

**Report from Work Group 3A: Human Resources  
Professional Development Ideas/Recommendations  
October 15, 2014**

The work group (Jennie Castello and Robin Richards) met on Monday, October 6, 2014, to prepare a report to the Planning and Budgeting Council on the next steps for Professional Development at the college. The problems identified include:

***Questions about Professional Development***

- Lack of knowledge: What constitutes an excellent professional development program on campus? The college community needs information effective practices.
- Needs: It is unclear what the distinction should be with “Individual”, “Department”, “Division” and “College” professional development needs.
- Unclear administrative supervision: Who is responsible for professional development?
- Committee Structure: What group develops the overall college professional development plan?
- Funding/Requests: There are various sources of funding to support professional development for staff and faculty and we are adding more (e.g. Student Equity). How can we coordinate the distribution?
- Comprehensive Schedule: When are programs being offered? Who can attend?
- Follow-up/Evaluation: Little is done with respect to follow—up and/or evaluation of professional development.

***Recommended Next Steps to PBC to Address the Questions***

1. **Training**: Dedicate one meeting of the PBC to professional development on professional development – What does a good program look like? What are the basic components?
2. **Structure**: As recommended by the Task Force, the Planning and Budgeting Committee would be the primary group to oversee the overall professional development plan. After the training, PBC will review and revise the structure included on page 3.
3. **Supervision**: Assign administrative responsibility to one individual; it has been suggested that this responsibility be assigned to the Vice President, Administrative Services (until that time, it is recommended that the VPI and VPSS share this responsibility).
4. **Funding/Requests**: Streamline the funding request process, and consider increasing amounts available; Create a representative Funding Task Force to define how this will be done
5. **Calendar**: Create an annual professional development calendar on-line and develop an easy process for individuals/groups to “add” their events.
6. **Definitions**: Clearly define differences among the types of professional development.
7. **Follow-up/Evaluation**: Create a process/forum for sharing professional development learning and to evaluate our overall efforts.

**Professional Development at Cañada College**  
**DRAFT PROPOSAL – Reviewed by PBC on February 5, 2014**

**Background**

A Task Force met in December and January to discuss the need to determine:

- What is currently happening on campus with respect to professional development
- How we might create an integrated, campus-wide vision for professional development
- What process for planning and providing professional development could be used

**The group included:**

Doug Hirzel -Academic Senate President; Carol Rhodes-CIETL; Denise Erickson-CIETL; Anniqua Rana-CIETL; Kurt Devlin-Faculty Professional Development; Debbie Joy-Classified Senate, President; Maria Huning-Classified Senate Vice President; Jo'an Tanaka- Classified Staff Development; Chialin Hsieh-Institutional Researcher; Robin Richards-VPSS ; Gregory Anderson-VPI; Larry Buckley – President.

***Current Professional Development Activities***

There are various groups on campus involved in professional development activities. They include:

- CIETL – provides mostly professional development for faculty
- Professional Development Committee – a committee which approves the contract-mandated funding for professional development (1% of the faculty salaries allocated); individual faculty requests
- STOT – training provided by the district for on-line teaching
- Classified Professional Development – funding provided through the district (unknown total amount) for classified staff; \$1000 maximum for conference and \$1,400 for tuition per individual per year only as funds allow; forms submitted to instruction office and then forwarded to the district
- Management Professional Development - \$786 total available; process unclear

***Key Elements Needed***

The group felt it would be better to incorporate Professional Development Planning into our existing committee structure, rather than set up a whole new committee. The group did feel that there were also key elements to be addressed. Professional Development needs to:

- Relate to College Planning: Professional development activities should support our many planning activities (e.g. EMP, Student Equity, or Accreditation).
- Relate to Annual Plan/Program Review: The Annual Plan/Program Review process and the information on professional development included in them should be a part of the process, as the individual departments are providing input on their professional development needs.
- Become a coordinated effort: Currently, we have a “confederation” of groups working on professional development and we really need a “democracy”. The discussion went to the possible involvement of the PBC in the process of identifying the vision and plan for professional development.
- Be part of participatory governance: The group discussed ways in which our current participatory governance structure might be used to provide the integrated, campus-wide vision for professional development.

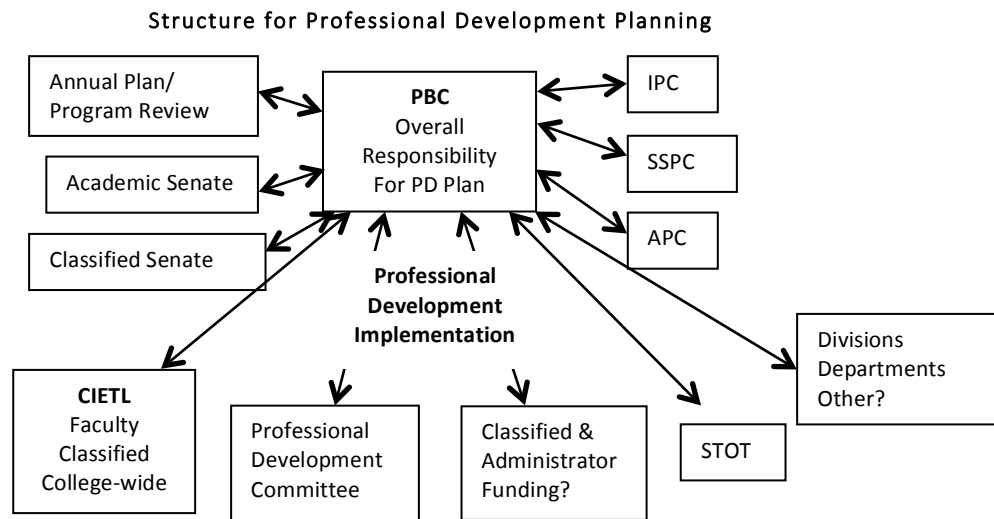
## Proposal

The following is the proposal recommended by the Professional Development Task Force:

### Structure

The *Planning and Budgeting Council* would serve as the primary group to identify the overall direction of professional development for the college. The Standard IIIA Work Group (Human Resources) would provide coordination and report to the total group.

Input would be received by PBC from IPC, SSPC, APC, Classified Senate and Academic Senate on professional development needs. These governance groups would receive input from the annual plans/program reviews, surveys, and request forms submitted by individuals (i.e. for funding through faculty and classified professional development). And, they would review this information and provide information to the PBC.



**Role of PBC:** The PBC serves as the overall planning group, specifically:

- Developing an overall vision and direction for professional development
- Identifying an annual “theme” for the college’s professional development
- Receiving feedback from all of the groups
- Coordinating efforts as needed
- Establishing an allocation process for funding

**Specific Activities:** The following activities will be coordinated by the PBC to facilitate the development of the plan:

- Periodic survey of campus staff on professional development needs
- Focus group discussion by all governance groups on needs (to inform the annual theme)
- Annual evaluation of how well the professional development activities are working

### **Funding/Resources:**

Specific funding will be set up to support overall professional development. The amount and allocation process will be determined.