

**Campus Employee Development
Strategic Plan
2015-2016**



Friday, August 28, 2015

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EXECUTIVE SUMMARY

Mesa College has a long tradition of providing professional development opportunities for its employees. For decades this has come under the purview of the Staff Development Committee, made up of broad representation from constituent groups on campus and financed through AB1725 funds from the state. As the funding priorities of the state have fluctuated over the years, and the mission of the California Community College System has shifted to an increased focus on student success, equity, and completion, the need for the professional development of all employees at Mesa becomes central to the success of the college. In response to this need, the President’s Cabinet directed the establishment of a task force to evaluate professional development opportunities and needs at Mesa College and to develop recommendations for a comprehensive and structured approach.

During the Task Force’s initial investigation, the college was awarded a Title V/HSI Grant and began to receive Student Success and Support and Equity funds to initiate professional development efforts to support these initiatives at Mesa. This led to the augmentation and renaming of the task force to the Campus Employee Development Task Force with the charge of developing a strategic plan that addresses the programming and physical space needs for professional development at Mesa. With the completion of this strategic plan, the Task Force is now poised to recommend the establishment of the Campus Employee Development Committee (CED) to execute and carry out the goals and objectives of the plan.

The CED supports the mission of San Diego Mesa College through coordination of a variety of professional development opportunities for all faculty, staff, and administrators to experience and enjoy their roles as lifelong learners and educators. It promotes the development of faculty, staff, and administration for the next phase of growth at the College to attract, retain, and develop excellent employees, and help Mesa be a leading community college in California. This enables campus employees to develop the knowledge and skills to assist students to be successful in college.

While a volume of robust and diverse professional development is occurring on campus, Mesa College does not have a cohesive structure, of planning, budgeting, marketing, assessment, leadership, and space to effectively leverage and grow professional development to meet the current unmet and ever-changing needs of the campus. Further, because professional development is not holistically coordinated, it does not have a resource allocation model that is informed by program review and thus is not incorporated into the campus Integrated Planning Cycle.

This strategic plan defines the following goals:

- Assist employees in improving their job performance and service to students.
- Support employees in their career and academic advancement.
- Collaborate with all College departments to anticipate and address the professional development needs of the College.
- Promote an environment of learning, research, teamwork, communication, and positive employee morale, as well as promote a sense of community

The plan makes the following recommendations in order to meet these goals:

- 1) Establish a home for professional development
- 2) Establish an institutional reporting and budget structure for professional development
- 3) Establish a content plan for cohesive professional development

With the present priorities of the California Community College System (CCC) as a whole, the strategic goals and objectives established in the Mesa College Strategic Plan, and the increased funding to develop a comprehensive professional development program, the time to implement the CED Strategic Plan has arrived.

INTRODUCTION

San Diego Mesa College opened in 1964 as part of the San Diego Community College District. The campus is situated between the Linda Vista and Kearny Mesa areas in the City of San Diego. The College offers a wide array of day, evening, weekend, and online courses leading to 195 Associate in Arts, Associate in Science degrees and certificate programs in transfer and career technical education. The College enrolls approximately 25,000 students each semester, the majority of whom are residents of the City of San Diego. As part of the San Diego Community College District, Mesa College serves students in its neighboring communities as well as students from the larger SDCCD service area, City of San Diego, and San Diego County.

Mesa College students reflect the diverse community which it serves. To that end, the changes in the demographics of our community are evident in the changes in our student population. As an example, in the county of San Diego the Hispanic/Latino population is projected to increase 26% by 2020. At Mesa College, our Hispanic/Latino population has increased by 61% in the last five years and is projected to continue its upward movement. These significant shifts in ethnicity provide the context in which student equity and success outcomes are assessed and changes in institutionalized practices are implemented.

Mission

San Diego Mesa College empowers our diverse student body to reach their educational goals and shape the future. As a comprehensive community college committed to access and success, we promote student learning and achievement leading to degrees and certificates in support of transfer education and workforce training, and lifelong learning opportunities. Faculty and staff collaborate with our students to foster scholarship, leadership, and responsibility to effect positive change within our community.

Vision

San Diego Mesa College shall be a key force in our community to educate our students to shape the future.

Values

- Access
- Accountability
- Diversity
- Equity
- Excellence
- Freedom of Expression
- Integrity
- Respect
- Scholarship
- Sustainability

Strategic Directions

1. Deliver, advance, and support an inclusive teaching and learning environment that enables all students to achieve their educational goals.
2. Build and sustain a sense of community that extends across campus and constituencies, nurturing collaboration, learning, growth, and diversity.
3. Build and sustain pathways in support of the comprehensive community college mission.
4. Support innovation in our practices.
5. Support personal growth and professional development of our employees.
6. Serve as stewards of our resources and advance effective practices in support of accountability.

http://sdmesa.edu/01/assets/File/emp/EMP%20Preliminary%20Strategic%20Directions%20over%207%20FINAL%2005_20_14.pdf

History of Professional Development at Mesa College

Mesa College has a rich tradition of supporting diverse and innovative professional development activities. In the 1980s, AB 1725 provided California Community Colleges with funding for professional development. The campus established a committee to coordinate campus professional development and review and approve requests for funding to attend professional development conferences and travel as well as funding for campus events. Over the decades, as this funding has fluctuated, the opportunities for innovative professional development decreased and became less coordinated. As an educational institution, the quest for continued learning is a spirit that has enabled the campus to continue to provide professional development opportunities through the work of many committees that focus on issues including diversity, humanities, sustainability, and learning outcomes, just to name a few. The professional development needs of departmental, service area, and governance groups, have also led to many activities and programs for development. This growth has not been coordinated campus-wide and funding has been sparse. Moreover, the College has been unable to meet competing priorities and the professional development needs of faculty and staff. Additionally, the lack of coordination has resulted in duplication of efforts and inefficient utilization of resources, including facilities, funding, and human resources.

PLAN OVERVIEW

CED Plan Development Process

On February 28, 2014, a recommendation to create a Staff and Professional Development Task Force was presented to the President's Cabinet. (<http://www.sdmesa.edu/about-mesa/presidents-page/documents/staff-and-professional-development-task-force-proposal/>) The Task Force was approved at the March 4, 2014 President's Cabinet meeting. (<http://www.sdmesa.edu/about-mesa/presidents-page/agenda/3-4-14-presidents-cabinet/>) The awarding of the Title V / HSI grant in October 2015 added a dynamic to campus staff development, providing funding for a professional development specialist and funding to renovate a space to address and improve professional development for the campus. The Task Force was then augmented in purpose and membership to be inclusive of all campus-wide initiatives and professional development for all campus employees; faculty, staff and administrators. The Task Force was renamed as the Campus Employee Development Task Force (CED) to reflect this inclusiveness. Its membership was augmented to include the HSI professional development specialist as co-chair and additional members of the campus community who are involved in professional development activities. (<http://www.sdmesa.edu/about-mesa/institution/proyecto-exito/campus-employee-development/taskforce/>) The CED Task Force set forth to accomplish its goals in Spring 2015.

The CED realigned its primary outcome:

Develop a Campus Employee Development Strategic Plan that encompasses assessment of all campus professional development activities, research high impact professional development practices and learning spaces – particularly at California Community Colleges - and recommends the campus professional development structure, facilities, budget, programing, and assessment.

The CED Task Force set about its work through monthly meetings, sub-group work, research and visits to multiple California Community College teaching and learning centers.

Concurrently, the CED Task Force addressed the professional development objective from the Title V / HSI Grant and piloted an HSI Workshop series in Spring 2015. <http://sdmesa.edu/about-mesa/institution/proyecto-exito/campus-employee-development/hsi-speaker-series/>

Plan Objectives

The Objectives of the San Diego Mesa College Campus Employee Development Plan:

1. Formulate the College professional development plan with a philosophical base that incorporates the current professional development entities and activities on campus that is consistent with Mesa's mission and sensitive to our culture
2. Direct the College's professional development through research, needs assessments and evaluations
3. Establish goals and objectives for the College professional development plan as derived from the philosophical base and needs assessment results
4. Encourage broad-based ownership of professional development by involving every segment of the College community
5. Integrate professional development into the College structure by including responsive programs and recognition of success
6. Support the priorities established in Mesa's strategic directions and goals
7. Reinforce the Educational Master Plan's strategies for excellence in teaching and learning and student equity and success

Philosophy

The employees at Mesa are its most valuable resource in ensuring excellence in teaching and student equity and success at the College. The term **professional development** is defined as, *opportunities for personal enrichment, renewal, growth, change and continuous improvement for all individuals employed within the College in ways that fulfill the mission, vision and goals of the institution*. Professional development includes organized programs and activities as well as individualized services and means for independent learning and must be focused on supporting strategic initiatives, reaccreditation efforts, and new curriculum development.

Student equity and success and teaching and learning are central issues of the current national college completion agenda with the goal of doubling the number of students who complete a college degree in the next two decades. Community colleges are positioned to help individuals meet their educational goals and accomplish the national agenda. Properly selecting and developing all employees who must enjoy working with students and have the skills necessary to actively engage students in the learning process is essential for success (O'Banion, 2011).

Professional development programs must be able to demonstrate the value added for the dollars spent annually within any organization, but especially at community colleges where tax dollars are at stake (Sullivan & Haley, 2009). While the professional development of community college employees should be nurturing to the individual, they must ultimately meet the needs of the institution. Necessary steps in credible and professional program implementation begin with developing a mission and goals, involving all employee groups and departments, and then offering a diversity of training with excellent facilitators at convenient times (Troller, 2002).

Leadership at the College has brought a clear focus to integrated planning with development of the Educational Master Plan (EMP) and Strategic Priorities and goals that were built off the Annual Program Review process. The EMP will drive programs, budget and development for the next 5-10 years. Professional development planning represents a way to address institutional and individual concerns while retaining the flexibility to innovate and collaborate regarding any future directions at the College. The professional development plan will always be flexible and assessed for sustainable continuous quality improvement as the College's programs evolve to meet the needs of the students and community

With the adoption of the EMP and the Strategic Priorities and Goals, the framework is established for the CED Plan 2015-2016. Specifically outlined in:

- Strategic Direction 5: Support personal growth and professional development of our employees;
- Strategic Goal 5.1: Build a culture of professional development and personal growth that empowers employees to set and achieve their professional goals;
- Strategic Goal 5.2: Promote professional development in teaching and learning, using technology to advance student learning, and developing engagement strategies to enhance student learning.

Additionally the CED plan supports other strategic directions and goals:

- Strategic Direction 2: Build and sustain a sense of community that extends across campus and constituencies, nurturing collaboration, learning, growth and diversity;
- Strategic Goal 1.3: Provide instruction in support of the needs of the College's diverse student population;
- Strategic Goal 1.6: Allocate appropriate resources to deliver upon these commitments;
- Strategic Goal 4.1: Support new teaching strategies, applied learning experiences, and engagement techniques in support of student-centered learning;
- Strategic Goal 4.2: Advance new technology applications in the classroom and on campus.

The expansion of curricula and new programs creates the need for newly-hired as well as established faculty and staff members to develop and augment their skills and roles within the learning-centered environment. The College is committed to practicing excellence in teaching to enhance student learning, student success and quality programming. Such a commitment requires the continuous pursuit of content and pedagogical expertise, honest assessment, dynamic instruction, the creation of a student-centered learning environment, innovation and mentoring. All of these tenets require qualified and motivated Mesa employees who will convey their expertise in and enthusiasm for higher education. Excellence in teaching and learning will be best advanced in the professional development of and support for each Mesa employee, provision of physical and technological resources, and evaluation methods across the institution with benchmarking and metrics-driven dashboards.

Working Assumptions

The CED has adopted several working assumptions regarding the culture of Mesa College and the professional development needs of the college community:

1. There are three main constituencies to be served. The planning of any professional development program must be attentive to the similarities and differences of the needs of each group. These groups are classified/professional staff, faculty (inclusive of part-time instructors), and administrators. While student workers constitute another important group to be served, this involvement will come in later years of planning. The intent is to initially reach student workers indirectly by facilitating supervisory skills among those who coordinate the job functions of student workers.
2. All employees are change agents and exhibit collegiality and work in a climate of civility. The draft Campus Civility statement guides this assumption: “To attain academic and professional excellence, San Diego Mesa College is committed to building an inclusive community characterized by academic freedom, mutual respect and campus civility. With regard for the principles of freedom of expression and academic freedom, San Diego Mesa College promotes attitudes of openness and civility necessary for meaningful exchanges between people. Our campus population is characterized by diversity, a strength of our college community that must be valued and protected. We aspire to be a community that treats everyone with dignity and mutual respect. We are committed to creating and maintaining a respectful and positive environment for all members of our community. Our goal is to translate this commitment into actual behavior on the part of everyone who enters our community.” (Draft – Creating Campus Civility: Our Commitment, San Diego Mesa College Working Group, April 19, 2013)
3. The campus presently hosts robust and engaging professional development activities through a variety of committees, initiatives and departments. In order to provide appropriate support, allocate resources (including physical spaces, human resources, and funding), assess and improve outcomes, coordination of professional development activities is needed.
4. Professional development programs, activities, and services need to be inclusive. Planners and presenters need to make information widely available across the college and seek input to build consensus. This ensures that development initiatives are the cornerstone of a learning centered environment and professional development reaches beyond these initiatives to include all employees.
5. Professional development programs, activities, and services need to be accessible. Programs need to be scheduled as resources permit, and mechanisms for maximum participation need to be built into the planning. Examples include online options, webinars, and independent resource materials in addition to face-to-face training. Specific face-to-face training options can be scheduled via *ready-made groups* that are already meeting as departments and divisions, or on special event days. A variety of opportunities and means for learning should be planned in keeping with the goal of providing employee learning any way, any place and any time (O’Banion, 1995).

6. All professional development programs, activities, and services need to be evaluated. Formative and summative evaluations are needed on a regular basis to ensure that the goals of the program are being met. The cost-effectiveness of programming is an important consideration in planning. New programs and services must be based on verified individual and institutional needs. Recurring programs and services need to be continuously improved through review, taking into account thoughtful feedback from participants. The CED committee of faculty, staff, and administrators, must meet regularly to analyze collected data from evaluations and help determine future training options. Professional development of employees should be nurturing to the individual but ultimately must meet the needs of the institution (Troller, 2002).

Constituencies to be Served

This plan assumes that all employee constituencies will have opportunities to access professional development. All employee groups share common themes for learning, including equity, diversity, and technology. Professional development interests and needs also vary within the three main employee groups:

For **faculty** (both full-time and part-time), professional development emphasizes the facilitation of personal and professional growth related to the improvement of teaching effectiveness, the acquisition and enhancement of classroom skills, knowledge and techniques as well as content-specific knowledge that may be discipline-based, and the expansion of interests related to academic pursuits. Studies on professional development for adjunct faculty emphasize the need to include opportunities for integration and connectedness as well as pedagogy (Burnstad, 2002).

For **classified/professional staff**, professional development emphasizes the enhancement, improvement, and upgrading of job skills. These include personal and professional skills such as training to keep classified/professional staff current in the tools available to do their jobs, communication, and career development as they desire to prepare for positions of increasing responsibility within the organization and beyond.

For **administrators**, professional development focuses upon supervisory and management skills as well as leadership development. This includes personal and professional growth, improvement in decision making, communication, planning, and measuring success of institutional outcomes.

To meet the needs of all three constituencies, professional development offerings will be:

- Mentally stimulating and interesting, creative and imaginative, highly interactive, motivational, and focused on problem-solving with dynamic presenters/facilitators
- Timely, job-related, practical, and well-organized in content and focused on skill development
- Clear in purpose, with well-defined objectives and assessment of desired outcomes
- If applicable, structured to be a progression of skill development with various entry points (beginner, intermediate, advanced)
- Designed to utilize and develop the expertise available within the College, supplemented by outside speakers when necessary
- Offered conveniently, in a non-intimidating manner and respectful atmosphere conducive to learning
- Provided through various face-to-face and online training modes
- Supported with institutional resources of time, funds, and supervisor-facilitated attendance and involvement
- Results-oriented with follow-up activities, handouts, tutorials, and support systems in place.
- Designed to be applicable and transferable to the classroom and work setting

CAMPUS EMPLOYEE DEVELOPMENT (CED)

Campus Employee Development is holistic, intended to encompass professional development for all employee groups on campus: faculty, staff, and administrators.

Mission (draft)

Campus Employee Development supports the mission of San Diego Mesa College through coordination of a variety of professional development opportunities for all faculty, staff, and administrators to experience and enjoy in their roles as lifelong learners and educators.

Vision

CED will be a key force in guiding the campus through continual professional growth opportunities.

Values

- professional and career development
- collegiality
- inclusivity
- diversity
- accessibility
- personal growth
- equity
- excellence

Goals

- Assist employees in improving their job performance and service to students.
- Support employees in their career and academic advancement.
- Collaborate with all College departments to anticipate and address the professional development needs of the College.
- Promote an environment of learning, research, teamwork, communication, and positive employee morale, as well as promote a sense of community

Strategies and Directions

Mesa's CED Strategic Plan and its annual goals reference the development of faculty, staff, and administration for the next phase of growth at the College to attract, retain, and develop excellent employees, and help Mesa be a leading community college in California.

What effective professional development means – PD enables campus employees to develop the knowledge and skills to assist students to be successful in college and address students' learning challenges. Effective PD enables teachers to improve their instruction, administrators to become better leaders, and staff to facilitate pathways toward student achievement.

Why professional development matters – Creating PD opportunities on diversity, learning styles, and innovative teaching techniques are important components in order for all campus employees to grow and develop in their profession.

When staff, faculty, and administrators engage in professional development – PD is most effective when it occurs in the context of our daily work. When campus employees arrange PD into their work schedules and are given flexibility to allow time for professional training, then personal and professional growth are genuinely supported.

How professionals make sure professional development is effective- The CED Committee will ensure that PD workshops and activities are carefully conceived, planned, and implemented. There is no substitute for rigorous thinking and execution. Pre- and post-event evaluations will measure reactions (satisfaction), learning, changes in behavior, and results (outcomes).

Where professional development occurs – Learning Opportunities for Transformation (LOFT) is the *home court* for professional development activities. Although the entire campus is used for a variety of professional development activities, the LOFT provides a space specifically designated for employee training and development on a daily basis. It includes small and large group training spaces, access to demonstrate and practice new teaching techniques and is available to all employees. Having a centrally located, physical site on campus that is devoted to employee professional development, not just faculty development, is key to the success and integration of programming (Troller, 2002).

Assessment of Current State

At Mesa College there are two campus committees that directly address professional development.

The first is the Mesa College Staff Development Committee. Its membership is a participatory governance cross section of the campus. Its purpose is to provide Staff development planning for faculty, classified staff and administration; maintain College-wide flexible calendar planning and implementation through its Flex Subcommittee; act as Liaison and planning for District staff development; provide Resource allocation for staff development; (Special Staff Development funds) for Faculty, Classified and Administrative conference and travel; and Liaison with Academic Senate, Classified Senate and Deans' Council. This committee has three subcommittees:

- Classified Staff Development Sub-Committee – plans the annual Classified Staff Conference (ClassicCon)
- Flex Sub-Committee – Reviews flex proposals and maintains the flex calendar (faculty only)
- New Faculty Institute

The second is the Academic Senate's Professional Development Committee—Chaired by a Faculty member who works with nine other faculty members who together oversee nine areas of expertise: (a) Social Science, Behavioral Science, Multicultural Studies; (b) Counseling; (c) Journalism; (d) Health Sciences and Public Service; (e) Continuing Education; (f) Arts, Languages, Music, Learning Resources, Information Technology; (g) Physical Education, Health Education, Athletics; (h) Business, Computer Science, Technology; (i) Math, Natural Sciences. The committee duties consist of reviewing applications for sabbatical leaves and tuition reimbursements for faculty and making recommendations for approval; reviewing sabbatical reports from faculty and recommending acceptance; reviewing professional development proposals and professional development completions for faculty and making recommendations for approval. (<http://sdmesa.edu/about-mesa/facultystaff/professional-development-committee/>)

There also exist other campus and district committees and entities that, as part of their work, provide professional development activities. Some of the committees/entities have operating budgets for their activities, and others do not. Additionally, other groups provide funding to different committees and departments to produce and promote campus activities.

Campus

Committee/Entity	Professional Development Activity
Academic Senate's Professional Development Committee	step/column increase and sabbatical review and approval
Basic Skills Committee	Funding for campus activities and conference and travel related to basic skills initiatives
Center for Independent Learning	Self-directed, one-on-one, and workshops for software training
Convocation	Campus-wide initiatives
Committee on Diversity, Action, Inclusion and Equity	Cultural activities for both students and employees
Humanities Institute	Funding for campus activities for both students and employees that are related to the institutes' mission. Financially supports the work of other campus committees. Also plans the annual cultural awareness week
Committee on Outcomes Assessment	Workshops for guidance with Student Learning Outcomes
Program Review Steering Committee	Training workshops for all facets of the program review process
Student Health Center Wellness Committee	Events for both students and employees related to physical and mental health issues
Departments & Individuals	Departments and individuals who find a topic of interest provide activities/trainings/workshops/speakers for students and employees

There are additional district departments that provide district wide professional development:

Committee/Department	Activity
Employment & Professional Development (EPD) Office	Leadership Academies, Online computer training, EAP and VEBA workshops and trainings
Police Department	Safety training (R.A.D., C-Cert, Active Shooter)

For detailed professional development assessment of most campus group, see APPENDIX – A, *Review of Professional Development Groups*

The budgets for professional development were also assessed and revealed a multitude of funding sources for professional development, each with their own process of request, allocation, restrictions and spending accountability.

Funding Source	Purpose/Limitations	Allocation process
Staff Development Committee	Resource allocation for staff development (Special Staff Development funds); Faculty, Classified and Administrative conference and travel	Year round request process through the staff development committee, first-come, first-served basis until funds are expended
Student Success and Support Program (SSSP)	Professional development and travel related only to the three core services, Orientation, Assessment, and Educational Planning	Developed annually as part of the SSSP plan
Equity	Professional development and travel related only to activities that address the college's equity gaps	Currently some formal and informal processes. Must align with Equity Plan goals
Basic Skills	Professional development and travel related only to activities that address basic skills curriculum	Year round request process through the Basic Skills committee, first-come, first-serve basis until funds are expended
Budget Allocation Recommendation Committee (BARC)	To meet one-time funding needs on that are identified through an integrated planning cycle	Allocates end of year funds based on request through the program review process
Humanities Institute	Professional development activities in alignment with the Humanities Institute mission	Annual request through the Humanities Institute committee. Occasionally second semester funding cycle if unused funds are available
Perkins	Professional development and travel related only to Career Technical Education programs	Requests are included as part of the annual Perkins funding application process
Departmental Budgets	Professional development and travel only for departmental employees (very limited funds)	Managed by school dean
AFT for Classified	Funds available to classified Office Technical staff.	Year round request process through the AFT committee, first-come, first-served basis
Federal Grant Funds	Restricted to the specific objectives on the grant	Not available to the open campus community
President's Office	Special Projects/Events	If funding is available
AB2558	This assembly bill was designed to enhance faculty and staff development	It is unknown if funding will come from this bill

Gaps

The assessment process identified needs for both content and structure. Examples include:

- A location dedicated to professional training including technology
- Robust adjunct orientation
- Ongoing new classified staff training
- Departmental training
- New Chairs' Institute
- Administrator professional development
- Staff discussing and sharing about the best practices
- A place to virtually and physically discuss professional development topics
- An effective repository for gathering ideas
- Campus-wide professional development calendar and marketing
- Staff to support professional development
- Professional development coordinator
- Aligned budget and process to provide a transparency that is linked to strategic priorities and outcomes
- Workshop/speaker/events that have an aligned request process
- Continual assessment cycle
- A system with a smooth interface between existing structures and assessment
- Incentives (i.e., Certificates, awards, recognition, etc.)
- Integration with Program Review to identify professional development needs

For a detailed professional development assessment of identified needs see APPENDIX – B & C, *Campus Employee Development Task Force Facilities and Structure Subgroup*.

RECOMMENDATIONS

- 1) Establish a home for professional development
- 2) Establish an institutional reporting and budget structure for professional development
- 3) Establish a content plan for cohesive professional development

Recommendation #1 – Home for professional development

A myriad of current and future professional development activities will occur in this space. It will include offices, conference rooms, gathering space for discussion, learning pods, and Tech Room (primarily for faculty to pilot classroom technology). It will provide a culturally-relevant and welcome space for all campus employees to engage with one another formally and informally. This recommendation is supported by Title V / HSI Grant funding

Name: (The) LOFT – Learning Opportunities for Transformation

Location: LRC 4th Floor, 432, 436, 446

Core Concepts: Movable (Flexible), Neutral and Transformative Space

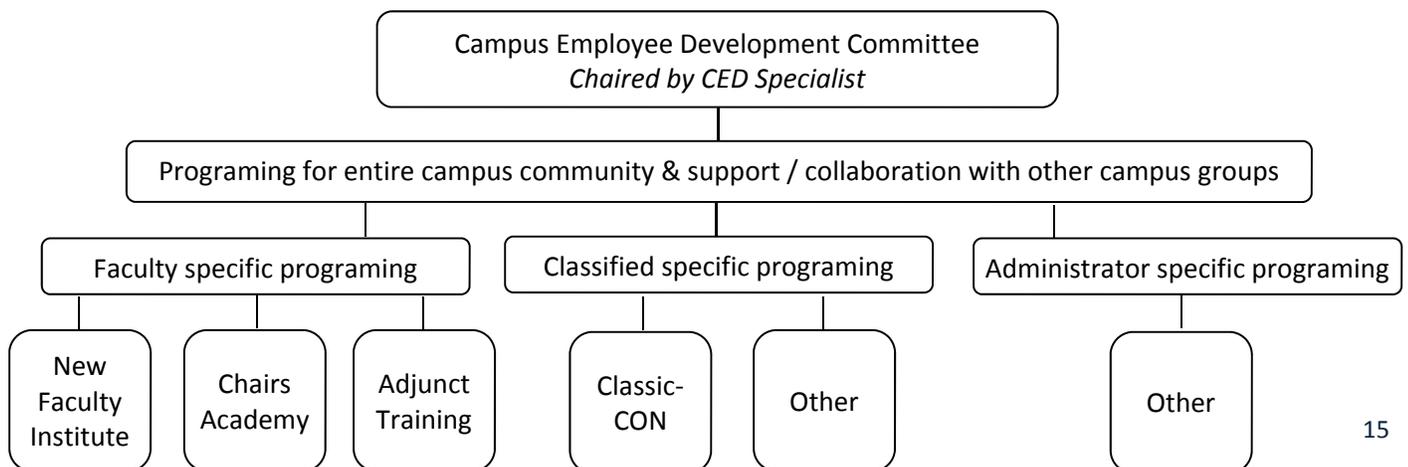
Recommendation #2 – Institutional reporting and budget structure for professional development

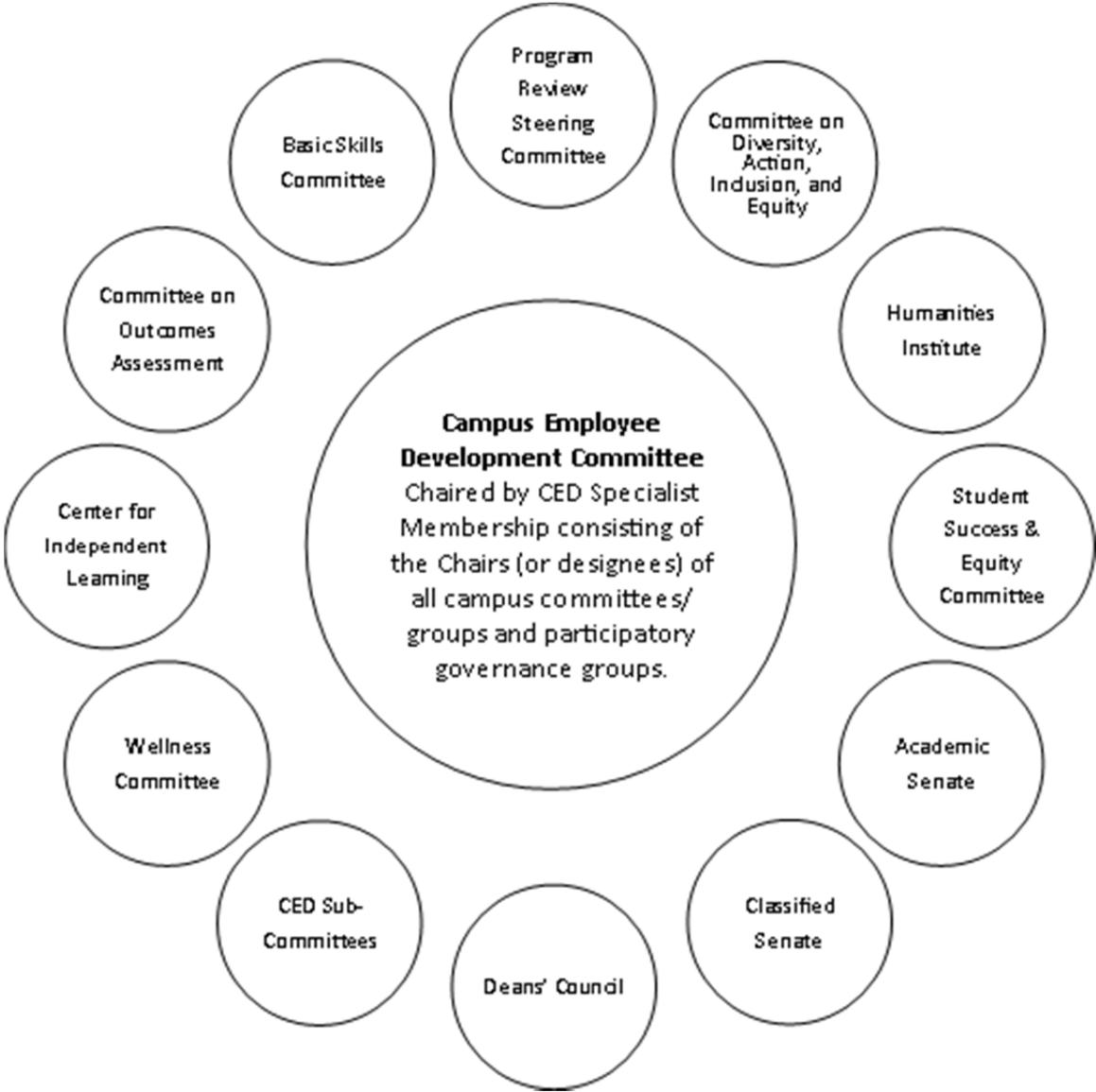
In order to institutionalize professional development at Mesa College, the college needs to integrate funding, staffing, and reporting into the existing campus structure.

Campus Employee Development Committee (CED)

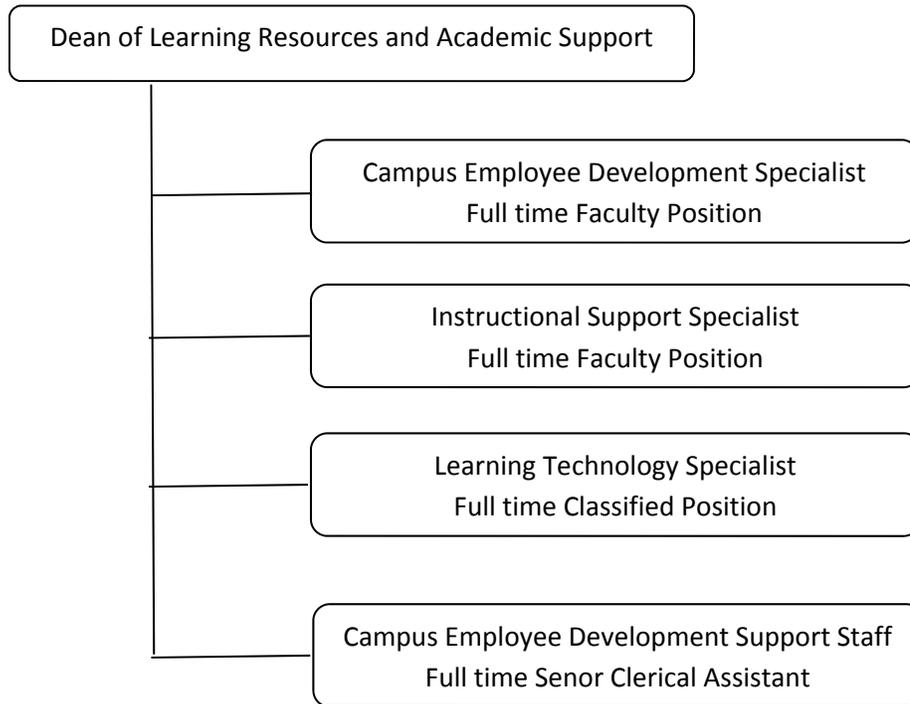
- Programming—Oversee the use of CED Fiscal Resources for Event Programming. The annual budget supports faculty, staff, and administrator development activities which include, but are not limited to, webinars, consultants, trainings, workshops, cross-cultural activities.
- Space—Oversee the use of The LOFT.
- Accountability—CED would report to the Dean of Learning Resources and Academic Support and President’s Cabinet
- Evaluation—Description and summary of the evaluation of the professional development activities conducted during the year and an outcomes report to the campus.
- Budget analysis—includes the amount spent for each of the CED activities during the current year as well as a qualitative analysis that includes cost of activity
- Support the work of other campus groups with professional development activities
- Guide the work of sub-committees, examples:
 - Faculty: New Faculty Institute, Flex, Chairs Institute
 - Classified: Classified Staff Development
 - Campus Wide: Book Club – Mesa Reads

examples





It is further recommended that the professional development function be aligned with the Dean of Learning Resources and Academic Support:



Position Descriptions

CED Specialist

(1.0 FTE – faculty)

- Manage the operations of the LOFT
- Chair the Campus Employee Development committee
- Provide direction for instructional curriculum development needs and opportunities to foster excellence in teaching and learning
- Arrange for on-campus spring and fall CED workshops and evaluate them
- Identify training consultants and conduct on-campus training
- Develop training materials
- Identify conferences for faculty/staff to attend to support grant activities
- Conduct training needs assessments to determine optimal scheduling and participation and satisfaction rates

Instructional Support Specialist

(Instructional Designer) (1.0 FTE – Faculty)

- Work with a team to provide the innovative and purpose-driven integration of technology that produces optimal student achievement
- Research and evaluate emerging instructional technologies and tools and make recommendations for use..
- Contribute to the community of inquiry and practice in the ares of instructional design and technology
- Serve on the CED Committee
- Serve as in-house consultant for faculty and staff regarding effective teaching and learning strategies, activities, and assessments as they apply to all teaching modalities.

- Work collaboratively with faculty to design dynamic instructional materials for all teaching modalities (online, hybrid, face-to-face courses).
- Create course design templates and modular support materials as needed
- Design, present or publish appropriate instructional design training and support resources, workshops or courses for staff, faculty both face to face and online.
- Provide first line of support for faculty through chat, phone, e-mail, web-conferencing and drop-in consultation. Acts as a point of contact to assist faculty in maintenance, design and course content issues
- Serve as secondary point of contact for Learning Management System issues.

CED Senior Clerical Assistant

(1.0 FTE – Classified)

- Assist with day-to-day professional development operations, including the LOFT, organizing workshops, scheduling, registration, preparation, promotion, paperwork and tracking, room reservation
- Maintain campus professional development calendar
- Maintain campus professional development website
- Assist faculty and staff with CED events that will take place in the LOFT
- Assist with the budget coordination
- Assist with conference and travel requests
- Track hours / progress toward incentives and prepare certificates, awards, recognition, etc.
- Serve on the CED Committee

Learning Technology Specialist

(Classified Position for Instructional Design Software/Hardware) (1.0 FTE – Classified)

- Serve on the CED Committee
- Provide guidance and coaching for faculty/staff on the effective use of technology tools and platforms
- Serve as primary local consultant for Learning Management System and develop, design, and deliver local training for the LMS.
 - Research and evaluate emerging instructional technologies and tools and make recommendations for use.
 - Conduct technical training and create documentation to support the campus on various technology tools.
 - Work with a wide range of multimedia software including audio, video, web, animation, and photo to develop materials for online, hybrid, and face-to-face courses.
 - Develop instructional web and media-based interactive learning objects i.e. tutorials, training modules, games

Dean of Learning Resources and Academic Support (in relation to CED)

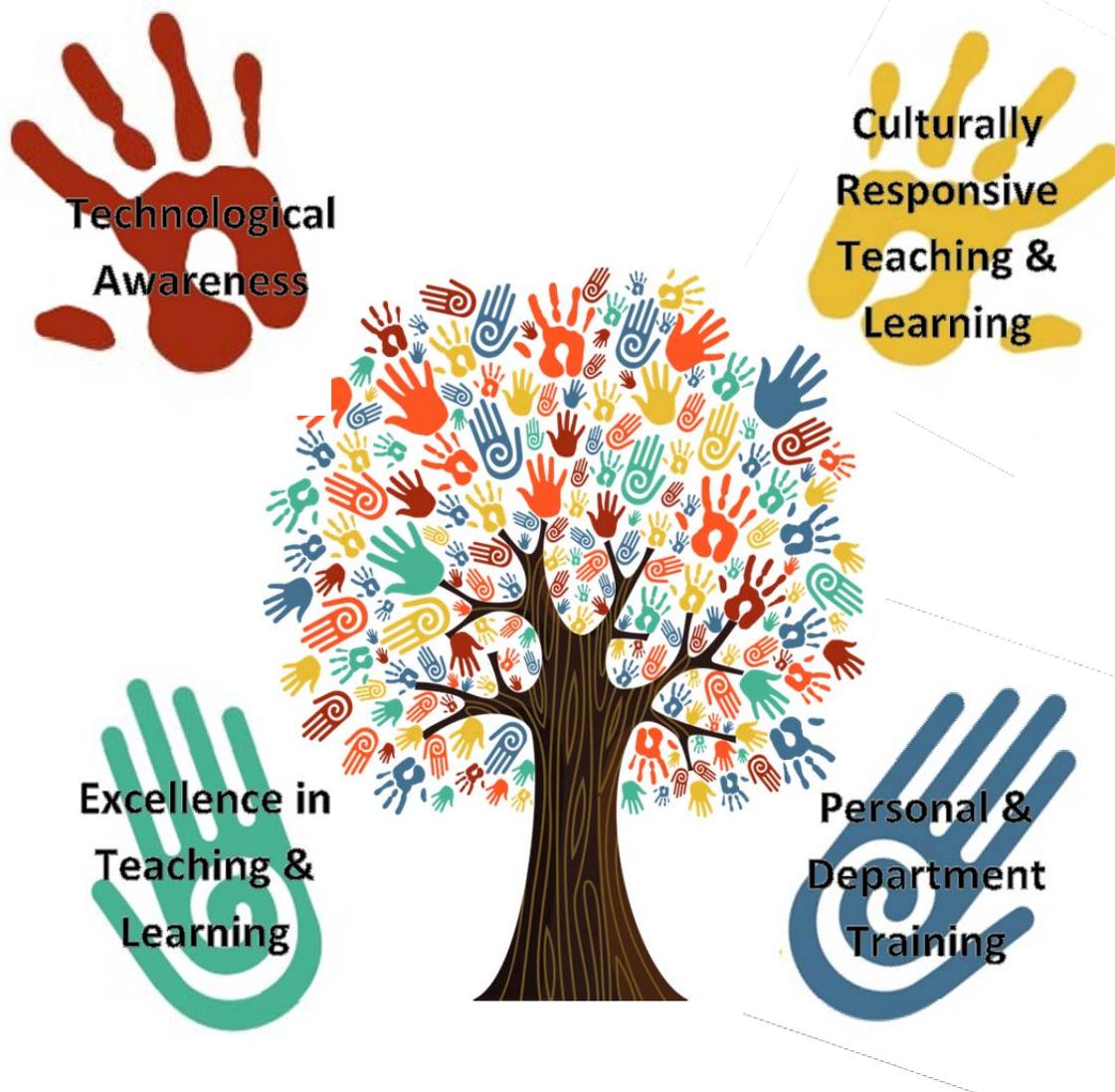
- Manager over campus employee development and LOFT
- Support vision and strategic direction for professional development needs
- Liaise with President's Cabinet
- Oversee continuous improvement of employee development plan

Recommendation #3 – Establish a content plan for cohesive professional development

To guide the collaborative work of professional development establish four main developmental areas (aka “Strands”) designed to enhance an individual employee’s career and personal growth, as well as the overall department’s / unit’s performance.

1. Technology
2. Culturally Relevant Teaching and Learning
3. Personal and Departmental Development
4. Excellence in Teaching and Learning

Four Strands



The Campus Employee Development Plan has four main developmental areas and is focused on the needs of an individual employee's career goals. These categories include:

1. Technological Awareness is designed to build knowledge and skills within the academic discipline or professional specialty. Activities may include, but are not limited to:
 - Tech Fridays / eHub Workshops (e.g., Adobe, Trello, Premiere Pro, ePortfolio, iDesign, Google Hangouts, etc)
 - Instructional technology support
 - Learning Technology Roundtables
 - Using online and social media discussions effectively
 - Exploring advances in technology
 - Microsoft Office (Access, Excel, Outlook, PowerPoint, Visio, Word)
 - Effective presentations (e.g., PPT, Prezi)

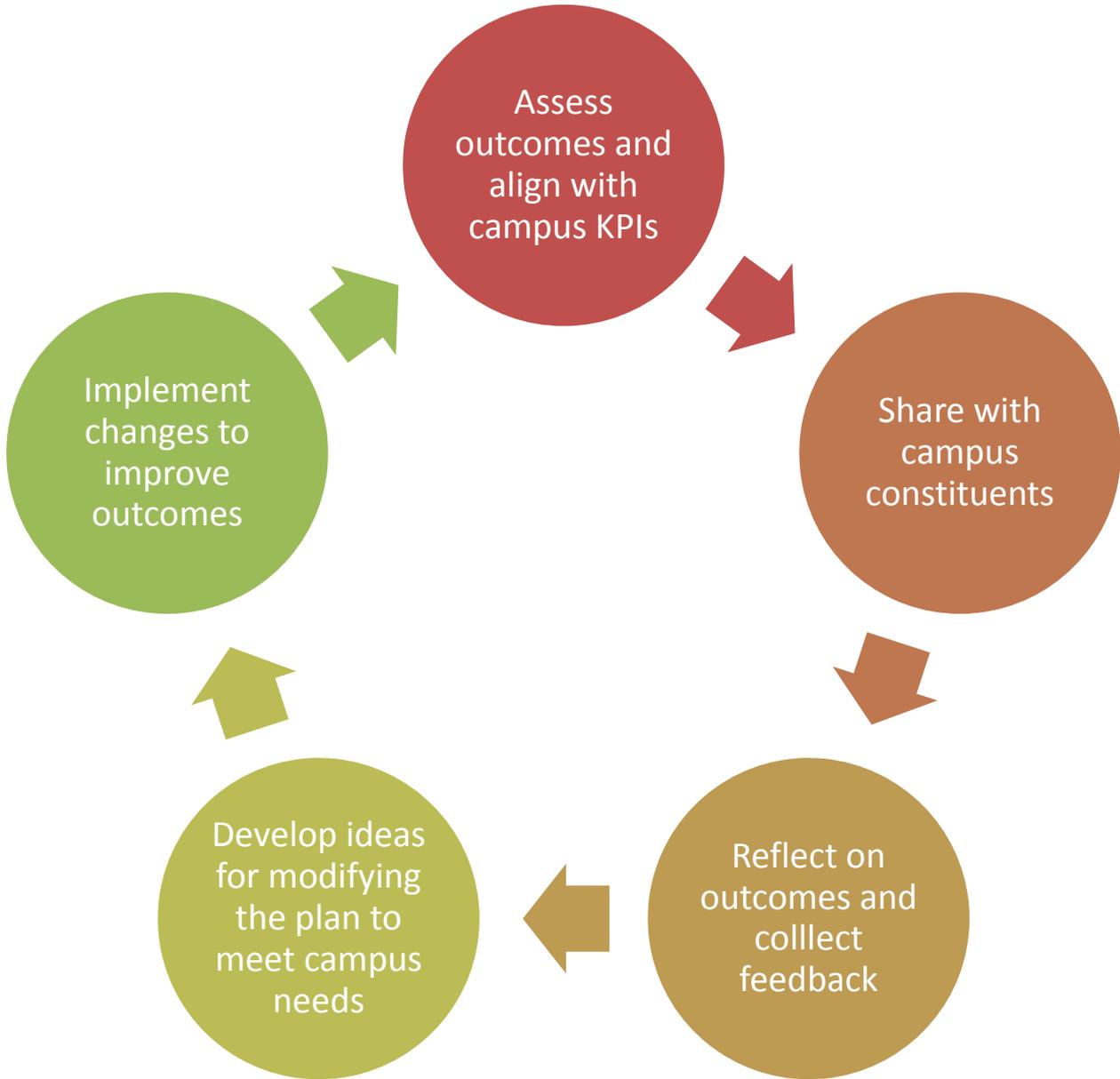
2. Culturally Responsive Teaching & Learning is designed to improve pedagogical expertise, student learning and assessment techniques from a cultural lens that is unique and/or different from the majority or dominant culture. Activities may include, but are not limited to:
 - HSI Speaker Series
 - Common Grounds
 - Focus groups on teaching styles/ how students learn
 - Classroom management, teaching methods, or learning styles
 - Instructional (re)development of curriculum
 - Veterans in the classroom
 - Disabled students in the classroom
 - Black& African-American student perspectives and experiences in college
 - Student mental health and student behavior management

3. Personal & Department Development designed to provide tools to improve the quality of work and life. Topics may include, but are not limited to:
 - Brown Bag Series / Bring in the Experts
 - Employee Institutes
 - New Faculty Institute
 - Classic-Con
 - Adjunct Faculty Institute
 - New Classified Staff Institute
 - New Administrator Institute
 - Summer Curriculum Institute
 - Chairs Academy
 - Evaluation Processes
 - Personal Development Workshops covering:
 - Communication Skills
 - Stress Management
 - Conflict Resolution
 - Time management
 - Problem solving
 - Life changes and cycles
 - Retirement/financial education
 - Career management
 - Team building
 - “Change-ready”– help move the College towards culture of student success
 - Innovating and Reinventing Oneself
 - Coaching and Mentoring
 - Professional Leadership Program

4. Excellence in Teaching and Learning designed to provide leaders and emerging leaders with opportunities to learn, grow, and change in order to develop knowledge, skills and tools to function effectively within the organization. Topics include, but are not limited to:
 - Mesa Reads (Book Club)
 - Networking opportunities / cross-disciplinary collaborations
 - Ethics in the workplace
 - Excellence in service
 - Champions of the college brand
 - Working with grants
 - Overview of research—how to access the data you need
 - Copyright essentials for research and teaching
 - Conference & Travel Funds (Formerly “Staff Development funds”)
 - Present at / attend professional conferences, seminars
 - Present workshops/programs to civic organizations or groups in the community
 - Participate in educational travel
 - Participate in teleconferences, webinars or online trainings
 - Conference evaluation/ report filed with CED Program at Mesa

NEXT STEPS/FUTURE DIRECTIONS

After implementing the initial CED strategic plan, monitoring for continuous quality improvement is core for its success and the professional development health of the campus. The figure below shows a general model for sharing and using that feedback for improving practice.



APPENDIX – A (1)

Template to review professional development groups on campus

Reminder – we are looking at functions and activities related to faculty, staff and administrator professional development that various campus groups (committees/subcommittees/departments/etc.) are responsible for.

1. Name of the group

2. What type of (non-student) events does this group sponsor/facilitate? And, are the events specific to only faculty, staff or administrators?

3. How does this group develop content for their events?

4. How does this group advertise and register (if applicable) participants for their events?

5. Does this group provide funding to others or departments for events? If so, what process/forms are used (attached sample forms or links to forms).

6. Does this group have a calendar of events? If so, please put the link.

7. How often does the group meet?

8. What are the group's outcomes?

9. What are the group's objectives over the course of the year?

APPENDIX – A (2)

1. Name of the group: Global Awareness Committee
2. What type of (non-student) events does this group sponsor/facilitate? And, are the events specific to only faculty, staff or administrators? Study Abroad Faculty Application review process (faculty only)
3. How does this group develop content for their events? A) Study Abroad faculty applications (Spring semester) – n/a. These are not events. B) International Education Week in November (Fall semester) – the group develops the programming starting in September. Committee members commit to leading an activity during the weeklong celebrations: Mon (Faculty Forum – Best Practices in Teaching & Learning Abroad); Tues (Int'l Ed Festival with exhibitors and vendors from the community); Wed (Student Forum: how to win a Gilman Study Abroad Scholarship; Language Exchange); Thurs (Int'l Film Festival)
4. How does this group advertise and register (if applicable) participants for their events? FLEX credit is offered to faculty who attend some events during International Education Week.
5. Does this group provide funding to others or departments for events? If so, what process/forms are used (attached sample forms or links to forms). Yes. The District Int'l Education Office allocates \$500 per semester in Supplies and \$500 in Special Events to the Int'l Ed program at Mesa. The committee votes on how to spend the money and what events on campus it would like to co-sponsor. There is no form. The committee offers \$100-\$500 to individuals in exchange for a brief proposal on how the use of funds ties into the college mission.
6. Does this group have a calendar of events? NO.
7. How often does the group meet? Once a month for 1.5-2 hours <http://www.sdmesa.edu/about-mesa/institution/global-awareness/purposeshipgoals/> Third Friday of every month, 11:00am – 1:00pm, I4-404, 2014-2015 (9/19, 10/17, 11/21, 12/12, 2/20, 3/20, 4/24, 5/15)
8. What are the group's outcomes?
 - To promote AWARENESS through discussion of the cultural components and celebrations present in our society.
 - To enable the campus community to foster ANALYSIS and discussion of world languages, cultures, and societies.
 - To provide opportunities for INTERACTIONS or forums for "interrelations".
 - To advance UNDERSTANDING of the cultural diversity, knowledge of global issues, and the interconnectedness of cultures and nations through time.
 - Help faculty and students EXCHANGE and actively participate in a global society by providing opportunities for cultural immersion experiences.
9. What are the group's objectives over the course of the year?
 - Guest speaker series (on hold)
 - International Education (IE) Week and promotion of the Global Competency Certificate in collaboration with the Honors Program
 - Inter-institutional and inter-departmental collaborative learning projects (on hold)
 - Languages Department Conference (April); curriculum development, campus forums (on hold)
 - Offer study abroad programs (Madrid, Paris); Offer service-learning internships (on hold)
10. What are some recommendations to improving professional development-related activities on campus that impact the work of this committee? The lack of faculty and staff interest in taking students to IE Week activities is disheartening. We'd like to see more F&S involvement / engagement in these events that take a lot of effort to plan. It is also difficult to manage an IE Program without a coordinator who can provide strategic direction to faculty on how to internationalize the curriculum and how to manage study abroad programs.

APPENDIX – A (3)

1. Name of the group: New Faculty Institute (NFI)
2. What type of (non-student) events does this group sponsor/facilitate? And, are the events specific to only faculty, staff or administrators?
 - Attendance is restricted to all first year faculty (no staff, no administrators)
3. How does this group develop content for their events?
 - There is an NFI Planning Committee
4. How does this group advertise and register (if applicable) participants for their events?
 - It is required for first year faculty, who are automatically signed-up. E-mail reminders are sent. Deans must be contacted if you cannot attend.
5. Does this group provide funding to others or departments for events? If so, what process/forms are used (attached sample forms or links to forms).
 - No
6. Does this group have a calendar of events? If so, please put the link.
 - District Structure
 - Integrated Planning
 - Campus/Faculty Leadership
 - Graduation
7. How often does the group meet?
 - Monthly meetings for one year plus Mesa Days (before classes start for the newest news) and Mentors.
8. What are the group's outcomes?
 - I am not sure that they are formally stated or assessed. Feedback is elicited for informal assessment.
9. What are the group's objectives over the course of the year?
 - I am not sure that they are formally stated but:
 - Familiarity with the Campus (Amazing Mesa Race, Committees) and Campus Resources (Academic Skills Center), District, Campus Leaders,
 - Understanding Class Management
 - Info about Colleges in general (Legal, Funding, etc.)
 - Innovative Teaching Techniques (Flipped Classroom)
 - Exposure to Program Review (and Integrated Planning), SLOs, Education on Performance Review Evaluations, Current Issues (SSSP, Equity)...

APPENDIX – A (4)

1. Name of the group
 - Program Review Committee
 - Flex Subcommittee
 - Classified Staff Development Subcommittee

2. What type of (non-student) events does this group sponsor/facilitate? And, are the events specific to only faculty, staff or administrators?
 - Program Review Committee facilitates numerous Lead Writer, Liaison, and Data (Research) Trainings geared toward the entire campus (faculty, staff, and administrators). These trainings teach participants the key elements that are part of the program review process – both entering data and reviewing submissions.
 - Flex Subcommittee is a subcommittee of the Staff Development Committee. It oversees the Flexible Calendar Program on campus, involving all faculty, both full-time and adjunct, who are required to fulfill their Flex obligation by attending workshops and/or submitting independent projects.
 - Classified Staff Development Subcommittee is a subcommittee of the Staff Development Committee. It oversees the two-day conference for Classified staff that is typically held annually, in June, and is primarily for classified staff.

3. How does this group develop content for their events?
 - Program Review Committee works together, during meeting times and also the Co-chairs (represented by all aspects of the College – Instruction, Student Services, and Administrative Services) to develop content for these trainings. They also rely upon the Campus-Based Researcher to present the data trainings.
 - Flex Subcommittee meets once per year to review the past year’s Flexible Calendar Survey which evaluates all faculty who participated in the current year’s Flex program. While they do not schedule any Flex events, they oversee Flex and they review comments/feedback from faculty and use it to develop the next year’s Flex program as appropriate.
 - Classified Staff Development Subcommittee meets in the fall semester to develop their needs assessment. It is administered to all Classified staff to determine their needs and the conference is set up using those results.

4. How does this group advertise and register (if applicable) participants for their events?
 - Program Review Committee advertises their trainings to lead writers/liaisons and they also submit Flex proposals that are entered as “Do Not Display” so the participants, by invitation only, can be enrolled to participate and receive Flex credit. If not faculty, staff/administrators are aware of these events through email notifications.
 - Flex Subcommittee does not schedule any events but the staff in the Flex Coordinator’s office assist faculty with enrolling in an activity that has dropped off the system so they can get credit after the fact for attending it.
 - Classified Staff Development Subcommittee sends targeted emails to Classified staff on a regular basis to save the date, encourage enrollment, and remind them about the event.

5. Does this group provide funding to others or departments for events? If so, what process/forms are used (attached sample forms or links to forms).
 - Program Review Committee does not have any funding available to them.
 - Flex Subcommittee does not have any funding available to them.
 - Classified Staff Development Subcommittee obtains funding through the Staff Development Committee. This funding was a one-time award from the State that the Staff Development Committee voted to award for the purpose of classified staff development. Each year, a sum of money from the total is used for the conference until there will be no more funds available.

6. Does this group have a calendar of events? If so, please put the link.
 - Program Review Committee utilizes a timeline to keep lead writers/liasons on track. This information is posted on their website at: <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/>
 - Flex Subcommittee refers faculty to the Flex Handbook for posted Flex deadlines for fall and spring (open to all for review) also this website has a link for faculty to log in to their individual Flex Contracts (must have a user name and password to enter this part of the site): <https://faculty.sdccd.edu/facflex/facflexview.cfm>
 - Classified Staff Development Subcommittee develops a two-day calendar that outlines the workshops to be offered during that year's conference. It is emailed to the Classified staff to assist with enrollment and later so they know the workshops for which they are registered to attend.

7. How often does the group meet?
 - Program Review Committee meets monthly. They also host numerous trainings, mainly during the fall semester in preparation for the program review deadline.
 - Flex Subcommittee meets once per year – either in the fall or the spring semester.
 - Classified Staff Development Subcommittee meets monthly.

8. What are the group's outcomes?
 - Program Review Committee outcomes are the program reviews themselves which contain requests for campus-wide budgetary items such as new equipment and faculty/staff. They are the pass-through for such requests that result in hiring of faculty/staff and purchasing of new equipment for departments.
 - Flex Subcommittee outcomes are the Flexible Calendar Report sent to the State Chancellor's Office which contains a listing of the upcoming year's planned Flex activities. Also, the Flexible Calendar Survey which provides faculty feedback from the current year's Flex offerings they attended.
 - Classified Staff Development Subcommittee outcomes are for Classified staff to have an opportunity to gain new skills such as with Microsoft Office, learn about areas of health and fitness, and a chance to get together with their colleagues in a non-work setting as part of a teambuilding process.

9. What are the group's objectives over the course of the year?
 - Program Review Committee is dedicated to providing support to the campus ranging from assistance with entering information into TaskStream to providing the template for program review, to assisting with the resource allocation process, to providing ongoing support for faculty, staff and administrators with all aspects of the program review process.
 - Flex Subcommittee objectives are to review independent projects and Flex workshop requests to ensure they conform to the requirements of the Flexible Calendar Program. Their goal is to provide assistance to ensure faculty meet their Flex obligation –to provide training on using the Flex program, communicating important deadlines, providing rosters and processing workshop requests in a timely manner.
 - Classified Staff Development Subcommittee objectives are to offer workshops that appeal to the Classified staff. The Staff Development Committee has provided funding that the Classified Staff Development Subcommittee uses conservatively to provide lunch, pay for speakers, and supplies to host the conference while also tapping into the many opportunities to bring in free speakers from VEBA and our own faculty/staff to teach the workshops. The objectives are to offer an enticing array of workshops during the conference that will build skills, educate Classified and build a sense of being part of a team.

APPENDIX – A (5)

1. Name of the Group: Humanities Institute (HI)
2. What type of (non-student) events does this group sponsor/facilitate? And, are the events specific to only faculty, staff, or administrators?
 - HI Events are open to all faculty, staff, administrators, and students.
3. How does this group develop content for their events?
 - There's a budget set-aside from the District to fund Humanities Institute events.
5. How does this group advertise and register (if applicable) participants for their events?
 - Faculty proposals are collected once a year
6. Does this group provide funding to others or departments for events? If so, what process/forms are used (attached sample forms or links to forms).
 - Yes.
7. Does this group have a calendar of events? If so, please put the link.
 - Yes.

Recommendation:

- Tried submitting an NEH grant proposal to increase program funding.
- Tried submitting another grant proposal to supplement program funding.
- HI would like to streamline ways of submitting grant proposals.
- HI would like to increase its presence on social media, such as Facebook.
- HI would like to provide website registration to make events available and accessible to the Mesa campus community
- HI would like access to the Mesa Website Master Calendar to post info about events.
- HI would like a more streamlined system with Business Services to pay honoraria to guest speakers, and pay ESUs to faculty and staff (0.5 ESUs)

APPENDIX – A (6)

1. Name of Group:
 - Classified Staff & New Faculty Mentoring
 - STAFF DEVELOPMENT (NOT SUB-COMMITTEE)
2. Review of Classified Staff & New Faculty Mentoring (3/24/15)
 - A. Interview: Laurie MacKenzie (New Faculty Mentor Program)
 - B. Interview: Angela Liewen (Classified Staff Senate President)

New Faculty Mentor Program – Current Practice:

- Current structure of the mentoring program. This is the 2nd semester of a pilot program. Graduated 15 new faculty (one year program). 14 + 3 new faculty this semester = 17 now. Next semester there will be 14 or 15 new faculty hired.
- 15 mentors vary from having 1 mentee, most have 2 mentees.
- Mentors make a commitment for one year. Their job is to “Mesa-nize” and mentor the new faculty member. Mentors and mentees are not in the same school.
- Speed mentoring. → Five minutes to get to know each other.
- Mentors and mentees met on a regular basis
- Big discovery about mentees: they were scared to death about their first Professional Review File (PRF) evaluation.
- Mentors took mentees to President’s Cabinet, plays, department meetings, concerns about XYZ
- Mentors receive ESUs.
- This wouldn’t work for Classified Staff, since they cannot receive ESUs. They would have to work outside their shift. RECOMMENDATION #1: Laurie recommends that we find a way to get around this stick in the mud.

B) Classified Staff – Current Practice:

- Q: What does the Classified Structure look like? A: Three areas: instruction, facilities, student services with the VPs on top. Then there are deans, followed by Supervisors (considered Classified). They are between Management and Classified. They have another bargaining unit. Facilities classified are district employees, not Mesa employees.
- RECOMMENDATION #2: Laurie would like to propose a mentoring program for these different areas. Angela cautions that there is big variance with people in various areas of classified positions. Laurie has a vision in terms of mentoring programs. Structuring is important.
- RECOMMENDATION #3: Laurie proposes that instructors job shadow administrators, and vice versa.
- RECOMMENDATION #4: Laurie and Angela agree that there should be clear, consistent communication from everyone who draws a paycheck at Mesa. There’s a lack of understanding and communication between the different layers at Mesa. IMP (Institutional Mentoring Program) doesn’t have to be one on one. Example: Testing Office: address the treatment of isolationism. Student feel safer when testing in a herd, instead of in isolation. Example: Workplace issues addressed with a Supervisor: does the employee receive proactive feedback, or is s/he isolated as a consequence of certain behaviors.
- RECOMMENDATION #5: Are there other areas where mentoring will apply? Are there faculty who want to know more about HSI? What about faculty who have been teaching here many years who haven’t been to Pcab? ID people in different areas and others who want to know about their areas? Build bridges across campus.
- RECOMMENDATION #6: Angela recommends Diversity Training. There’s a diversity of students who work in the CIL lab. Figure out a forum to reach out to the most staff members regarding Classified Senate meetings. Will HSI grant be willing to pay for lunch trainings? Otherwise people don’t come. Ask: “What would make your job better in terms of mentoring? Do you feel you are an integral part of Mesa College? Where do you feel disenfranchised?” Develop programs to meet staff members’ needs. Offer equity training; it’s essential. How do we integrate this into the mentoring program? At Classified Senate there is no VP, no secretary, and usually only 10 attendees. For a campus the size of ours, that’s dismal representation.

APPENDIX – A (7)

1. Name of the Group: Professional Development Committee
2. What type of (non-student) events does this group sponsor/facilitate? Are the events specific to only faculty, staff, or administrators?
 - The PDC does not sponsor or facilitate events for faculty, staff, or administrators. The PDC website indicates that the duties of the Professional Development Committee are as follows:
 - Review applications for sabbatical leaves and tuition reimbursements for faculty and make recommendations for approval
 - Review sabbatical reports from faculty and recommend acceptance.
 - Review professional development proposals and professional development completions for faculty and make recommendations for approval.
3. How does this group develop content for their events?
 - Language for how sabbaticals are awarded and the process to apply for step increases is listed on the PDC website. The PDC develops the language / content for its procedures at its meetings. E.g., “Presenting at Professional Conferences”
 - Take courses, depending on degree earned. (Objective: Step Increases)
 - Attending conferences during non-working hours.
 - Publication of works in professional journal or creative work.
4. How does this group advertise and register (if applicable) participants for their events?
 - Not applicable, since the PDC does not register participants for events. However, the PDC advertises its meeting calendar and the timeline to apply for sabbaticals and step increases on its website: <http://sdmesa.edu/about-mesa/facultystaff/professional-development-committee/sabbatical-leaves/>
5. Does this group provide funding to others or departments for events? If so, what process/forms are used (attached sample forms or links to forms).
 - No, funds are provided to other departments for events. Funding for sabbaticals and pay increases are provided at the district level once the PDC and President approve the projects.
6. Does this group have a calendar of events? If so, please put the link.
 - <http://sdmesa.edu/about-mesa/facultystaff/professional-development-committee/>

RECOMMENDATIONS:

- Offer campus employees a certificate at the end of completing each CED Strand. Recognition counts.
- 80% of classified staff already are at the top of the pay scale. Provide a lure to get them involved in a CED activities / workshops / events.
- Ask: What incentive is there? Learning to prepare you to move into another job or area.
- Offer a carrot: difference other than pay. – Check in, talk about each other’s programs, what about checking in management.
- Offer cross training between agencies that have overarching commonalities: EOPS & DSPS; Articulation Office and Public Information Office; Health Services and STAR (ask: what are the overlaps and ways staff can best assist students as they work together?)
- Identify clear schools for certain departments, esp. Career tech. Ed. (CTE)
 - Allied Health: Fashion, Journalism
- Ask: How many more credits can faculty receive for Creative and Scholarly Works?

APPENDIX – A (8)

Chicano & Latin American Heritage Community

- Organize and plan their own events like Humanities Institute
- 4-5 events over the course of the year
- Publicity
- Gracia Molina de Pick

Recommendations:

- Plan ahead
- Give enough notice so that faculty can plan

Outcomes:

- Provide campus more human connection.

Classified New/Employee (Orientation)

- Charlotta Robertson

Recommendations:

- New orientation based on current practices, commonly asked questions.
- Policies and Procedures

Program Review Committee

- Madeleine Hinkes – Dean
- Dina Miyoshi—Instructional Co-Chair
- Ebony Tyree—Student Services Co-Chair
- Taj Krumholz – Business services Co-Chair

Recommendations:

- Get funding to offer refreshments monthly
- Co-lead writers
- Targeting training better
- Review how the support happens
- Demystifying the process of inputting information
- Transitioning to another program

Classified Staff Subcommittee

Recommendations:

- First step to making them knowledge
- Add evacuation plan
- Provide a handbook for non-academic employees

Flex Subcommittee

- Oversees Flex Days.
- Independent projects

Recommendations:

- Flex subcommittee (more active, currently only meets once a year)
- They're looking for someone to create the programming.
- Make some workshops open and available to everyone (not just faculty only) (e.g. Penny's Flex workshop)
- The staff doesn't need flex, but they are welcome
- Could provide training on Flex – how not to...

Campus Wellness Committee

Recommendations:

- Yoga
- Tents for comfort
- Stress management

APPENDIX – B

Campus Employee Development Taskforce – Facilities Sub Group

Working Title: (The) LOFT – Learning Opportunities for Transformation

Location: LRC 4th Floor, 432, 436, 446

Core Concepts: Movable (Flexible), Neutral and Transformative Space
Think about future growth/needs as we evolve!

Mission: TBD

Activities (Learning):

- Meeting /hang out place (both formal and informal)
- Trainings (small and large)
- Workspace
- Webinars – interactive
- Large monitor (for messages, calendar of activities, etc.)
- Speakers
- Sharing library (professional and leisure)
- Community board/posting
- Creative Activities (e.g., Color me mine/fundraiser)

Types of spaces (Opportunities)

- Coordinator's office
- Space for support staff
- Small conference room (LRC-434) – 8 people can sit
- Soft /moveable seating area
- Large meeting space
- Training space
- Tech space
- Kitchen space (Coffee & Tea machine!)
- Storage
- A place to put your stuff when you enter (coat rack, umbrella stand, bag shelf)
- Place for adjunct faculty

Ambience (Transformation)

When you walk in, you feel like you are in a different place/transformative.

- Facility & Staff Artwork (rotating)
- Waterfall
- Wall of inspiration (e.g., Faculty awards, Classified employee of year, highlights from different disciplines)
- Music – Speakers
- Plants
- Quotes (inspirational)
- Dropdown, black out shades
- Handprint tree (make our own)
- Furniture (e.g. Downtown library)

- Soft chairs (with charging/plugs)
- Meeting chairs
- Stackable chairs
- Coffee tables (include charging place)
- Tables – Activity table quarter round/it can be formed in circle or use as an individual
- Portable whiteboards – flip, off wall (e.g. EV & Language Center)
- Pods (booths with large monitor and technology plug in)
- Booth cozy

Equipment (for activities/events/training)

- Projector + Screens or very big LCD
- Go Pros/tripods/stick
- Pods
- iPad
- Nice headphones
- Charging station (for people bringing own equipment too) + Chargers for renting out
- Wii U – Sports (Team building and physically fit!)
- Games (for internal use or to check out)
- Clocks
- Supplies for Professional Development (System/Boxes)

Branding (e.g., Hand print tree)

- T-shirts/Hats
- Pens
- coffee cups
- bags

Tech Room (LRC 446)

This room is mostly for faculty to pilot classroom technology.

1. Practice technology
2. Video space
3. Mock classroom
4. New future innovation

What do we need for this space?

- Equipment (recording, microphones)
- Smart Board (e.g., Promethean board)
- Chairs
- Tables
- Whiteboards

APPENDIX – C

Campus Employee Development Taskforce – Structures Subgroup:

Structures – How professional employee development on campus should be structured and funded?

Existing Committee/Professional Employee Development:

Union / District

- Development Cost-of-Living-Adjustment (COLA)
- EEO/Diversity
- Flex
- Police Department
- Supervisory Leadership Development Academy (SLDA)

Campus

- Academic Senate – Professional Development Committee
- Adjunct Orientation (*)
- Basic Skills Initiative (BSI)
- Center for Independent Learning (CIL) (*)
- Classified Senate – Staff Development Committee (*)
- Convocation
- Department/School Speaker Series (*)
- Diversity Committee
- Flex
- HSI Workshop (*)
- Humanities Institute
- Learning Assessment Taskforce (LATF)
- New Faculty Institute (NFI) (*)
- Student Health Center
- Wellness Committee
- Others

(*) Nesting under Professional Development

Not happening:

- Ways to provide what folks want
- News classified training (*)
- Programing personal enrichment (How do I fit into student success?)
- Staff talking about the best practices

(*) Nesting under Professional Development

Campus structure:

- Place for gathering Ideas
- Promotion/Delivery – Offer multiple times (one time is too limited)
- Coordination – Staff to support who are visible, always there, and a Campus Professional Employee Development Coordinator who lives in LOFT
- Calendar + weekly marketing (“What’s happening this week”) – Everyone can add events
- Budget coordination
- Request process – How do people do activity? What are the learning outcomes? Who are the audience?

- Assessment
- We need a system which flow smooth between existing structures and assessment committee
- Who does what? – Room reservation, Flex, Assessment, budget coordination, conference travel request
- Grids
- Incentives (i.e., Certificates, awards, recognition, and etc.)
- Transition plan (Time for transition – take a slow step)

Budget:

- Staff Development funded by the President Office
- AB1725 (old staff development funding), SB258 (new bill) funding from state
- Perkins fund (*)
- External foundation
- Student Success and Support Program (SSSP) (*)
- Equity (*)
- Union for classified
- Department for faculty CBA
- Basic Skills Initiative (BSI) (*)
- Fees for participants
- Continuing Education

(*) Has restriction

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Mesa Site Visits to Teaching and Learning Centers:

- SDSU
- UCLA
- Palomar College – June 2015
- Santa Monica Community College – December 2014
- Cerritos College – December 2014

Spring 2015 Campus Employee Development Taskforce

Co-Chairs

- Andy MacNeill, Humanities (Staff Development)
- Leticia Lopez, Languages & HSI / Title V Grant

Members (committees)

- Cathy Palestini, Learning Resources & Academic Support (Flex Sub-Committee)
- Charlotta Robertson, Learning Resources & Academic Support (CDAIE, C-Cert)
- David Fierro, Technology
- Denise Rogers, Fine Art (Humanities Institute)
- Helen Greenbergs, Psychology
- Ikuko McAnally, HSI / Title V Grant (Student Success and Equity Committee, CUE)
- Janna Braun, Journalism
- Jennifer Wright, Dean Learning Resources and Academic Support
- Judy Sundayo, Counseling (CDAIDE)
- Justin Estep, Psychology
- Kevin Branson, Technology (Prop S & N)
- Kristan Clark, Dramatic Arts (COA)
- Madeleine Hinkes, Institutional Effectiveness (PIE, Program Review)
- Manuel Velez, Chicano Studies
- Taj Krumholz, Administrative Services (BARC, CHP)
- Veronica Gerace, Communication Studies (Student Success & Equity, CUE, CDAIDE)
- Monica Romero, HSI / Title V Grant (Consultant)