West Valley College

Professional Development Plan

2017-2019

05.02.2017

Approved by the Academic Senate on xxxx
Approved by the Classified Senate on xxx
Approved by the President’s Council on xxx
Overview

One of the nine goals of the West Valley College 2020 Educational Master Plan is to “plan and implement a needs-based program of professional development for entire campus community.” This two-year Professional Development Plan was developed as a result of that priority. An effective Professional Development plan requires a description of desired outcomes, process followed, needs assessment results, clear plan to address needs assessment, and resources needed for fulfillment of the plan. This inclusive plan, intended to cover faculty, staff and administrative professional development, contains each of those elements.

Purpose of Professional Development

1. Improve the student experience,
2. Increase student success, retention and satisfaction
3. Provide the opportunity for continual quality improvement for faculty, staff, and administration
4. Create a virtual community dedicated to improvement of practice

Desired Outcomes (as created by College Council 2015-2016)

- A college-wide plan based on a comprehensive needs assessment that fosters a culture of professional development at the college
- A plan which will support the ongoing professional development needs for staff, faculty and administrators
- A plan which will align with the 2020 Master Plan goals, accreditation standards, the priorities/goals for the Student Equity Plan, the SSSP Plan, Basic Skills goals and the Title III grant

Process

In Feb, 2016, the College President tasked an ad-hoc team consisting of the Faculty Professional Development Coordinator (Michelle Francis), the Staff Professional Coordinator (Cheryl Massa), and the Administrative Liaison for Professional Development (Stephanie Kashima) to take leadership in implementing the 2020 Master Plan Goal on Professional Development (see above). This team met throughout Spring 2016 to first identify subgoals as follows:

I. Create and implement a method of assessing professional development needs and best practices
   a. Include best practices research at other colleges and consultation with key WVC campus committees and stakeholders

II. Develop a college-wide plan based on the needs assessment that fosters a culture of professional
development at the college

a. This plan will support the ongoing professional development needs for staff, faculty and administrators

b. This plan will align with the 2020 Master Plan goals, accreditation standards, the priorities/goals for the Student Equity Plan, the SSSP Plan, Basic Skills goals and the Title III grant

III. Identify resources needed to support the professional development plan (resources = space, staff, funds, policies)

The team then developed a timeline as follows:

<table>
<thead>
<tr>
<th>Fall 2016</th>
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</thead>
<tbody>
<tr>
<td><strong>Activity</strong></td>
<td><strong>Time</strong></td>
</tr>
<tr>
<td>Draft survey questions</td>
<td>9/30/16</td>
</tr>
<tr>
<td>Finalize survey</td>
<td>10/7/16</td>
</tr>
<tr>
<td>Release survey for classified staff</td>
<td>10/14-10/24</td>
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<tr>
<td>Release survey for faculty</td>
<td>11/8-11/2</td>
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<tr>
<td>Professional Development Committee, Coordinator, Dean, Classified Senate review survey data</td>
<td>11/28-12/2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring 2017</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Activity</strong></td>
<td><strong>Time</strong></td>
</tr>
<tr>
<td>Identify themes from survey</td>
<td>2/2017</td>
</tr>
<tr>
<td>Review plans from other colleges</td>
<td>2/2017</td>
</tr>
<tr>
<td>Draft 2 year WVC Professional Development Plan</td>
<td>3/2017</td>
</tr>
<tr>
<td>College committees review Draft Prof Dev Plan</td>
<td>4/2017</td>
</tr>
</tbody>
</table>
Other college plans reviewed included American River College, Pasadena City College, Mount San Antonio, Santa Rosa Junior College, and College of the Canyons. The ad-hoc team followed the timeline and addressed subgoal one in Fall 2016 and subgoals two and three in Spring 2017. The result is this document which, in its final version, will have been approved by the Academic Senate, Classified Senate and College Council, expected by the end of Spring 2017.

**Needs Assessment Results**

I. **Faculty Survey**

Faculty were surveyed in Fall 2016. Sixty-three full and part-time faculty responded to the online survey. The results and areas for improvement are as follows:

The results showed that most attended FLEX day in spring and fall as well as off-campus conferences, with on-campus conferences being the least attended. This is possibly because there are not as many on-campus activities. **Area for improvement: Provide more on-campus professional development opportunities.**

The results also showed that the majority of faculty are familiar and comfortable with the requirements of Professional Growth and Development, but not as comfortable with the FLEX requirements. **Area for improvement: Provide training on FLEX requirements (possibly online as a video) and how to fulfill them.**

After culling all the responses to the survey, it is clear that faculty want training on teaching and learning methods, both using traditional and technological methods (see Figure 1.1). Other areas requested by faculty include, management training, statewide initiative training, and communication/conflict management training. **Area for improvement: Create training that is responsive to Faculty needs, especially pertaining to teaching and learning.**
Finally, the survey asked about the type of resources faculty believe they need in order to participate in professional development activities. As illustrated in Figure 1.2, faculty would like more funding to attend conferences and trainings, but that having meaningful topics is also important. **Area of improvement:** Discover ways to fund conferences and trainings, but also deliver on-campus trainings that are on topics faculty find relevant to their jobs.

Figure 1.2. Responses to the faculty question: “What resources will support and/or motivate you to fully engage in a professional development program?”
Faculty Structure Recommendations:

1) There must be a Faculty FLEX Coordinator who remains as a faculty member. This individual is charged with chairing the FLEX committee, reporting directly to Academic Senate, planning the flexible calendar, and tracking flex.

2) The Faculty FLEX Coordinator will evaluate (with FLEX committee assistance) faculty individual professional development plans. All faculty have the opportunity to create their own Individual Professional Development Plan. Each faculty member’s plan will be evaluated through a peer-review process as outlined in the Flexible Calendar Guidelines (see http://extranet.cccco.edu/Divisions/AcademicAffairs/EducationalProgramsandProfessionalDevelopment/FlexibleCalendar.aspx).

3) The Faculty FLEX Coordinator must be given adequate reassigned time and clerical support.

These recommendations are taken directly from the “Guidelines for Implementation of a Flexible Calendar Program”.

“There should be a coordinator for the flexible calendar program for each college. This individual should be a faculty member. The selection of the coordinator should be handled through the shared governance mechanism.

A. Duties

The coordinator should report directly to the academic senate and be responsible for the overall planning and implementation of the flex calendar. The duties would include record keeping and chairing of the next calendar advisory committee.
B. Term of Office
The coordinator’s term of office should be sufficient for development of the knowledge and abilities necessary for the job and provide for continuity in leadership. There should be a process for developing specific job criteria, review, and reappointment, which is **implemented through local shared governance structures**. These processes should include orientation and training of incoming coordinators.

C. Institutional Support
The coordinator should **receive sufficient reassigned time** to handle the responsibilities of the job. Also, there should be **adequate clerical support**, equipment, and supplies to accomplish the necessary requirements of the program.

**Rationale:**
The flexible calendar program represents time removed from the classroom for the purpose of instructional improvement and professional growth. The types of activities that will best serve faculty are also **best understood by faculty**. It should be recognized that the flexible calendar program is an academic and professional matter that falls under title 5, section 53200 (b), which states that the governing boards rely primarily upon the academic senate. The coordinator for flexible calendar activities -- as opposed to the overall staff development program of which flex is a component -- should maintain a direct link with the faculty. This can best be accomplished if the coordinator is a member of the faculty. This individual should be a part of the staff development structure and **accountable to the academic senate** for the development of programs that serve the faculty. (FLEX Guidelines, p. 19)

II. Staff Survey
A survey was sent out to Classified Staff members and completed in October, 2016. Survey results confirmed the need for additional Classified Staff training which was also identified by the State Chancellor’s Office, Student Success Task Force (2014). Survey results identified the priority of staff desired training; the highest ranked was Management and Leadership which could lead to promotional opportunities and career mobility. (survey results below).
Also identified in the survey, were resources that Classified staff felt would support and motivate them to engage in Professional Development:

**Areas of Improvement:**
- Secure additional funding that will allow staff to take classes (higher education/Post Graduate) and attend conferences.
- Establish a college policy that would allow training time during work hours.
- Modify the District’s present Professional Growth and Development

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<thead>
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<th>Total</th>
<th>Score</th>
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<td>Management &amp; leadership</td>
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<td>14.29%</td>
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<td>8.87%</td>
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<td>14.49%</td>
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<td>Wellness &amp; stress management</td>
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<td>18.84%</td>
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<td>17.14%</td>
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<td>20.00%</td>
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<td>7</td>
<td>5</td>
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<td>Communication skills/conflict resolution</td>
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<td>12.86%</td>
<td>15.71%</td>
<td>15.71%</td>
<td>17.14%</td>
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<td>0.00%</td>
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<td>0</td>
<td>11</td>
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<td>Career mobility skills</td>
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<td>6.94%</td>
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Also identified in the survey, were resources that Classified staff felt would support and motivate them to engage in Professional Development:
Incentive to mirror that of Faculty “Flex” program which will include monetary incentives.

Staff Structure Recommendations:

**Professional Development Program Specialist.** Salary and Benefits: $68,211-$87,497

*Job Description to include:* Department/committee reporting and follow-up, provide clerical support to the Coordinator, workshop planning and set-up, supply budget management, represent the Classified staff voice in professional development, website maintenance and marketing as needed, Resource library curation, calendar maintenance, and supervise student worker.

**Part-time hourly student workers reporting to Program Specialist:** Salary $7,531-$9,251

*Job Description to include:* Assist in duplication, file maintenance, telephone assistance, and other jobs as assigned.

III. **Campus Environmental Scan**

In the Fall of 2016, an ad hoc committee of College Council engaged in a campus-wide environmental scan. The scan included faculty and staff in different disciplines across campus. The results of that scan indicated a need and desire for a full-time professional development position, including a physical space for professional development activities and workshops. **Area of Improvement:** Create and staff a Professional Development Office that serves staff, faculty, and administrators.

IV. **Administration Survey**

The Administration Survey was administered in Spring 2017. Out of 14 administrator/managers at the college, there were 13 responses. There were 6 questions, and the responses are summarized as follows:

**Question 1: What categories of training do you believe are needed at the college to improve effectiveness among staff, faculty and administrators in fulfilling the college’s mission?**

**Responses:** There were 31 distinct and wide ranging recommended topics including student success, student equity, DACA, customer service, effective organizational communication, student learning theory and practice, equity in hiring, professionalism, creating a vibrant, colleague campus employee community and conflict resolution among many others.

**Conclusion:** It is clear that administrators are interested in participating in and supporting others’ participation in a wide range of professional development topics to support an effective institution.
Question 2: If the following sessions were offered, rank from 1-13 which you would select.

Responses: the top 3 selections were:
- Becoming a Change Agent
- Communication Skills/Conflict Resolution
- Creating a Positive Work Environment

Conclusion: Managers would like professional development support in providing healthy work environments, communicating effectively and bringing about institutional change for the betterment of the student experience

Question 3: What training do you think you or your staff need to adequately address the following statewide initiatives?

Responses: the top 2 selections were training in:
- Student Success: students completing certificates and degrees to attain jobs or transferring to 4 year institutions
- Student Equity Activities

Following close behind were training in:
- SSSP, Orientation, Assessment, Educational Planning for all students
- Common Assessment
- Multiple Measures
- Distance Education

Conclusion: the responding administrators/managers believe student success and equity are key initiatives that the college needs additional training on to fully address the mandates and the philosophical intent of the activities

Question 4: What resources will support and/or motivate you to fully engage in a professional development program?

Responses: the top 2 selections were:
- Time for training during work hours
- Funding to take classes

Conclusion: Administrators are no different from faculty and staff in struggling with finding time and funding to participate in much needed training

Question 5: What training do you most need now to maximize your potential in your current job?

Responses: recommendations:
- Technology skills update
- Change management
- Budgetary training
- Creative problem solving
- Campus procedures - general
- On-boarding process for new hires
- Compression Planning: effective use of action based agendas, purposeful meetings and working as teams toward initiative goals
- Sector-specific training

**Conclusion:** There is a mix of basic operational training needed along with higher level leadership training; these responses are consistent with faculty and staff in wanting training in both day-to-day operational topics and more global leadership topics

**Question 6: What does Professional Development mean to you?**

**Responses: - a sample:**
- It is a mechanism for personal and professional growth that will allow me to be more efficient, effective, and knowledgeable in topics and skills required for my job and beyond. It is also a mechanism for me to be a better educator.
- Better individual ability to facilitate institutional success.
- Improving one’s ability to work and live
- Continuous growth and improvement
- Ongoing support for individual and institutional growth
- Opportunities to learn new, effective ways of mastering our work
- It is important to keep current in our field in addition to becoming a more effective supervisor
- expanding and growing as a professional
- For me, PD is an ongoing opportunity to gain timely knowledge and training to make me better at the job I currently have. PD encourages continual growth and innovation which influences our work with students and makes our college a better place for student success.
- Increased skills, knowledge and ability to increase motivation to contribute to the success of the college.

**Conclusion:** Administrators realize the importance of professional development in enabling them to be effective leaders and mentors

**Overall Conclusions:**
- Administrators demonstrate a high level of interest in and commitment to professional development for themselves, their staff and the entire college community
- This leadership group struggles with the same barriers to engaging in professional development as faculty and staff: time and funds
- The respondents have expressed a need for their own professional development in order to support state and local priorities and initiatives
- These managers/administrators recognize the need for professional development at all levels in order to provide growth opportunities for everyone in the college community
Professional Development Themes

After reviewing the survey results and the challenges, it is clear that several themes emerged. These themes are areas of growth that can be the focus of professional development activities moving forward. The themes are Organizational Growth, Employee Growth, and Instructional Growth. Under each theme, there are more specific areas of training topics. The charts under each training topic include an area of emphasis, the way each emphasis area relates to the College Goals, and some sample activities. The sample activities could be activities that have already been offered or ones that might be offered in the future.

1.0 Organizational Growth

Organizational growth supports the overall effectiveness of the institution and of the individuals working there. Training is tied to institutional goals and priorities.

### 1.1 Leadership, Management & Supervision

<table>
<thead>
<tr>
<th>Area of Emphasis</th>
<th>Alignment with College/Statewide Plans</th>
<th>Sample Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better understanding of other roles/campus services</td>
<td>Master plan</td>
<td>Shadow Program</td>
</tr>
<tr>
<td>Cultural Competency</td>
<td>SSSP, Student Equity Plan</td>
<td>Equity Speaker Series; Global Citizenship Committee Salzburg Program; Courageous Conversations; All College Day Speakers</td>
</tr>
<tr>
<td>Effective Communication</td>
<td>Distance Learning</td>
<td>Conflict Resolution training; Distance Learning training on Regular Effective Student Contact</td>
</tr>
<tr>
<td>Customer Service</td>
<td>Master Plan</td>
<td>6 Success Factors, customer service speakers</td>
</tr>
<tr>
<td>Management and Leadership</td>
<td>Master Plan</td>
<td>Leadership Academy (West Valley LEAD); Department Chair training</td>
</tr>
</tbody>
</table>
### 1.2 Statewide Initiatives

<table>
<thead>
<tr>
<th>Area of Emphasis</th>
<th>Alignment with College/Statewide Plans</th>
<th>Sample Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Success Initiative</td>
<td>SSSP, Student Equity</td>
<td>Title III trainings, On Course Conference attendance (<a href="http://www.oncourseworkshop.com">www.oncourseworkshop.com</a>), Strengthening Student Success Conference (<a href="http://www.rpgroup.com">www.rpgroup.com</a>), Acceleration project participation (<a href="http://www.3csn.org">www.3csn.org</a>)</td>
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<tr>
<td>Institutional Benchmarking</td>
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<tr>
<td>Professional Learning Network</td>
<td>Master Plan</td>
<td>4CSD (<a href="http://www.4csd.com">www.4csd.com</a>); 3CSN (<a href="http://www.3csn.org">www.3csn.org</a>); PLN (<a href="https://prolearningnetwork.cccc.edu">https://prolearningnetwork.cccc.edu</a>)</td>
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### 1.3 Equity Focus

<table>
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<tr>
<th>Area of Emphasis</th>
<th>Alignment with College/Statewide Plans</th>
<th>Sample Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Equity and Access</td>
<td>SSSP, Student Equity Plan, Master Plan</td>
<td>Speaker programs, All campus read, all college day speakers, New Faculty Academy</td>
</tr>
<tr>
<td>Employee Equity and Access</td>
<td>Master Plan, Equity Plan</td>
<td>Shadow Program, Leadership academy; other trainings (<a href="http://www.facultydiversity.org/page/MicroAggressions/?src=HEArticle">http://www.facultydiversity.org/page/MicroAggressions/?src=HEArticle</a>)</td>
</tr>
<tr>
<td>Effective Evaluations</td>
<td>Master Plan</td>
<td>Training on effective evaluations</td>
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### 1.4 Technology

<table>
<thead>
<tr>
<th>Area of Emphasis</th>
<th>Alignment with College/Statewide Plans</th>
<th>Sample Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning</td>
<td>Distance Learning, SSSP</td>
<td>Title III trainings, EdTech trainings, Flipped classroom</td>
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1.5 Safety

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<thead>
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<th>Area of Emphasis</th>
<th>Alignment with College/Statewide Plans</th>
<th>Sample Activities</th>
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</thead>
<tbody>
<tr>
<td>Emergency Preparedness</td>
<td>Master Plan</td>
<td>Simulations;</td>
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2.0 Employee Growth

2.1 Wellness

<table>
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<th>Area of Emphasis</th>
<th>Alignment with College/Statewide Plans</th>
<th>Sample Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress Management</td>
<td>Master Plan</td>
<td>Health Services; District EAP Newsletter; Kinesiology Program</td>
</tr>
<tr>
<td>Physical Well-Being</td>
<td>Master Plan</td>
<td>Health Services; District EAP Newsletter; Kinesiology Program</td>
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2.2 Workplace Skills

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<tr>
<th>Area of Emphasis</th>
<th>Alignment with College/Statewide Plans</th>
<th>Sample Activities</th>
</tr>
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<tbody>
<tr>
<td>Communication skills</td>
<td>Strong Workforce grant</td>
<td>Conflict management in the workplace training</td>
</tr>
<tr>
<td>Entrepreneurial Mindset trainings</td>
<td>Strong Workforce grant</td>
<td>Entrepreneurship non-credit certificate, Training for staff on entrepreneurial mindset</td>
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<tr>
<td>New Employee Orientation</td>
<td>Master Plan</td>
<td>New Faculty Academy; Faculty</td>
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</table>
3.0 Instructional Growth

3.1 Teaching & Learning

<table>
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<tr>
<th>Area of Emphasis</th>
<th>Alignment with College/Statewide Plans</th>
<th>Sample Activities</th>
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</thead>
<tbody>
<tr>
<td>Pedagogy</td>
<td>Equity, SSSP</td>
<td>On Course, Great Teachers Conference, On-campus teaching and learning trainings (assessment, cross-discipline teaching); New Faculty Academy</td>
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<tr>
<td>Cultural Competence</td>
<td>Equity, SSSP</td>
<td>Teaching Men of Color training, Cultural brown bags</td>
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<tr>
<td>Curriculum</td>
<td>SSSP, Strong Workforce</td>
<td>Curriculum Committee Trainings; Curriculum Institute</td>
</tr>
<tr>
<td>Technology</td>
<td>Distance Education</td>
<td>EdTech; Canvas Trainings</td>
</tr>
<tr>
<td>Teaching and Learning Methods</td>
<td>Equity, SSSP</td>
<td>Assessment Techniques, New Faculty Academy</td>
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<td>Subject Area Training (Faculty only)</td>
<td>Master Plan</td>
<td>Department chair training</td>
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<td>Gender Identity Sensitivity</td>
<td>Equity</td>
<td>Trainings online and face-2-face</td>
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<tr>
<td>Entrepreneurship Teaching</td>
<td>Strong Workforce</td>
<td>Trainings for faculty on teaching entrepreneurial mindset</td>
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</table>

**Audience for Professional Development**

1. Faculty:
   1. PT & FT faculty
   2. Department Chairs
   3. Division Chairs
   4. Counselors
5. Librarians
6. Faculty Program Coordinators
7. Faculty Committee Chairs
8. New faculty (PT & FT)
2. Classified Staff
3. Supervisors/Managers

Formats of Trainings
Staff, faculty, and administrators will have the following options to fulfill their professional development obligations.

1. F2f training year-round
   1. Stand-alone sessions
   2. Series
   3. On campus
   4. External trainings/conferences
2. Online modules available year round
   1. Stand-alone sessions
   2. Series
3. Development of communities of practice, communities of interest
   1. Professional Learning Networks (http://www.allthingsplc.info/, https://prolearningnetwork.cccco.edu)
   2. WVC forum to report back on conference information

Resources Needed

1.0 Professional Development Office
This office will be a physical space dedicated to professional development for faculty, staff, and administration. It will include books, meeting space, and computers for use by all constituency groups.

2.0 Facilities
   3.1 Dedicated office space.

   3.2 Dedicated meeting room space to provide professional development to small groups

3.0 Funding
   4.1 Funding for faculty/staff/administrators to attend conferences and professional trainings both on and off campus
4.2 Compensation for faculty/staff to attend on-campus professional development activities outside of their normal work hours.

4.3 Dedicated monthly release time for staff to attend on-campus trainings during work hours.

4.4 Improvement of present professional growth and development program for classified staff.

4.5 Working budget for Office of Professional Development to implement the College Professional Development Plan

4.6 Funding for first-year mentor faculty.

$29,000 is being requested to fund the following:

1. External speakers/facilitators/trainers - $5,000.00
2. Payment to faculty/staff to attend trainings - $10,000.00
3. Funding for conference attendance for faculty/staff who do not have the funds in their department conference funds or classified staff committee funds accounts - $10,000.00
4. Workstations for the Office of Professional Development. $4,000.00

**Committee Composition**

**College-wide Professional Development Advisory Committee:** This committee will address campus-wide professional development issues and plan the professional development offerings for each year. The Flexible Calendar committee will be a sub-committee of this committee.

**College-wide Flexible Calendar Committee:** This faculty-only sub-committee will report to Academic Senate and will also be in charge of approving FLEX activities for faculty. It must be chaired by the Faculty FLEX coordinator.

**Sustainable Continuous Quality Improvement Measurement Tools**

1. Annual Survey on Effectiveness of Professional Development Plan Implementation
2. Evaluation of PD staff
3. Assessment of Activities
4. College Survey of Student Engagement
5. Student Success/Retention Data
6. Employee Satisfaction Data
Current Challenges to Successful Implementation

There are several institutional and logistical challenges to successful implementation of this plan.

First, the amount and process of funding faculty for conferences (a negotiated item) must be examined. When looking at a recent Professional Development Survey across the state, it is clear that West Valley’s $200 per faculty member is abysmal. Many colleges get at least $700 and more if they are presenting. Further, classified employees at other colleges also get funds to attend workshops and conferences. West Valley should look into implementing a similar structure.

The funding process is also troubling, leaving much of the allotted money sitting in a pot with nowhere to go. Mission College has a committee funding process and priority is given to faculty who have never been to a conference in the recent past. The policy of allowing faculty to submit for available funds rewards those faculty who are actively developing themselves, and provides the opportunity to offer more than just $200 per faculty member each year. However, this is an issue that must be negotiated through the Union. At other colleges, requests for conference and workshop funding is submitted to an established Professional Development Committee with one application (rather than submitting to Equity, Basic skills, etc). This committee then streamlines the process and the paperwork that goes along with such funding.

Second, the current FLEX requirement is minimal and could be increased. Schools across the state who are enacting quality professional development programs (Pasadena City College, DeAnza, Foothill, College of the Canyons), have many more FLEX hours than our simple 12 hours. In a statewide Flex survey, the majority of schools indicated between 5 and 10 days of FLEX hours. Increasing the FLEX obligation will allow the college to offer quality professional development opportunities that address the real-world skills faculty need in the classroom (i.e., technology tools, equity tools, pedagogical tools). Further, increasing the offerings could then spread into enhanced offerings for staff as well.

Additionally, Research for this plan has revealed that some colleges have already implemented, or are in the process of establishing, “FLEX” requirements for Classified staff as part of their Professional Development programs. If implemented within the District, this action would need to be negotiated and approved by the WVMCEA - Classified Staff union.

Third, new faculty, staff and administration lack the adequate training necessary for successful integration into new positions. Currently, new faculty training (both part-time and full-time) is sparse at best. Although the New Faculty Academy is sourced out of the Office of Instruction, there needs to be more communication between that office and the Professional Development committees. Further, part-time faculty should be encouraged (both financially and by leadership) to attend professional
development opportunities. Additionally, leadership training is an important avenue for all aspects of the college and should be integrated into any future plan.

Finally, the institution must develop a culture of professional development. As it stands now, employees are not as inclined to attend professional development offerings. In order to maintain our reputation as an exceptional teaching and learning school, we must foster a culture of professional development on campus. That is, faculty, staff and administrators must view professional development as an integral facet of their jobs. In order to do this, we must address the budget factors, such as compensating faculty and staff for completion of trainings, and the time factors, such as offering time during the work day to engage in professional development and increasing the FLEX hours.

We cannot continue to function on a 0.2 release time Professional Development position if we want to create a rich culture of professional development here at West Valley. We need to have dedicated personnel and a dedicated space to engage in the real work that needs to be done around professional development. To that end, many of the Goals for the 2017-2018 year have to do with laying the groundwork for a culture of professional development here at West Valley College.

Goals for 2017-2018

1. Discuss and recommend through shared governance an organizational structure for the Office of Professional Development.
2. Hire and staff an Office of Professional Development.
3. Schedule professional development trainings contained in this 2-year plan.
4. Create website with comprehensive annual calendar of professional development opportunities.
   a. Include external resources for professional development including:
      i. Academic Senate for California Community Colleges
      ii. 4CS - California Community Colleges Classified Senate
      iii. RP Group
      iv. 3CSN
      v. POD
      vi. PLN: Professional Learning Network
      vii. On Course
      viii. Krause Center for Innovation
      ix. Great Teachers Conference
      x. Association for California Community College Administrators
      xi. California Community Colleges Chief Instructional Officers
      xii. California Community Colleges Chief Student Services Officers
5. Implement new Professional Development organizational structure.
7. Identify location of new Office of Professional Development.
8. Create single college-wide Professional Development Committee.
9. Create a marketing logo for the Professional Development Office.
10. Develop and implement New Faculty Academy.
11. Develop and implement WV LEAD program.
12. Survey college-wide initiatives to identify and centralize professional development needs (i.e., DE, SLAPEC, Equity, Title III, Curriculum, Student Success Team, OER)