

# **The American River College Professional Development Plan - 2017**

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## **Professional Development Vision**

Increase student success by organized and aligned professional development opportunities that instill a sense of shared goals and promote the growth of each member of the ARC community.

## **Professional Development Mission**

To support professional development (PD) opportunities among employee stakeholders that instill shared goals among employees and result in 1) increased student access and success, 2) broad and varied opportunities for professional growth and advancement, and 3) an educational environment that champions equity, innovation, and creativity.

## **Professional Development Values**

ARC supports projects, programs, and services which honor the College vision and mission while meeting employee stakeholders' professional development needs. This approach leads to a positive and effective educational and work environment. To facilitate and sustain such an environment, currently the PD committees including Classified Professional Development Committee (CPDC), Faculty Professional Development Committee (FPDC), Management Professional Development Committee (MPDC), and Professional Development A/B Leaves Committee endeavor to:

- cultivate a culture of compassion for colleagues and students alike,
- champion efforts that enhance student pathways to completion,
- provide opportunities for stakeholders to develop transferable skills that are both personally and institutionally beneficial and enriching,
- revise processes and plans to meet current and future student and organizational needs,
- support programs and activities that help all stakeholders contribute to the organization and its success,
- leverage its resources to enhance stakeholders' ability to meet statewide, district, and college goals and initiatives,
- capitalize upon stakeholders' diverse strengths to support a robust climate of calculated risk-taking and innovation,
- institutionalize programs and activities that contribute to increased employee

- performance, job satisfaction, and advancement—while lowering turnover,
- establish shared PD goals among stakeholders and implement plans and processes to achieve them, and
- support individual employees in their endeavor to grow personally and professionally.

## Strategic Goals: Re-envisioning Professional Development at ARC

A PD ad hoc group convened in January of 2015 at the request of the College President and in consultation with the Academic and Classified Senate Presidents. Comprised of nine members—three classified, faculty, and manager representatives—the PD ad hoc group was charged with re-envisioning PD at ARC. It completed its work in May 2016 at which time the group sent its recommendations to the PCC and College President for consideration. From January 2015 through May 2016, this group met regularly to develop a set of recommendations to address the immediate PD needs of ARC employees and plan for the future. Ad hoc members agreed that the future success of ARC as a positive educational and work environment will depend upon the ability of stakeholders to support shared goals and individual needs—simultaneously and across employee groups. The recommendations inform this plan.

### I. Facilities

Professional Development will have a prominent, centralized location. This location exists both physically as an office and meeting space, and virtually as a web-portal.

#### A. Physical PD Hub

The Office of Professional Development is the physical PD hub. The centralization of PD in a physical location is not intended to limit professional development activities from being conducted in various locations across campus. Raef Hall, the CTL, the ITC, and Community Rooms would continue to provide physical spaces for PD events, training, and other activities highlighted throughout this document. Despite the capability for holding PD activities across campus, having a physical facility devoted to PD will have numerous advantages. Members of the college community will know instantly where they can go to find information or have their questions about PD answered. Hard copies of PD resources can be stored in one place and easily retrieved from this location. The facility will be used as a meeting place for regular PD activities (e.g. New Faculty Academy). The facility will also house computers that may be used by classified employees to complete online PD away from their busy desks and will be used for management, faculty, and classified can receive help with the PD applications. The “PD Hub” will become a place where classified, faculty, and managers can meet and mingle together in an inviting environment designed to foster growth for all. Signage designating a particular space

the “PD Hub” will reinforce the importance and centrality of professional development as part of the college mission.

## **B. Virtual PD Hub – “All professional development opportunities in one place”**

Under this section of the ARC Insider, all professional development opportunities, forms, and instructions will be easy to find and access. It is a virtual location for all PD events, on and off campus opportunities, leaves committee information, and applications. The home page is an inviting visual of our PD Vision with well-organized links.

A noteworthy example of a virtual PD hub is the [California Community College Professional Learning Network \(PLN\)](#). Designed to meet the needs of employee stakeholders in the California Community College system, it is a virtual warehouse containing community college resources, updates on initiatives, a directory of speakers, a calendar of system-wide events, discussion forums which connect users to peers across the system, and perhaps most relevant to PD at ARC, the Learn Academy. The Learn Academy contains a vast collection of training videos, from using technology tools to developing professional skills. Users have unlimited access to the Skillsoft, Lynda.com, and Grovo training libraries. ARC is poised to build upon the PLN concept, especially since a virtual PD hub for employees would align with ARC’s Virtual Education Center for students. In fact, ARC’s virtual PLN could replicate the CCCPLN concept at a local level.

## **II. The Office of Professional Development**

While many of the best aspects of the College’s current PD system stem from the influx of creativity each new CTL director brings to the position, a systemic and integrated PD system also requires personnel to provide continuity, and increase opportunity to maximize the effectiveness of the PD efforts. Personnel are needed for such tasks as promoting PD events, identifying PD needs, calendaring and booking spaces, record keeping, feedback reports and data analysis, and monitoring budget streams. Permanent PD job positions are not intended as a replacement for the rotational system currently in place for the selection of CTL directors, nor do these positions supplant the current role of CTL director or the CTL Resource Assistant. Rather, PD personnel will be able to support the ongoing systematic facilitation of PD opportunities designed to support the College mission.

Budget decisions regarding 1) operational costs for CTL & ITC; 2) funding percentages for focus areas A, B, C; 3) funding percentages for individual vs. campus-based PD; and, 4) funding percentages for classified, faculty, management individual PD requests are made through the Institutional Effectiveness Council.

## **A. Professional Development Manager (new position)**

The PD Manager supports a broad and diverse professional development program that is consistent with the college's vision to transform the future of our students. The PD manager's office is the repository for all PD funding and responsible for monitoring all related funding streams. Faculty, Classified, and Management personnel are able to contact the PD manager's office directly in order to find out about available funds. All the available campus-based PD options are catalogued within the PD "PD HUB". With all the PD options for both activities and funding housed in one office with a designated manager, availability of all professional development opportunities is transparent, equitable, and easily discoverable. The PD manager is a member of the Institutional Effectiveness Council.

The PD Manager keeps track of PD funding streams, oversees the PD sites, chairs the PD Steering Group, manages PD faculty and staff, and provides stability and continuity to professional development. The PD Manager is also responsible for the following:

- Reporting to the Institutional Effectiveness Council on PD achievements and needs.
- Overseeing outreach and development of PD opportunities.
- Negotiating trainings and speakers.
- Writing grants.
- Serving on all PD-related committees.
- Facilitating an integrated-planning model for PD in concert with the PD tri-chairs.
- Composing yearly reports.
- Reporting directly to President on PD on an as-needed basis.

## **B. Faculty (convert .4 CTL director to Full-time position)**

ARC's commitment to a full-time CTL director will ensure that the college fosters an exemplary teaching and learning environment for our students. The position will continue to rotate every two years among faculty and across disciplines in order to represent the breadth of programming and approaches to teaching and learning.

### **C. Classified Staff (full-time PD lead or classified coordinator, Instructional Assistant and Staff Resource Center Assistant**

A full-time lead or coordinating staff member will oversee PD for the classified staff and serve on the Classified PD Committee. The individual in this position will also be responsible for the development and organization of PD activities that are unique to the needs of classified employees which are not set up through the CTL. An example might be assisting or coordinating the Classified Senate in locating speakers for the Classified Professional Development Retreat. Another example might be coordinating job shadowing to allow classified to learn other job skills. The individual in this position will also be able to back up the other staff.

Additional staff will assume the duties of running the Office of Professional Development. The Instructional Assistant duties could include, but are not limited to development and maintenance of the Virtual PD Hub (website) and the physical PD Hub (site). Answering computer questions for Faculty, Management, and Staff regarding PD applications, MS office, and other applications used on the campus. Staff Resource Assistant duties may include, but are not limited to preparing paperwork and advertisements for events, preparing official documents for speakers and events, arranging and coordinating the setup of professional development spaces, and working on logistics with other college entities to assist with or coordination events such as Classified Professional Development Day.

### **D. Professional Development Steering Group**

College-based PD offerings require coordination to make sure they are aligned with the college mission and meet employee needs. Formation of a steering group will ensure both breadth and coordination of PD opportunities held on campus. A work group of the Institutional Effectiveness Council comprised of ARC constituency representatives from classified staff, faculty, and management would constitute the Professional Development Steering Group. This group would meet as necessary to create, identify, and coordinate a calendar of appropriate campus based PD events and activities that serve the employees at ARC. The group would be responsible for approving college-hosted events and activities as well.

#### **Suggested Membership:**

Multi-chair - CTL Director, ITC Coordinator, PD Manager, Classified PD Chair (or designee).

Unite Director

Classified PD chair

Faculty Type A/B Leaves Committee chair

Faculty Professional Development Committee chair

Management Professional Development chair

1 Classified (Senate)

1 Classified Lead

1 Classified (CTL)

1 Instructional Faculty

1 Counseling Faculty

1 Manager

(Note: This group does not supplant or subvert Type A/B Leaves or PD Leaves Committees which are in charge of approving individual applications for funding)

These personnel and the PD Steering Committee comprise the Office of Professional Development. Within this structure all professional development activities are coordinated and funding is allocated.

### **III. Office of Professional Development Focus Areas**

Three key areas are central to accomplish [ARC's strategic goals](#) of putting students first, creating clear and effective paths, fostering an exemplary teaching, learning, and working environment, and maintaining the vibrancy and resiliency of our college.

These areas form the foundation of the Office of Professional Development (OPD) focus areas and align with and support student success. OPD focus areas guide the allocation of PD resources and become the funding streams through which resources flow to campus-based activities and become the guiding principles used to generate, select, and organize the presentation of the campus-based PD activities.

#### **Focus Area A: Instructional Effectiveness / Student Engagement and Support**

Professional development plays a critical role in student learning and success and in overall institutional effectiveness. PD activities focused on equity and accountability, in terms of measuring student success and completion, are integral to a successful PD program at ARC. A comprehensive menu of PD resources and opportunities related to equity and instruction, interdisciplinary and discipline-specific knowledge, culturally responsive teaching and learning strategies, principled leadership/management practices, and the delivery of high-touch student support services will assist faculty, classified staff, and managers in ensuring higher levels of student success and completion across the College's demographic landscape.

The goal of this focus area is for employees to be able to increase their ability to effectively interact within a culturally diverse society, deliver high-quality instruction, and deepen their education within their own area of expertise in order to create the best conditions for learning.

Examples of PD activities, workshops, classes, or other forms of training that might support this goal include

- diversity/equity training
- curriculum & instructional design
- teaching and learning effectiveness
- discipline-specific symposiums/seminars/workshops/conferences
- student service-oriented symposiums/seminars/workshops/conference
- Hiring the Best Training
- New Faculty Academy (NFA)
- Adjunct Faculty Academy
- Teaching Institute, Diversity Institute, Online Teaching Institute, OEI Rubric Academy, Equity Institute

### **Focus Area B: Training / Growth / Advancement**

PD opportunities directed at learning new skills and gaining perspectives outside of an employee's current assignment broadens both the scope of knowledge and understanding across constituent groups and are essential to the health of the organization and individual employees. Staying abreast of new technologies that make the system function more efficiently, providing opportunities to seek certificates and degrees or to train in professional areas of interest, and/or establishing recurring workshops and institutes that provide ongoing training for employees all serve the interests of the institution and the district in employee satisfaction, professional growth, and succession planning.

The goals of this focus area are to provide employees the opportunity for professional growth, potential career advancement, and the training necessary to remain relevant and productive members of the institution over the course of their careers.

Examples of types of activities, workshops, classes, or other forms of training that might support these goals include

- instructional technology/LMS training/online teaching training
- course enrollment in a related or different discipline
- safety training
- committee training
- software (Excel, MS Office, PeopleSoft, etc) training
- internships/job shadowing
- leadership training
- succession planning

### **Focus Area C: Exploration / Innovation**

Advancing the concept of measured risk-taking, supporting exploration and innovation in the

many forms it might take empowers employees to be agents of change for their departments/areas, the college, and/or our community. PD opportunities in this focus area encompass a wide-range of activities, efforts, and ideas that might challenge the status quo and encourage institutional change. Attending symposiums, touring other institutions and campuses noted for innovative programs, and/or serving on advisory boards are among the PD opportunities that lead to broadened perspectives. Creative think tanks and round table discussions on relevant issues serve the PD needs of employees and stretch the boundaries of institutional thought.

Activities, workshops, classes, or other forms of training that might support this goal include:

- conferences exploring curriculum change (eg. 2016 Education Partnership for Internationalizing the Curriculum (EPIC) or Symposium at Stanford University, "Integrating Global Issues into Community College Curricula")
- idea symposiums
- tours/visits to other institutions (eg. IEPI, accreditation visits, colleges, industry)
- shadowing (between instruction and student services)

## Summary

Recognizing the importance of achieving ARC's mission and goals, this plan situates Professional Development in the center of all that we do, making it visible, accessible, and responsive to the changing academic landscape and ongoing needs of our employees.

5/22/2017