During the project team's 9/27 meeting, there was an interest expressed in using a similar structure to the Institutional Equity Plan for the project deliverables including the same seven thematic categories. A draft structure was presented and discussed at the 10/11 meeting. Subsequent input suggested a simplified approach based on an equitable model of inquiry in adult learning.

Following is a second potential report structure for consideration. Changes are reflected in the "Recommended Programming" section.

[Placeholder for Cover Page]

TABLE OF CONTENTS

INTRODUCTION

[insert introductory text that describes the planning process and purpose of the document]

.

Acknowledgements

[insert project team list]

ASSESSMENT OF THE CURRENT STATE

Existing Strengths

[identify existing strengths upon which to build]

Barriers to Participation

[insert barriers once finalized]

PHILOSOPHY OF PROFESSIONAL DEVELOPMENT

Definition

Professional development is an obligation of the institution to enable employees to enhance proficiency in their job function and role as they support the college mission and strategic goals. Professional development is not an event, but an ongoing journey of personal growth that represents equity in practice. Each person starts the journey at a different point and will progress at a different rate. Effectiveness of a professional development program requires both a willingness from participants to engage and an institutional commitment to create a structured environment that enables continuous growth for all employees.

Guiding Principles: Key Priorities through 2027

[insert principles once finalized]

ESSENTIAL CONDITIONS FOR PROFESSIONAL GROWTH

An effective program of professional development is contingent upon an institutional environment that supports its deployment and enable all employees to regularly participate. The following recommendations are intended to create a solid foundation upon which the programmatic offerings can be constructed.

Institutional Commitment

[this section might include items such as closing the college for an annual professional development day]

Management Culture

[this section might include items such as consistent management encouragement of participation]

Motivation to Participate

[this section might include items such as celebrating achievement of professional development competencies]

Resource Allocation

[this section might include items identification of direct needs (e.g., system for tracking individual professional development plans and badges; participation incentives) and indirect needs (e.g., ensuring all employees have access to technology that meets the minimum requirements for Zoom and other applications)]

STRATEGY FOR PROFESSIONAL DEVELOPMENT

Individual Professional Growth Plans

[this section could recommend the use of individual plans and describe how it would be put into practice]

Intentional Delivery Methods and Structures

[this section could be used to talk about non-traditional methods of delivering professional development such as those mentioned at the 9/27 meeting: coaching teams, peer mentors, modular offerings in staff meetings, etc.]

Focused Programming

[this section could be used to discuss alignment of programming to the thematic categories of the Institutional Equity Plan; the overview would lead into a more detailed discussion of recommended programming (see pages 8-14)]

RECOMMENDED PROGRAMMING

Professional Competencies

EXAMPLE OFFERINGS AND STRATEGIES

Level I: Introductory

Topic:
Description:
Intended Audience:
Mode of Delivery:
PD Units/Hours:
Badges/Certifications:

Level II: Action/Skill Development

Topic:
Description:
Intended Audience:
Mode of Delivery:
PD Units/Hours:
Badges/Certifications:

Level III: Inquiry, Outcome, and Assessment (Adult Self-Directed Learning)

Topic:
Description:
Intended Audience:
Mode of Delivery:
PD Units/Hours:
Badges/Certifications:

Related Strategic Goals:
[ ] Strategic Goal 1 - Students First
[ ] Strategic Goal 2 - Clear and Effective Paths
[ ] Strategic Goal 3 - Exemplary Teaching, Learning, & Working Environment
[ ] Strategic Goal 4 - Vibrancy & Resiliency

Related Institutional Effectiveness Plan Categories:
[ ] Campus Climate
[ ] Organizational Structure
[ ] Human Resources
[ ] Communication
[ ] Instruction and Curriculum
[ ] Physical Spaces
[ ] Student Support

ANTICIPATED NEXT STEPS

[insert introductory text]

Short-Term Recommendations for 2020-2021

[this section could be used to directly respond to deliverable #1 of the project charter]

Long-term Implementation

[this section could be used to talk about how the professional development recommendations should be implemented; it also could identify any potential funding mechanisms or partnerships that might be beneficial]

Considerations for Future Planning

[this section could be used to offer any final thoughts and possibly emphasize the need for regular updating of the document]

APPENDIX A: 2020-2021 Catalog of Offerings

[this appendix could be used to propose offerings for the first year]

APPENDIX B: Professional Development Topics from the Institutional Equity Plan

The following requests and suggestions emerged from the college community during town halls and listening sessions for the Institutional Equity Plan.

Specific Training for Administration:
- Use of pronouns and gender identity
- Using terms related to equity
- How can mid-level managers advocate for equity with different constituencies up and down the chain?
- How do you talk about race sensitively?

Trainings needed for all employees:
- Having difficult conversations, conflict resolution, non-violent communication, and interpersonal Communication
- Addressing/speaking to controversial issues; equity & social justice
- Cultural competence and cultural humility
- Microaggressions
- How students can be triggered and how to work with that in the classroom
- Complex identities and intersectionalities
- Accessibility and accommodations
- Learning Styles and modalities
- Implicit bias
- Consequences of treating students like they are second class citizens from a structural perspective
- Stereotype threat
- Gender identity and pronouns
- Issues and resources for UndocuScholars
- Demographics and identities of ARC students
- Faculty training for how to support ALL students particularly disproportionately impacted and marginalized students—adjunct and full-time faculty
- Streamlined onboarding training and customer service training so classified staff clearly know how to help students
- Strength based rather than deficit model perspectives on students
- Transparent and simple document training and processes
- Holistic student and holistic practitioner
- Privilege, power, and social justice theory
- Racial Consciousness including a clearly articulated spectrum of racial consciousness
- Academic freedom parameters—what are they?
- Guidelines to Student Privacy Rights
- How to help students w/out crossing privacy lines
- How to engage students who have limited time on campus
- Free speech versus hate speech and how to address it
- Better equity training for hiring
- How to Supervise
- Social justice, inclusivity, and equity
- Training for able-bodied people not to use disabled restroom stalls
- The effects of W/I/F on student's experiences
- Allyship training
- Whiteness and racial Consciousness
- Interfaith Dialogues
- You Tube Series "Out of Context"
- Training to move us from a culture of gatekeeping to a culture of empowerment
- Best practices for working with marginalized students, such as the importance of demonstrating *authentic care* as well as the following research informed practices: providing proactive academic progress monitoring, publicly praising students, having high expectations for them, expressing belief in their ability to succeed, and avoiding the cultural deficit perspective where students are blamed for their lack of success (Wood, Harris, & White).
- Teaching academies for adjuncts and full-time faculty that address effective methods for community colleges