

Version 4a

After the 12/6 meeting, the previous version 3b was updated to consolidate information from Google Docs and notes into a single document that can be further edited and refined when the team resumes dialogue in 2020. The draft now includes:

- Suggestions recorded during the 12/6 meeting
- Suggestions from Pam's written notes
- Content and suggestions drawn from the following working documents:
 - o Existing Strengths
 - o Essential Conditions
 - o PD Competencies
- "Employee educator" as a replacement for the word employee or lists of different types of employees
- Project team list (drawn from IGOR)

Additionally, several substantive changes that have not previously been reviewed are offered for consideration by the group:

- A draft introduction has been added
- a value statement now exists in the Philosophy section which explains the intentional use of the term "employee educators"
- the introduction to the competencies now includes a brief description of how they were developed and how the intended use places the responsibility on the institution
- the competencies are now structured to break out the bullet points into three levels
- two new competencies surfaced in the last meeting and were subsequently drafted:
 - o Collaborative Innovation (aka inquiry groups and risk taking)
 - o Data Literacy
- the "Anticipated Next Steps" page has been drafted
- a new appendix was added that depicts the potential to map competencies to Strategic Goals and ISLOs; this method could permit the connections to be derived for individual offerings

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INTRODUCTION

(NEW CONTENT)

In recent years, American River College has been engaged in a holistic redesign intended to transform the student experience. This experience is highly dependent upon the expertise, abilities, and essential skills displayed by all employees of the college. Regardless of whether an employee is directly interacting with students (e.g., instructional faculty and front-line staff) or indirectly influencing those interactions (e.g., maintenance and back office staff), each employee contributes to the overall experience. In light of this reality, ARC Strategic Goal #3 called for “comprehensive and integrated professional development” in order to “create the best conditions for teaching and learning.” In spring 2019, the institution adopted its first institutional equity plan which surfaced professional development needs in support of ARC’s commitment to social justice and equity.

A project was initiated to assess the current state of professional development and consider it as a strategic mechanism to enable the college to achieve its goals and better fulfill its commitment. The project team was charged with recommending clear priorities for professional development and create a comprehensive strategy for how the college should approach professional development in the future.

The team met regularly throughout Fall 2019 and early Spring 2020. Building upon the insights of the Institutional Equity Plan and other resources, the group identified existing strengths and barriers. Through substantial dialogue, they developed a philosophy of professional development and the essential conditions upon which it must be founded to be effective. Competencies were drafted that represent the institutional priorities for professional development and feedback was solicited from the college community through informal focus groups and a crowdsourcing platform that was open to all employees. Finally, these components were developed into the full strategy and next steps recommended in this document.

By adopting and acting upon the proposed design, American River College can create a comprehensive and integrated program that promotes the ongoing growth of all employees so that they are well equipped to serve its students.

Acknowledgements

Special thanks to the project team for their invaluable contributions that shaped the content of the plan.

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Appreciation is also expressed to the Disproportionate Impact project team for contributing insights and feedback that helped refine the plan.

Project Sponsor: Institutional Effectiveness Council

ASSESSMENT OF THE CURRENT STATE

Existing Strengths

American River College has a long history of professional development activities with many strengths upon which future endeavors can build. Although there are isolated programs that serve multiple constituencies (e.g., Interest Based Alliance and Common Read), most offerings identified as strengths at either the district or college levels focus on a particular constituency group.

Management

Professional development is currently provided through the Los Rios Management Association (LRMA) trainings, supervisor trainings, Administrative Leadership Council (ALC) trainings, and Area Dean's meetings/Student Services Administration meetings. However, there appears to be a lack of formal onboarding and structured equity training that could enable management to best support equity efforts.

Full-time Faculty

A wide variety of opportunities currently are or have been available to full-time faculty. Options include the Equity Action Institute; Diversity in the Classroom: A Reaching and Learning Institute; New Faculty Academy; Equitable Practitioner Development Program; Online Teaching Institute; Accessible Course Creation Academy; Type A & B Leaves; Professional Development Travel; College Hour; and offerings of the Center for Teaching and Learning. While these options are available, many activities have limited funding and requests often exceed available resources.

Adjunct Faculty

Part-time faculty are invited to participate in the Equity Action Institute (IPreference Level 2); Diversity in the Classroom: A Reaching and Learning Institute; Professional Development Travel; College Hour; and offerings of the Center for Teaching and Learning.

Full-time Classified

Opportunities available to classified staff include the Classified Leadership Academy; Annual Professional Development Conference; Winter Luncheon with keynote; College Hour; offerings of the Center for Teaching and Learning; as well as other professional development activities funded through LRCEA, LRSA, and the institution (coordinated via office of the Vice President of Administrative Services). As these strengths were considered, there was also a recognition that gaps exist in onboarding, customer service training, institutional equity training, and lack of an SEIU component.

Temporary Classified and Student Workers

College Hour and Common Read are likely the most accessible to these groups since there is no clear funding stream for their professional development. The Center for Teaching and Learning has made offerings available, but access is highly dependent on whether management invests in the development of these employees by assigning them to attend during their limited work hours.

Role-Based Training

When appropriate, ARC also offers focused trainings based on roles, rather than constituency groups. One example is the annual governance orientation and training series provided to those who will be serving as council chairs, project leads, and members of councils/projects.

Barriers to Participation

The project team identified the following barriers that will need to be addressed in order to realize a new vision for professional development and training.

Institutional Culture

- Professional development is not viewed as an essential component of the job
- Professional development is almost always planned, offered, and designed from a dominant perspective
- Insufficient messages from leaders to set an expectation that everyone should participate in professional development in order to be more responsive to the students that ARC serves
- Inconsistent management practices that manifest as a lack of support for staff participation in professional development
- Coverage issues that create a tension between serving students (Students First) and attending professional development activities
- Mentality of “falling behind” while participating and a feeling that time spent must somehow be made up
- Disincentive for staff because there is no direct benefit (e.g., progression on the salary schedule), but there is a high risk of returning to more work that piled up
- No recognition that foundational training is needed for those on the front line of student interaction including the temporary workforce
- Concerns that continued professional development for staff is dependent upon retaining a champion among the executive staff
- Inadequate clarity as to the compelling benefits of professional development

Resources/Funding

- Lack of compensation and/or incentives for participation
- Limited funding requires individuals to choose between participating in discipline-specific training and other development activities
- Departments are not encouraged to send student workers or temporary workers to attend trainings since funding is not allocated to pay for hours spent in attendance.
- Union-funded opportunities are by invitation only and not accessible to student workers, temporary workers, or other broad participation

Time/Scheduling

- Time constraints are extremely problematic
- Scheduling conflicts and competing priorities exist during College hour and on Fridays
- Lack of archived or self-service materials that can be accessed as time allows
- Limited offerings for classified staff
- Limited opportunities available at satellite campuses
- Occasional pockets of office closures for professional development, but no institutionalized practice

Individual

- Lack of willingness to participate
- High cost of participation in equity-focused work can lead to further marginalization
- Personal barriers to participation

PHILOSOPHY OF PROFESSIONAL DEVELOPMENT

Value Statement

Throughout the remainder of this document, the term “employee educator” is used to refer to the collective employee base of American River College. Each day numerous administrators, faculty, staff, temporary workers, student workers, and other employees encounter students and have the opportunity to influence their lives. Sometimes this influence occurs through formal roles such as teaching or student service, but most often it happens through momentary exchanges such as offering campus directions, unlocking a door, sharing a kind word, answering a question, or simply smiling. The type of employment arrangement is inconsequential – all the student recognizes is how that person made the student feel during that interaction. By virtue of their employment, each ARC employee has an inherent opportunity to contribute positively to the educational experience of ARC students. Therefore, the institution has an ongoing responsibility to nurture the training and development of every person it employs.

Definition

Professional development is an obligation of the institution to enable employee educators 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 grow 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 employee educators.

Placeholder for photo

If the team has any photos that showcase professional development well, please send to Cheri.

If not, she will check with Scott to see what might be available.

Guiding Principles

The following principles were established by the project team as criteria by which recommendations for institutional professional development and training can be weighed during planning processes.

- **Mission-driven:** Ensures that the approach to professional development is grounded in the college mission and explicitly supports each of ARC's strategic goals
- **Equity-minded:** Responds to the Institutional Equity Plan in an intentional manner that considers power and privilege; serves as a means to support its implementation of a "universal foundation, as well as scaffolded offerings, related to equity and social justice"
- **Thematic:** Presents professional development in thematic threads that are consistent across all constituencies and supportive of larger holistic goals
- **Inclusive:** Empowers employee educators at all levels of the institution to participate, learn, and grow while also nurturing a culture that is inclusive (e.g., newly hired employees; individuals from marginalized populations)
- **Pervasive:** Creates an expectation that all employee educators will participate in a baseline level of general professional development and training funded by the institution
- **Structured:** Coordinates offerings across various academies, institutes, and events in a manner that creates a cohesive and progressive flow that avoids duplicated effort
- **Streamlined:** Seeks efficient and person-centric ways of offering meaningful professional development and training while also being mindful of user workload
- **Outcome-oriented:** Intentionally equips employee educators with the tools they need to become more effective and contributes to overall employee retention
- **Tailored:** Cultivates offerings appropriate to ARC's unique culture and values while also striving to meet people where they are along a journey of personal growth
- **Actionable:** Offers a realistic strategy that can be put into practice for those working at the main campus, satellite campuses, and virtual campus so that students receive a comparable experience across all sites
- **Evolving:** Assumes that the professional development plan will be a dynamic document that can be regularly updated and informed by feedback regarding its impact
- **Investment:** Valued as an institution-wide priority that is actively encouraged and enabled by each administrator and supervisor in order to reap future benefits for the students with whom employee educators interact
- **Recognition:** Offers mechanisms that showcase individual achievement of professional development competencies and incentivizes the pursuit of excellence by celebrating growth
- **Accountable:** Utilizes modern, systematic methods to present professional development opportunities and track participation across the institution to ensure equitable distribution among its employee educators

ESSENTIAL CONDITIONS FOR PROFESSIONAL GROWTH

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

Affirmative Management Culture

ARC's management team demonstrates a commitment to professional development and training by consistently encouraging and enabling the participation of administrators, faculty, staff, temporary employees, and student workers. Administrators serve as a role model by actively participating in professional development on a regular basis.

Methods to explore could include:

- Planning for necessary backfill to allow not only participation, but completion of expected job duties while participating so that employees feel it is possible to attend without returning to a backlog of work
- Guiding employees towards activities that have potential to enhance individual or team performance of job duties
- Ensuring that new employees are aware of managerial support for professional development as well as the opportunities available
- Budgeting hours for participation of temporary employees and student workers in a minimum level of professional development expected of all employees (e.g., equity-focused training)

Ample Staffing

ARC allocates substantial personnel resources to cultivate the full-scale operation of a professional development and training program that serves the entire institution.

One suggested staffing model to consider is:

- Professional development manager (12-month position)
 - Handles the managerial aspects of running the facility, budgets, and other operations
 - Oversees the PD team (faculty and staff)
 - Develops and ensures continuity across an institution-wide, cross-constituency program of offerings
 - Serves on all professional development committees; supplies expertise on the funding sources and tracks funding to ensure all available funds are fully used
 - Monitors and improves professional development programs, systems, and procedures
 - Related items such as grant writing, negotiating external trainings and speakers, guiding professional development planning, and offering reports to governance entities
 - Closely connected to institutional equity efforts
- Staff assistant or clerk (12-month position)
 - Provides clerical support to the manager with a particular emphasis on logistics of professional development (e.g., scheduling rooms and trainers)
- Staff coordinator or liaison (12-month position)
 - Serves as the liaison to classified staff and temporary staff who are seeking professional development; also serves as the point of contact for staff during the onboarding process
 - Actively coordinates and develops staff-focused professional development that is not included under the focus of the faculty CTL director
- Faculty CTL director (convert existing position to full-time)
 - Serves as the liaison for faculty who are seeking professional development; also serves as the point of contact for faculty during the onboarding process
 - Actively investigates and develops programming that supports exemplary teaching and learning
- Rotating facilitation team

- Trained in facilitation with a special emphasis on equity
- Serves as on-call peer mentors for professional development (similar to QuEST model)

Thoughtful Input

ARC implements a steering group to continuously guide the professional development program as institutional needs evolve over time.

Two interests to consider are:

- There is a strong interest in giving this steering group a governance-level presence. Professional development is within the purview of the Institutional Effectiveness Council (IEC), but it is unknown whether the existing council could dedicate the necessary time and energy to be actively involved in steering professional development programs on a regular basis.
- The composition of the steering group should be reflective of the stakeholders served by professional development and inclusive of the perspectives of disproportionately impacted (DI) populations. If the Institutional Effectiveness Council serves as the steering group, one possible option would be to intentionally repopulate the membership of the Institutional Effectiveness Council to more fully incorporate DI perspectives.

Appropriate Space

ARC creates an accessible, inclusive, and highly visible hub for professional development and training that can also serve as a college-wide resource for employee onboarding. Opportunities are also created to build community among colleagues, teams, and other groups.

Possible options to explore include:

- Reallocate the Instructional Technology Center (ITC) and include a re-envisioned Center for Teaching and Learning (CTL) within the same location. Rebrand the facility to convey its role.
- If the Instructional Technology Center (ITC) is not feasible, identify another space in which to consolidate professional development operations and activities. Ideally, this space would include the following:
 - multiple rooms that can be used for group training
 - sufficient office space for a professional development team
 - service counter for interaction with those seeking professional development and onboarding
 - an area that can be used to provide self-service materials
 - year-round access (not closed between semesters or otherwise limited in access)
 - capacity for prominent external and internal signage
 - exterior courtyard or other outdoor area nearby that can be used as an informal training area
- Create a comparable virtual hub for professional development and training including a full catalog and schedule of offerings as well as access to self-paced options
- Provide a monthly onboarding event to orient new employees to ARC values, strategic goals, and other key information
- Utilize a combination of in-person and virtual methods to build community

Sufficient Time

ARC intentionally carves out time for participation through executive-level decisions.

Methods to explore could include:

- Designating one week per year for a hiatus of regularly scheduled group meetings so that professional development and training could be scheduled during those time slots
- Designating one professional development day each year during which all campus offices and operations are expected to close (with limited exceptions for safety or legal reasons)

- Requiring all employees to calendar 5% of their work week for mission-related innovation or growth. The intent of this requirement is to enable employees to regularly participate in institutional professional development as well as empower them to engage in self-directed exploration, experimentation, reflection on effectiveness, and creative collaboration. For a full-time employee, this option would allocate two hours per week. This time allocation should be a named calendar item such as THRIVE (Time Held for Refresh, Innovation, and Validating Effectiveness).
- Utilization of reassigned time for train-the-trainer programs

Motivation to Participate

Note to all: This subheading was in a previous draft, but did not appear in the Essential Conditions document. It was left in this version as a placeholder since the 12/6 meeting included substantial dialogue around incentivizing participation which does not appear elsewhere in the essential conditions.

STRATEGY FOR PROFESSIONAL DEVELOPMENT

Note to all: This section was in previous drafts, but does not yet contain any content.

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)]

PROFESSIONAL DEVELOPMENT COMPETENCIES

During the process of producing the ARC Strategic Plan and Institutional Equity Plan, the college community has thoughtfully considered how to enhance ARC's culture and shift towards becoming a more equitable and just institution. It is now time to use this guiding direction to actualize a shared vision through its employee educators. Professional development is a means of ensuring that the institution is providing a structured foundation that intentionally nurtures professional growth and cultivates an equity-minded culture.

The following professional development competencies were initially crafted from an intense review of classified job descriptions to pull out common themes and were then further developed to encompass a range of outcomes that might apply across the job categories of other constituencies. Equity-minded aspects were then threaded throughout the competencies. This competency-based model is not intended to hold the employee accountable to a new performance metric, but rather to hold the institution accountable for valuing its employees and nurturing these competencies within them.

Each competency is designed to be relevant across multiple positions and job categories rather than specific to the technical knowledge and skills required for a single position or role. These competencies can be developed through professional growth and are intended to enable successful performance of job duties. Achievement of these competencies may also provide ongoing benefit to the employee as they include transferable skills that might contribute to future career advancement within or external to American River College.

These competencies are intended to be the key priorities upon which professional development will focus and the justification for specific professional development offerings.

1. EQUITY-MINDED SERVICE

ARC employee educators will connect authentically and effectively with our diverse community including students, the public, and each other. Their collective approach to providing service will be welcoming, centered in the human experience, and responsive to individual needs.

Learning and growth in this competency may be demonstrated by these qualities:

Level I: Introductory (Awareness)

- understands the equity framework and lens
- is familiar with techniques and methods for tailoring service to the needs of the individual
- distinguishes culturally responsive and learner-centered andragogy/pedagogy/heutagogy
- recognizes human factors that can influence service interactions (e.g., bias, stress levels, past experiences)
- recognizes when to employ de-escalation techniques to reduce a volatile situation and when it is advisable to ask for help
- grasps concepts of trauma-informed care
- acknowledges power differentials in service interactions

Level II: Action/Skill Development

- applies the equity framework and lens
- ability to explain and apply knowledge related to closing the opportunity gap
- shows genuine interest, understanding, and empathy towards those served
- applies techniques and equitable methods that facilitate culturally responsive interaction
- tailors service to the needs of the individual in order to provide intentionally human-centered support that goes beyond a transactional experience
- responds appropriately to human factors that influence service interactions
- uses culturally responsive and learner-centered andragogy/pedagogy/heutagogy
- uses power appropriately to advocate on behalf of others and to support efforts of self-advocacy
- navigates potentially volatile situations by effectively utilizing approaches such as trauma-informed care, de-escalation techniques, and asking for help
- goes above and beyond the literal interpretation of the job description in order to actualize ARC's "student first" mission
- *[placeholder for an item that deals with reducing the impact of power differentials in service interactions; exact phrasing TBD]*

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

- balances the tension between procedural compliance and effective service by seeking creative solutions
- suggests changes in procedures and practices in order to meet student and employee service needs

2. EFFECTIVE COMMUNICATION

ARC employee educators will continually cultivate their communication skills as well as increase their understanding of how culture and context influences communication.

Learning and growth in this competency may be demonstrated by these qualities:

Level I: Introductory (Awareness)

- develops familiarity with various communication tools, languages, and methods
- cultivates greater awareness of how cultural, socioeconomic, and racial/ethnic backgrounds influence communication and perceptions of meaning
- understands the interplay of communication, power, and positionality in group/team dynamics
- recognizes what it means to use culturally-responsive communication

Level II: Action/Skill Development

- conveys information, instructions, and ideas in a culturally-responsive manner
- regularly uses communication to encourage students in a culturally-responsive ways
- recognizes and responds equitably to verbal and non-verbal communication from others
- discerns how power, privilege, and the dominant perspective affect communication and adjusts accordingly
- enhances ability to communicate with respect, discretion, integrity, courtesy, and tact
- fosters inclusivity and a positive (equitable) atmosphere through communication

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

- monitors and mitigates disproportionate impact through equity and race consciousness

Placeholder for photo

If the team has any photos that showcase professional development well, please send to Cheri. If not, she will check with Scott to see what might be available.

3. TECHNOLOGY PROFICIENCY

ARC employee educators will acquire a growing level of proficiency with a variety of modern technologies, digital tools, and equipment. They will appropriately utilize technology to foster institutional effectiveness and explore emerging technologies including those used by students.

Learning and growth in this competency may be demonstrated by these qualities:

Level I: Introductory (Awareness)

- learns newly adopted districtwide or college platforms or tools as appropriate to the position
- seeks regular opportunities to upgrade technology skills and maintain currency in technology knowledge (particularly as systems and versions change over time)
- develops digital literacy to identify, retrieve, interpret, create, and communicate information via technology
- maintains awareness of student-facing technologies in order to better understand and support the student experience
- understands concepts of accessibility and is aware of accessibility tools
- attains greater understanding of information security and similar topics that have technology use implications

Level II: Action/Skill Development

- adapts work practices to take advantage of new technological tools or features
- continuously increases proficiency in use of existing college technologies and equipment
- uses technology to communicate in culturally responsive ways
- utilizes knowledge of accessibility tools and concepts
- applies concepts of information security and other technology-related topics to the job function

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

- thinks creatively about how existing functionality might be applied to solve problems or increase effectiveness
- considers and strives for accessible and equitable technology
- explores emerging technologies and considers how they might be applied at the college

4. ORGANIZATIONAL ADEPTNESS

ARC employee educators will develop greater capacity to navigate organizational structures; improve processes; and work efficiently in order to meet timelines and juggle competing responsibilities. They will understand and appropriately interpret policies and procedures in order to apply them thoughtfully in specific situations while being mindful of equity and transparency.

Learning and growth in this competency may be demonstrated by these qualities:

Level I: Introductory (Awareness)

- knows how to navigate and influence institutional systems and processes
- recognizes various organizational structures such as college governance and understands how they operate in a shared leadership environment
- develops awareness of college services that can support employee effectiveness in performing individual job functions
- knows how to seek assistance through established college channels in order to acquire help for oneself or to provide accurate referrals
- understands the context and purpose of organizational events (e.g., Convocation)

Level II: Action/Skill Development

- grasps the practical application of procedures, regulations, and policies as well as the underlying rationale (“why”) that should guide usage and exceptions
- uses critical thinking, inquiry, equity consciousness, and organizational skills to prioritize work, make decisions, and determine the best method to achieve a quality work product
- manages time well and utilizes assigned resources effectively
- utilizes college services that can support employee effectiveness in performing individual job functions
- considers how processes might be streamlined, improved, and/or automated with the goal of improving the way the college meets student and employee needs
- applies safety standards appropriate to the position and maintains awareness of college protocols for emergency situations
- cross-trains with others to increase knowledge and ease personnel transitions while also expanding potential for individuals to participate in professional development
- engages in hiring committee trainings and applies equity-minded hiring practices

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

- builds an inclusive professional network
- uses equity principles to streamline, improve, and/or automate processes
- plans and designs with a mindfulness to transparency, equity, and racial consciousness
- influences college protocols to increase the capacity to address diverse needs in emergency situations
- displays initiative, good judgment, resourcefulness, empathy and culturally-responsive methods when presented with challenging circumstances

5. LEADERSHIP DEVELOPMENT

ARC employee educators will build leadership skills in order to strengthen their capacity to serve from their current positions. Additionally, those expressing interest in preparing for future leadership roles will progressively nurture a depth of leadership knowledge, theory, and practice. Through this preparation, they will expand their capacity to serve and enact social justice.

Learning and growth in this competency may be demonstrated by these qualities:

Level I: Introductory (Awareness)

- increases understanding of leadership styles, methods, principles, and challenges
- gains self-awareness of individual purpose, talents, presence, commitment, and social power
- ascertains individual place within ARC's equity frame as related to personal, professional, and institutional equity (see Institutional Equity Plan)
- becomes increasingly mindful of power dynamics and the influence of leadership roles
- recognizes the importance of trust, transparency, authenticity, and resilience

Level II: Action/Skill Development

- develops related skills that enable leaders such as cultural competency, group facilitation, project management, conflict resolution, trauma-informed and/or restorative justice approaches
- seeks representative and minoritized voices and includes them in the decision-making process in a meaningful way
- consistently uses the ARC equity framework and lens to guide actions
- nurtures the essential conditions to hire and retain people of color
- considers and applies appropriate techniques to diminish the opportunity gap
- actively participates in structured leadership academies, mentoring opportunities, reading groups, inquiry groups, and similar mechanisms to develop leadership potential

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

- grows in capacity to contend with ambiguity, complexity, and change
- actively creates inclusion and builds community
- utilizes culturally-responsive instructional and/or training techniques in order to share knowledge and coach the development of individuals or groups
- prepares for and explores leadership opportunities both within and outside of the college environment

6. COLLABORATIVE INNOVATION (NEW COMPETENCY)

ARC employee educators will co-create solutions and collaboratively innovate to transform the future of all students and our community through inclusive, equitable education. They will strategically take risks, challenge assumptions, and explore new ideas in pursuit of this vision.

Learning and growth in this competency may be demonstrated by these qualities:

Level I: Introductory (Awareness)

- understands what collaborative co-creation is and how it differs from gaining buy-in
- recognizes why experimentation and risk-taking is a necessary component of positive change
- gains awareness of how collaborative design can support equity and inclusion
- knows the expectations for how to engage effectively as a member of an ARC collaborative group

Level II: Action/Skill Development

- participates and contributes collaboratively when part of a group
- serves as a member of project teams that are charged with collaborative co-creation of deliverables
- engages in inquiry groups that offer a safe environment for strategically taking risks in pursuit of college goals and ongoing improvement
- explores methods and approaches for collaborative co-creation (e.g., human-centered design)
- challenges assumptions and experiments to test new ideas

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

- facilitates inquiry groups and/or project teams by coaching others through a collaborative and inclusive process
- celebrates lessons learned from failed attempts as well as successes
- helps build a sense of community among the collaborative group
- promotes inclusive engagement with identified stakeholders and communities that may be impacted
- mitigates the effects of unequal power dynamics within a team
- experiments with and assesses effectiveness of methods for collaborative co-creation
- applies the equity lens to adapt typical methods and approaches for collaborative co-creation to the ARC culture

Note to all: “participates and contributes collaboratively when part of a team” was moved under this item from Organizational Adeptness. If the group does not adopt this competency, it may wish to consider moving that item back under the original competency.

7. DATA LITERACY (NEW COMPETENCY)

ARC employee educators will use data and analytics to better understand the student experience, increase effectiveness, enhance teaching, refine services, and improve outcomes. They will use data responsibly and strive for transparency.

Learning and growth in this competency may be demonstrated by these qualities:

Level I: Introductory (Awareness)

- understands where to locate and how to access institutional data
- describes how to responsibly use and interpret data
- recognizes what disproportionate impact is and ways it is currently displayed at ARC
- has familiarity with basic institutional metrics and strategic plan indicators (e.g., course success rates)
- builds awareness of how factors such as professional judgment should be combined with data analysis in the decision-making process

Level II: Action/Skill Development

- applies critical thinking skills to evaluate the credibility of data that is being presented
- examines disaggregated institutional data at the department and course level
- makes data-informed decisions and adjustments as equitable practitioners
- seeks out data to guide equity-minded innovation and process improvement
- actively participates in program review, institutional self-evaluation, and other ARC-sponsored methods of data-informed self-reflection
- uses data effectively to tell a compelling, equitable, and accurate story
- develops skill in working with quantitative data, qualitative data, and various research methods

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

- models and advocates for transparency in data usage
- conducts in-depth exploration of data and/or research to inform efforts to close the opportunity gap
- continually assesses effectiveness and adapts practice in an effort to improve outcomes
- works with peers to unpack data related to disproportionate impact and share the insights gleaned

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 Equity Plan Categories:

- ☐ Campus Climate
- ☐ Organizational Structure
- ☐ Human Resources
- ☐ Communication
- ☐ Instruction and Curriculum
- ☐ Physical Spaces
- ☐ Student Support

ANTICIPATED NEXT STEPS

(NEW CONTENT) The Professional Development and Training Project Team is proposing significant structural changes in how professional development is designed, managed, and resourced at American River College. Full implementation of this proposal will likely require a multi-year effort, but progress can begin as soon as the plan is adopted.

Immediate Recommendations for Spring 2020:

- Consider the resources that may be needed for implementation as part of the budgeting process for 2020-21
- Have a dialogue in Administrative Leadership Council (ALC) about how the management team can foster an affirmative management culture that better enables and encourages employees to participate in professional development as part of their expected job duties [see [Essential Conditions for Professional Growth](#)]

Short-Term Recommendations for 2020-2021

- Share the general vision for professional development and orient college employees to the new competency-based model
- Form a steering group for Professional Development to provide input and guidance [see [Essential Conditions for Professional Growth](#)]
- Modify the flex reporting system to incorporate the new competency-based model
- Work with the existing Professional Development committees to incorporate the competencies into their processes (e.g., consideration of requests for funding)
- Work with the New Faculty Academy to incorporate the competencies
- Develop a standardized employee onboarding curriculum that would be relevant and immediately beneficial to all new employees regardless of role
- Prompt further dialogue once the full analysis of the Institutional Campus Climate Survey is complete; in particular, consider the disaggregated results of the questions in the professional development section of the employee survey
- Determine how the institution will respond to the Ample Staffing, Appropriate Space, and Sufficient Time components of the Essential Conditions; allocate appropriate resources [see [Essential Conditions for Professional Growth](#)]

Note: If the group adds content in the “Strategy for Professional Development” section, this list probably should include something about individual professional development plans so that any technology that is needed could be developed in 2020-21. It may also need something related to the “Motivation to Participate” Essential Condition.

Long-term Implementation

- Once staffing and facility resources are determined, create and execute a full implementation plan.

Considerations for Future Planning

- Reassess the competencies and update if needed during the next scheduled planning cycle identified in the ARC Integrated Planning Guide (currently scheduled for 2027)

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

APPENDIX C: Mapping of Competencies to Strategic Goals and ISLOs

(NEW CONTENT)

The existing flex reporting system is used to map events to Institutional Student Learning Outcomes (ISLO). With the introduction of competencies, this connection could potentially be standardized at the competency level allowing it to be derived as shown in the mapping below.

STRATEGIC GOALS

#	Competency	STUDENTS FIRST	CLEAR AND EFFECTIVE PATHS	EXEMPLARY TEACHING, LEARNING AND WORKING ENVIRONMENT	VIBRANCY AND RESILIENCY
1	Equity-Minded Service	X	X	X	X
2	Effective Communication	X	X	X	X
3	Technology Proficiency	X	X	X	
4	Organizational Adeptness	X			X
5	Leadership Development		X	X	
6	Collaborative Innovation	X	X	X	X
7	Data Literacy		X	X	X

INSTITUTIONAL STUDENT LEARNING OUTCOMES

ISLO 1: Demonstrate and employ marketable skills and personal qualities for professional growth and career advancement.

ISLO 2: Demonstrate skills and behaviors which contribute to open and respectful communication of diverse ideas and beliefs.

ISLO 3: Utilize a variety of methods to communicate effectively.

ISLO 4: Employ strategies to work cooperatively and effectively with others.

ISLO 5: Locate and critically evaluate information from a variety of sources, including those accessed through technology, to create informed responses to issues, problems, and challenges.

ISLO 6: Recognize the responsibility to behave as an ethical citizen, contributing personal knowledge, resources, and skills for the benefit of the local and larger communities.

ISLO 7: For students earning degrees, demonstrate an understanding of the basic content and methodology for the major areas of knowledge, including the arts and humanities, quantitative reasoning, the natural sciences, and the social sciences.

#	Competency	ISLO 1	ISLO 2	ISLO 3	ISLO 4	ISLO 5	ISLO 6	ISLO 7
1	Equity-Minded Service	X	X	X				X
2	Effective Communication	X	X	X			X	X
3	Technology Proficiency	X		X		X		X
4	Organizational Adeptness	X		X	X		X	X
5	Leadership Development	X	X		X	X		X
6	Collaborative Innovation	X			X		X	X
7	Data Literacy	X				X		X

*ISLO 1 and 7 are listed for all competencies because of the broad nature of the ISLO.