Professional Development Plan – DRAFT

2011-2012

Revised 9-13-11

Professional Development Mission Statement

The goal of the staff development program is to provide resources, training and opportunities that support the professional development needs of college employees; create a cohesive and supportive environment that recognizes and celebrates achievement; and improve institutional effectiveness with the ultimate goal of supporting student success.

Organizational Structure

The staff development unit is part of the Office of Planning, Research and Institutional Effectiveness. It provides a coordinating function for professional development opportunities for employees at College of Marin. The unit is staffed by the Staff Development Program Administrator who reports to the PRIE director.

The unit provides coordination and support for the Flex program, technology training, institutional initiatives, activities that support teaching and learning, workplace safety and disaster preparedness training and activities designed to improve communication and increase collegiality.

The Flex program continues to provide the major avenue for professional development activities related to improving teaching and learning. Workshops are scheduled during the six established Flex days and throughout the semester.

Professional development activities are also offered through other units such as Human Resources, Campus Police, the Office of Student Learning and through special programs such as the Basic Skills Initiative.

The Staff Development Web Page provides information about staff development opportunities, the Flex program, funding information for conferences and training and a variety professional development resources that are available to employees.

Professional Development Committees

There are several committees that play a role in various aspects of professional development. The Professional Development Committee (PDC) is the participatory governance group that
oversees professional development planning and evaluation. There are also three union/district committees that have a role in professional development opportunities related to faculty.

- **Professional Development Committee (PDC)**

  The Professional Development Committee is the participatory governance group that oversees professional development planning. It is composed of representatives of each of the college constituencies, faculty, staff, administrators and students. The PDC operates as a subcommittee of the Planning and Resource Allocation Committee (PRAC). The PDC is responsible for overseeing professional development planning, programs and evaluation in support of the College Mission, institutional plans and initiatives, accreditation and legal requirements. The committee utilizes the resources and expertise of the Office of Planning, Research and Institutional Effectiveness; Human Resources; Campus Police and other departments as appropriate.

- **Professional Affairs Committee (PAC)**

  The Professional Affairs Committee is a union/district committee that recommends and approves funding for conferences, workshops and training for faculty. The committee is composed of two administrators and two faculty union representatives. Information about how to apply for PAC funds is posted on the Staff Development Web Page.

- **Sabbatical Leave Committee**

  The Sabbatical Leave Committee is a union/district committee that recommends and approves sabbatical requests from faculty using the process outlined in the MCCD/UPM Collective Bargaining Agreement. The committee is composed of one administrator and three faculty union representatives.

- **Union-District Workload Committee (UDWC)**

  The UDWC oversees funding for Institutional Research and Development project grants and other college-funded grants designed to meet institutional needs. The committee is composed of two administrators and two faculty union representatives.

- **Professional Development Needs Assessment and Evaluation**

  The PDC conducts an annual Professional Development Needs Assessment and Evaluation. The results are reviewed by the PDC and used to plan professional development activities for the following year. The needs assessment also fulfills Title 5 regulations for the implementation of the Flex Program. Results of the PD Needs Assessment and Evaluation are posted on the Staff Development Web Page.
2011-2012 PD Priorities
In May 2011, the PDC identified the following professional development priorities for 2011-12.

Priority One: Identified Institutional Needs

SLOs Implementation (Student Learning Outcomes)
To meet WASC Recommendation #2 and Accreditation Standards to be at the proficiency level in SLO implementation by fall 2012, information and training will be provided by SLO coordinators and others in developing and fully implementing SLOs at the course, program and institutional level.

Activities
- Faculty:
  - Schedule Fall 2011 & January 2012 SLO Flex workshops
    - SLO coordinator’s continue to work with faculty to provide training and support.
    - PRIE Office work with SLO coordinators to provide other training activities as necessary.
- Administrators: (As identified in Spring 2011 Professional Development Survey)
  - Training planned for summer 2011 for administrators to provide global picture, current implementation status and how administrators can support efforts to fully implement SLOs. (Identified as training need by administrators in Spring 2011 PD Needs Assessment)

Funding Source:
- Funding provided by Office of Student Learning for Instructional Areas SLO Coordinators and Student Services SLO Coordinator

Distance Education
To meet WASC Recommendation #3 and COM Strategic Plan objectives to create infrastructure that supports Distance Education training will be provided to faculty and others in support roles in Moodle 2.0 the new online courseware management system.

Activities: Moodle Online Courseware Learning System Training
- Spring/Summer 2011. Online courses in Moodle provided by @One offered to faculty. Funding provided by Office of Student Learning.
- June and July 2011: Remote Learner Moodle 2.0 online training provided to faculty currently teaching in Blackboard who are transitioning courses to Moodle 2.0. and to appropriate support staff.
- Onsite workshops: Summer 2011 workshops TBA on selected topics in Moodle provided by Distance Ed. Coordinator.
- Fall Flex workshops
- Schedule onsite workshops August Flex week &/or during semester.
- Training provided by D.E. Coordinator
- Provide Moodle training fall 2011 and spring 2012 – online &/or onsite
Training provided by D.E. Coordinator
If available, online training via @One.

Funding Source:
- D.E. Coordinator, @One and Remote Learner training funded by the Office of Student Learning
- Flex activities funded by Staff Development

Planning/Research – Argos Dashboard
To meet WASC Recommendation #4 to strengthen the role of research in institutional planning and COM Strategic Plan objectives develop user-friendly access to data via the Data Dashboard being developed in Argos and provide training to faculty and staff to access the Dashboard.

Activities
- Spring/summer 2011 – Pilot testing & individual training
- Fall 2011 – College-wide implementation & training (Flex and other workshops to be scheduled)

Funding Source:
- Staff Development and President’s Office

Disaster Preparedness Training
Work with Chief of Police to identify appropriate training to meet federal guidelines and mandates.

Activities
- Mandated Management Disaster Preparedness Training
  - Incident Command System – ICS 300 & 400 -- On-site training to managers and others identified in Disaster Plan. (4-day workshop. 1st workshop completed April 2011. Training provided by Homeland Security)
  - Schedule additional training as appropriate.
  - Faculty and Staff Training
    - Incident Command System Training 100 (ICS)
    - Plan and support launch of online and other training as appropriate.

Funding Source
- Police Department
- Homeland Security (ICS 300 & 400)
- Other?

New Faculty Academy
Work with VPSL to support training for new FT faculty being hired this year.

Activities
- PDC develop a list of recommendations to forward to VPSL and President re. orientation and training needs of new faculty hires.
- College offers training and support to new faculty hires.
- Funding Source
  - VPSL, President’s Office?

- Priority Two: Individual Professional Development Needs Based on PD Survey Results
  Professional Development Committee will prioritize professional development needs as indicated in the Spring 2011 PD Needs Assessment.
  - Plan training activities as appropriate based on priorities and availability of funds during the August and January Flex programs and during the year.

- Priority Three: Other Professional Development Needs
  - Mandated Employee Safety Training – Confirm needs with Police Department &/or HR
    - Hazardous Materials
    - Blood Borne Pathogens
    - Other
  - Employee Orientations:
    - Administrator
      - Develop training &/or create online resource/guide for new administrators
    - Faculty Orientation
      - Faculty orientation workshops currently offered during fall and spring Flex
      - Faculty Handbook (online)
      - New FT faculty being hired need extensive training and orientation. See bullet under “Institutional Priorities” re. recommendation for
    - Staff
      - Work with HR to develop staff orientation – may be “live” presentation or possibly online.
  - Board Policies and Procedures
    - Develop process to inform employees about revised BP/APs.
    - Provide annual updates on BP/APs once initial revision project is completed.
  - Resource 25
    - Determine any training needed for implementation of Resource 25
  - Management Training
    - Work with President’s Office and Cabinet to identify and support management training and professional development activities. (e.g. Conflict resolution, Management retreat, employee evaluations)
• Other activities as needed

• Funding Sources for above:
  To be determined

Flex Program Guidelines

Six days per year are designated as Flex Days set aside for professional development activities in lieu of classroom instruction. There are three Flex Days in the fall and three in the spring. Each semester includes a mandatory Flex day that includes a college-wide Convocation planned by the president and department meetings. All full and part-time credit faculty are obligated to complete a designated number of Flex hours based on the number of units they teach.

To Fulfill Flex Hours

• Attend College Convocation & your Dept. Meeting on the Mandatory Flex Day. (Mandatory for full-time instructors).
• Complete Other Flex hours:
  Attend any Flex activity scheduled during August Flex week or during the semester.
• Perform Individual Activities on Independent Flex Days or during the semester.

To Complete Individual Flex Activities

• Individual Activities include, but are not limited to:
  o Program, course curriculum or learning resources development and evaluation
  o Professional Development Activities (conferences or other professional development activities in your field or related to teaching.)
  o Instructional materials preparation
  o Visits to instructional programs
  o In-service training and other instructional improvement
  o Library research and other research
• Keep track of your Individual Activity hours and indicate the hours on your Flex Verification Form.

Flex Verification Forms

• A Flex Verification Form that documents how each faculty member fulfilled their Flex obligation must be submitted to HUMAN RESOURCES the last day of finals each semester.
• Forms can be downloaded from the Staff Development Web Page.