

## Professional Development Re-envisioned

During the summer and fall of 2014, several groups (PBC, ACES, ASGC, Classified Staff) representing a wide array of constituents engaged in brainstorming activities regarding professional development. This document summarizes the results of these efforts.

As you read this report, please consider the following questions:

1. What are the recurring themes?
2. Which ideas inspire or resonate with you?
3. What wild ideas\* come to mind?
4. What more do we need to know?
5. What are our next steps for action?

\*Note: "It is far easier to tame a wild idea than to invigorate one that had no life in the first place." - Alex Osborn

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## Assumptions/myths/attitudes about professional development

- Once trained-now an expert
- Having an advanced degree equates to effective teaching
- Professional development is for classified only
- Professional development is for technical training
- People don't have time
- Not effective, won't make any difference
- Already doing everything right, perfectly

## Guiding principles

- What if we had *ongoing* training?
- Course planning and assessment should be built into the work of the classroom
- Return to Flex days that are professional development-oriented, rather than SLO administrative-focused
- Cross-pollination with professional groups
- Should meet a need within the college
- Should be available and shared
- Should be accessible by everyone (faculty & staff)
- Should create opportunities for collaboration between faculty and staff
- Staff should be encouraged and given time to attend
- Administrators need professional development too
- Encourage or related to academic success
- Research, evidence based, best practices
- Must involve student & instructor input, build community, lead to action
- Faculty professional development should integrate teaching/learning with assessment

## Proposed topics for training workshops

- Affective domain training
- Distance education related training
- How to motivate students
- How to promote energy in the classroom
- How to create student-centered lectures
- Training in speaking/teaching techniques from professions other than education
- How to help triage service (counseling and student services)
- How to work better as a college using our resources effectively?
- Learning about our students and where they come from – take tours of East Palo Alto, Half Moon Bay, Police Activities League.
- How to effectively use embedded tutors (EPIC / Slammers)
- How to serve the disabled / differently-abled students
- Working with students with mental illness
- How to use WebAccess
- Addressing students' direct needs
- Active learning in the classroom
- Creating safe places/zones
- Clearly communicating goals
- The role and consequences of fear (College Fear Factor)
- Social isolation (especially for minority students)
- Deficit models implicit in curriculum
- Specific issues and fears associated with, International Students, Undocumented Students, Generation 1.5, African American etc.

- Promoting best practices such as: "made us to stand up and talk, work in groups", made it so students WANT to come to class, make it engaging, connecting students to events, resources and other activities on campus
- Diversity/multicultural issues including LGBT
- Hot topics in education (e.g. GE pathways, growth mindset interventions)
- Creating a faculty portfolio
- Supporting AB540 Students
- Supporting Students with Traumatic Brain Injury and PTSD
- Supporting Students on the Autism Spectrum
- Stress management and personal resiliency
- Providing great customer service
- Grant writing and project management
- Identifying your leadership style
- Communication and active listening skills
- Supporting and supervising student workers
- Developing Cohesive Teams
- Understanding legislation and legal issues
- Using Banner, Excel, Acrobat, Office, Omni Update, and other applications.
- Spanish for the workplace
- Public speaking and presentations
- Conflict management
- Partner with "educators for fair consideration", "youth leadership institute"
- Social media and today's students
- Privacy and FERPA
- Self-Advocacy
- Basics of Financial Aid
- Accounting and tax preparation
- Time management

### Proposed programs/services

- Departmental mentorship/collaboration
- Department-based focus groups
- Opportunity to take each others' classes and/or classes outside of discipline and district
- Outside observers visit our classes and offer advice
- Technology trainer to help flip classroom for initial semester, then faculty member can do it on their own
- TED talk level editing services – edit recorded lectures by professors
- Recording students so they can see themselves; learn how to use this tool in the best way
- Curated library of visual aids that combine outside expert content and technology, with input from professors as to what is needed in the classroom and for our students
- Technology Jam for students: crash course on online and campus tech resources (WebSmart, WebAccess, Google Docs, Word, ePortfolios, etc.) This would save several class periods for new students
- Faculty advisors/mentors for students

### Other concerns

- Create a video library of professional development workshops so that faculty and staff can participate at their convenience
- Technology training workshops are too small – no critical mass; with a bigger cohort, professors could support each other and help ensure faculty don't fall behind

- FIN's haven't taken off: Why not? How can they be more effective?
- We need professional development in the form of a retreat that gets us together as a community and incorporates all past workshops/seminars/retreats so that we can pool all the skills/resources/teaching strategies/expertise our faculty and staff possess. By doing so we can evaluate what teaching methods are effective and also to reevaluate them.
- We need to ask our students what they need to help them. Creating a sense of community in the class so that students feel included. In Multimedia, we can plan a gallery show around the work of Latino students that shows pride in their culture. Maybe we can connect with the Redwood City Community and schedule around the Fiestas Patrias or Cinco de Mayo or ESL Recognition events.
- Ongoing FINS to examine model instructional practices in each department and provide support: look at data, share current strengths and key practices, look at literature (esp. recent RP publications, CAP), visit other campuses, find points of collaboration
- Streamlined Communication regarding Campus Resources and events: currently multiple newsletters/emails from differing programs
- Everyone should have a retention specialist & slammer
- Passport to Cañada Programs & Services: annual event in which the college community visits stations representing each program/service on campus to become familiar with what is occurring on campus. Another possible variant could be a "speed-dating" session between faculty and staff in which each shares about their area.

### What professional development do new employees need?

- New hire orientation that is a full day; we can cover more info, introduce them to more people, train better
- Concur with above – it should include a clear explanation of what faculty activities are part of contractual responsibilities and what things go beyond that. In this way faculty across disciplines would have the same expectations and relative workload.
- A "how things work here" orientation for those who are new to academia. Organized, complete!
- One less class to allow more time visit all committees.
- Orientation on faculty-staff-administrators relationships
- A list of 'Important Phone Numbers,' in a plastic cover for safe keeping.
- An 'Emergency Booklet' explaining Lockdowns, Earthquake Drills, CARES, etc.
- A list of acronyms and what they stand for.
- President Buckley does a 'Walk-About' every Thursday morning. It might be nice for them to join him on one of his walks. Maybe he could guide them to the Library, Bookstore, Financial Aid, Theater, etc. It could be called, 'New Hire Walk-About.' Or.....maybe one of the Planning Council members could do it.
- Have someone show new employees the wonderful resources Cañada College has online. CARES has a great online form to fill out if they want to document student concerns.

### What longer-term (weeks to semester-long) professional development would be beneficial?

- Community college think tank
- Career advancement training (faculty to coordinator to dean)
- Mini-sabbaticals (co-teaching; teach only part of a semester) > presentation on work
- More/broader learning communities
- Create college-wide lecture program to underscore our identity as an institution of higher learning

### What professional development could serve departments/programs/committees?

- Consistent, uniform project management process and language training with inspiring approach
- Incentivize committee/council service
- Financial support (including paying for subs) and expectation that departments will travel together to annual discipline conferences

### What professional development could strengthen the college as an organization/institution?

- Release time, stipends, or credit through the University Center, for every employee to participate in a PD program for a semester or a year with college credit attached and portfolio requirement and dissemination/presentation requirement at a PD event once a semester or once a year
- Communication of shared goals
- A real college “retreat” off campus where activities are planned for people to know each other better
- Host an Ed.D program
- Collaboration/networking with other community college(s) or districts
- Diversity issues; bring back “stir-fry”; listen to our students’ experiences

### How can we create incentives to participate?

- Increase tuition reimbursement
- Use enticing off-campus venues
- Venues to take ideas to others; workshops are good but maybe connect to community at large? Get people active and moving
- Release time or full coverage for all costs
- Close campus services for a day so that all can participate
- Required for adjuncts (funds to pay them)
- What if Faculty had time? / Reduce faculty load. Schedules are difficult -> More fixed times where everyone comes to do PD, Faculty Dev. Hour
- Link achievement of PD with earning a “degree”/ Faculty educational advancement
- Create a system where faculty can work towards earning release time, bank time to be used for PD
- Redesign Trustees Fund for Program Improvement to give faculty the choice of money or release time
- Substitutes for classes missed due to professional development
- Reduce contractual teaching load by 0.2 FLC to allow for professional development
- Establish Spring/Fall cohorts that train and work together
- Built in time & ongoing training; Not in form of retreats; possible release time?

### Possible new programs/services identified through research at other CCs

#### Mentorship

Pairing of new employees (faculty, staff, or administrator) with an experienced colleague to create a culture of support and interdependence. Pairs must meet at least ## hours of face-to-face meetings per year. Mentor pair must observe and discuss at least one participatory governance meeting. For faculty, the mentor must observe the mentee and provide feedback at least once before commencement of the official evaluation cycle. Stipends are paid to those who complete the requirements of the program. *Appropriate for all faculty, staff and administrators.*

### Academic Colloquia

Employees present on discipline-specific and/or general academic research or report on results of sabbaticals, reassigned time projects, Trustees Funds projects. *Appropriate for all faculty, staff and administrators.*

### Teaching Coach

Upon request, a faculty member with expertise in andragogy will sit in and observe one of your classes in progress and provide suggestions on ways to enhance your teaching and make mid-course corrections. You may request general feedback or input on specific aspects of teaching (use of technology, activity learning, class management, etc.). Typically involves one pre-observation meeting, the class observation, and a follow-up meeting. This is not part of any evaluation system and all feedback is confidential and constructive. *Appropriate for all faculty.*

### Through your students' eyes

Upon request, a faculty member may be video-recorded while teaching an actual class session. This provides you the opportunity to experience your class the way your students do. The video can serve as a starting point for additional consultation with a Teaching Coach. *Appropriate for all faculty.*

### Mid-Semester Student Focus Groups

A consultant gathers a small group of students in a faculty member's class to gain mid-semester feedback (in the absence of the instructor) on effective and ineffective aspects of the class. The consultant and instructor meet to discuss the results and identify strategies for improvement. *Appropriate for all faculty.*

### Meeting Coach

Upon request, a consultant with expertise in leadership and group facilitation will observe a meeting of your governance group, advisory committee, or department meeting and provide constructive suggestions to improve your group dynamic and productivity. *Appropriate for all faculty, staff and administrators.*

### Teaching Squares

Improve your teaching skills through a non-threatening process of reciprocal classroom observation and shared reflection among four faculty from diverse disciplines. The process involves peer observation and discussion while excluding judgment and evaluation. Participants build collegial community and learn about best practices in teaching and learning. Participants invest 6-8 hours/semester: an initial meeting, observing one of each of the other three participants' courses, providing feedback to each participant, and a wrap-up meeting. Stipends are available for those who complete the program. *Appropriate for all faculty.*

### Innovations in Teaching - short course

This highly interactive course presents an invitation for faculty across disciplines to explore the practices and insights of highly successful teachers. Whether you have been teaching for two years or twenty, this course offers a forum to examine contemporary research on components that define excellent college teaching to uncover what the best college professors do. During the semester each participant will have the opportunity to shape their course of study and contribute their expertise. Join us for this unique course constructed by faculty for faculty. 0.5 unit hybrid short course. *Appropriate for all faculty.*

## **Current programs/services offered through CIETL and PRIE**

### New Employee Orientation

Offered every semester for all new staff, faculty and administrators. *Appropriate for all new faculty, staff and administrators.*

### PRIE Workshops

Workshops offered on the Data Dashboard, Understanding the Program Review Data Packets, Taming TracDat Reports, Training in TracDat for Program Leads, Creating and using focus groups, Creating surveys. *Appropriate for all faculty, staff and administrators.*

### Book Groups

Series of discussions around texts related to innovation and excellence in teaching, learning and academic support. *Appropriate for all faculty, staff and administrators.*

### Conversations with Colleagues

Brown bag conversations to support excellence and innovation in teaching, learning and student support. *Appropriate for all faculty, staff and administrators.*

### Focused Inquiry Groups

Collaborative inquiry projects involving any combination of at least three faculty and/or staff. Stipends are available for those who complete the program requirements. *Appropriate for all faculty, staff and administrators*

### Instructional Design

A faculty member with expertise in instructional design will provide assistance in designing courses, assignments and teaching activities. This is not part of any evaluation system and all feedback is confidential and constructive. *Appropriate for all faculty.*

### Technology & Distance Education Consulting

Upon request, a faculty member with expertise in using technology in education will visit your online course or meet with you one-on-one to provide suggestions on how to effectively use technology in your course. This is not part of any evaluation system and all feedback is confidential and constructive. *Appropriate for all faculty.*

### Structured Training for Online Teaching (STOT)

Training for faculty interested in teaching online using our CMS and in exchanging ideas for more effective online andragogy. *Appropriate for all faculty.*

### ePortfolio Training

Support for faculty interested in implementing electronic portfolios for assessing student learning for individual courses or academic programs. *Appropriate for all faculty and staff.*

### Learning Communities

Support for those interested in creating and implementing a Learning Community. *Appropriate for all faculty.*