

The table below is a summary of input provided during the Spring 2016 semester for establishing a college professional development plan and program. Input was provided from each college governance group (including ASCC), and college committees (Communities of Practice, ACES).

Emerging Themes	Purpose of Professional Development at Cañada College	
<p><b>Learn Develop &amp; Enhance</b></p>	<ul style="list-style-type: none"> <li>▪ Use of resources</li> <li>▪ Instructional strategies</li> <li>▪ Advance teaching and learning for the organization and individuals</li> <li>▪ Makes me a better teacher</li> <li>▪ Deeper understanding of current knowledge</li> <li>▪ Expand knowledge base</li> <li>▪ Training to do greater things for the self, department, and college</li> <li>▪ Builds awareness</li> <li>▪ Technology tools and apps for online and face-to-face instruction</li> <li>▪ Exposure to new knowledge</li> <li>▪ Stress management, work-life balance – not to take work home</li> <li>▪ Training and Skill-building</li> <li>▪ Information and skill-building</li> <li>▪ Talk about skill area and build skills in other areas</li> <li>▪ Training and development</li> <li>▪ To enhance or to learn new skills (technical guidelines, soft skills)</li> <li>▪ Update skills</li> <li>▪ Do jobs better by learning skills</li> <li>▪ Training in areas lacking – stretch beyond niche</li> <li>▪ Learn potential and options</li> <li>▪ Training on compliance</li> <li>▪ Develop a skill set</li> <li>▪ Training for specific tasks</li> <li>▪ Learning convened to students Mentoring students</li> <li>▪ Grow into different roles – pathways – enhance a role</li> <li>▪ Career advancement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Grow with changing technology and methodology</li> <li>▪ Enrich the employee to keep growing within the organization</li> <li>▪ Grow yourself as a person and professional</li> <li>▪ Improve teaching</li> <li>▪ Respond to differences in learning and communication styles</li> <li>▪ What can I ask of students to engage them more in the learning?</li> <li>▪ Make someone more efficient in the position and as a person</li> <li>▪ Develop sensitivity for various learners (language guidelines or requirements for courses)</li> <li>▪ Implementing best practices to be better at your job: problem solve, mentor others, how to solve and how to evolve plans for business practices and respond to culture change</li> <li>▪ Expanding, updating, and customizing repertoires, making tool boxes bigger, meeting student needs</li> <li>▪ Serve members of our community – learners – faculty – needs of the community – administration – what is needed to support the faculty to serve students?</li> <li>▪ Expand what you know – a chance to collaborate with peers – Flex Day opportunities are important for this</li> <li>▪ Enhance what we offer – grow as our community grows</li> <li>▪ Retrain</li> <li>▪ Learn to manage &amp; leadership development</li> <li>▪ Exposure to new knowledge and deeper understanding of current knowledge</li> <li>▪ Gaining skills and knowledge to support students</li> </ul>
<p><b>Renew &amp; Celebrate</b></p>	<ul style="list-style-type: none"> <li>▪ Stay current (be efficient with new processes, policies, technology)</li> <li>▪ Keep up with changes in department/content</li> <li>▪ Open up our minds and consciousness</li> <li>▪ Connect, renew, refresh</li> <li>▪ Creative positive workplace and self-esteem in the environment</li> <li>▪ Increase network – create opportunities to collaborate and stay fresh</li> <li>▪ Networking</li> <li>▪ Bring teaching in the classroom and ancillary supports together</li> <li>▪ Bring together different employee groups and support the excellence that happens here</li> <li>▪ Stronger sense of community after PD opportunities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bring out the strengths of our faculty and ritualize and celebrate those strengths</li> <li>▪ Support the excellence that happens here</li> <li>▪ Re-inspired, motivated passion for what you do</li> <li>▪ Renew passion and purpose – redirect if needed</li> <li>▪ Connect, renew, refresh – expanding knowledge base</li> <li>▪ Prevent ‘getting stuck’ always room for growth</li> <li>▪ Feel good about being here</li> <li>▪ Embody principles of the institution</li> <li>▪ Positive, energizing, refreshing</li> <li>▪ Refreshers and updates to make the work environment more effective, efficient, and productive</li> </ul>

**Emerging Themes**

**Purpose of Professional Development at Cañada College**

<p><b>Share &amp; Connect</b></p>	<ul style="list-style-type: none"> <li>▪ Promote and share opportunities</li> <li>▪ Engages faculty = engaged students; engaged administrators = engaged faculty</li> <li>▪ Share what we learn</li> <li>▪ Conversations with colleagues</li> <li>▪ Find a place for connecting, growth, exposure to new ideas</li> <li>▪ Teambuilding</li> <li>▪ Builds collegiality</li> <li>▪ Instill and model life-long learning for students</li> <li>▪ Keep student-centered focus – build awareness of what our students experience</li> <li>▪ Share – pass it on – dissemination</li> <li>▪ PD opportunities for adjunct give them a chance to invest in the college</li> <li>▪ Guide students to assistance and resources</li> <li>▪ Develop clear expectations, form bond, personalize instruction</li> <li>▪ Shared learning, shared experience, shared growth</li> <li>▪ Intersection between instruction and student support</li> <li>▪ Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>▪ Find out about students – what are you good at; what are areas you struggle – survey students</li> <li>▪ Allow students to guide in order to feel included in the process – what do they need?</li> <li>▪ Responding to student needs (listening to students)</li> <li>▪ Get to know students</li> <li>▪ Mentoring – share information</li> <li>▪ Communication between faculty</li> <li>▪ Making more resources available for students on campus</li> <li>▪ Get to know programs on campus (especially adjuncts) – information disseminated and promoted to students</li> <li>▪ Keep in the loop – trickle down information to students. Provide information to students that they need: lockdown, resources</li> <li>▪ Sense of community and getting to know colleagues – vulnerability, safe space to learn</li> <li>▪ Engage in participating in the community</li> <li>▪ Place to share learning and projects</li> <li>▪ Community building</li> </ul>
<p><b>Innovate &amp; Inspire</b></p>	<ul style="list-style-type: none"> <li>▪ Ideas for programs</li> <li>▪ Exposure to new ideas</li> <li>▪ Will move us forward</li> <li>▪ Keep up with changes in skill needs</li> <li>▪ Stay current</li> <li>▪ What can the organization give to the employee to serve the students better?</li> <li>▪ Enrich school community</li> <li>▪ Bring in speakers/facilitators to open up our minds and consciousness</li> <li>▪ Make us better humans in the work place</li> </ul>	<ul style="list-style-type: none"> <li>▪ Help students where they are by advancing teaching in the classroom and everything that happens outside the classroom</li> <li>▪ Successive planning – develop so the organization is giving the best education, the best environment</li> <li>▪ Responds to a changing environment – meets the demands of the organization while meeting the needs of the individual</li> <li>▪ Where we cultivate: what do we want to be innovative in?</li> <li>▪ Create opportunities for those most passionate</li> <li>▪ Try something new, see how it works, reflect, and refine</li> </ul>
<p><b>Other</b></p>	<ul style="list-style-type: none"> <li>▪ Avoid boredom</li> <li>▪ Strengthen the institution and people who work here so our students benefit from it</li> <li>▪ Support, enrich, and streamline work – make it faster and more efficient</li> <li>▪ Personalized – interested in what you want to learn – personal interest – specific areas</li> <li>▪ Overlap between benefitting the individual and institution</li> <li>▪ Enhances us as an institution</li> <li>▪ Builds passion</li> <li>▪ Transformative</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who are we; what do we stand for; what do we want to be?</li> <li>▪ Figure out what students are doing to be successful and incorporate that into curriculum</li> <li>▪ Knowing why some classes are closed – why do some instructor’s classes fill first – instructors whose classes are cancelled should look at this, reflect, and improve</li> <li>▪ Create a more convenient environment for students</li> <li>▪ For students to see a model of professionalism</li> <li>▪ Bring what you know</li> <li>▪ Have opportunities here</li> <li>▪ Ongoing opportunities</li> </ul>

**Emerging Themes**

**Purpose of Professional Development at Cañada College**

<b>Other</b>	<ul style="list-style-type: none"> <li>▪ Supports employees, students, institution</li> <li>▪ Move the college forward</li> <li>▪ What do we value and act on as an institution?</li> <li>▪ Culture that embraces PD</li> <li>▪ Choice and freedom in how to use PD time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Give information to students – what happens to faculty evaluations and how is it used for PD?</li> <li>▪ Staff is long-lasting – maintain skills necessary to serve the community</li> <li>▪ Retention of employees and students</li> </ul>
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**Professional Development is *NOT* ...**

<ul style="list-style-type: none"> <li>▪ just conference attendance</li> <li>▪ a vacation</li> <li>▪ limited to teaching and instruction</li> <li>▪ personal activity</li> <li>▪ limiting</li> <li>▪ learning new things in order increase job duties</li> <li>▪ punitive</li> <li>▪ a party</li> <li>▪ a cure or fix all for everything</li> </ul>	<ul style="list-style-type: none"> <li>▪ a mode to deliver more work</li> <li>▪ a burden</li> <li>▪ an excuse to attend conferences</li> <li>▪ isolated</li> <li>▪ a choice</li> <li>▪ meetings</li> <li>▪ checking boxes to say that its done</li> <li>▪ limiting to job</li> </ul>
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**What should be specific goals for this cycle of the Professional Development Plan?**

<ul style="list-style-type: none"> <li>▪ Goals should be visionary – forecast over the next few years</li> <li>▪ Pre-planning, evaluating and reflecting who we are and what is needed</li> <li>▪ Intentional with Professional Development – PD is used</li> <li>▪ Flexibility to meet current and upcoming needs of students and guidelines</li> <li>▪ Short-term goals – individual</li> <li>▪ Long-term goals – community and engagement</li> <li>▪ Counselors – be informed, develop skills to respond to student issues, help students reach their goals</li> <li>▪ Take us outside current role</li> <li>▪ Best practices – what other institutions are doing</li> <li>▪ Inclusive – help everyone succeed</li> <li>▪ Some learning needs to be specialized</li> <li>▪ Work more closely together – remove ourselves from silos – opportunities and right climate – use campus talent</li> <li>▪ Strengthening bonds with local community</li> <li>▪ Collaborative relationships on campus</li> <li>▪ Need to become informed and better connect with community resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collaboration builds our community and who we are as a college</li> <li>▪ Breaking down silos – being a collective – representing ourselves as a whole unit</li> <li>▪ Every member of our community feels valued – we value one another to give the opportunity to advance</li> <li>▪ Rich and vibrant place in the institution for everyone</li> <li>▪ Students have the best prep to move forward</li> <li>▪ Stronger sense of campus community after sessions</li> <li>▪ Easy way to find out how to learn: can access information on campus; network on campus; interconnecting to facilitate improving learning</li> <li>▪ Making it easy to be successful to have access to what they need to do tier job well – more accessible</li> <li>▪ Build community relations</li> <li>▪ Assess – pre-test, post-test; what has been learned and retained?</li> <li>▪ Enhancement – helping faculty provide better instruction in their field</li> <li>▪ Retention – more invested and engaged students</li> <li>▪ Central place in the community – community connections</li> <li>▪ Constantly learning – always involved in the learning process at all levels</li> </ul>
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## What should be the role of a campus Professional Development Team?

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| <ul style="list-style-type: none"> <li>▪ Bring in speakers and expert panelists</li> <li>▪ Planning and implementing activities</li> <li>▪ Think equally (faculty and staff)</li> <li>▪ Vet what/who would do trainings and workshops</li> <li>▪ Identify/coordinate needs and what should be made available</li> <li>▪ Provide follow-up opportunities</li> <li>▪ Implement Educational Master Plan – identify and allocate resources to move the organization forward</li> <li>▪ Assessed by PBC</li> <li>▪ Data analysis</li> <li>▪ Who attends PD opportunities?</li> <li>▪ What are the outcomes of PD opportunities?</li> <li>▪ Passionate about PD</li> <li>▪ Engaged in PD</li> <li>▪ Action-oriented and task-oriented</li> <li>▪ Well defined instructions and structure</li> <li>▪ Set common theme for the academic year</li> <li>▪ Build better sense of community</li> <li>▪ Develop a unified plan</li> <li>▪ System</li> <li>▪ Set a clear organization of what groups do</li> <li>▪ Plan Flex Day</li> <li>▪ Address college-wide PD needs</li> <li>▪ Collaborate with various bodies on campus in order to coordinate efforts</li> </ul> | <ul style="list-style-type: none"> <li>▪ Identify how PD can be assessed and inform future planning</li> <li>▪ Outreach to encourage participation</li> <li>▪ Flexibility – input welcome – broad feedback</li> <li>▪ Anticipating future needs in PD and what it might look like (what do we anticipate 5 years from now, tools, what will it look like?)</li> <li>▪ Familiarizing with tools – innovation</li> <li>▪ Budgeting (if funding is connected)</li> <li>▪ Develop PD plan – address every level of the college</li> <li>▪ Progress reports</li> <li>▪ Identify/Determine PD needs</li> <li>▪ Inclusive of work being done</li> <li>▪ More staff inclusion – equitable, responsible and reflective</li> <li>▪ Identifying specific tasks and what unites us all</li> <li>▪ Customize training for specific areas</li> <li>▪ Identifying a plan and structure – what to accomplish, then build a team</li> <li>▪ Reinvigorate the concept of CIETL – create a safe space for faculty and staff to learn</li> <li>▪ Identify excellence in the community and share that excellence – celebrate it</li> <li>▪ Learning styles – differentiated instruction</li> <li>▪ Inform about resources and how to explain to students – what are appropriate protocols and what are policies in order to maintain sensitivity and provide students with necessary TLC?</li> <li>▪ Staff and faculty feel supported</li> <li>▪ Students need a safe space</li> </ul> |
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## Who should be on a campus Professional Development Team?

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| <p>Classified Senate<br/>         Student Services<br/>         Appointed financial advisor<br/>         Faculty<br/>         Student(s)<br/>         Facilities (if they can)<br/>         Evening employee representation<br/>         Multi-tiered – all positions and areas<br/>         Existing PD groups on campus represented in PD group (not all from one department – coordinate efforts with existing on-campus PD)<br/>         Student, faculty, classified, admin/mgr.<br/>         Divisions/Disciplines – specifically CTE<br/>         Faculty representing CTE and Transfer</p> | <p>Classified Staff<br/>         Administration<br/>         Basic Skills and ESL<br/>         Student Services<br/>         CSEA<br/>         Student learning<br/>         Chair of faculty Professional Development AFT Committee<br/>         1 – 2 representatives from each existing PD group on campus<br/>         Administration provides resources<br/>         Faculty identify where we need help<br/>         Students identify where there is room for growth<br/>         Partnership with community member(s) outside of campus in order to discover off-campus networking and PD opportunities in education and industrie</p> |
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