

**PROPOSAL TO THE PRESIDENT/CEO
PROFESSIONAL DEVELOPMENT COMMITTEE STRUCTURES
JUNE 30, 2020**

Constituencies to be Served

This proposal assumes that all employee constituencies will have opportunities to access professional development. All employee groups share a universal theme 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, equity-minded pedagogy, providing quality student services, reviewing current research in the discipline, and facilitation of individual professional development plans. Studies on professional development for adjunct faculty emphasize the need to include opportunities for integration and connectedness as well as pedagogy.

For **classified** staff, professional development aims to promote employee engagement and recognition, professional growth, upward mobility, and leadership development of its classified professionals to support the College's Strategic Goals while encouraging intellectual curiosity and lifelong learning.

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, creative, 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 use 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

Strategies and Directions

The professional development of faculty, staff, and administration for the next phase of growth at the College to attract, retain, and develop excellent employees, and help improve student success is outlined in our Vision, Mission, and Strategic Initiatives; the implementation of Compton College 2024, Comprehensive Master Plan; Tartar Completion by Design; the 2020-2021 Compton College Goals; and the Compton College's Institutional Set Goals, which are all aligned with the California Community Colleges Vision for Success.

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

Why professional development matters – Creating Professional Development opportunities for the employees of Compton College (faculty, managers, and classified professionals) fosters professional growth that will lead to a stronger sense of connection among employees and students, greater holistic student success, and institutional effectiveness. This mission supports a campus culture of equity-mindedness and collaboration that furthers our student-centered college goals.

When staff, faculty, and administrators engage in professional development – Professional Development is most effective when it occurs in the context of our daily work. When campus employees arrange Professional Development 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 – Establishing a comprehensive committee structure will ensure that Professional Development workshops and activities are carefully conceived, planned, and implemented. There is no substitute for rigorous thinking and execution. Evaluations will measure reactions (satisfaction), learning, changes in behavior, and results (outcomes).

Where professional development occurs in a variety of platforms such as: workshops, conferences, and online-webinars.

Assessment of Current State

At Compton College there is one campus committee and one subcommittee that directly addresses professional development. The purpose of the Professional Development Committee is to provide professional development planning for Faculty, Classified Staff and Administration; maintain College-wide flexible calendar planning and implementation through its Faculty

Development Subcommittee; act as Liaison and planning for District staff development; provide resource allocation for staff development; (Professional Development funds) for Faculty, Classified and Administrative conference and travel; and liaison with Academic Senate.

This committee has affiliation with:

- Faculty Development Committee – (faculty only)

Recommendation #1 – Change the name of the primary committee to Professional Learning and Engagement Committee.

Professional Development offers Compton College employees learning and development opportunities that are designed to enhance their knowledge, skills, and competencies. By providing these resources, Compton College is able to recruit, develop, and retain a high performing workforce in support of the College’s goals.

Identifying the importance of fostering a professional learning culture as a focal part of the Compton College employee experience, we seek to utilize a committee name that demonstrates the commitment to motivate the highest potential, enhance professionalism, and assure high interest for all Compton employees.

Recommendation #2 – Committee structure of professional development. To institutionalize professional development at Compton College, the college needs to integrate the characterization of intentionally designed professional development into the existing committee structure. The following professional development governance structure is comprised of four committees:

Professional Learning and Engagement Committee

Purpose

The Professional Learning and Engagement Committee serves as an advisory capacity for the District. The advisory committee is responsible for making recommendations on staff, student, and instructional improvement activities (title 5, section 55730(e)). The recommendations are based upon a comprehensive planning process that includes needs assessment and evaluation. This committee also maintains the guidelines and procedures for funding employee conference and travel requests for the District. Trainings activities will be provided to faculty, classified professionals, and administrators for professional growth and renewal that will lead to a stronger sense of connection among employees and students, greater holistic student success, and institutional effectiveness. This mission supports a campus culture of collaboration that furthers our student-centered college goals.

Function

1. The President/CEO and Professional Development Manager will work collaboratively with the Faculty Development Committee, Classified Development Committee, Management Development Committee in support of a comprehensive organizational and professional development program for all campus employees.

2. Maintain the guidelines and procedures for professional and organizational development conference and travel funding and to make determinations about employee conference and travel support through these funds.
3. Offer cohesive professional development programs and activities that support the professional growth for the three distinct employee constituencies [faculty, classified professionals, managers]; including an annual teambuilding event.
4. Ensure professional development programs from each employee constituencies committee, are accessible through thoughtful scheduling and/or content delivery mode that allows for maximum participation of interested employees.
5. Track professional development taking place across the campus towards the achievement of College's Strategic Plan, through continuous evaluation to assure achievement of professional development goals as related to the College Strategic Goals and recommend changes.
6. Facilitate communities of learning for personal and professional development and create a culture of accountability that inspires faculty, classified professionals, and administrators to engage learning.

Membership

Professional Learning and Engagement Committee members are appointed by the Classified Union, Academic Senate and Faculty Union to serve a term of two years. Management and Confidential committee members are appointed by the President/CEO and also serve a term of two years. If a staff or faculty member is interested in serving on the Professional Learning and Engagement Committee, they should contact their Senate and/or Union representative for information on current or expected vacancies. The structure as stated in AR 2511.

- Professional Development Manager (co-chair) *Ongoing
- Administrator (appointed by the President/CEO)
- Faculty Development Coordinator (co-chair)
- 3- Other Faculty (appointed by Academic Senate and Faculty Union)
- 2-Classified Professionals (appointed by Classified Union)
- Confidential-Employee (appointed by President/CEO)

Professional Development Committees (Faculty, Classified, Managers)

Faculty

Purpose

The Faculty Development Committee's mission is to support Compton College in facilitating the interdisciplinary exchange of ideas, as well as building a repertoire of current, equity-minded, and innovative strategies for teaching with the aspiration of sustaining and increasing student success and retention.

Function

1. To recommend policies and procedures to the Academic Senate that will result in the growth and expertise of the faculty.
2. To recommend professional development annual goals and objectives for faculty developed in alignment with Compton College goals.
3. To propose programs for faculty professional development and present proposals for use of faculty development funds to the Senate.
4. To provide analysis and recommendations on the professional development of faculty.
5. To conduct needs assessments and deliver programs that addresses the needs of probationary and tenured faculty.
6. Utilize needs assessment data to plan and implement the Faculty Professional Development Calendar.
7. To effect and manage a mentoring program for faculty pursuing tenure or promotion.
8. To advise the Academic Senate on matters relating to faculty professional development.
9. To collaborate in professional development across campus.
10. To carry out tasks as formally delegated by the Academic Senate as accepted and voted on by the FDC.

Membership

Faculty:

1. Officers
 - a. FDC shall be chaired by the Faculty Development Coordinator. The Chairperson shall:
 - i. Administer all business of the committee
 - ii. Learn Cornerstone (or any future Professional Development tracking system) and maintain/continue building the system at the College after implementation.
 - iii. Ensure that all faculty are appropriately credited their professional development hours in Cornerstone (or any future Professional Development tracking system).
 - iv. Assist faculty in creating and modifying as needed their individual professional development plans and to ensure they encompass a combination of individually designed activities, institutional or outside planned workshops, conferences, and/or academic courses, etc.

- v. Participate on the Professional Development Committee as a faculty representative.
 - vi. Report to Academic Senate all actions taken by the Faculty Development Committee and responses thereto.
 - vii. Bring matters from the Faculty Development Committee to the Academic Senate that requires voting approval from the Senate.
 - viii. Serve as an Ex-officio voting member of Academic Senate.
- b. The Secretary shall record and transmit minutes of all committee meetings and assist the Faculty Development Coordinator with correspondence of the committee as requested.

2. Faculty representatives:

- a. **Two representatives** per division each from different departments within the divisions (= 10 faculty members)
- b. **Two faculty** members from Counseling = 1 or more faculty members
- c. **Two faculty** members from Library = 1 or more faculty members
- d. Ex-officio representatives: Professional Development Faculty Liaisons = 6 faculty members
- e. Adjunct Member (non-voting)

APPOINTMENT PROCESS:

The full-time faculty shall elect divisional representatives. Each division and non-divisional faculty group shall be responsible for the election of representatives to the Faculty Development Committee.

Elections shall be held by secret ballot and winners must receive a plurality of the votes.

If at any time the seat of a representative is vacated before a term expires, the Division or non-divisional group shall conduct a special nomination and election process to replace that representative.

ROTATION:

Representatives from each of the Divisions and the Counseling and Library departments will serve a two-year term.

WHEN APPOINTED:

Members shall be appointed at the beginning of the fall semester or when a vacancy from any division or department becomes available.

DEFROCKING:

Absence from three Faculty Development Committee meetings per year, said absence recorded by the Secretary, shall be construed as resignation. If someone is not able to serve for one semester, a substitute must be elected following the division election process.

MEETING FREQUENCY:

The committee shall meet twice a month typically at “College Hour” each semester of the academic year.

PARLIAMENTARY PROCEDURE:

Quorum shall be met when 50% of the committee is present. No business can be conducted without a quorum present.

Classified

Purpose

The Classified Development Committee (CDC) seeks to promote employee engagement and recognition, professional growth, upward mobility, and leadership development of its classified professionals to support the College’s Strategic Goals while encouraging intellectual curiosity and lifelong learning.

Function

1. To provide guidance to the College through recommendations made to Professional Learning & Engagement Committee regarding professional development goals and objectives for classified employees.
2. To plan Classified Professional Development Day activities in collaboration with the College.
3. To encourage classified employees to establish goals, make conscious choices, and take action.
4. To provide all classified employees with resources and support they need to be successful in their jobs and feel enthusiastic to be Compton College employees.
5. To facilitate leadership development for individuals to address the need for succession planning, to protect continuity, and to avoid extended vacancies in key positions.
6. To foster a healthy workplace environment by cultivating the physical, emotional, and mental wellbeing of employees to increase employee engagement and contribute towards student success.

Membership

- Professional Development Manager (co-chair) *Ongoing
- Administrator (appointed by the President/CEO)
- 2 Classified Professionals (co-chairs) *Professional Taskforce Members
- 4 Staff at Large (appointed by Classified Union)
- Confidential Employee (appointed by President/CEO)
- 2 Students (appointed by Student Activities)

Management

Purpose

The Management Development Committee (MDC) seeks to support and facilitate the ongoing professional growth of administrators to develop and enhance leadership skills and abilities that foster innovation, strategic decision making, and collaborative performance to achieve the College's Strategic Initiatives outlined in the Compton College 2024, Comprehensive Master Plan.

Function

1. To make recommendations to the Professional Learning & Engagement Committee that advance professional learning opportunities for administrators in alignment with the College's Strategic Goals.
2. To advise on all matters related to management professional learning.
3. To review and approve tuition reimbursement requests for management.
4. To develop and facilitate an annual management retreat.

Membership

All members are appointed by the President/CEO. Each member, unless otherwise noted, will serve a 1-year term. The Chair of the Committee will be the Professional Development Manager. Co-chairs (2 years) In the case when there is no volunteer from the specific areas, the position will not go vacant but may be filled with someone from a different area.

- Professional Development Manager (co-chair) *Ongoing
- (2) Administrative Services
- (2) Instructional Administrators
- (2) Student Services Administrators
- (2) Managers at Large/Classified Managers