



Mt. San Antonio College

Professional Development Plan 2016-2018



Approved by the Professional Development Council on June 2, 2016

Presented to President's Advisory Council on June 8, 2016

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
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, CCC Confer, Lynda.com, Web CMS & Course Review
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, Recruiting a diverse applicant pool
Mandates	SPG 9	Cleary Act, DVD Captioning, VAWA, Child Abuse Neglect Report Act (CANRA), Title IX, Liebert, Cassidy, Whitmore
Privacy	SPG 9	FERPA, HIPAA
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 Online training: Accommodating Students with Disabilities in the Classroom Presentations (FLEX and other) 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 EG (Activity) A-2	SSSP Implementation, Addressing Common Mental Health Concerns, Career Counseling Workshops, Financial Aid Cash for College Employee Training on FASFA

Areas of Emphasis	Alignment with Campus Plans	Sample Activities
Resources	SPG 8	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
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
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 EG (Activity) C-1, EG C-3, EG B-1, EG F-8, EG F-21 EG F-22, EG F-9	The Non-native English Speaker in Your Classroom, Equity State of Mind, FYE program to improve course completion DSPS support, Minority male support, LGBTQ support, Captioning

Areas of Emphasis	Alignment with Campus Plans	Sample Activities
Delivery methods	SPG 1, 8 EG F-7	Using Images Effectively, Creating Accessible Handouts, Parachutes and Ladders, Universal Design in Learning,
Contextualized education	SPG 1, 2 Title V	Pathways, Basic Skills
Pedagogy of Assessment		SLO retreats
Course and Program Development	SPG 3, 6.1	Outcomes Assessment
Learning Pathways	SPG 1.3	Title V, Bridge
Cultural Competency	SPG 9,14 EG F-23	Language, Power and Privilege: Talking about culture; Minors in the Classroom; Veterans; Understanding Autism; Heteronormativity in the Classroom "Teaching and Learning Center" for diversity and cultural literacy training
Sustainability		Getting to zero: sustainability; Sustainability and beyond: a potluck of practices for the classroom

3.2 Teaching with Technology

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	Westlaw Training, Make Learning Awesome with Kahoot, Canvas, Library databases, 3C media creations, Information Competency
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, Accommodating Students with Disabilities in the Classroom, Counseling and Career Technical Education Retreat (Title V FLEX)
Resources	SPG 8	Tutor in the Classroom Training, Internal college resources and programs (DSPS, Career & Transfer, Noncredit courses, Library, Writing Center)
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	Career Assessments, 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 campus wide 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 different 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.

Plan Development History

The Professional Development Council (PDC) is charged with the responsibility of creating a professional development plan for Mt. San Antonio College. Professional development is defined as opportunities for all employees to experience personal renewal, growth, change, and continuous improvement in ways that fulfill the Mt. SAC Mission, Vision, Core Values, and Goals.

The first step in creation of the plan began in fall 2015 with development of Classified and Faculty professional development surveys. The Faculty Professional Development Committee (FPDC) and Classified Professional Development Committee (CPDC) created these surveys to have a deeper understanding of employee professional development needs across the college. Survey data was reviewed by PDC, FPDC, and CPDC in spring 2016 and used as an initial point of discussion to generate ideas for themes and areas of focus. Additionally, plans from other community colleges were reviewed by a small taskforce who unified the initial ideas from all groups to create a plan draft template for further review. Also, in order to maximize the institutional and individual benefits from engagement of employees in professional development, areas of focus were cross-referenced to the Strategic Plan, Equity Plan, and Student Success Plan. It is also intended that professional development activities will be coordinated with these plans and other campus initiatives to maximize the use of college resources.

To facilitate widespread input and support of the plan from all constituency groups a draft plan was distributed to employee groups throughout the campus:

- Classified Professional Development Committee: February – May 2016
- Faculty Professional Development Committee: February – May 2016
- Instructional Managers: May 2016
- Academic Senate Executive Board: May 2016
- Full body of the Academic Senate: May 2016
- Classified Senate Executive Board: May 2016
- “Teaching and Learning Center” Work Group: May 2016
- Faculty Association President and Vice President: May 2016
- CSEA 262 & 651 Presidents: May 2016

The plan was approved by the Professional Development Council on June 2, 2016 and presented to President’s Advisory Council on June 8, 2016.

Professional development planning represents a way to address institutional and individual growth while retaining the flexibility to innovate and collaborate regarding future directions of the college. As such, this professional development plan will always be a work in progress as the college evolves and new resources become available.