Building Excellence at Cañada College: Professional Development Anchored in Collaboration, Assessment, and Equity

2024-2027

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Executive Summary

This plan focuses on enhancing both individual and organizational capabilities in line with the college's commitment to social justice and racial equity, ultimately contributing to transformative experiences. This involves granting access to learning resources for all employee groups and ensuring that every employee stays updated and proficient in their respective roles through ongoing **collaboration**, **communication**, and **assessment.**

The aim is to allocate additional time for faculty, staff, and administrators to collaborate to ensure consistent and thorough reviews of relevant program data at all levels of the system. Cañada College aspires to dedicate time and professional development resources to empower faculty and administrators to analyze data. Another key objective is the organization of annual flex sessions that encompass fostering a transparent discussion on campus performance. Through this collaborative approach, each department, including student support services, human resources, and operations, contributes to developing tailored strategies, working towards improving student success.

Leading these efforts, the Equity and Antiracism Planning Council (EAPC) prioritizes professional development, collaborating with off-campus experts on topics like anti-racist education. They plan to create an equity resources hub. The Office of Equity provides on-demand workshops and sponsors equity immersion excursions. EAPC focuses on all-campus training and resource development, while the Office of Equity offers diverse workshops and events.

Purpose

Cañada College is dedicated to the professional development of all faculty, staff and administrators who are part of its campus community. In partnership with the San Mateo County Community College District Office, the College recognizes and supports maintaining an environment in which all employees can refine and learn new skills as well as continuously improve how we serve students.

The College's Professional Development Plan describes the various resources and strategies the College and District implement to meet the professional development needs of all employees. The Plan supports the College's commitment to State of California Senate Bill AB 2558 a commitment to providing all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs.

The purpose of this plan is to organize in one place all the specific objectives, strategies, and actions the College will take over the next three years (2024-2027) to implement effective professional development for faculty, staff, and administrators in a manner that supports the achievement of the College's strategic goals as laid out in the Educational Master Plan and the updated Strategic Enrollment Management Plan, especially our priorities related to: (1) ensure student access to relevant and transformative student services and instructional programs that are inclusive, diverse, equitable, and antiracist; (2) transform our college culture to be equity-minded and antiracist such that our teaching, learning, and services create a sense of belonging among all community members so they are able to recognize that their unique selves are valued, express themselves fully, and thrive and our educational practices reflect the fundamental importance of individualized learning experiences, the shared building of knowledge, and promoting social justice at Cañada College.

Professional Development Planning Committee Responsibilities

Consistent with the Planning & Budgeting Council's specified roles and responsibilities of college-wide committees, the Professional Development Planning Committee (PDPC) is the participatory governance body responsible for the College Professional Development Plan. During the 2022-23 and 2023-24 academic years, the PDPC led a planning process that included:

- Assessing the professional development needs of classified staff, faculty, and administrators (spring 2023)
- Drafting a new, college-wide Professional Development Plan (based on the college plan template to ensure alignment with college goals and accreditation objectives/standards)
- Soliciting input and seek approval for plan from each Planning Council
- Submitting plan to PBC (Planning and Budgeting Council) for final review and approval
- Monitoring college-wide implementation of the committee plan

The PDPC will report annually to PBC on the progress made toward achieving the College's Professional Development Planning Committee.

Equity and Antiracism Focus

Within the first full semester of the inaugural Equity and Antiracism Planning Council (EAPC) in Fall 2023, professional development training has become a top priority. This prioritization is seen through the creation of a designated EAPC working group. To have a better understanding of the type of delivery and topics for professional development needed–EAPC tri-chairs held discussion items in the EAPC agenda and visited each division meeting as inquiry.

Within the Spring 2024 semester, and guided by the Fall 2023 inquiries, the EAPC has committed to learning more from off-campus experts on training topics like the following: what it means to be a courageous, equitable, and anti-racist educator; challenging anti-Blackness; unconscious bias beyond the district minimum; Indigenous practices in community healing, and addressing microaggressions both inside and outside the classroom. Additionally, the EAPC workgroup on professional development has committed to sharing an equity and antiracism resources Canvas hub to everyone on campus.

EAPC has also committed to working with established groups on campus such as ASCC (Associated Students of Cañada College), Umoja, Black Students Union, Puente, the Undocumented Community Center, and STAR to collaborate on ongoing equity-focused professional development events and opportunities.

Office of Equity

The Office of Equity launched in August 2023 and has committed to providing accessible equity and anti-racism professional development opportunities. The Office has committed to co-hosting at least one workshop opportunity per each college-wide Flex Day, as well as at least one off-campus equity immersion excursion per semester. Currently, the Office of Equity offers two 1-hour workshops–an introductory inclusive language workshop, and a Microaggressions 101 workshop. These workshops are offered on-demand and have been utilized in several division meetings and student organization meetings. All workshops and opportunities are available for students, faculty, staff, and administrators. During the Fall 2023 semester, the Office of Equity also co-hosted a K-14 Equity Leadership Academy, providing professional development opportunities for 50+ leaders within the district and across the Sequoia Union High School District.

In addition to the Office of Equity offerings, within the Cultural Center, the center team has committed to co-plan, organize, and sponsor at least 10 culturally responsive events per semester that contribute to the development and well-being of the campus.

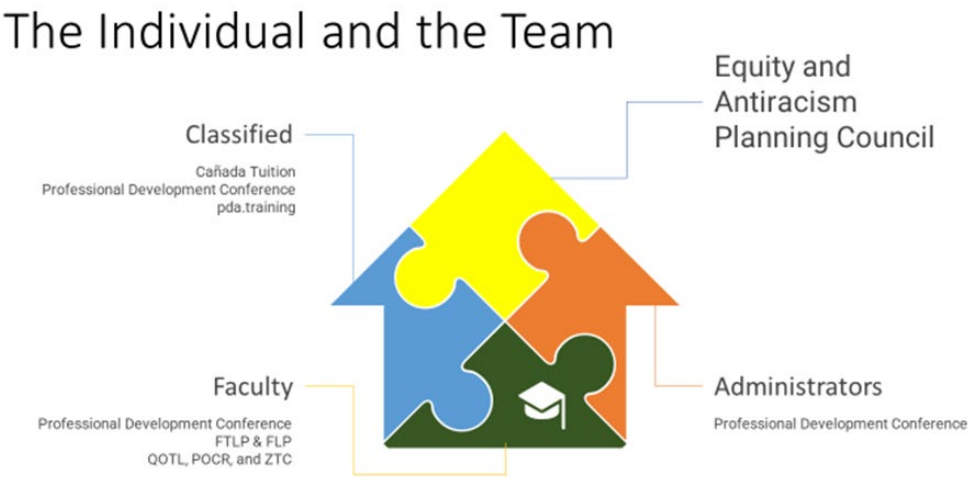
Priorities

- Office of Equity is committed to providing on-demand experiential learning workshops available for any member of the campus in addition to co-sponsoring a workshop per flex day
- Office of Equity is providing culturally responsive events and immersion activities to provide to the development and well-being of the campus
- EAPC is researching best practices and bringing in content expert leads to provide all-campus training
- EAPC is creating an equity and antiracist resources Canvas shell

Plan Overview

This plan is based on findings from campus-wide surveys completed in Spring 2023. In addition to addressing each constituent group's individual professional development needs, it includes a focus on shared learning, networking and community building across campus.

The visual below reflects the current professional development opportunities for faculty, staff, and administrators at Cañada College.



Flex Days

In addition to the individualized and program professional development, SMCCD is part of the state's Flexible Calendar Program which is a time "for employees to conduct staff, student, and instructional improvement" (Title 5, section 55720). The district has two types of Flex Days: District and College. District Flex Days occur once a year, usually in August. All other Flex Days are held at each college. District and College activities provide in-service professional learning opportunities in the form of workshops, drop-in sessions, discussions, division and department meetings, lectures, panels, and many other activities to support faculty, staff, and administrators in their professional learning.

The college flex planning group, in alignment with the Educational Master Plan prioritizes the following:

- Focus on Equity and Anti-racism
- Stable Partnerships (EAPC, DEAC (Distance Education Advisory Committee), ZTC (Zero Textbook Costs), SLOs, CSEA, AFT)
- More offerings for Classified (April and October)

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Funding for individual professional development is offered through the following sources:

Faculty Professional Development Funds

Faculty have the opportunity to apply to participate in professional development opportunities 11 through the Faculty Professional Development funds. The Faculty Professional Development Committee reviews applications from faculty in order to allocate funds. This includes conference/workshop attendance, ongoing institutes and academies, and sabbaticals. The Faculty Professional Development webpage outlines specific criteria and the application process for Faculty Professional Development Funds.

Classified Professional Development Funds

Classified Professionals have the opportunity to attend professional learning opportunities through the Classified Professional Development Funds. These include conference and workshop attendance as well as Cañada Tuition reimbursement. These funds are also allocated every other year for applicants from Classified Staff to attend the California Community Colleges Classified Senate's Classified Leadership Institute. The Classified Professional Development Work Group reviews applications from Classified Professionals in order to allocate funds. The Classified Professional Development webpage outlines specific criteria and application process for Classified Professional Development Funds.

Management Professional Development Funds

Managers have the opportunity to attend professional learning opportunities through Management Professional Development Funds. These include conference and workshop attendance, and ongoing institutes and academies. The Administrators/Academic Supervisory Professional Development webpage outlines the process for managers to receive professional development funds.

Classified Themes and Activities

Based on the spring 2023 survey, classified employees prioritized the following areas for professional development

Equity and Anti-racism

Trainings sponsored by the Equity and Antiracism Planning Council will be offered on an on-going basis. These trainings for faculty, staff and administrators are in alignment with the EAPC mission.

Health and Wellbeing

On flex days and during the semester, workshops and training sessions on topics such as stress management, mindfulness, and work-life balance must be available.

Professional Growth and Excellence

Classified staff are also interested in more structure and support in the following areas:

Orientations

Classified staff seek more structured orientations to understand organizational policies and procedures, ensuring they adhere to professional standards. They are also interested in connecting with colleagues to familiarize themselves with the campus culture, team dynamics, and expectations, ensuring greater integration into the work environment.

Academics

To enhance their professional skills and qualifications, opening opportunities for career advancement within their field, staff would like more financial support through the district.

Mentorship

Mentorship offers invaluable guidance and support to classified staff, providing them with insights, advice, and encouragement to navigate challenges, develop professionally, and achieve their career goals.

Office Processes and Technology

To support improved job performance in collaboration with the Business Office and the District training and skill development opportunities will be made available for classified employees to ensure they are proficient in using the latest office technologies and software tools effectively. This could include workshops, online courses, and one-on-one coaching sessions. In addition, Emergency and Safety training is available through the district.

Classified Professional Development Committee

The committee allocates Classified Staff professional development funds to Classified Staff for conference and workshop opportunities and Cañada tuition reimbursement (this is different from the district-level tuition reimbursement) It determines application and approval processes for Classified Staff to request PD (Professional Development) funds for attending conferences and workshops and tuition reimbursements

Wherever possible these training courses and opportunities are structured as Communities of Practice. In addition, IEPI will be consulted for adjustments.

Faculty Themes and Activities

Faculty leaders organize professional development activities aimed at enhancing teaching effectiveness, promoting student success, fostering diversity and inclusion, integrating technology, and ensuring compliance with institutional and accreditation standards. This entails continuously improving pedagogical skills, staying current in their fields, participating in equity-focused training, integrating technology into teaching, supporting student services, understanding assessment and accreditation processes, and upholding professional ethics and conduct standards. By actively participating in these professional development opportunities, faculty contribute to the mission of the colleges in serving diverse student populations and fostering student learning and success.

Details of these faculty-led initiatives are provided below:

Equity and Anti-racism

The Faculty Equity Coordinator/ EAPC Tri-chair, coordinates training for faculty, staff, and administrators in alignment with the EAPC mission. These trainings sponsored by the Equity and Antiracism Planning Council will be offered on an on-going basis.

Health and Wellbeing

On flex days and during the semester, workshops, and training sessions on topics such as stress management, mindfulness, and work-life balance must be available.

Faculty Teaching and Learning Lounge

The role of the Faculty Coordinator of the Faculty Teaching and Learning Lounge involves collaboration with existing Academic Senate and Curriculum Committee sub-committees, such as those addressing Black Student Matters, Ethnic Studies, and Textbook Affordability, to ensure teaching equity and enhancement across various areas. Additionally, the Faculty Coordinator works closely with the Instructional Planning Committee (IPC) and Flex Day agenda planners to align teaching and learning sessions with college objectives. They collaborate with sister colleges and district-wide initiatives, including the Equity Institute, and engage with programs like Open Educational Resources (OER), Student Learning Outcome (SLO)/Program Learning Outcome (PLO) assessment, Honors Transfer Program, Distance Education, and Guided Pathways/Interest Areas to promote innovative teaching practices. The Faculty Coordinator provides faculty-to-faculty support through mentorship, idea-sharing, conference

attendance, and engagement initiatives, while also managing communication, marketing, and outreach efforts to ensure widespread awareness and participation in teaching enhancement endeavors, including webpage maintenance and liaising with marketing and library departments. Additionally, they remain responsive to faculty needs by providing feedback and direction on initiatives impacting teaching.

Faculty Learning Program and AB 1705

The Faculty Learning Program (FLP) is a professional development program designed to improve faculty's instructional practices. Designed by UC Berkeley STEM (Science, Technology, Engineering, and Math) faculty, this program has been adopted by over 50 UC, CSU, and CA community colleges.

Faculty Professional Development Funds

The purpose of Faculty Professional Development program is to update, retrain, and extend faculty expertise to meet current and future needs of our students in accordance with college priorities. For more information, please refer to the AFT contract under Professional Development Program.

Quality Online Teaching and Learning

The Quality Online Teaching & Learning Training, or QOTL (Quality of Teaching and Learning), is an in-house certification program for SMCCCD (San Mateo County Community College District) faculty to learn how to teach online and/or hybrid courses. QOTL was first offered in the Summer of 2017 and will be offered three times each year--once during the Fall, Spring and Summer semesters. The course is offered 100% online.

Peer Online Course Review (POCR)

This is an online course review program through which faculty work with reviewers to develop high-quality online classes that are engaging, inclusive, and visually appealing for students.

Zero Textbook Cost (ZTC) and Open Educational Resources (OER)

Faculty receive professional development to implement Open Educational Resources (OER) and zero textbook cost (ZTC) materials.

Faculty Professional Development Committee

Per AFT contract, Article 13.11, committee membership consists of 3 AFT appointed faculty, 1 Academic Senate appointed faculty, and 2 Administrators. This committee allocates faculty professional development funds to faculty for conference and workshop opportunities, determines application and approval processes for faculty to request PD funds for attending conferences and workshops, and reviews faculty conference and workshop PD applications

Management Themes and Activities

In alignment with Cañada College's commitment to equity and anti-racism, it arranges professional development opportunities for managers. These initiatives include training programs such as the Living the Promise: K-14 Equity Leadership Academy. Managers also attend conferences at the state and national level. In addition, they identified the following themes for professional development.

Equity and Anti-racism

Professional development for managers at Cañada College directly addresses the institution's imperative for equity and anti-racism. More opportunities are needed to engage in discussions, reflective exercises, and actionable strategies aimed at dismantling systemic barriers and fostering inclusivity on campus. By equipping administrators with the tools to recognize and address biases, challenge inequitable practices, and amplify marginalized voices, the training cultivates a culture of awareness, empathy, and advocacy within the college community. The college will be coordinating with state and national programs to provide personalized training.

Technology for Business Purposes

In addition to training offered through the District, the Business Office, Office of Instruction, and Student Services will collaborate to provide training to improve the use of technology in the workplace.

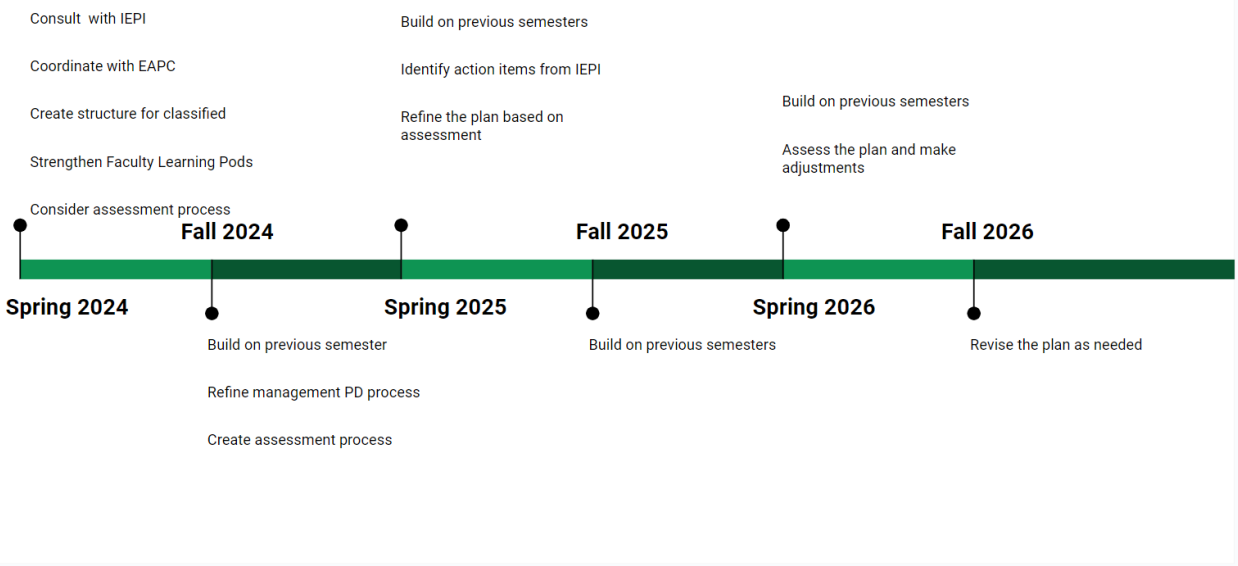
Safety Training

The Building Captain program was established to facilitate enhanced emergency preparedness and coordinate initial emergency procedures in every regularly occupied SMCCCD campus building. The program is a critical component of the District's Emergency Preparedness, Operations, and Recovery Plan.

Health and Wellbeing

On flex days and during the semester, workshops, and training sessions on topics such as stress management, mindfulness, and work-life balance will be made available.

Plan Timeline



Appendix A: College Committee 3-Year Plan

Classified Professional Development Strategies and Timeline

EMP Goal 1: Student Access, Success, and Completion

Increase resources for classified professional development and provide a comprehensive orientation and on-boarding for all newly hired classified, each term that includes module(s) in antiracism shared language, resources for equitable practices, and how to connect with a mentor or personal support via the Cultural Center and/or Offices of Instruction, Student Services, and Administrative Services. (EMP 2.7)

EMP Goal 4: Accessible Infrastructure and Innovation

SEM 2.2: Ensure access to instructional technology, training, and professional development to support quality of instruction across all modalities.

Provide training needed to ensure new technology resources facilitate student support. (EMP 4.1 and SEM 2.2.3)

Provide support for Professional Development infrastructure to ensure its sustainability

- Responsible Party: Office of Administrative Services, Office of Student Support Services, Office of Instruction, and EAPC
- Timeline: Fall 2024
- Evaluation Metrics: Collaborate with EAPC and PRIE Office

Faculty Professional Development Strategies and Timeline

EMP Goal 1: Student Access, Success, and Completion

Increase collaboration and communication for faculty professional development to support new teaching modalities and learning experiences, especially those that reach underserved current and future students. (EMP 2.3)

Provide a comprehensive orientation and on-boarding for all newly hired faculty, each term that includes module(s) in antiracism shared language, resources for equitable pedagogy and practices, and how to connect with a mentor or personal support via the Cultural Center and/or Offices of Instruction, Student Services, and Administrative Services. (EMP 2.7)

EMP Goal 2: Equity-Minded and Antiracist College Culture

SEM 1.2: Develop, implement, and evaluate strategic resources and interventions to strengthen pathways to college, with an emphasis on recruiting and retaining our BIPOC students.

SEM 4.1 Create and sustain an antiracist, inclusive and equity-minded campus culture

Sustain and expand faculty learning communities to support evolving teaching methods, innovation in teaching, and antiracism in teaching and learning, such as the Faculty Learning Program. (EMP 2.4 and SEM 4.1.10)

Develop, launch, and support the proposed Faculty Academy of Antiracist, Equity-minded Pedagogy and Classroom Practices, as well as other faculty-driven teaching and learning opportunities, to help students, particularly those who are disproportionately impacted, succeed (e.g., culturally responsive teaching, which includes course design and pedagogy). (EMP 2.2 and SEM 4.1.6)

Increase use of Open Educational Resources that address diversity, equity, inclusion, and antiracism in the course material content. (EMP 2.5)

Provide opportunities for faculty to advance equity-mindedness in their discipline or practices. (SEM 4.1.7)

Professional development for faculty focused on high challenge, high support, equity-minded teaching practices and equitable grading with the goal of achieving stronger, more consistent, and more equitable pass rates across sections of the same transfer-level course. (AB1705 #1)

Communities of practice for faculty teaching gateway courses to share activities and practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a belief in student capacity and growth, and mitigate stereotype threat. (SEAP Strategy and AB1705 #2)

Provide faculty support and professional development to ensure an effective dual-enrollment program (SEM 1.2.2)

Professional development for faculty that creates safe places for equity conversations about section-level success rate data disaggregated by race, income, gender, etc. to help faculty develop a reflective teaching practice that fosters innovation to improve learning outcomes for marginalized student populations. (AB1705 #3)

Targeted professional development for counselors to support counseling with empathy and equity-minded, anti-racist, asset-based approaches to foster students' positive self-esteem and self-efficacy, and to ensure that all students have the confidence and support to begin in English and math coursework for their program (that maximizes the student's chances of completing courses that satisfy requirements for the intended program). (AB1705 #4)

Faculty participation in existing training programs (workshops, online courses, communities of practices) that support the goal of improving successful completion of transfer-level math/quantitative reasoning and English, such as the Puente Collaborative, Grading for Equity, Reading Apprenticeship. (AB1705 #5)

EMP Goal 2: Equity-Minded and Antiracist College Culture

SEM 1.2: Develop, implement, and evaluate strategic resources and interventions to strengthen pathways to college, with an emphasis on recruiting and retaining our BIPOC students.

SEM 4.1 Create and sustain an antiracist, inclusive and equity-minded campus culture

Provide faculty support and professional development to ensure an effective dual-enrollment program (SEM 1.2.2)

Sustain and expand faculty learning communities to support evolving teaching methods, innovation in teaching, and antiracism in teaching and learning, such as the Faculty Learning Program. (EMP 2.4 and SEM 4.1.10)

Develop, launch, and support faculty-driven teaching and learning opportunities, to help students, particularly those who are disproportionately impacted, succeed (e.g., culturally responsive teaching, which includes course design and pedagogy). (EMP 2.2 and SEM 4.1.6)

Increase use of Open Educational Resources that address diversity, equity, inclusion, and antiracism in the course material content through ZTC and OER. (EMP 2.5)

Provide opportunities for faculty to advance equity-mindedness in their discipline or practices in collaboration with EAPC. (SEM 4.1.7)

Professional development for faculty focused on high challenge, high support, equity-minded teaching practices and equitable grading with the goal of achieving stronger, more consistent, and more equitable pass rates across sections of the same transfer-level course. (AB1705 #1)

Communities of practice for faculty teaching gateway courses to share activities and practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a belief in student capacity and growth, and mitigate stereotype threat. (SEAP Strategy and AB1705 #2)

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EMP Goal 4: Accessible Infrastructure and Innovation

SEM 2.2: Ensure access to instructional technology, training, and professional development to support quality of instruction across all modalities.

Provide training needed to ensure new technology resources facilitate quality teaching and learning. (EMP 4.1 and SEM 2.2.3)

Provide support for faculty to learn current standards (i.e., CVC-OEI, accessibility standards, Universal Design for Learning) to ensure courses are equitable, engaging, and effective for students. (SEM 2.2.1)

Provide support for Professional Development infrastructure to ensure its sustainability

- Responsible Party: Office of Instruction and EAPC
- Timeline: Fall 2024
- Evaluation Metrics: Collaborate with EAPC and PRIE Office

Management Professional Development Strategies and Timeline

EMP Goal driving this strategic direction: Cañada College transforms its culture to be equity-minded and antiracist

SEM Goal driving this strategic direction: Ensure the College effectively supports the community's evolving needs by providing culturally relevant, community engaged, quality instructional and student service programs.

Provide regular professional development to improve faculty, staff and manager hiring practices that recognize both traditional and nontraditional experiences and qualifications to ensure the hiring of a diverse pool of faculty and staff applicants.

Provide regular, accessible, planned, and intentional professional development opportunities (including implicit bias and antiracism training every two years) to all employees that sustains their personal growth and professional development over the course of employees' careers.

Provide training on the new campus-wide bias incident reporting system with safeguards for victims and transparent methods for addressing all reports effectively.

Provide PD in Umoja, Puente, and other relevant equity practices for administrators (SEAP)

- Responsible Party: Office of Instruction and EAPC
- Timeline: Fall 2024
- Evaluation Metrics: Collaborate with EAPC and PRIE Office

Annual Summary of Progress

The “Annual Summary of Progress” will be a one-page report submitted to PBC or presented in person. The report updates PBC on progress the college (and Committee) has made in meeting the Committee’s plan objectives.

Baseline Metrics: College Scorecard

In fall 2024, the Committee will identify metrics and other measures to help track the College’s progress in meeting planned objectives in support of college goals.

Equity Measures

In Fall 2024, in collaboration with the EAPC, the Professional Development Planning Committee will identify metrics to establish baseline measures for successful outcomes and disaggregated by student population and student type to ensure that no sub-population of Cañada students is disproportionately negatively impacted. The Office of Planning, Research & Institutional Effectiveness (PRIE) will assist with identifying, tracking, and evaluating metrics.

Appendix B: Needs Assessment

Classified Results

Response to Spring 2023 Professional Development Needs Assessment Summary.

Satisfaction and Communication: Lack of communication leads to lower satisfaction levels among employees regarding different programs, indicating a need for better communication strategies.

Relevant Training: There is a need for more tailored and job-specific training sessions, emphasizing practical skills related to individual roles. There's a call for more district-specific training that includes tools like OneDrive, SharePoint, and Outlook, rather than generic sessions that don't address these needs. Satisfaction levels, awareness, and the necessity for more job-specific and practical information in professional development sessions.

Continuous, Tailored Training: Ongoing, role-specific training rather than one-time sessions are needed. Training should build on skills and adapt to changes in technology or processes. Professional needs are diverse among different job roles. Also, while generic training might be beneficial, specialized training based on individual roles is also necessary. There is also a preference for regular updates and training that builds on previous knowledge. Some options to consider:

Consistency in Banner Training: There is a need for standardized training on, aiming for consistency among employees rather than varying experiences.

Focus on Personal Growth and Equity: The data indicates a high interest in personal growth, cultural awareness, equity, and diversity training.

Diversity and Equity Training: There needs to be collaboration with ongoing training with EAPC and District PD. There's strong interest in professional development focusing on diversity, equity, inclusion, and cultural awareness. The interest seems to have increased due to recent efforts from groups like the EAPC.

Preference for Practical Learning: Participants highlighted the need for hands-on learning experiences. They feel that merely listening or passive learning isn't as effective as immediate practical application.

Challenges with Professional Development Funding: There's a limitation on professional development funding, especially for conferences. Classified staff felt that the allocated amount of $1,000 is insufficient, and there might be issues regarding applying for additional funds.

Collaboration and Inclusion in the Plan: Participants discuss the inclusion of collaborations with specific groups, such as building Captain Training and integrating first aid/CPR training locally. They express the intention to integrate these collaborations into their planning efforts for a comprehensive approach.

Future Planning and Coordination: The campus needs to focus on incorporating these insights into the college professional development plan. We also need to coordinate with the district and provide college-specific resources to improve communication and offer more relevant training sessions.

Faculty Results

Manager Results

One of the recurring findings of each assessment is that the current professional development structure is confusing and may not be serving each constituency as well as it could. Available funding is not well understood and the process for applying for it is not clear. One of the recommendations of this Plan is to clarify and refresh parts of the current professional development structure.