

#### Strategic Action Plan Objective 5.3.4

**Objective:** Design an institutional level staff development plan.

**Due Date:** September 2016

**Outcome:** Complete staff development plan.

**Champion:** Co-Chairs, Staff Development Committee

**Summary:** In the summer of 2016 a sub-committee of the Staff Development Committee, now the Professional Development Committee (PDC), was formed to begin the process of designing a staff development plan. The sub-committee met several times and completed a draft plan in August. The Professional Development Plan 2017/18 – 2019/20 was presented to the PDC at their September 2016 meeting. The committee unanimously approved the draft plan with minor changes. The new plan will be implemented in January 2017.

**Objective:** **Objective 5.3.4 has been met. Please see the attached plan below.**

# Professional Development Plan

2017/18 – 2019/20



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## **MISSION STATEMENT**

The mission of the Professional Development Committee is to meet the institutional goals of Taft College through planning and facilitation of professional development activities for faculty and staff, contributing to student success and institutional effectiveness. The professional development goals are aligned with the Mission, Vision and Strategic Action Plan Goals of the District.

## **OPERATIONAL PRINCIPLES**

The following principles provide a framework for professional development and serve as criteria for making decisions on professional development activities. Professional development is defined as the development of skills, competencies, and professional qualities that will provide a positive performance and satisfaction on the job. To that end, the Professional Development Committee coordinates financial support for a variety of activities that engage faculty, staff, and administrators in an active and creative intellectual life.

The committee groups the guiding principles under these headings:

### **1. Contribution to Employee Collaboration**

Professional development activities serve as a vehicle for enhancing employee interactions, building a cooperative environment, and fostering a healthy working relationship among employees.

### **2. Contribution to Student Success**

Professional development activities must have either a direct or indirect student benefit. Students should increase their success as measured by agreed-upon learning outcomes at the intuitional course, program, and institutional levels.

Benefits to students may accrue through:

- Improvement of customer service from all staff members
- Enhancement of a specific course, program of instruction, or student service
- Enhancement of cultural proficiency
- Improvement of leadership skills
- Enhancement of knowledge of shared governance, collaboration, and relationship building
- Improvement of technological skills

### **3. Meeting needs**

Professional development activities include those that meet the needs of Taft College employees as evidenced by assessment surveys, workshop evaluation forms, internal documents [such as program reviews, self-evaluation reports, district and college plans], shared governance committee activities, and faculty, classified, or management initiatives. Moreover, the Professional Development Committee should be identifying college needs and encouraging employees to explore ideas and competencies that facilitate continuous improvement at the organizational and individual levels.

#### **4. Allocation of Resources**

Since resources are limited, the committee believes that professional development activities should be designed to provide the greatest effect on the college, its programs, and students. Therefore, college resources should be allocated to activities that have broad institutional impact. At the same time, the committee recognizes (a) the value of the individual's growth through individual professional development activities, such as attendance at “lunch and learn” activities or professional conferences; (b) that professional development may involve activities which are beyond staff’s ordinary or current job descriptions but are likely to be integrated into their present or future contribution to the college and (c) the importance of professional development for all college employees, which requires that resources be allocated equitably among disciplines, employee categories, and types of activities.

#### **5. Accountability**

The committee supports the evaluation of and resulting modifications to major training activities. The committee recognizes the importance of ensuring appropriate accountability for those who engage in professional development activities. The college abides by state, district, and college policies and regulations as well as by the requirements of funding sources.

#### **6. Responsibilities**

Ultimately, the responsibility for professional development at Taft College lies with each employee. The College must nurture a climate where continued personal and professional growth is valued and pursued. The Professional Development Committee is responsible for ensuring that adequate opportunities for professional development exist. At present, the responsibilities of the Professional Development Committee as they relate to professional development include the following:

- Plans and conducts activities for all employees that lead to enhanced employee collaboration and respect
- Provides a forum for explorative and open discussion of new and innovative procedures and strategies
- Advises and assists in planning, evaluating, and improving constituent group interactions
- Supports training and re-training opportunities
- Distributes information on workshops, seminars, and available resources related to faculty and staff improvement
- Provides programs for community awareness
- Develops a comprehensive Professional Development Plan

### PROFESSIONAL DEVELOPMENT GOALS AND STRATEGIES

The professional development goals are aligned with the Strategic Action Plan Goals of the District:

1. Student Learning/Success
2. Access
3. Business, Industry and Community
4. Facilities and Infrastructure
5. Institutional Planning and Effectiveness.

Most directly, professional development supports these strategic goals through the development of skills, knowledge, and attitudes in the following areas:

- **Area 1 - Employee Competency** - by building a training program in the development, implementation, and assessment of Student Learning Outcomes and Program Effectiveness Measures that benefit the college community
- **Area 2 - Community and Cultural Proficiency** - by developing a training program and providing opportunities for Taft College employees to have cultural experiences that contribute to and broaden the cultural proficiency of the Taft College community
- **Area 3 - Technological Competency** -by developing a technologically competent organization
- **Area 4 - Campus Awareness and Safety** – by developing an on-going commitment to safety awareness and training for Taft College employees to engage in a campus safety culture with participation and practice

### OBJECTIVES, ACTIVITIES, AND PERFORMANCE OUTCOMES

Professional development objectives, activities, and performance outcomes identified in this plan reflect the direction of college planning at the time of adoption of the plan by the Professional Development Committee in spring 2017. As the college updates its plans, new professional development needs may be identified and existing needs may change. The Professional Development Committee will review the plan on a regular basis and update it as needed. The document is living and flexible.

**Area 1 – Employee Competency**

Area 1 - Employee Competency Objective 1 – Train faculty and staff to create and evaluate Student Learning Outcomes at the course, program, and institutional levels <i>*2015 Accreditation Self-Evaluation – Standard II</i>		
Activities/Performance Outcomes	Leadership	Strategic Action Plan Alignment
1.1.1 Provide Training program for Student Learning Outcomes (SLOs)	Vice President Instruction SLO Coordinator Professional Development Committee	Student Learning/Success

Area 1 - Employee Competency Objective 2 – Provide timely, accurate and effective state and federal mandated trainings and compliance tracking <i>*2015 Accreditation Self-Evaluation – Standard III</i>		
Activities/Performance Outcomes	Leadership	Strategic Action Plan Alignment
1.2.1 Provide Training and tracking <ul style="list-style-type: none"> <li>• Child Abuse Reporting</li> <li>• Equal Employment Opportunity</li> <li>• Family Education Rights to Privacy Acts (FERPA)</li> <li>• Tuberculosis Testing</li> </ul>	Associate Vice President Human Resources Vice President Student Services	Institutional Planning and Effectiveness

Area 1 - Employee Competency Objective 3 - Train faculty on instructional delivery methodologies <i>*2015 Accreditation Self-Evaluation –Standard II</i>		
Activities and Performance Outcomes	Leadership	Strategic Action Plan Alignment
1.3.1 Provide faculty with regular opportunities to explore different instructional delivery methods.	Vice President Instruction Distance Education Coordinator	Student Learning/Success

Area 1 - Employee Competency Objective 4 – Provide faculty and staff with discipline specific job professional growth opportunities <i>*2015 Accreditation Self-Evaluation – Standard III</i>		
Activities and Performance Outcomes	Leadership	Strategic Action Plan Alignment
1.4.1 Provide faculty and staff with discipline specific job training opportunities.	Associate Vice President Human Resources Professional Development Committee	Student Learning/Success Institutional Planning and Effectiveness Access
1.4.2 Provide customer service training	Associate Vice President Human Resources PDC	Student Learning/Success Institutional Planning and Effectiveness Access
1.4.3 Provide coordinated leadership development that brings faculty, classified, and administration leadership together.	Associate Vice President Human Resources Professional Development Committee	Student Learning/Success Institutional Planning and Effectiveness

Area 1 – Employee Competency Objective 5 – Train non-instructional staff to create and evaluate Program Effectiveness Measures <i>*2015 Accreditation Self-Evaluation Standard II</i>		
1.5.1 – Provide training for Program Effectiveness Measures (PEMs)	Vice President Instruction Professional Development Committee	Student Learning/Success Institutional Planning and Effectiveness

**Area 2 – Community and Cultural Proficiency**

Area 2 – Community and Cultural Proficiency Objective 1 – Train employees to identify their own biases and use respectful cultural communication practices <i>2015 Accreditation Self-Evaluation Standard III</i>		
Activities and Performance Outcomes	Leadership	Strategic Action Plan Alignment
2.1.1 Provide training and activities each academic year on cultural diversity and communication practices.	Associate Vice President Human Resources	Access Business, Industry and Community



<p>2.1.2 Provide training and activities concerning the needs of special student populations including but not limited to first generation, re-entry, DSPS, incarcerated and other special populations.</p>	<p>Vice President Instruction Vice President Student Services</p>	<p>Access Business, Industry and Community</p>
<p>2.1.3 Provide training to faculty and staff on Conflict Resolution practices.</p>	<p>Vice President Instruction Vice President Student Services</p>	<p>Institutional Planning and Effectiveness</p>
<p>2.1.4 Increase community awareness by collaborating with the following programs:</p> <ul style="list-style-type: none"> <li>• Career Pathways</li> <li>• Outreach</li> <li>• TIL</li> <li>• STEM</li> <li>• Dental Hygiene</li> <li>• Internships</li> <li>• Foundation/Grants</li> </ul>	<p>Associate Vice President Human Resources Professional Development Committee</p> <ul style="list-style-type: none"> <li>• CTE Director</li> <li>• Outreach Coordinator</li> <li>• TIL Director</li> <li>• STEM/Pathways Coordinator</li> <li>• Director of Dental Hygiene</li> <li>• Career Development Counselor</li> <li>• Foundation Executive Director</li> </ul>	<p>Business, Industry and Community Access Student Learning/Success</p>

**Area 3 –Technological Competency**

<p>Area 3 – Technology Competency Objective 1 – Promote and provide regular and consistent training on the effective use of technology <i>*2015 Accreditation Self-Evaluation Standard II</i></p>		
<p><b>Activities and Performance Outcomes</b></p>	<p><b>Leadership</b></p>	<p><b>Strategic Action Plan Alignment</b></p>
<p>3.1.1 Provide workshops each year to promote proficiency in technology resources such as Banner, eLumen, SARS, Degree Works, Cognos, and Canvas.</p>	<p>Vice President Instruction Vice President Student Services Professional Development Committee</p>	<p>Student Learning/Success Institutional Planning and Effectiveness Access</p>
<p>3.1.2 Provide online/distance education delivery training for instructional and counseling faculty.</p>	<p>VP Instruction VP Student Services Distance Ed Coordinator Professional Development Committee</p>	<p>Student Learning/Success Institutional Planning and Effectiveness Access</p>

**Area 4 – Campus Safety and Awareness**

Area 4 – Campus Safety Objective 1 – Provide constant and consistent training on safety and preventative measures to enhance ongoing education and awareness <i>*2015 Accreditation Self-Evaluation Standard III</i>		
Activities and Performance Outcomes	Leadership	Strategic Action Plan Alignment
4.1.1 Provide training to faculty and staff on safety procedures/processes; lockdown procedures, emergency/disaster preparedness, First Aid, CPR/AED Training and roles and responsibilities.	Vice President Instruction Vice President Student Services Professional Development Committee	Facilities and Infrastructure
4.1.2 Provide training to faculty and staff on the current practices of Healthy Computing.	Information Technology Director Professional Development Committee	Facilities and Infrastructure

**FLEX ACTIVITIES**

The Governing Board may designate an amount of time during each fiscal year to be used for staff development activities not to exceed fifteen (15) days. The time designated for these activities shall be known as flexible time. The activities of all faculty members during the designated flexible days are to be directed toward instructional improvement activities such as:

1. Course instruction and evaluation;
2. Staff development, in-service training, and instructional improvement;
3. Program and course curriculum or learning resource development and evaluation;
4. Related activities, such as student advising, guidance, orientation and matriculation services;
5. Conferences, workshops, and institutional research;
6. Other duties as approved by the District.

**Flexible Calendar (To be updated periodically)**

Monday	Tuesday	Wednesday	Thursday	Friday
			January 5, 2017	January 6, 2017
January 9, 2017	January 10, 2017	January 11, 2017	January 12, 2017	January 13, 2017
August 14, 2017	August 15, 2017	August 16, 2017	August 17, 2017	August 18, 2017
			January 4, 2018	January 5, 2018
January 8, 2018	January 9, 2018	January 10, 2018	January 11, 2018	January 12, 2018