



PROFESSIONAL DEVELOPMENT PLAN

2018/19 – 2021/22

Learn ♦ Grow ♦ Inspire

Santa Rosa Junior College passionately cultivates learning through the creative, intellectual, physical, social, emotional, aesthetic and ethical development of our diverse community.



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I. INTRODUCTION

At Santa Rosa Junior College, our mission is to passionately cultivate learning through the creative, intellectual, physical, social, emotional, aesthetic and ethical development of our diverse community. One of our goals is to promote personal and professional growth and cultivate joy at work and in lifelong learning. Our purpose is to provide enriching learning opportunities for our community and in order for us to fulfill this purpose, we are committed to providing professional development opportunities for our faculty and staff in order to continuously improve our knowledge and life experience.

Professional Development Program Mission Statement

SRJC Professional Development promotes an environment of collegiality, fosters inquiry and exploration, and encourages excellence in the education and success of students, with opportunity for all members of the college community to engage.

II. PROFESSIONAL DEVELOPMENT EXECUTIVE SUMMARY

► Program Oversight

Human Resources provides administrative oversight and support for the professional development function at the District. The Director of Human Resources oversees this function with support from staff in the department. Human Resources works collaboratively with the Faculty Professional Development Coordinators and the Professional Development Committee to develop and implement professional development programming and activities. College initiatives such as Career Education and Student Equity also have funding and an approval process for professional development whereby information is shared with the Professional Development Committee. Following are the highlights of our professional development program:

- All-college professional development activity day offered each semester;
- A variety of professional development and flex opportunities are offered weekly;
- Monthly and quarterly orientation programs are offered for new employees as well as annual orientations for new hire faculty;
- In consultation with the Vice President of Academic Affairs/Assistant Superintendent, Faculty Professional Development Coordinators develop and implement a 2-year faculty learning program for new full-time faculty; and coordinate faculty flex activities;
- Employee recognition programs are offered such as the Harvey Hansen New Employee Welcome event, the Employee Degree Recognition Program and the Retirement Reception;
- The District provides support for all employees to enhance their knowledge and skills through state funded professional development projects such as the SRJC Leadership Academy, the Embracing a Culture of Inclusion training program and the Enrollment Fee Reimbursement Program for employees enrolling in SRJC courses related to their employment.

► Professional Development Committee

The Professional Development Committee was established in order to support shared governance and the professional development needs for the District.

The committee's function is as follows:

- Organizes the Professional Development Activity Day Program for all employees;
- Addresses the needs of all District employees regarding staff development;
- Sets staff development goals, both immediate and long range;
- Collaborates with other committees on staff development matters;
- Oversees the flexible calendar program (the "Flex Program") for the District;
- When funding is available, reviews staff development projects/funding applications (AB1725 restricted funds for staff development);
- Responds to training needs for critical College Initiatives.

The Professional Development Committee is a standing committee with responsibility for developing and recommending professional development programming to the College President, the President of the Academic Senate, and the President of the Classified Senate. The Faculty Professional Development Coordinators are appointed by the Vice President of Academic Affairs/Assistant Superintendent and the President of the Academic Senate for one and two-year terms. The committee plans a menu of professional development trainings for Professional Development Activities (PDA) day, conducts professional development needs assessments of District employees, and recommends additional workshops and flex trainings for faculty, classified professionals and administrators. The committee also recommends professional development goals for the District, supports the flexible calendar program (the "Flex Program"); and develops training programs in response to changing institutional needs.

The committee meets bi-monthly and has a tri-chair structure with the following individuals serving as tri-chairs: Vice President of Human Resources or designee, Classified Representative appointed by the Classified Senate and a Faculty Professional Development Coordinator. The committee includes twelve representatives from the following constituent groups:

- Two administrators, appointed by the Superintendent/President;
- Four Classified representatives, appointed by the Classified Senate
- Six faculty (four appointed by the Academic Senate, one appointed by the All Faculty Association and one adjunct faculty appointed by the All Faculty Association);

Permanent members by position include an Academic Affairs Supervising Administrator, or designee the Vice President of Human Resources or designee, Administrative Assistant, Human Resources (Ex-Officio) and two Faculty Professional Development Coordinators.

III. HOW SUCCESS IS MEASURED

DISTRICT STRATEGIC PLAN

Professional development and learning are integrated into the District's Strategic Plan. This is demonstrated by the District's mission statement:

SRJC passionately cultivates learning through the creative, intellectual, physical, social, emotional, aesthetic and ethical development of our diverse community.

For full District Strategic Plan, please see <https://planning.santarosa.edu/>

EVALUATIONS AND ASSESSMENTS

The District offers all-college professional development activity days once per semester. Participants evaluate individual workshops along with an overall evaluation for each full day of workshops. Results are distributed and discussed at Professional Development Committee meetings. The results, comments, and suggestions received in these assessments are considered in the planning of future professional development events.

- Professional Development Day (2 days – fall and spring) – electronic evaluation after each day
- Designated Department Activity Day (1 day - spring) - electronic evaluation
- New Faculty Orientation Full-time faculty - 2 days in the fall term, Part-time faculty – 1 day in the fall term- electronic evaluation after each day
- New Full-time Faculty Experience (2 year program – fall and spring) electronic evaluation end of year
- Menu of Activities and Group Workshops: Ongoing Flex Activities (year round) – Evaluation done after each workshop
- Technology trainings offered monthly with workshop evaluations
- Needs Assessments: Periodic needs assessments are conducted every four years to assess the effectiveness of the District's professional development programming.

The Professional Development Committee responds to the evaluations by reviewing them at the committee meetings and recommending follow up or changes. *Examples include:*

- Modifications to Professional development Days by bringing in recommended topics/speakers; encouraging more workshops under requested topics; adjusting time/place of workshops for topics with extended time needs (all day trainings in one area for example).
- Based on new faculty evaluations, a Program Coordinators training has been developed to respond to the unique needs of Career Education Coordinators.
- Recognizing the need for succession planning for retirees and an early retirement incentive, the Leadership Academy was developed to grow our own leaders.
- Continual modifications to New Faculty Orientation and the 2-year new faculty training.

COLLABORATION WITH OTHER PLANS AND INITIATIVES

The Professional Development Committee collaborates with other plans and initiatives on yearly basis to share information and avoid duplication of efforts.

- EEO Plan: EEO Multiple Methods funds provide funding for trainings relevant to cultural proficiency, inclusion and diversity to support professional development on these topics.
- Integrated Student Success Plan: This group provide a regular training series which is shared at the beginning of each academic year with the PDC.
- Strong Workforce: Provides individual grants to Career Education faculty to participate in conference and travel for professional development.
- Guided Pathways
- SEA Funding

PROFESSIONAL DEVELOPMENT COMMITTEE GOALS

Each year the Professional Development Committee establishes a list of goals to work on for the following year. At the end of the spring term, PDC reviews the goals and determines the status of goals to measure the success of the program.

IV. ACCOMPLISHMENTS, OPPORTUNITIES & CHALLENGES

▶ ACCOMPLISHMENTS AND CHANGES (18/19)

1. Classified Professional Development
 - a. Negotiated classified flex time to be used for professional development
 - b. Increased classified employee participation in professional development conferences, flex days and the SRJC Leadership Academy
2. Faculty Professional Development
 - a. Implemented Spring Departmentally Determined Activity Day
 - b. Implemented 2-year New Faculty learning program (including orientation days and a program for new tenure-track faculty)
 - c. Implemented Appreciative Observations (program for sharing of teaching pedagogy)
3. New Initiatives
 - a. Embracing a Culture of Inclusion Program: Building Community Events (SRJC received 'Outstanding Program' award from California Community College Council for Staff Development (4CSD)
 - b. Leadership Academy (coordinated professional development program to support all employee groups)
 - FitSRJC Wellness Program
 - c. Preventing Sexual Harassment and Sexual Misconduct (Title IX) Compliance Training Program
4. Professional Development Days
 - a. Increased health and wellness offerings at PDA Days
 - b. Shared governance panel presentation at Fall PDA
 - c. Student involvement/awards in providing graphic image for PDA poster
5. Miscellaneous
 - a. Restructuring of Professional Development Committee (Tri-chairs)
 - b. Collaboration with Student Equity Speakers
 - c. Weekly E-blasts to announce professional development programming

► OPPORTUNITIES (19/20 - 20/21)

1. All Employee Groups: Provide integrated Professional Development activities across constituent groups to promote inclusion, expertise, morale and teambuilding through the following topics and funding opportunities:
 - a. Embracing a Culture of Inclusion Training Program (continue offering inclusion trainings at new hire orientations as well as continuation of 'Building Community' events)
 - b. Leadership Academy (second cohort started in January 2019)
 - c. Professional Development Days
 - d. Employee Safety
 - e. Student Equity Learning Series
 - f. Sustainability
 - g. Wellness: Mindfulness Series and fitSRJC
 - h. District-wide Leadership panel representing all constitute groups

2. Classified: Increase Opportunities and Participation
 - a. Develop Appreciative Observations program for Classified staff (job shadowing program for continuous improvement of job responsibilities)
 - b. Develop plan for use of Classified Professional Development block grant funds
 - c. Encourage classified offerings of workshops
 - d. Publicize new contract language incorporating flex language to support classified participation at PDA and workshops

3. Faculty: Participation and Program Improvement
 - a. Evaluate and increase a variety of Flex Activities for Faculty
 - b. Develop new Career Education Program Coordinators training/orientation through Workforce Development
 - c. Encourage funding opportunities for faculty professional development (100th Anniversary funds; FFAS; Equity; Strong Workforce; Guided Pathways)
 - d. Incorporate professional development for major statewide initiatives (AB 705; Equity; Stronger Workforce; Guided Pathways)
 - e. Invite feedback from AFA, AS, and faculty through surveys and listening sessions
 - New Faculty Learning Experience (including adjunct faculty)
 - PDA and other flex activities
 - Departmentally Developed Activity Day
 - PGI Committee
 - f. Offer Spring Appreciative Observation for all faculty

4. Management Team: Provide training to assist managers with understanding the culture and content/knowledge/skills to increase success and effectiveness in their leadership roles
 - a. Develop Management Training and Orientation programs
 - b. Explore other funding opportunities
 - c. Participate in the development of the plan for the use of Classified Professional Development funding relative to trainings appropriate for Classified Managers and Administrators
 - d. Provide ongoing management training through PDA workshops

5. Develop and implement the Professional Development Plan

► **ACCOMPLISHMENTS AND CHANGES (19/20 - 21/22)**

1. New Initiatives

- a. COVID Prevention Training
- b. Re-envisioning of Professional Development webpages
- c. Conversion to 'Forever Flex' options
- d. Modifying Appreciative Observations Program to be more flexible
- e. Embracing a Culture of Inclusion (ECI) New Hire Mixers
- f. ECI and employee affinity group collaboration/workshops
- g. Technology trainings through Distance Education for converting to remote instruction
- h. Increase in DEIA professional development offerings to address social justice movement

2. Professional Development Days

- a. Converted to online PDA days due to pandemic, starting in Fall 2020 (attendance increased from approximately 400 to 500 participants)
- b. Converted to hybrid PDA as conditions improved, starting in Spring 2022
- c. Fall 2020 PDA: Lasana Hotep plenary presentation
- d. Spring 2021 PDA: Juana Maria Rodriguez selected by Tauzer Lecture Committee
- e. Fall 2021 PDA: Jeremy Smotherman plenary presentation
- f. Spring 2022 PDA: Nikki Slovak Tauzer Lecture (first Tauzer since Spring 2020)
- g. Spring 2022 PDA: ECI/Employee Affinity Group Workshop: Facilitating Inclusive Meetings Panel presentation
- h. Fall 2022 PDA: DEIA Focus for plenary presentation and workshops
- i. Public Health Officials Panel Presentations
- j. Innovative Activity Award for Fall PDA from California Community College Council for Staff Development (4CSD)

► OPPORTUNITIES (21/22 - 22/23)

1. Mandatory professional development for classified, faculty and management on topics related to diversity, equity, inclusion and anti-racism
2. Ongoing professional development opportunities and discussion groups on topics related to diversity, equity, inclusion and anti-racism (Increase in EEO funding)
3. Ongoing professional development opportunities for classified, faculty and management on topics related to technology
4. Establish ongoing funding for Professional Development
5. Consolidate resources on District-wide training on diversity, equity, inclusion and anti-racism topics.
6. Continued development of Professional Development webpages and updates to pathways/themes for professional development opportunities and flex options.
7. Development and implementation of Courageous Leaders Academy (ECI and Employee Affinity Group collaboration)
8. New Hire Mixer in Fall 2022 to welcome all new hires since Spring 2020
9. Changes to faculty professional development program, including new hire orientation and learning experience programs

► CHALLENGES (19/20 - 21/22)

1. Converting to remote instruction and services and returning to onsite instruction and services due to the COVID-19 pandemic
2. Shifting focus of professional developing opportunities to provide awareness of Racial Justice Movement to meet the needs of our community
3. Securing funding to provide internal and external professional development opportunities for our community, especially for Faculty and Educational Administrators
4. Managing statewide initiatives governed by the Chancellor's Office
5. Addressing capacity of Human Resources department staff to support new Professional Development initiatives with lack of staffing
6. Enhancing professional development opportunities for all employee groups while addressing faculty input about the need to increase professional development opportunities for learning and continuous improvement in teaching disciplines

► CHALLENGES (22/23)

1. Building community post-pandemic while addressing health and safety issues
2. Bringing the community back on campus and providing more in-person PD opportunities.
3. Unpredictable nature of the pandemic.
4. Reorienting all new employees hired since Spring 2020.
5. Keeping momentum of DEIA PD opportunities at PDA to be offered all year long.

V. PROFESSIONAL DEVELOPMENT FUNDING

► FUNDING SOURCES

1. General Fund allocation
 - a. Faculty Professional Development Coordinators
 - b. Minimal operating expenses
2. Specialized funding
 - a. Classified Professional Development Block Grant (focus on professional development that supports The CCCC Vision for Success)
 - b. Leadership Academy
 - c. SRJC Foundation
 - d. Bea Griffiths Classified Professional Development Scholarship
 - e. Faculty Fund for Advanced Studies
 - f. Petaluma Friends Association
3. Coordination with categorical funding sources
 - a. Student Equity/Student Success
 - b. Equal Employment Opportunity/Multiple Methods
 - c. Career Technical Education

VI. APPENDIX

► Accreditation Standards ([Accreditation Self-Evaluation Report](#))

The District meets the following accreditation standards related to professional development:

- III.A.7 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.
- III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

- ▶ Board Policy
 - [3.27: Faculty Professional Development](#)
 - [4.4.4: Faculty Professional Development Activity Days](#)

- ▶ Faculty Senate Guidelines
 - [Academic Senate Criteria for determining flex credit](#)

- ▶ Labor Union Agreements
 - All Faculty Association (AFA) Labor Union Contract
 - [Article 17.03: Job Descriptions \(Professional Development Obligation\)](#)
 - [Article 22: Professional Development](#)
 - Service Employee’s International Union (SEIU) Labor Union Contract
 - [Article 22: Employee Education and Training](#)

- ▶ State Guidelines
 - Faculty Flex Obligation
[Title 5, § 55720](#), Operating Under Flexible Calendar; Accountability of Employees; Activities.
 - Community College Professional Development Program Fund
 - [Education Code Sections 87150 – 87154](#)
 - [AB 2558, Amendment of Education Code, Sections 87150 and 87151](#) to provide funds for professional development at community colleges