Professional Development Plan

Riverside City College

Riverside Community College District

Spring 2017
May 3, 2017

INTRODUCTION

RIVERSIDE CITY COLLEGE MISSION STATEMENT

Riverside City College (RCC) provides a high-quality affordable education to a diverse community of learners by offering career-technical, transferable, and pre-college courses leading to certificates, associate degrees, and transfer. Based on a learner-centered philosophy, the college fosters critical thinking, develops information and communication skills, expands the breadth and application of knowledge, and promotes community and global awareness. To help students achieve their goals, the college offers comprehensive learning and student support services, student activities, and community programs. Riverside City College empowers and supports students as they work toward individual achievement, intellectual curiosity, and life-long learning.

RIVERSIDE CITY COLLEGE GOALS

1. *Student Success*
2. *Student Access*
3. *Institutional Effectiveness*
4. *Resource and Learning Environment Development*
5. *Community Engagement*

PROFESSIONAL DEVELOPMENT PLAN MISSION STATEMENT

The administrators, managers, faculty, and classified staff are the most valuable resource at RCC and work collaboratively to ensure excellence in teaching and student success. Professional development training for all employees is the continuous improvement of skills and knowledge, which relates to every employee's job responsibilities, profession, and/or work environment in ways that fulfill the mission, vision, values, and goals of the institution. It plays a vital role in maintaining trained, knowledgeable, and motivated employees, regardless of job classification, builds institutional capacity, and is the joint responsibility of Human Resources and Employee Relations (HRER), the Human Resources Committee (HRC), the Faculty Development Committee (FDC), the SHINE (Setting goals, Helping others, self-Improvement, Networking, Exceling) Committee, individual units/departments, and other relevant college constituencies.

PROFESSIONAL DEVELOPMENT TEAM

1. Human Resources Committee

- 1.1 Co-chaired by faculty, classified staff, and administrator, with the faculty co-chair functioning as presiding chair;
- 1.2 Coordinates the work of all members of the Professional Development Team to facilitate effective strategic and operational activities related to professional development.
- 1.3 HRC Works in conjunction with Technology Support Services to develop and provide media rich learning environments for RCC students and employees.

2. Faculty Development Committee

- 2.1 Chaired by the Faculty Development Coordinator (20% of FT load), who facilitates professional development activities, manages the budget, oversees the Glennn Hunt Center for Teaching Excellence, and serves as administrative liaison and co-chair of the FDC meetings;
- 2.2 Responsible for the implementation of professional development, including FLEX activities,

for full-time and part-time faculty in alignment with Professional Development Principles;

2.3 Establishes and maintains an annual faculty professional development calendar.

2.4 Recommends professional development offerings for new faculty orientation.

3. SHINE Subcommittee

3.1 Chaired by a designated classified staff member appointed by CSEA;

3.2 Responsible for the implementation of professional development for classified staff in alignment with the Professional Development Principles;

3.3 Establishes and maintains an annual classified staff professional development calendar.

3.4 Responsible for the Employee Recognition Program including evaluation

4. RCCD Management Leadership Association (MLA) or the [yet-to-be-created] Administrative Professional Development Subcommittee (APDS)

4.1 Responsible for the implementation of professional development for classified managers and academic administrators in alignment with the Professional Development Principles;

4.2 Establishes and maintains an annual managerial and administrative professional development calendar.

5. Vice President of Planning and Development

5.1 Facilitates the effective assessment of professional development offerings for all employment categories.

6. HRER Representative(s)

6.1 Ensures that professional development activities across the college comply with diversity, equity, and EEOC guidelines.

PROFESSIONAL DEVELOPMENT PRINCIPLES

1. Provide programs and activities that support the priorities established in RCC's Educational Master and Strategic Plans which serve three distinct employee constituencies [administrators and classified managers, classified staff, and faculty]; reinforce an emphasis on excellence in teaching and learning and student success; and are timely, job-related, practical, well organized, and transferable to classroom and work settings.

2. Ensure professional development programs, activities, and services are accessible through thoughtful scheduling and/or content delivery mode that allows for maximum participation of interested employees.

2.1 Collaborate with and develop the expertise already available within the RCC community to deliver professional development offerings, supplemented by outside speakers when needed.

2.2 Include organized programs and activities as well as individualized services and means for independent learning.

3. In alignment with district employee contracts, develop RCC's professional development offerings through research and needs-based assessment.

3.1 Monitor, assess, and evaluate all professional development offerings to ensure that instructional goals were met.

4. Encourage ownership of professional development by fostering mentoring, developing a train-the-trainer program, and involving all constituencies of the college community.

4.1 The classified staff professional development activities are developed largely by the college administration in conjunction with HRER and the SHINE Committee.

4.2 The administration and classified management professional development activities are developed largely by the Administrative Professional Development Subcommittee in conjunction with HRER and the MLA.

4.3 The faculty development activities are developed by the college's Faculty Development

Coordinator in conjunction with the faculty FDC, while also under the direction of California Education Code, Title V, and guidelines developed by the statewide Academic Senate.

5. Promote succession planning by encouraging the creation of individual professional development plans for all employees.
6. Establish and maintain a General Fund budget line item dedicated to professional development, which can and should be supplemented with grant funding.
7. Each professional development subcommittee will be responsible for producing a five-year plan which aligns with the Professional Development Principles and addresses the operational execution of professional development activities for its given employee category.

CONSTITUENCIES SERVED

The RCC Professional Development Plan assumes that all employees will have opportunities to access professional development services, while recognizing that professional development interests and needs may vary across employee groups:

1. **Administrators and managers:** Professional development focuses on supervisory and management skills as well as leadership development. This includes personal and professional growth, improvement in decision-making, communication, planning, delegation, accountability, conflict resolution, budget, and measuring success of institutional outcomes.
2. **Classified staff:** Professional development emphasizes the enhancement, improvement, and upgrading of job skills. These include personal and professional skills such as training to keep current in the technological tools needed to do their jobs, communication skills, and career development as staff desire to prepare for positions of increasing responsibility within the organization or beyond it.
3. **Faculty:** Professional development emphasizes the facilitation of professional growth related to improvement of teaching techniques for assessment of , student learning outcomes assessment techniques, the acquisition and enhancement of classroom skills, technologies, curriculum development, innovative pedagogies, department chair-specific training, enrollment management, and knowledge as well as content-specific knowledge that may be discipline-based, and the expansion of interests related to academic pursuits.
4. **Cross Constituencies:** Professional development focuses on training that involves all employee categories, i.e., equity, grants, accreditation, strategic and master plan development, etc.

DISTRICT RESOURCES

The district provides several resources for professional development, beginning with the

1. **HRER** Human Resources and Employee Relations department which is involved in “recruiting, developing, and retaining a qualified and diverse work force to build a professional, fair, and inclusive educational environment.”
2. **Community Action Employee Assistant Program,** which “provides confidential professional assistance to help employees and their family members resolve issues that affect their personal lives and/or the employee’s job performance.”
3. **Center for Leadership Excellence,** which works to develop leaders internally.
4. **Professional Growth Program**, which is a voluntary program for classified and confidential employees to attain additional education for advancement, as stipulated in the CSEA bargaining agreement.
5. **Staff Development Program,** whose purpose is “the maintenance or increase in employees’ job-related knowledge and skill that contribute to the employees’ ability to effectively carry out his/her job duties and responsibilities.”
6. **University Partnership Programs,** which “offers various programs and an employee discount to our Faculty, Associate Faculty, Administrators and Classified/Confidential employees.”

7. **Professional Growth & Sabbatical Leave (PG&SL)** committee maintains control over the approval of sabbatical and professional growth opportunities

FISCAL RESOURCES

The college's annual budget provides basic support for classified staff, faculty, and administrator professional development activities. Events include Faculty FLEX Days and Professional Development Days, as well as speakers/consultants, webinars, group-specific workshops, conference attendance and presentations, among others. General Fund fiscal resources for professional development may be supplemented with grant funding as available and may fluctuate annually based on Riverside City College's availability of funds and the expected cost of the professional development activities needed by the various employees of the college.

Specific employee or department requests for funding will be addressed in the classified, administrators and managers, faculty, and cross constituency professional development plans located in the appendices.

PHYSICAL RESOURCES

All college facilities, including physical space and technology, can be used for a variety of professional development activities throughout the year, but it is crucial that those physical resources are used efficiently and appropriately.

Currently at Riverside City College, the Glenn Hunt Center for Teaching Excellence has a variety of resources for faculty to utilize while pursuing their professional development activities. There are many workshops held in the Glenn Hunt Center monthly on various topics. The space also offers a quiet place to prepare for class and grade assignments. The Hunt Center has a variety of equipment for faculty use, such as SCANTRON machines, computers, printers, a small refrigerator, and a microwave, as well as meeting rooms. Equipment available for checkout includes laptops, document cameras, video cameras, and LCD projectors. There is also a library of books and audio books donated by faculty and others.

In addition to the resources available in the Glenn Hunt Center, technology available in support of professional development may include a wide array of educational technologies, such as curated websites and/or software modules for training, access to leading-edge materials and/or devices, and the like.

PROFESSIONAL DEVELOPMENT EDUCATION AREAS

Educational travel, i.e., attendance and/or presentations at professional conferences, is a subcategory of each listed below section.

1. **Content Area Development** designed to build knowledge and skills within the professional or academic area of expertise, including but not limited to:
   - 1.1 Present at/attend professional conferences, seminars, or workshops
   - 1.2 Complete approved and relevant college or university coursework
   - 1.3 Publish articles, papers, books related to work area
   - 1.4 Provide programs or workshops for administrators, staff, or faculty
   - 1.5 Participate in research or individual studies, which improve the employee's job performance
   - 1.6 Participate in educational travel
2. **Instructional Development** designed to improve pedagogical expertise, curricula, student learning, and/or assessment, including but not limited to:
   - 2.1 New faculty orientation and training
   - 2.2 Attendance or presentation at conferences, seminars, workshops
   - 2.3 Classroom management
   - 2.4 Pedagogy

2.5 Formal and informal evaluation methods
2.6 Student retention methods
2.7 Curriculum development
2.8 Peer and student mentoring
2.9 Instructional technology
2.10 Online instruction skills-design and delivery methods
2.11 SLO and PLO assessment, use of multiple measures
2.12 Program review
2.13 Placement methodologies
2.14 Guided pathways/student success, accelerated pathways

3. Career/Personal Development designed to provide tools to improve the quality of work and life. Topics may include but are not limited to:

3.1 Communication skills
3.2 Culture of student success
3.3 Excellence in service
3.4 Stress management
3.5 Time management
3.6 Innovation
3.7 Conflict resolution and problem solving
3.8 Cultural proficiency
3.9 Retirement/financial education and planning
3.10 Technology advancement
3.11 Microsoft 365, Adobe, et al
3.12 Canvas

4. Leadership Development designed to provide leaders and emerging leaders with opportunities to learn, grow and change in order to develop knowledge, skills, and tools to function effectively within the organization. Topics may include but are not limited to:

4.1 Department chair and dean training
4.2 Supervisory skills
4.3 Goal setting
4.4 Measuring unit effectiveness
4.5 Planning and running effective meetings
4.6 Effective presentations
4.7 Training for new administrators
4.8 Civility and ethics in the workplace
4.9 Team building
4.10 Emotional intelligence
4.11 Grant writing and management
4.12 Budget management

5. Organizational Development designed to enhance organization-wide effectiveness, viability, and skills to fulfill the mission of the college, including but not limited to:

5.1 New employee orientations and development
5.2 Succession planning for future positions
5.3 FERPA and Confidential Information Training (CIT)
5.4 EEOC and Diversity
5.5 Preventing sexual harassment
5.6 Community Emergency Response Team (CERT)
5.7 Behavioral Intervention Resource Team (BIRT)

5.8 Understanding policies and procedures
5.9 Mentoring
5.10 Measuring institutional effectiveness
5.11 Accreditation
5.12 TracDAT
5.13 CurricUNet
5.14 SLO and PLO assessment
5.15 Strategic planning

PROFESSIONAL DEVELOPMENT STRATEGIES AND PROCESS

1. Development of the Annual Professional Development Calendar

1.1 Should be produced prior to June 30th of the previous academic/fiscal year so that necessary budgetary changes can be made in advance of the new fiscal year beginning on July 1st

1.2 Should be responsive to documented assessments of previous professional development activities.

1.3 Must accommodate all employee groups.

1.4 Calendar should be reflective of the college's strategic plan as well as the 5-year professional development plans of each employee group.

2. Completion of a Needs Assessment with the participation of the entire Professional Development Team.

2.1 Coordinated by the HRC and the office of the Vice President, Planning and Development;

2.2 Completed annually in the spring term to determine the professional development needs and goals of all employee categories, including when, where, and how assessed needs can best be met;

2.3 Requires the completion of evaluation forms by all participants of college-sponsored professional development activities, including the solicitation of suggestions of future professional development training ideas;

2.4 Assures alignment between strategic planning activities and annual professional development activities;

2.5 Results in an analysis of the effectiveness of professional development across the college, which in turn will influence the next fiscal year's calendar of professional development opportunities and events.

3. Departmental Goals and Needs Assessment

3.1 Annually, the head of each department will develop goals and priorities for that year and identify the professional development needs required to support these goals, which are included in the annual administrative unit plan and/or the program review process. These processes should be collaborative efforts between administrators/managers, faculty and/or classified staff, as appropriate.

4. Creation of Professional Development Action Plans

4.1 Program offerings
4.2 Ongoing required trainings
4.3 New employee orientations
4.4 Workshops
4.5 Contracts for outside speakers
4.6 Resource requests for offerings
4.7 Registration for and tracking of participation
4.8 Compensation, if warranted (FLEX, special projects funding, etc.)

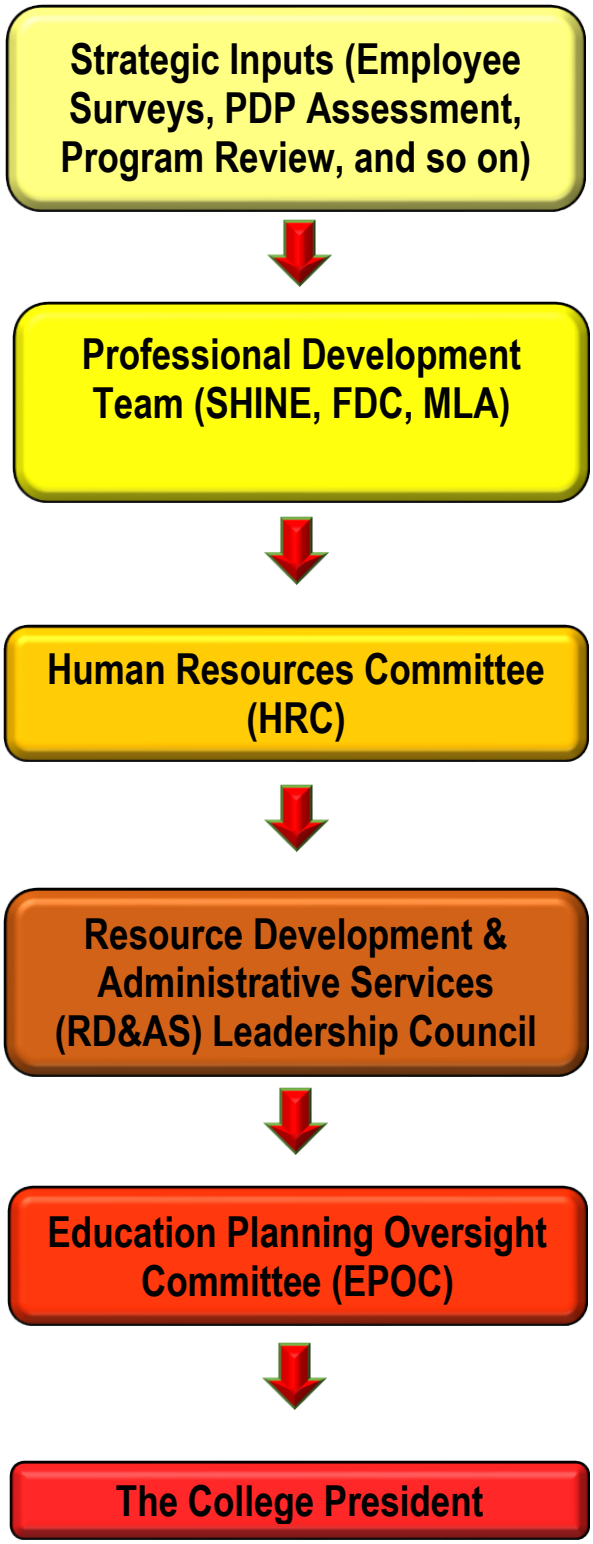
5. Compilation of Annual Professional Development Reports

5.1 include the above Departmental Goals, Needs Assessment, and Action Plans.

6. The Professional Development Team

6.1 Meets annually in the spring, to monitor, evaluate, and assess professional development at the college and implementation of the Professional Development Plan

PROFESSIONAL DEVELOPMENT PROCESS



ASSESSMENT, GAP ANALYSIS, AND RECOMMENDATIONS

Currently, the college lacks widespread professional development coordination among the three employee constituencies. The professional development committees across the college do not collaborate on their offerings, nor do they adhere to a common and agreed upon set of principles, hence the need for this document. As a result, the professional development activities at Riverside City College are haphazard at best and ineffective or unneeded at worst. Furthermore, there is little data collection and analysis at the institutional level connecting professional development activities to achievement of any of the college's five stated goals.

Now that Riverside City College is placing a greater emphasis on professional development as part of its focus on the goals of "Institutional Effectiveness" and "Resource and Learning Environment Development," the need for improved coordination is clear. All employees should be held to the same professional development standards, and all professional development activities should be designed and implemented to achieve these college goals. To accomplish this goal, the college must develop three distinct but coordinated operational plans which serve administrators and managers, classified staff, and faculty according to their particular needs and responsibilities, all of which must align with the principles contained in this document.

Having a centrally located, physical site on campus that is devoted to employee professional development, not just faculty development, is key to the success and integration of programming. Currently, RCC only has space dedicated to *faculty* professional development. Additional professional development space should be allocated for classified and managerial/administrative employees at suitable sites on the college main campus.

The fiscal resources for professional development at Riverside City College are spread throughout individual department budgets, not allocated in a single General Fund line item or budget code. In the distant past, each academic department was allocated $200 per full-time faculty member annually for professional development activities, but that funding disappeared during the economic downturn which began in 2008-9 academic year. As a result, the certainty of funding for professional activities is not present, leading to insufficient support for and coordination of professional development activities across the college. How, if at all, are professional development participants (both presenters and attendees) being compensated? What should the baseline budget be for professional development across the college? How, if at all, are grants used to supplement funding for professional development activities? These questions are just a few of the many questions which need concrete answers in order for college employees to understand how the college does or does not fiscally support professional development.

Furthermore, the college has not allocated fiscal resources to create the positions of Classified Staff Development Coordinator or Administrative Development Coordinator (as equal counterparts to the Faculty Development Coordinator, who receives 20% reassigned time for his or her work in the fall and spring terms and a $5,192 stipend for winter and summer). Nor does the college yet have formal, codified subcommittees for classified staff and administrators/managers, whose functions mirror the Faculty Development Subcommittee's: the implementation of targeted professional development activities.

To further the funding of professional development for all employee categories, the professional development subcommittees must work with the RCC Dean of Grants in identifying and applying for grants in support of administrators/managers, staff, and faculty professional development programs. Grant funding should not be used in lieu of an appropriate and protected base sum in the General Fund budget.

Currently, RCC belongs to an HR Consortium (Southern 30) of approximately thirty regional colleges which determines a significant number of member workshops that will be offered annually at colleges. These workshops currently focus on legal content offering. In order to be efficient, effective, and responsive in providing professional development, the college must take much greater ownership of what professional development activities are offered for its administrators and managers, its classified staff, and its faculty. The college should not have the majority of professional development activities determined by an off-

campus organization that is unfamiliar with the needs of Riverside City College's employees.

The college as a whole must work to encourage greater employee participation in professional development activities as a vital component for an institution of higher education which is committed to improving its effectiveness.

ASSESSMENT OF THE PDP

The effectiveness of the PDP will be evaluated annually at the conclusion of the Program Review and Plan cycle. The HRC, its professional development subcommittees, and the Office of the Vice President of Planning and Development, will prioritize, monitor, evaluate, and assess offered and proposed professional development activities. Indicators that the PDP is effective will include the following:

1. Administrative, classified staff, and faculty professional development activities align with the PDP principles;
2. Quantitative and qualitative data indicates that the administration, classified staff, and faculty professional development activities are improving "Institutional Effectiveness" and "Resource Learning Environment Development";
3. Data show improvement in student retention, persistence, and success related to professional development activities across the college;
4. Artifacts—such as activity attendance records, presentation materials, and the like—demonstrate that all employee categories are engaging in meaningful professional development activities.

FORMATIVE QUESTIONS (ANSWERED IN THE FIRST YEAR):

1. **Current Levels:** What are current (baseline-actual), funded, and optimal professional development activities across all employment categories?
2. **Future Levels:** What are future actual and optimal professional development needs for the next five years?
3. **Gap Analysis:** What is the difference between the college's current actual and optimal professional development activities? What is the difference between identified needs and available resources?
4. **Recommendations:** What recommendations does the PDP and its five-year plans make to address gaps between actual and optimal professional development activities at the various timeframes covered by the plan?

SUMMATIVE QUESTIONS (ANSWERED ANNUALLY):

1. **Effectiveness:** How effective were the college and professional development subcommittees at implementing professional development recommendations and addressing gaps identified in the gap analysis.
2. **Plan Process:** Did the college follow the PDP in making its staff development decisions? If so, what procedural adjustments need to be made in terms of the PDP itself to improve its effectiveness? If it wasn't followed, what procedural adjustments need to be made at the college to ensure future compliance with the PDP process?

REFERENCES

McHenry Community College Professional Development Strategic Plan
City College of San Francisco College Professional Development Plan for 2015-2016

Sections of this professional development plan were taken whole cloth from either or both of these documents; they both in turn share whole sections, as well.