

TWO YEAR STAFF DEVELOPMENT PLAN 2014-2016

OVERVIEW

The Office of Staff Development has not produced a comprehensive plan for guiding Professional Development at Glendale Community College since 2008. Without such a plan it is difficult to evaluate the goals, methods and outcomes of the current offerings or organize future training to meet the needs of Glendale Community College. While the Office of Staff Development has worked to offer more opportunities for professional training as well coordinating and promoting existing opportunities, it is necessary to step back and develop a more systematic approach to Professional Development at GCC.

Despite increased offerings for professional growth and development, one major shortcoming exists in Staff Development over the last decade. The majority of existing opportunities has been directed toward faculty, and therefore did not address the needs for Classified Professional Development. As a result, this Two Year Staff Development Plan aims at identifying needs and assessing success for Classified Staff as well as Faculty.

For this reason, the current two year plan includes a Classified Staff initiative designed at creating significant new offerings for this section of the College community, and a faculty initiative aimed at building upon the current program that is directed mostly to their professional needs. The first section is intended to offer a broad range of training to support the Professional Development of as many Classified Staff as possible. The later faculty section will be based upon an evaluation of the current Instructional Master Plan as a means aligning faculty Professional Development with the needs of the institution as identified through the existing planning process.

CLASSIFIED PROFESSIONAL DEVELOPMENT

The Classified Staff plan emphasizes opportunities for Classified Professional Development. While Classified Staff have historically had access to the many events held on campus to promote greater social, political, and cultural awareness, these events have neither been actively promoted among the Classified employees, nor offered at times that met the scheduling needs of their jobs. The Office of Staff Development will work to both promote existing Professional Development opportunities, and also find ways to offer these opportunities at times that are available to Classified Staff.

In addition, the Office of Staff Development must identify areas where Classified Staff need training for specific skills related to work responsibilities. A major part of this training should support core skill-building among the Classified Staff. They also require opportunities to acquire skills that can help them in career advancement, so there need to be opportunities for leadership training. These two mutually supportive training approaches will help the Classified Staff stay

current in their existing work, as well as provide the skills and knowledge necessary for advancement.

1. Goal: Increase the number of on campus professional training opportunities available to Classified Staff.

Classified Staff have historically received very few opportunities for professional training geared to their specific needs. The Office of Staff Development must work with Classified leadership to identify areas of need, and coordinate training in those areas.

Method	2013-2014	2014-2015	2015-2016
Conduct survey to determine Classified Staff Professional development needs, and offer workshops in those areas.	Evaluate survey conducted by Classified leadership to <i>identify</i> broad-based professional development needs	Offer multiple workshops at various times and locations to address broad-based needs for Classified training.	Offer multiple workshops at various times and locations to address additional broad-based needs for Classified training.

2. Goal: Increase individually paced online training opportunities for Classified Staff.

The demands of daily job duties often prevent Classified Staff from receiving professional development during college hour. An online training vendor will be selected and promoted to allow interested Classified Staff to develop a program of self-directed professional development.

Method	2013-2014	2014-2015	2015-2016
Select and provide online self-directed professional development for Classified Staff to support their individualized needs.	Identify vendors that can provide the most varied support for Classified Staff. As of this writing, Lynda.com appears the best choice.	Provide <i>several</i> site licenses as a pilot for Classified Staff who seek professional development.	Evaluate the effectiveness of the pilot program. If the training proves useful and broadly supported, <i>increase</i> the site licenses.

3. Goal: Provide leadership training for Classified Staff.

Promote leadership training through the SanFACC mentoring program. The consortium of 6 local community colleges organizes annual year-long leadership mentoring events, and Classified Staff need to be recruited to help train leadership in this area of the GCC campus community.

Method	2013-2014	2014-2015	2015-2016
Promote Classified Staff participation in SanFACC leadership training.	<i>Recruit</i> Classified Staff to apply for the upcoming year's program.	Select <i>a few</i> Classified Staff to participate in the SanFACC leadership training program.	Select <i>additional</i> Classified Staff to participate in the SanFACC leadership training program.

4. Goal: Support IT plan to promote technological currencies in IT Staff.

IT will implement and evaluate a program of self-identified staff who will use an online training vendor licensed through the college to allow the IT Staff to keep current in the field of Information Technology.

Method	2013-2014	2014-2015	2015-2016
IT staff will use an online training system as a means of keeping current in the field.	IT staff will <i>identify</i> an appropriate IT training vendor, as well as staff who will participate in the training.	Identify <i>IT staff</i> who will participate in a pilot program to evaluate the effectiveness of the selected training modules for meeting the training needs of the GCC IT Staff.	Evaluate pilot. If the selected training modules proves an effective training tool, <i>additional IT staff</i> will be given access to the online training. If the system is not effective, investigate a new training system to help keep IT staff current in the field.

5. Goal: Support IT plan to promote increased self-directed professional growth among IT Staff.

IT staff will create individualized annual growth plans which will become part of their professional responsibility and development.

Method	2013-2014	2014-2015	2015-2016
IT Staff will create an annual plan to guide their professional development within the mission of Information Technology for GCC.	IT Staff will be introduced to the process of self-directed professional development.	Initial one-year professional growth plans will be produced by the IT Staff.	IT Staff will evaluate their first year plan, identify areas of strength and weakness, and use that information to write a new one-year professional growth plan.

FACULTY PROFESSIONAL DEVELOPMENT

The Faculty at Glendale Community College currently offers a robust array of workshops, lectures and presentations that promote Faculty Professional Development. During the 2013-2014 over 180 events have been offered, addressing such areas as: presentations on health, fitness and wellness; talks on current political, social, and science-related issues; workshops to promote innovation in the classroom; presentations regarding financial and retirement planning; Division retreats to discuss instructional concerns within various disciplines on campus; panels and lectures to involve faculty in understanding and participating in the current Accreditation.

The difficulty is that these offerings are primarily generated by faculty on campus, and therefore have little concrete connection to institutional planning. In order to address this shortcoming, this faculty portion of the Staff Development Plan will utilize the Instructional Master Plan (IMP) as the starting point for identifying institutional Professional Development needs. The IMP is an annual evaluation of instructional needs for Glendale Community College. By reviewing this document, the Office of Staff Development can identify areas of instructional need that require faculty Professional Development to achieve.

The following eight goals have been linked to the IMP, and that linkage is listed at the end of each goal to ensure that the objectives of the faculty portion of the Two Year Staff Development Plan can be grounded in the broader needs of the institution.

1. Goal: Provide professional development to help faculty incorporate new pedagogical practices into the classroom (IMP items 124 and 185)

Recent research in educational theory points to important new avenues of student learning. These innovations involve rethinking student-teacher interaction both in and outside the classroom.

Method	2013-2014	2014-2015	2015-2016
Develop and offer workshop series that will introduce new pedagogies and promote the implementation of those new learning strategies in the classroom.	Winter workshops will be offered to faculty involving investigation of new instructional pedagogies. These focused on slipping, interactive engagement, and collaborative learning.	Identify faculty who implemented new pedagogies arising from recent workshops and encourage them to lead new workshops in Fall 2014 and Winter 2015. The objective is to help build a growing culture of inquiry among instructional faculty. The goal is to recruit <i>faculty members</i> who can become area experts in the future.	Have the faculty members lead workshops in Fall of 2015 and Winter of 2016 to foster a campus-wide examination of learning and pedagogy. The goal of these workshops is to recruit <i>faculty members</i> who can become area experts. This step will focus on under-represented disciplines to encourage richer dialogue about instruction.

2. Goal: Increase faculty from the STEM disciplines in pedagogical innovations. (IMP items 124 and 185)

The Faculty from the STEM disciplines were not well represented in the previous workshops on instruction. The Office of Staff Development will identify the educational innovations that appeal to this faculty group and design workshops aimed at engaging these faculty members in the campus-wide examination of instructional pedagogy.

Method	2013-2014	2014-2015	2015-2016
Develop and offer workshops geared toward engaging STEM faculty in a campus-wide examination of instructional innovation.	STEM faculty to become engaged in discussion of instructional innovation as part of the campus-wide culture of inquiry. Workshops in the winter of 2014 did not attract significant participation from faculty who teach in the areas of Science, Technology, Engineering or Mathematics.	Work with Division Chairs from the STEM disciplines to identify areas of instructional innovation that will appeal to faculty within these disciplines. Specifically designed workshops will be offered to this faculty in the Winter of 2015, hoping to attract new faculty members .	Two to four of the STEM faculty members who participated in the Winter 2015 workshops will be recruited to lead workshops during this academic year to engage more STEM faculty in examinations of instructional innovation. The goal is to attract new faculty members to engage in this discussion.

3. Goal: Provide faculty training in distance education to implement policies initiated by the Committee on Distance Education (CoDE). (IMP 130, 131, 133, 136, 136, and 138)

State and National requirements for the structuring of online education require significant training at Glendale Community College to insure that all faculty who offer Distance Education instruction – both in fully online as well as hybrid modes – have the required knowledge to guarantee quality education.

Method	2013-2014	2014-2015	2015-2016
In order to teach online, faculty must go through 6 hours of training (or less, if they have been teaching online in the past). The Certification Process was developed by the Distance Education Coordinator with the guidance from the CoDE Committee.	CoDE determined the need for faculty who teach online to be trained. CoDE developed 6 hours of online training for faculty, and established criteria for waiving portions of this requirement among faculty who have previous online teaching experience.	Support CoDE's online training program by providing guidance for enrollment and verification of completion for those who receive the training. All faculty new to online instruction must undergo this training.	Continue to support CoDE's online training program by providing guidance for enrollment and verification of completion for those who receive the training. All faculty new to online instruction must undergo this training.

4. Goal: Provide faculty training in the use of the SLO database. (IMP 102, 103, 106, and 113)

As part of the institution's commitment to designing, implementing and evaluating course, department, and programmatic SLO's, an in-house SLO database was designed and introduced. There is an ongoing need to train faculty in the use of that software, as well as ongoing discussion of how to evaluate and implement changes in SLO's that come out of this process.

Method	2013-2014	2014-2015	2015-2016
The sustainable evaluation loop for SLO creation, implementation and evaluation requires that faculty understand the in-house SLO database.	The in-house SLO database was introduced to the faculty for use in the 2013-2014 SLO cycle. Faculty members are required to enter their SLO evaluation into the database, and then analyze their data to define ways of improving instruction.	Faculty will be offered workshops to ensure they understand how the SLO database functions. More importantly, those faculty members will also be encouraged to reevaluate their modes of instruction in response to the previous year's SLO's.	Faculty will be offered workshops designed to help them evaluate their course-level SLO's in response to the second cycle of SLO database use. It is not enough to look at existing SLO's. Faculty should be helped in evaluating the effectiveness of their original SLO's and encouraged to revise them as part of the ongoing SLO assessment cycle.

5. Goal: Support training for new and existing faculty members to Curriculum and Instruction in support of the increased responsibility of faculty in the C & I process. (IMP 32, 37, 39, and 40)

Changes to the Statewide Curriculum, as well as the work to create transfer degrees, has led to systematic rewriting of curriculum at Glendale Community College. The Academic Senate has tasked faculty with the job of overseeing this process, resulting in increased faculty participation in Curriculum and Instruction. This requires ongoing training to insure all faculty members of C&I remain current in State and local requirements.

Method	2013-2014	2014-2015	2015-2016
The leadership of the Curriculum and Instruction (Kathy Bakhit) identified a growing need for faculty training in the structure and evaluation of courses submitted to Technical Review and the Curriculum and Instruction Committee.	Statewide changes in curriculum and transfer requirements for Community Colleges mandated an overhaul of virtually all the curriculum at Glendale Community College. This expanded workload required an increased participation of faculty, and this mandated offering workshops to ensure that the faculty understand the new systems and structures.	The C & I committee has ongoing turnover of faculty representatives, and the complexity of the requirements used by the committee to evaluate changes to existing courses as well as submission of new courses requires ongoing training. Workshops will be supported by the Office of Staff Development to maintain the integrity of the C & I process.	The C & I committee has ongoing turnover of faculty representatives, and the complexity of the requirements used by the committee to evaluate changes to existing courses as well as submission of new courses requires ongoing training. Workshops will be supported by the Office of Staff Development to maintain the integrity of the C & I process.

6. Goal: Support meetings at the Garfield Campus as part of that unit’s annual Master Plan evaluation. (IMP 55 and 56)

The Garfield Campus is engaging in an ongoing process of writing and evaluating its Master Plan. This requires increased faculty participation in this process. In order to facilitate this ongoing process, the leadership on this campus have instituted planning meetings throughout the Academic Year that need to be supported by Glendale Community College.

Method	2013-2014	2014-2015	2015-2016
Glendale Community College needs to provide support for the Garfield Campus of the district.	Faculty and Classified Staff meet to help write a Master Plan for the Garfield Campus.	Staff Development to support meetings among the administrators, faculty, and Classified Staff to evaluate and revise the Master Plan.	Staff Development to support meetings among the administrators, faculty, and Classified Staff to evaluate and revise the Master Plan.

7. Goal: Provide support for the Faculty Innovation Center. (IMP 174 and 177)

The Faculty Innovation Center is undergoing a redesign, with an aim toward broadening faculty awareness and use of this important resource. A primary objective of the Faculty Innovation Center is to help build an increased campus-wide examination of instructional pedagogy.

Method	2013-2014	2014-2015	2015-2016
The Faculty Innovation Center (FIC) is intended to encourage faculty to create a culture of instructional inquiry at Glendale Community College. The Office of Staff Development must coordinate with FIC to support faculty instructional innovation.	The FIC formed an ad-hoc committee to develop both short and long term goals for the Center. Glendale College is currently supporting the FIC through limited release time for a director.	The FIC will organize a Student Transfer Success Blog. Staff Development will support the project by providing verification of participation for faculty to use in fulfillment of their annual flex obligation.	The Office of Staff Development will work with the FIC to provide workshops and “best practices” meetings to support faculty innovation and connect faculty to the FIC facilities and services.

8. Goal: Provide leadership training for Faculty. (IMP 185)

Promote leadership training through the SanFACC mentoring program. The consortium of 6 local community colleges organizes annual year-long leadership mentoring events, and Faculty need to be recruited to help train for the Guild, the Academic Senate, and the GCC campus community.

Method	2013-2014	2014-2015	2015-2016
Promote Faculty participation in SanFACC leadership training in order to create opportunities for professional advancement among Classified Staff.	Recruit Faculty who are interested in leadership training to apply for the upcoming year’s program.	Select two Faculty to participate in the SanFACC leadership training program.	Select three Faculty to participate in the SanFACC leadership training program.

