

Professional Development Committee Summit

VISION STATEMENT:

To support the mission of the California Community Colleges and to promote an inclusive statewide and local learning culture, all personnel will have ongoing opportunities to develop and expand the skills and practices that influence students' ability to complete their educational goals.

Recommendations for Flex Calendar Modifications:

Important clarification:

Professional development is more than flex

Funding Issues and Ideas

- Although we need funding for a sustainable professional development program (including "Flex") – it is important to demonstrate that what we are currently doing would be improved with dedicated and consistent funding.
- Funding is needed – could it be part of state apportionment funding?
- A Professional Development leader in the Chancellor's Office is needed
- Reinstatement of the statewide Professional Development Committee that is inclusive of all constituents.
- Cost savings by pooling resources and by doing regional professional development activities.
 - Incentives could be offered for regional professional development.
- Need more operational efficiency statewide.
 - We need to determine how to save money and use some existing resources (eg: 4CSD resources online).
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Inclusiveness of Flex

- All groups of staff need to be included in Flex (not just faculty).
 - Classified and Administrators need to be included in the Flex guidelines
- The three overall areas of Flex need to be reviewed/revisited (Instructional Improvement, Staff Improvement, Student Improvement). Are they too broad?
- Look at terminology that describes an inclusive professional development program, so it's clear that it is for everyone.
- The Professional Development leader should coordinate with managers at the college to encourage and facilitate department-specific professional development (especially for Classified staff who rarely participate – maintenance, landscaping, etc.)
- Some staff members do not participate in any professional development because they are afraid of learning new things. This needs to be addressed in order to make a program truly inclusive.

Shared Governance and Professional Development

- Professional Development committees be/become shared governance committees and all parties are engaged in the decision making process on policy and planning of activities.
 - The Chancellor's Office will inform local shared governance committees that only a portion of the required professional development activities may be from IAC (Individual Activity Contract) and the rest are to be Professional Development/institutional activities.
 - The Chancellor's Office will recommend that an individual's Professional Development plan/activities be a talking point in their evaluation. (UNION??)

Leadership for Professional Development

- It is very important to have a full-time person with full responsibility for coordinating overall Professional Development at each institution (college or district).
 - There is a conflict between Title 5 Flex regulations and 10+1 areas (Faculty Flex Coordinator 10+1) regarding leadership for professional development.

Standards for Professional Development

- There should be statewide guidelines for minimum standards for allocating funding and resources for professional development programs, and minimum staffing requirements for professional development programs at each institution (college/district).
- Success data needs to be used to plan some portion of their Professional Development and address the achievement gap.
 - The Chancellor's Office recommend that the local shared governance committee decide mandatory meetings based on student success data or local needs.
 - The Guidelines required Needs Assessment should also include a variety of data sources (Student Satisfaction Survey, Student Success data, ARCC etc) to inform and guide feedback on needs of personnel.
- See the standards of "Learning Forward" – these are based in research.
- See the new ACCJC standards for professional development and develop statewide standards that are consistent with these.
- Look at best practices in other statewide systems
 - Washington State community/technical colleges
- Look at professional standards for teaching (Academic Senate Plenary), particularly for new or part-time faculty in specialized CTE areas who have very limited knowledge and experience in teaching and learning.
- Look at professional standards in other fields (eg Information Technology) and use professional development to ensure these standards are being met.

What we call "Flex"

- Get rid of the name "Flex" – it has connotations that it is only for faculty, and it is not descriptive of "Professional Development"
 - Call it "Professional Learning" instead of Flex (or instead of Professional Development) – this focuses on the notion that all of us should be learning all the time (rather than needing to be "developed").

Priorities of Flex Activities

- Review the current version (2007) of "Guidelines for Flex Calendar"
 - Under the current guidelines, it is possible to justify almost anything as a "flex" activity. Should everything be allowed?
 - While wellness activities are beneficial for personal development and for the "whole" person, these hours should be limited (if allowed as part of Flex).
 - We should have a stronger focus rather than a smorgasbord approach.
- Every Flex activity should support college strategic goals (and statewide goals).

Recommendations for CCCCCO in moving forward:

Clear Direction from State Chancellor's Office to CEOs (College/District Presidents, Superintendents, and Chancellors)

- Professional development is a statewide priority. Needs more than a "strongly worded statement" – strong expectations, standards, etc.
- Clear message to Trustees from the State Chancellors office and CCLC.
- The Chancellor's Office should re-envision itself by reviewing roles, structure, and it's purposes. The Foundation Office should be included in this discussion.

Funding Ideas

- Have a plan first – then ask for money from the Chancellors office.
 - Incentives to colleges/districts for professional development – a built-in formula (like Washington State – 1%)
 - A statewide fund (off the top)

- Allocate a percentage of “growth” funds for professional development.
 - State could pay a fee to colleges per participant/per hour of professional development (a type of FTES model for professional development).
- Chancellor’s office encourage local partnerships with businesses for professional development training.

Cost-Saving Ideas

- Save money by having statewide licenses for certain professional development services needed by all colleges:
 - Linda.com for online software training
 - Sexual Harassment training
 - EEO training
 - Others?

Regional Coordination (by State Chancellor’s Office)

- Organize regions for Professional Development coordination and participation in events and activities. The Professional Development Leaders for each college/district could form a regional coordination group for professional development.
- Organize an “Experts” database for all constituent groups on a regional basis, so an “expert” from one college could provide professional development to a neighboring college.
- Develop an online database for a shared professional development calendar regionally (for all constituent groups).

Standards for Professional Development (clearly communicated by Chancellor’s Office)

- Agreement on broad statewide goals and priorities (like BSI)
- Colleges submit a plan for professional development (similar to plans that were required in the past, for all professional development – not just Flex, and not just activities).
- Develop a rubric for Professional Development in institutions – toward becoming an excellent Professional Development organization. Incentives for achieving each level of professional development on the rubric.
- State Professional Development standards need to be consistent with WASC/ACCJC standards.
- If the “Flex Day” continues in its present form, the State Chancellors office needs to clearly define how many hours in a “Flex” Day.
- Each college/district must have one full-time Professional Development leader to have the “big picture” of professional development for their college/district and how it links with college priorities and state priorities. This person works to plan and implement a professional development program in which all constituent groups are participating and learning.

Priorities of Flex Activities

- Narrow the focus of professional development activities (but don’t tell colleges how to do professional development)

Statewide Professional Development Tracking Database

- To replace “homegrown” college/district database systems for registration and tracking of professional development, develop a statewide online system for registration in professional development activities, tracking participation and evaluations of professional development. This system should ideally have a consistent numbering system (similar to TOPS codes) and should be able to generate reports that are automatically submitted to the state each year. It should also be possible for all colleges to see the activities of other colleges to see trends in professional development activities – what’s working well, etc. This system could also allow staff from one college to register in events at other colleges, as appropriate.

- NOTE: This statewide database registration and tracking system is NOT the same as a repository of professional development online materials! That repository would be a

resource for people to look up information and course materials – but not a registration and tracking system.

- Provide student-tracking data through a universal student ID number that allows for tracking to other community colleges, transfer to other colleges and entrance into the workforce.