |

### 3.3 Student Success and Support Services

| Areas of Emphasis   | Alignment with Campus Plans | Sample Activities  |
|---------------------|-----------------------------|--|
| Services            | SPG 6, SSG III.4, IV        | SSSP Implementation, Career Counseling workshops, Counseling and Career Technical Education Retreat (Title V FLEX)   |
| Resources           | SPG 8                       | Tutor in the Classroom Training, Writing Center Training, Internal college resources and programs (DSPS, Career & Transfer, Noncredit courses, Library)                      |
| Cultural Competency | SPG 9, 14                   | Language Power and Privilege: Talking About Culture, International Students, Veterans, ANNAPISI, Understanding Autism, Project Access  |
| Communication       | SPG 14                      | Listening Reflecting and Intervening with Students: Addressing the Affective Domain, Nonviolent Communication, Early Alert, Working with Difficult Students in the Classroom |
| Assessment          | SPG 5                       | Common Assessment Initiative, Local Assessments, Career assessment, Course placement and testing information sessions  |

## Assessment of Professional Development

Assessment of professional development is a necessary feature that ensures existing activities support the ongoing work of the college and the college plans. Evaluation formats vary based on the method of professional development delivery. Data compiled from evaluations are analyzed and used to inform planning.

## ***Individual Needs Assessments***

### Faculty Professional Development Survey

Assessment of Faculty needs is done on an annual basis to support the state of California Flexible Calendar reporting requirement to receive apportionment for FLEX participation.

### Classified Professional Development Survey

Assessment of classified staff needs to be done at least bi-annually to ensure current professional development planning is aligned with needs.

### Faculty Technology Survey

Assessment of faculty online learning carried out by the Online Learning Support Center and Distance Learning Committee. This is done on an ad hoc basis, as needed.

## ***FLEX Session Evaluations***

FLEX workshops are evaluated by attendees and compiled by the Faculty Professional Development Coordinator. The Faculty Professional Development Committee (FPDC) and the FLEX Task Force use these results to assess the efficacy of FLEX, and to inform setting the priorities and workshops for future FLEX sessions. The FPDC Coordinator reports FLEX data to the Academic Senate Executive Board and FPDC. Professional Development Council and President's Advisory Council see the results, as FPDC reports to PDC, and PDC reports to PAC. FLEX evaluations and their summaries are returned to the presenters by the Faculty Professional Development Coordinator to provide feedback.

## ***POD Supported Workshop Evaluations***

Evaluations are distributed at the end of every workshop for participants to complete on a voluntary basis. The collected evaluations are compiled, reviewed, and archived in the POD Database.

## ***Evaluations of Online Training***

Online Training evaluations are administered by the program coordinators at the completion of the training. POD is sent an email notification that a survey has been completed in Qualtrics or receives an email with the evaluation attached. Qualtrics survey data are archived within that system while emailed evaluations are saved on the POD Shared Drive.

## ***Future Assessment Planning***

### Ongoing Data Compilation and Analysis

As the professional development plan is implemented and training is aligned with areas of emphasis, there is an opportunity to develop a system for ongoing data compilation. Centralization of data will provide opportunity for consistent feedback for presenters and an understanding of impact on attendees.

### Analysis of Professional Development Impact on Students and Student Success.

Phase I: Research methods to assess efficacy of professional development

Phase II: Research assessment of employee engagement and its impact

## **Current Resources to Support Professional Development**

### ***Professional and Organizational Development***

The College has invested in campuswide professional development for all employees and has committed resources to support its success. The POD office is staffed with a full-time manager and administrative support staff to provide open access to services. Additionally, the College has committed to ongoing unrestricted general fund budget allocations for POD programs. A redesign of the Professional and Organizational Development offices from 2014-16 includes state-of-the-art technology, a computer learning lab, an open business center for faculty and staff individualized learning, and a multi-function Innovation Room.

### ***Faculty Professional Development Coordinator***

The Faculty Professional Development Coordinator is the chair of the Faculty Professional Development Committee and the co-chair of the Professional Development Council. The Faculty Professional Development Coordinator and FPDC coordinate faculty professional development, and may organize new professional development opportunities for faculty. The Faculty Professional Development Coordinator is a liaison to POD, the New Faculty Seminar Coordinator, and Salary and Leaves.

### ***Professional Development Council***

The Professional Development Council (PDC) provides direction to the college community to ensure classified staff, faculty, and managers expand their knowledge and skills needed to increase student success and enhance their professional development. The Council is comprised of classified, faculty, and management representatives. PDC makes recommendations for professional development at the college, including reporting on campus-wide professional development to President's Advisory Council.

Three committees report to PDC. Each committee represents a difference employee classification and their professional development interests.

- Classified Professional Development Committee
- Faculty Professional Development Committee
- Management Professional Development Committee

### ***Professional Development Conference and Travel***

Mt. SAC employees serve in a variety of capacities. In order to support the mission of the college and specialized training of employees, Mt. SAC provides funding for employees to engage in conference and travel opportunities. Employee conference and travel is allocated for faculty, classified, and managers to support the work of each unit as well as individual growth and advancement. The Professional Development Council has established a conference and travel allocation process to ensure effective and equitable use of the funding.

### ***Faculty Inquiry Groups***

Faculty inquiry funds were established in the 2014-15 year through collective bargaining. These were \$90,000 for two years of faculty inquiry projects. The Faculty Professional Development Committee and Faculty Professional Development Coordinator managed the faculty inquiry applications, and facilitated meetings together with a professional



consultant. Sixteen inquiry projects were funded over two years involving faculty from almost every instructional division across campus.

### ***The Great Staff Retreat***

The Great Staff Retreat is a professional development opportunity that provides Classified employees with inspiration and professional growth. It is an opportunity for employees to examine and communicate problems faced in their working environment. The Great Staff Retreat is designed to create dialogue on areas of emphasis including employee engagement and motivation, team building, leadership, effective communication, and a better understanding of other job roles. Employees are encouraged to develop realistic and usable solutions to discussed issues.

### ***Managers Retreat***

The Managers Retreat provides Mt. SAC leaders across campus an opportunity to collaborate and engage with best practices in leadership. The retreat is designed to create dialogue on organizational initiatives, challenges, planning, and opportunities.

### ***Teaching and Learning Center***

Development of a Teaching and Learning style Center designed to provide diversity training and professional development for faculty and staff, curricular development in ethnic and diversity studies, safe places training, and support for cultural literacy in addition to supporting faculty professional development is under way. Faculty have formed several task forces to research best practices, and create structure with the intent to have the center begin operations in the 2016-17 academic year.