IVC Professional Development Plan

Purpose

The purpose of the Professional Development Plan (PDP) is to provide opportunities for staff, faculty, managers, and administrators to extend their professional competencies and skills and to improve the campus community.

Definition of Professional Development Activities

Professional development activities are opportunities for faculty, staff, managers, and administrators to

- Increase their professional competencies and skills by keeping current in their fields, by increasing their workplace effectiveness and by contributing to the organizational success of the College.
- Increase the versatility and skills in roles that stretch across all aspects of the college; i.e. as teachers, counselors, librarians, tutors, support staff, etc.
- Meet the increasing demands of organizational and program innovation
- Exchange ideas and to foster communication amongst departments and disciplines,
- Strengthen and support a dynamic learning and working environment enriched by diversity
- Increase morale that comes from engagement in the development of new and innovative programs, in professional and discipline-based associations, and from a vibrant, active, and rich intellectual life.

Procedure

General Overview

1. The Campus Hour and Professional Development (CHPD) Committee was created, in part, to develop, monitor, and manage the Professional Development Plan (PDP) and to serve staff, faculty, managers, and administrators.
    1.1. The CHPD Committee is not the funding source for the professional development activities offered.

2. The District's vision, values, goals, policies and procedures provide the direction for PDP with consideration for individual flexibility.
    2.1. Self-designed activities are encouraged in addition to pre-planned activities.
    2.2. A balance of staff, faculty, manager, and administrator participation in the planning, implementation, and ongoing evaluation of the PDP is critical.

3. All full-time employees will have an opportunity to attend professional development during campus hour or to seek approval of individual activities (see Sec. 6). The number of hours required and/or possible compensation will be determined after negotiations with bargaining units as appropriate.
    3.1. Tracking of hours is done within the Tutor Track or other system approved by the Human Resource Department. It is the responsibility the employee to confirm recorded hours are accurate.
    3.2. Professional development (PD) hours will be aggregated for the academic year at the end of the fiscal year.
    3.3. Bi-annually, or more often if necessary, the process for determining lack of participation in

PD opportunities will be addressed through negotiations with the respective bargaining units.

4. All part-time employees will have an opportunity to attend professional development during campus hour or to seek approval of individual activities (see Sec. 6). The number of hours required and/or possible compensation will be determined after negotiations with bargaining units as appropriate.
   4.1. Tracking of hours is done within the Tutor Track or other system approved by the Human Resource Department. It is the responsibility of the employee to confirm recorded hours are accurate.
   4.2. Professional development (PD) hours will be aggregated for the academic year at the end of the fiscal year.
   4.3. Bi-annually, or more often if necessary, the process for determining lack of participation in PD opportunities will be addressed through negotiations with the respective bargaining units.

5. Employee choosing the option for Campus Hour professional development activity shall:
   5.1. Identify scheduled session(s) of interest
   5.2. Attend scheduled session/workshops and sign the *Attendance Sheet* form.
   5.3. Attendance shall be tracked by the HR department

6. Employee choosing the option for Individual professional development activity shall
   6.1. Submit the *Individual Activity Proposal* form at least **2** months prior to the activity start date to the CHPD Committee for approval
      6.1.1. Activities may include but are not limited to opportunities for on-the-job training, cross-training, coaching, internships, courses, seminars, conferences, institutes, lectures, special meetings, workshops, field trips, and participation in professional and technical associations.
   6.2. If approved, complete the activity and submit the *Completed Individual PD Activity* form **with evidence of successful completion.**
      6.2.1. Submittal of form and evidence is due within 30 days of completion.
      6.2.2. *Completed Individual PD Activity* forms will NOT be accepted without pre-approval.
   6.3. Employee may receive eight (8) hours of professional development per unit per semester if taking approved coursework; i.e. related to in their field, role, advanced skills or competencies.

7. Employee choosing the option for Presentation professional development activity shall
   7.1. Submit the *Call For PD Presentations* form request to the CHPD Committee for approval
   7.2. If approved, participate in the planning and delivery of the activity.
      7.2.1. Make all arrangements for handouts, room set-up, and required computer and audiovisual equipment. The CHPD Committee will assist if given prior notice.
      7.2.2. Distribute and collect *Attendance Sheet* and *PD Activity Evaluation* forms. Return both forms to the Human Resources department within 5 working days.

7.2.3. If you must cancel, notify the Human Resources Department as soon as possible.

7.3. Presenters receive two (2) hours professional development credit for every one (1) hour of presentation. No professional development credit is given for meal/nourishment breaks.

7.4. The expertise of the presenter is the foundation of professional development and is greatly appreciated.

8. The CHPD Committee shall consider the following in the planning of PD and Campus Hour activities

8.1. Academic activities be balanced in offerings for and/or related to:

8.1.1. academic technology and data analysis issues including, but not limited to @ONE, BlackBoard, Argo, SPOL, StarFish software.

8.1.2. teaching strategies including strategies to meet educational needs for people with disabilities

8.1.3. curriculum or learning resource development, services, and evaluation

8.1.4. student, human, or cultural diversity

8.1.5. student learning outcomes and student success

8.1.6. veteran educational needs or issues

8.1.7. student advising, counseling/guidance, orientation, matriculation

8.1.8. faculty and staff orientation

8.1.9. staying current in field for all campus groups/constituencies

8.1.10. SSSP related training , SSSP roles, Student Equity training, responsibilities for staff , teaching, and non-teaching faculty

8.1.11. other educational, philosophical, or social economic issues

8.2. Reviewing the scheduling of meetings or activities and recommending a pre-set pattern to shared governance and/or college president.

8.3. Providing late afternoon activities to accommodate the needs of faculty/staff with conflicting schedules

8.4. Funding sources such as VATEA/Perkins Funds, Basic Skills, or other funding streams

9. Special Circumstances may occur and if so the following shall apply :

9.1. Any activity that faculty are required to teach day-to-day or for which faculty already receive compensation will not be approved as PD hours.

9.2. Bi-annually, or more often if necessary, the process for determining the impact of professional development opportunities on faculty sabbaticals, personal leave, temporary/partial contract, or reassigned time will be addressed through negotiations with the respective bargaining units.

9.3. Professional Development activities that will occur during summer and for which faculty request PD credit for the following academic year should be submitted to the CHPD Committee two (2) months prior to the event

10. An annual retrospective evaluation and a needs assessment for future shall

10.1. Be conducted utilizing survey monkey or similar product assessable by staff, faculty, managers, and administrators

10.2. Include a rating of the past year's PD schedule of topics and activities

10.3. Include a rating of the effectiveness in meeting personal PD needs
10.4. Include a rating of the CHPD and PD webpage
10.5. Include other pertinent data as requested annually

11. Appendices to this PD Plan shall provide information to aid the CHPD Committee members and staff, faculty, managers, and administrators in implementing and improving the PD Plan
    Appendix A – Campus Hour date and time schedule
    Appendix B – Top 5 Professional Development requests for the current academic year
    Appendix C – Forms
    Appendix D – Regulatory Guides
    Appendix E – Excerpt Student Success and Support Program Plan

APPENDIX A - CAMPUS HOUR DESIGNATED DAY(S) AND TIME

Annually, prior to the end of Spring Semester, the day(s) and time of Campus Hour will be reviewed by the CHPD committee and a recommendation will be forwarded to the College Council, Academic Senate, and as appropriate to the Superintendent/President.

Data will be included in the review of the day(s) and time for Campus Hour and may include number and type of scheduled events during campus hour; attendance and evaluations of scheduled events; surveys of students, staff, faculty, and administrators; class fill rates and room efficiencies; and etc.

The CHPD will request the designated Campus Hour be approved by the participatory governance committees prior to developing the Schedule of Classes for the succeeding Academic Year.

The designated Campus Hour for the following Academic Years are:

- 2014-2015 is 11:50 to 13:15
- 2015-2016 is 12:50 to 13:50

APPENDIX B - THE TOP 5 PROFESSIONAL DEVELOPMENT REQUESTS IN RANK ORDER
(faculty, classified, and administrative survey data from Fall 2013 and student data Spring 2014)

Faculty	Classified	Admin	Students
Blackboard	**MS Excel**	**Banner / Argos**	**Career/Job Seminar**
Creative Strategies	**Using the Cloud**	**SPOL / Degreeworks**	**Transfer Information**
Motivating Students	**Banner**	**Regulations for CC's**	**Major/Cert Explanations**
Using the Cloud	**Website Creation**	**Outlook Calendar**	**Open Counseling**
Regulations for CC's	**Argos**	**Budgeting Advanced**	**Art, Photography, Dance, and Music**

APPENDIX C – RELATED FORMS

PROFESSIONAL DEVELOPMENT ATTENDANCE SHEET

TITLE of event: _____ **DATE of event:** _____

Print Name				Print Name			
	☐ Student	☐ Staff			☐ Student	☐ Staff	
	☐ Faculty	☐ Admin			☐ Faculty	☐ Admin	
	☐ Student	☐ Staff			☐ Student	☐ Staff	
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PROPOSED INDIVIDUAL PROFESSIONAL DEVELOPMENT ACTIVITY FORM

Your Name: (print) _____

What is the proposed DATE & TIME of your proposed activity?

☐ Proposed Date: ☐ Proposed Time:

What is the best description of your proposed activity?

☐ Professional Development ☐ Recency in Area ☐ Other

TITLE of proposed activity: _____

DESCRIPTION (detail) of the proposed activity:

. _____ .

. _____ .

. _____ .

As a Professional Development activity, which of the following will the proposed activity address?

☐ academic technology
☐ teaching strategies
☐ student success strategies
☐ other educational, philosophical
☐ student or cultural diversity
☐ students with disabilities needs
☐ student veteran needs
☐ social economic issues

COSTS for the topic or event are estimated to be: $ _____ .

FUNDING of the proposed topic* or event is based on:

☐ District budget
☐ VATEA/Perkins funds
☐ Basic Skills funds
☐ Departmental funds
☐ Categorical funds
☐ Other funds

One month prior to the proposed activity, please SUBMIT this form electronically to: _____

When activity complete, you must submit the Completed Individual PD Activity form.

CHPD approval status

☐ Approved
☐ Approved with recommended changes: _____
☐ Rejected due to: _____
☐ Other: _____

COMPLETED INDIVIDUAL PROFESSIONAL DEVELOPMENT ACTIVITY FORM

Your Name: (print) _____

When did you complete your PD activity? Date: _____

TITLE of your PD activity: _____

Please DESCRIBE (detail) the benefits gained from your individual PD activity:

. _____ ..

_____ .

. _____ ..

_____ .

As a Professional Development activity, which of the following were addressed?

- ☐ academic technology
- ☐ teaching strategies
- ☐ student success strategies
- ☐ other educational, philosophical,
- ☐ student or cultural diversity
- ☐ students with disabilities needs
- ☐ student veteran needs
- ☐ social economic issues

Please SUBMIT this Completed Individual PD Activity form to Human Resources

IVC Professional Development Plan

CALL FOR PROFESSIONAL DEVELOPMENT PRESENTATION FORM

Seeking a Professional Development activity that will it address 1 or more of the following:

- ☐ academic technology
- ☐ teaching strategies
- ☐ student success strategies
- ☐ other educational, philosophical issues
- ☐ student or cultural diversity
- ☐ students with disabilities needs
- ☐ student veteran needs
- ☐ social economic issues

Specifics sought for this Professional Development activity:

. _____ .

. _____ .

_____ .

Proposed DATE & TIME of Professional Development activity: DATE: TIME: _____

Suggested Audience for requested Professional Development activity

- ☐ All campus community
- ☐ Students
- ☐ Faculty & Staff only
- ☐ Classified
- ☐ Faculty
- ☐ Other

Proposed FUNDING for requested Professional Development activity:

- ☐ District budget
- ☐ VATEA/Perkins funds
- ☐ Basic Skills funds
- ☐ Departmental funds
- ☐ Categorical funds
- ☐ Other funds

Please CONTACT a member of the CHPD Committee or your department secretary if you are able and willing to fulfill this known need.

CHPD approval status

- ☐ Approved
- ☐ Approved with recommended changes: _____
- ☐ Rejected due to: _____
- ☐ Other: _____

PROFESSIONAL DEVELOPMENT EVALUATION FORM

Date: _____Title/Topic: _____

Did this activity address any of the following? Check all applicable.

- ☐ academic technology
- ☐ teaching strategies
- ☐ student success strategies
- ☐ other educational, philosophical,
- ☐ student or cultural diversity
- ☐ students with disabilities needs
- ☐ student veteran needs
- ☐ social economic issues

Please respond to each statement by checking the most appropriate box	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Presentation/activity was organized					
Content was helpful, informative, or entertaining					
Amount of content was appropriate for time allotted					
Goals/objectives were met					
Presenter was able to stimulate your interest					
Location was conducive					
Activity was advertised well					

What topics, if any, would you like to have in the future? _____

_____

Do you have any additional comments: _____

_____

<u>Please SUBMIT this Completed Individual PD Activity form to Human Resources.</u>

APPENDIX D - REGULATORY GUIDES

EDUCATION CODE (EDC) TITLE 3. POSTSECONDARY EDUCATION
Division 7, Chapter 1, Article 5. Community College Faculty and Staff Development Fund [87150 - 87154] as amended by AB 2558 and approved by the Governor on 09-19-2014

§87150.
There is hereby established the Community College Professional Development Program, to be administered by the Board of Governors, the purpose of which is to provide state general funds to community colleges for supporting locally developed and implemented faculty and staff development programs.

§87151.
The Board of Governors of the California Community Colleges shall annually allocate funds, when appropriated for the purposes of this article, only to a community college district whose chief executive officer has submitted to the chancellor an affidavit that includes all of the following:

(a) A statement that each campus within the district has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs.

(b) A campus human development resources plan has been completed for the current and subsequent fiscal years.

(c) A report of the actual expenditures for faculty and staff development for the preceding year.

§87152.
(a) Any funding appropriated for purposes of this article shall be allocated to the community college districts that provide professional development opportunities to both faculty and staff. Funding shall be disbursed in accordance with rules and regulations adopted by the board of governors.

(b) Community college districts that receive funding pursuant to this section shall include the employee's time used participating in the Community College Professional Development Program in the employee's contractually obligated hours.

§87153.
The authorized uses of funds allocated under this article shall include all of the following:

(a) Improvement of teaching.

(b) Maintenance of current academic and technical knowledge and skills.

(c) In-service training for vocational education and employment preparation programs.

(d) Retraining to meet changing institutional needs.

(e) Intersegmental exchange programs.

(f) Development of innovations in instructional and administrative techniques and program effectiveness.

(g) Computer and technological proficiency programs.

(h) Courses and training implementing affirmative action and upward mobility programs.

(i) Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem.

§87154.
This article shall be operative during any fiscal year only if funds are provided therefor in the annual Budget Act for that fiscal year or other legislation.

CALIF. CODE OF REGULATONS (CCR) TITLE 5. EDUCATION
Division 6, Chapter 6, Subchapter 8, Article 2. Flexible Calendar Operations

§ 55720. Operating Under Flexible Calendar; Accountability of Employees; Activities.
(a) Subject to the approval of the Chancellor pursuant to section 55724, a community college district may designate an amount of time in each fiscal year for employees to conduct staff, student, and instructional improvement activities. These activities may be conducted at any time during the fiscal year. The time designated for these activities shall be known as "flexible time."

(b) A district with an approved flexible calendar may designate as flexible time for an employee not more than 8.57 percent of that employee's contractual obligation for hours of classroom instruction which are eligible for state apportionments in that academic year, exclusive of any intersessions.

(c) Under no circumstances may a district operate a flexible calendar program which results in an academic calendar which would be inconsistent with the requirements of subdivision (b) of section 55701.

§ 55722. Schedule Configurations.

A flexible calendar is a community college calendar and course scheduling plan pursuant to Section 84890 of the Education Code and Section 55720 of this Part which may include, but is not limited to, the following scheduling configurations:

(a) 4-1-4 calendar comprised of two 16-week semesters with an intersession;

(b) traditional semester or quarters with some or all courses scheduled irregularly with respect to the number of times the course meets per week or the number of hours the courses meet during the scheduled days;

(c) modular scheduling for all or part of the courses within the traditional semester, quarter, or academic year;

(d) courses scheduled for student enrollment on an open entry-open exit basis:

(e) courses scheduled independently of any term configuration; or

(f) a combination of any one or more of the configurations in subdivisions (a) through (e).

§ 55724. Request for Approval.

(a) The governing board of a district wishing to conduct a flexible calendar pursuant to this article shall obtain the advance approval of the Chancellor. The request for approval shall be on a form provided by the Chancellor, and shall address at least the following:

(1) A complete description of the calendar configuration.

(2) The number of days of instruction and evaluation which will meet the requirements of the 175-Day Rule (Section 58120 of this part).

(3) The number of days during which instructional staff will participate in staff, student, and instructional improvement activities in lieu of part of regular classroom instruction.

(4) The activities which college personnel will be engaged in during their designated staff, student and instructional improvement days. Activities for college personnel may also include, but need not be limited to, the following:

(A) course instruction and evaluation;
(B) staff development, in-service training and instructional improvement.
(C) program and course curriculum or learning resource development and evaluation;
(D) student personnel services;
(E) learning resource services;
(F) related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity;
(G) departmental or division meetings, conferences and workshops, and institutional research;
(H) other duties as assigned by the district;
(I) the necessary supporting activities for the above;

(5) A certification that all college personnel, as defined, will be involved in at least one of the activities authorized in subsection (4). For the purposes of this section, "all college personnel" shall include any district employee specified by the district in its approved plan to participate in such activities; and

(6) A certification that the district will fully implement the provisions of Section 55730, as well as a description of the current status of such implementation, and a timetable for completion of the initial implementation.

(b) The Chancellor shall approve a request which is found to be complete and meets the requirements of law.

§ 55726. Activities During Designated Days.

(a) For each instructor specified by the district to participate in staff, student, and instructional improvement activities in lieu of classroom instruction the district shall enter into an agreement with such employee specifying the particular activities during the designated days which the instructor will perform in lieu of classroom instruction. The agreement shall also specify the number of classroom hours which are being substituted with such activities, and the number of hours the instructor is required to spend carrying out the in-lieu-of instruction activities. The required hours of in-lieu-of instruction activities must at least be equal to the sum of the classroom hours from which the instructor is released plus those out-of-classroom hours of responsibilities which will no longer need to be performed as the result of being released from classroom instruction.

(b) For each employee specified by the district to participate in staff, student and instructional improvement activities during the designated days the district shall also maintain records on the

type and number of activities assigned, and the number of such employees participating in these activities.

§ 55728. Flexible Calendar Attendance Reporting.

(a) On forms provided by the Chancellor, districts with approved flexible calendar operations shall report at least the following:

(1) the total hours of classroom assignments (teaching time) which instructors specified in the district's approved plan were required to teach;

(2) of the total in Subsection (a)(1), the total faculty contact hours of instruction for which staff, student, and instructional improvement activities are being substituted. This total of faculty contact hours shall further be reported in terms of credit and noncredit faculty contact hours of instruction; and

(3) the number of faculty contact hours of instruction for which instruction during the designated days is being substituted. Such instruction during the designated days meeting the attendance accounting standards may be claimed for apportionment; and the faculty contact hours shall not be eligible for adjustment pursuant to Section 55729.

(b) Districts with approved flexible calendar operations shall also report such additional data as deemed necessary by the Chancellor including any data necessary to compute the FTES adjustment specified in Section 55729.

§ 55729. Full-Time Equivalent Student (FTES) Units; Adjustments to Reflect Activities; Computation by Multiplier Factor.

(a) The Chancellor's Office shall adjust the actual units of full-time equivalent student of a district operating under a plan approved in accordance with this article to reflect the conduct of staff, student, and instructional improvement activities in lieu of scheduled instruction during flexible time. The adjusted units of full-time equivalent student shall be computed by multiplying the actual units of full-time equivalent student in the academic year, exclusive of any intersessions, computed pursuant to section 58003.1, by a factor which does not change the full-time equivalent student which would have otherwise been generated if the time for the improvement activities had not been permitted and scheduled instruction had instead taken place.

(b) For courses other than those described in subdivision (b) of section 58003.1, the multiplier factor shall equal the sum of the following:

(1) 1.0; and

(2) the total of all the actual hours of flexible time of all instructors pursuant to section 55720 in the fiscal year, divided by the total of all the actual hours of classroom instruction of all instructors in the academic year, exclusive of any intersessions.

(c) For those courses described in subdivision (b) of section 58003.1, this multiplier factor shall equal the term length multiplier applicable to the district.

(d) The Chancellor shall also withhold the appropriate amount of state aid whenever there is a final audit finding that an instructor did not spend at least as much time performing staff, student, and

instructional improvement activities as the amount of time he or she was released from classroom instruction.

§ 55730. Ongoing Responsibilities of Districts.

A district conducting an approved flexible calendar shall do all of the following to ensure effective use of resources during flex days:

(a) conduct and annually update a survey of the most critical staff, student, and instructional improvement needs in the district;

(b) develop and carry out a plan of activities to address the critical needs;

(c) maintain records on the description, type and number of activities scheduled and the number of district employees and students participating in these activities;

(d) evaluate annually the effectiveness of conducted activities and update the plan to reflect needed changes;

(e) appoint and hold regular meetings of an advisory committee composed of faculty, students, administrators and other interested persons to make recommendations on staff, student, and instructional improvement activities; and

(f) provide, upon request of the Chancellor, copies of documents and information specified in Subsections (a) through (d), inclusive.

APPENDIX E – EXCERPT OF THE 2014-2015 STUDENT SUCCESS AND SUPPORT PROGRAM (SSSP) PLAN (for Credit Students)

Section III. Policies & Professional Development

4. Professional Development

Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.
The College has recently formed a College Hour Professional Development Committee. The SSSP staff will provide input to the committee as they develop the college's professional development plan to include in the plan professional development activities supporting the Student Success & Support Program. Some of these activities include:

- Counselor Training
- Student Services Classified Training in Roles and Responsibilities in meeting the SSSP guidelines
- Activity planning with faculty and staff for at-risk populations
- Campus-wide information campaign
- Orientations for New Faculty and adjunct faculty
- Campus-Hour workshops for teaching and non-teaching faculty and staff on SSSP related topics