



# **EVERGREEN VALLEY COLLEGE**

OPPORTUNITY. EQUITY.  
SOCIAL JUSTICE.

These are the guiding principles of the San José-Evergreen Community College District.

Student Success is the heart of our mission, and we've hired the best and brightest faculty and staff to ensure that our students are well prepared when they transfer to a university, enter the workforce, or embark on a path of lifelong learning.

## Professional Development Plan 2020 - 2021

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*Photo: Evergreen Valley College Lake and Fountain*

## **I. INTRODUCTION**

The Professional Development Committee carries out planning and evaluation of professional development programming which enhances the college's readiness to achieve its strategic goals and mission.

### **A. Opportunity. Equity. Social Justice**

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## **II. MISSION, VISION, AND VALUES**

### **A. Mission Statement**

As a leading educational institution, the mission of SJECCD is to meet the diverse educational and workforce needs of our community by empowering our students to become agents for socioeconomic change.

### **B. Vision Statement**

By the year 2017, SJECCD has become the premier institution for advancing opportunity, equity, and social justice for everyone through educational excellence.

### **C. Values Statement**

Our District's core values are opportunity, equity and social justice. Each of these values is incorporated into our strategic planning and is a part of the foundational commitments we make to our communities.

## **III. OVERVIEW OF PROFESSIONAL DEVELOPMENT**

### **A. Professional Development Mission Statement**

Established in 1986, the purpose of the Staff Development Committee is to plan and coordinate the staff development activities for faculty and staff. The committee will also work in collaboration with the College Technology Committee in planning and funding activities.

### **B. Professional Development Committee Responsibilities**

1. Assess the needs of the college as they relate to staff development and improvement of instruction.
2. Develop programs and strategies to meet these needs.
3. Annually evaluate the staff development program and funding guidelines.
4. Examine and approve or deny requests for staff development funding.
5. Develop, update and maintain policies to promote staff development.
6. Plan and coordinate Professional Development Day activities subject to the requirements of the Faculty Association Collective Bargaining Agreement and approval of the Academic Senate. (See FA Contract, Sections 11.6, 7, 8, 9 & 10). A Professional Improvement Committee shall consist of three (3) representatives of the Academic Senate, one (1) administrator, and one (1) representative of the Faculty Association.

### **C. Membership**

1. Professional development committee must consist of the following: 2 personal from administration, 3 classified and 8 faculty members (one faculty from each division as determined by the Academic Senate).
2. Divisions:
  - a. Business & Workforce Development
  - b. Counseling & Matriculation
  - c. Language Arts
  - d. Library and Learning Resources
  - e. Math, Science, & Engineering
  - f. Nursing & Allied Health
  - g. Social Science, Humanities, Arts & P.E.
  - h. At-Large (elected by the Academic Senate)
3. Chair: Faculty reassigned time for a two-year term.
4. Term: All members are elected/appointed for one year, renewable by appropriate constituent group.

## **D. Responsibilities of the Chairperson**

The Chairperson shall be responsible for implementing all of the policies, procedures, and guidelines that have been established by the Academic Senate and collective bargaining agreement.

1. The Chairperson shall:
  - a. Schedule all meetings of the committee, including special meetings as requested or needed; prepare an agenda; distribute minutes; communicate the committee's recommendations and decisions to all interested parties.
  - b. As assigned, write all official College reports, local and state, as required, in a timely manner
  - c. Assist and Process all Staff Development funds request reports with Business Services in a timely manner.
  - d. Oversee all College Flex (Professional Day) Activities, including registration, room assignments, equipment availability, designating facilitator, evaluations, etc.
  - e. Communicate with the College community on a regular, on-going basis in order to discuss, refine, and update the Professional Development Committees funding goals and priorities
  - f. Plan, develop, initiate, coordinate the College's collaborative/special projects and college-wide activities and be generally responsible for the overall improvement of skills, knowledge, and morale of all segments of the College community.

## **E. Other College and District Professional Development Committees**

### 1. Professional Development Committee (PDC)

There are several committees that play a role in various aspects of professional development at Evergreen Valley College. The Professional Development Committee (PDC) is the participatory governance group that oversees professional development planning and evaluation. There are also three union/district committees that have a role in professional development opportunities related to faculty.

### 2. Staff Development Committee (SDC)

The purpose of the Staff Development Committee is to plan and coordinate the staff development activities for faculty and staff. The committee will also work in collaboration with the College Technology Committee in planning and funding activities. The Staff Development Committee is charged with the following responsibilities:

- Assess the needs of the college as they relate to staff development and improvement of instruction.
- Develop programs and strategies to meet these needs.
- Annually evaluate the staff development program and funding guidelines.
- Examine and approve or deny requests for staff development funding.
- Develop, update and maintain policies to promote staff development.
- Plan and coordinate Professional Development Day activities subject to the requirements of the Faculty Association Collective Bargaining Agreement and approval of the Academic Senate

### 3. Academic Senate (AS)

As part of the governance structure and decision making process of the college, the Academic Senate is an organization whose primary function is to make recommendations with respect to academic and professional matters. Specifically, these topics include (Ref. Title V, Sec. 53200 & District Policy 1520.2):

- Curriculum, including establishing prerequisites and placing courses within disciplines.
- Degree and certificate requirements.
- Grading policies.
- Educational program development.
- Standards or policies regarding student preparation and success.
- District and college governance structures as they relate to faculty roles.
- Faculty roles and involvement in accreditation processes, including self-study and annual reports
- Policies for faculty professional development activities.
- Processes for program review.
- Processes for institutional planning and budget development.
- Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate

### 4. Professional Development Center (PDC)

We meet our mission through a wide spectrum of educational experiences, flexible methodologies, and support services. Guided by strategic initiatives, the EVC Professional Development Center embraces high quality teaching and training to all employees. To enhance quality and efficient programs and services, employees are offered access to group sessions where best practices are shared. Campus community engagement is supported by coordinated opportunities to build and sustain strategic partnerships both on and off campus. A collaborative approach with the EVC Staff Development Committee, Student Learning Outcome subcommittee, and Technology for EVC employees is welcomed to enrich the quality of professional development.

### 5. Distance Education (DE)

The purpose of the Distance Education Committee (DEC) is to oversee and guide the college by providing training and implementation of all online and hybrid courses across the curriculum and programs. The committee shapes the college's approach to create robust and quality online learning by implementing the Common Course Management System (CCMS). The committee strives to support a campus culture to create innovative and cost-effective solutions to overcome the challenges in Distance Education (DE).

- Provides guidance in identifying appropriate approval process of online and hybrid courses.
- Provides campus-wide training utilizing the Online Education Initiatives (OEI) Rubric.
- Promotes CCMS and OEI Rubric through division/departments and campus activities.
- Provides input to the online evaluation form(s) (ex: online courses and faculty).
- Provides input to the Distance Education Plan.

#### **IV. FLEX AND PROFESSIONAL DEVELOPMENT PROGRAM GUIDELINES**

Evergreen Valley College participates in the Flexible Calendar program administered by the Chancellor's Office as stated in Title 5 regulations. The College has four (4) days per year as Professional Development Days for full time faculty; three are mandatory days, and one is an alternate day for full time faculty. All college employees are invited and encouraged to attend these days.

Normally, four (4) days of the academic calendar year (three (3) with mandatory attendance) are designated as Professional Development calendar days for the purposes of conducting activities to address critical staff, student, and professional development needs.

Professional Development activities shall be scheduled on the days indicated on the fall and spring academic calendar or on any day during the fiscal year (except as noted below) in which a faculty member has scheduled an activity which has been approved by the Professional Improvement Committee (PIC). The instructor may also schedule a professional development alternative activity when school is not in session at the end of May and June of the previous fiscal year and if approved, have the activity credited toward the next fiscal year.



*Photo: Library ETC building*

##### **A. Three Mandatory Days**

One (1) Professional Development day each year shall be campus-wide in accordance with: AFT 6157 Collective Bargaining Agreement 2018-2019 61 convocation at which the president of the AFT 6157 shall be invited to make a presentation. Three days shall be mandatory: the first two days of the fall academic calendar and the first day in the spring academic calendar. These days shall be used for activities which may include campus-wide planning to meet student needs, divisional planning and activities coordinated by the Division Dean, and department meetings and activities. Attendance at these meetings shall be mandatory for full-time instructional and non-instructional staff.

## **B. Professional Development Calendar**

These credited days shall be referred to as “Professional Development days” and are designated as “PD” days on the academic calendar for faculty. The Professional Development days indicated on the calendar shall be used for activities scheduled, planned and approved by the Staff Development Committee (SDC) with the concurrence of the college president. Faculty may schedule individually proposed alternate activities in accordance with 11.6 of this article.

## **C. Hours Per Activity**

The maximum total number of hours for one day of a Professional Development activity is six (6) hours which is based on pro-rata of one fifth of a week’s non-instructional assignment. Multiples of six (6) hours constitute additional Professional Development day(s).

## **D. Pay**

A full-time faculty member not assigned to work on the Professional Development day (PD day) who chooses to come to the PD day shall be paid for six (6) hours of work time as stated in the contract. The Faculty member shall be paid at the appropriate pay on the adjunct salary schedule.



*Photo: Computer Lab in Library and ETC Center*

## **V. PROFESSIONAL DEVELOPMENT ACTIVITY PLANNING PROCESS**

The primary responsibility for planning Professional Development day activities rests with each faculty member and the Staff Development Committee (SDC) in addressing critical staff, student, and instructional improvement needs. The college president shall be accountable regarding the use of instructional improvement days and therefore will approve all such activities.

Activities conducted on Professional Development days may include, but are not limited to the following:

- Staff development, in-service training and professional development, such as conferences, field trips and workshops related to teaching assignments and goals of the District/Colleges.
- Program and course curriculum development and evaluation.
- Learning resource development.
- Student personnel services and related activities, such as student advising, guidance, orientation, and matriculation services.
- District, campus, departmental or division meetings.
- Institutional research as assigned by College supervisors.
- Other activities as assigned by the District.

### **A. Alternate Professional Development Activities.**

Faculty may be excused from the second PD day in the spring semester if they develop an individual alternate plan and choose from activities approved by the Professional Improvement Committee (PIC). Such activities will address critical needs as assessed in an annual survey conducted by the Staff Development Committee. The PIC will evaluate and approve alternate plans for faculty.

A report and recommendation for approval of all plans shall be submitted by the PIC to the president of the college. Whenever the president disagrees with the recommendations for approval from the PIC, the president or designee shall consult with the committee in an effort to resolve the matter.

### **B. Professional Improvement Committee**

The PIC on each campus shall be a committee consisting of three (3) representatives of the Academic Senate, one (1) administrator, and one (1) representative of the AFT 6157.

### **C. Submission Timeline of Alternate Individual Plan**

Professional alternate development activities may be conducted at any time during the fiscal year. For the PIC to have sufficient time to review the individual plan (See Appendix Q), it must be submitted ten (10) working days at a minimum prior to the second PD Day in spring.

## **D. Accountability for Completion of Professional Development Day Activities**

All full-time faculty shall be accountable for participation in Professional Development day activities, which shall be considered a professional responsibility as per the evaluation process. Faculty who carry out an approved alternate individual plan shall submit a brief written outline within thirty (30) days of scheduled activity completion summarizing the activities. A copy of this documentation shall be given to the Dean and shall be included in the report covering the period of evaluation of the faculty member. Faculty who do not complete their approved activities shall file an absence report in accordance with the provisions of the collective bargaining agreement.

## **VI. PARTICIPATION OF FACULTY ON PROFESSIONAL DEVELOPMENT DAYS**

All full-time and adjunct faculty shall be given equal opportunity to participate in Professional Development days. No regularly scheduled classes will be conducted on PD days. Classes taught by adjunct or full-time faculty which start after 5:00 p.m. shall not be scheduled on PD days. Full-time faculty completing a full-time assignment after 5:00 p.m. shall meet their PD day activity (day or evening) which is at least equal to the number of hours their class (es) normally meet(s). Full-time faculty teaching an overload after 5:00 p.m. and adjunct faculty who meet their PD day commitment will be compensated as if their class has been taught.

### **A. Strategic Planning Goals**

For each college strategic goal, we have highlighted the results for the 2017-2018 academic year.

#### **1. Goal #1: Explore Academic Programs & Student services; Introduction to Guided Pathways**

Survey Results (Fall 2018)—Guided Pathways was introduced to the campus community —Few faculty and staff were initially aware of its importance. Over 60% of participants in the survey were unaware of what “Guided Pathways” was and how it played a role on campus. Academic Programs and Student Services as a path to success for students would become instrumental in implementing the “Guided Pathway” principals.

Completion: Reached 80% of target audience. This means the target audience now has a clear and coherent understanding of Guided Pathway’s role on campus--- SDC will continue to reinforce concepts to the larger population.

#### **2. Goal #2: Building on Guided Pathways Model and implementing Strategic Planning to college**

Survey Results (Spring 2018): Introduce one on one and small group training/workshop sections and Breakout Sessions & Individualized Training (Fall 2018-continuous training). Results: Need more active presenters from college & community.

### **3. Goal #3 Outreach to Community Partners**

Survey Results: (Spring 2018- Jan) Incorporate more community partners to reinforce Guided Pathways & Strategic Planning model.

Workshop/ Training with outside community members: Google, Linked IN, Santa Clara DA Office- (Spring 2018)

Results: Success. Of those who attended (Alternate plan), unexpected outcome with full workshops seats filled. Faculty and Staff expressed continuous interest in technology related workshops revolving around training for the 21st century student. Over 75% expressed interest in tech tool and resources.

### **4. Goal #4: Incorporate Technology into the Classroom and Across Campus**

Results (Spring 2018) Guided Pathway & Strategic planning models. Introduce campus wide tech resources, tools, and training available on site before outsourcing off campus. Faculty and Staff can learn to enhance understanding of how technology can support the path for the 21<sup>st</sup> century student. This can facilitate efficiency, creativity, productivity, and a greater multi-faceted understanding of material in courses.

### **5. Goal #5: Explore and Listen to Student Voices on Topics Across Campus**

Survey: Guided Pathways & Strategic planning - What do students want? Student conversations evoke needs in various areas for success.

Théâtre Department - "Playbill" - Explored student voices in play and student panel (Spring 2019)

Results: Continue student voices across PDD- Fall 2019 (two (2) day event)

## **VII. CONFERENCE ATTENDANCE AND OFF-SITE TRAINING**

### **A. Participation in Professional Organizations**

1. Attending local, regional, national, and international meetings, conferences and workshops sponsored by professional organizations
2. Presenting papers at conferences and workshops
3. Serving as an officer, board member, or committee member
4. Coordinating events sponsored by the organization

### **B. Research**

1. Conducting research
2. Presenting findings of research to others

**C. Improve Job Performance**

1. Keeping up with technology, systems, processes
2. Learning about new developments in your field
3. Improving existing skills

**D. Increased Duties and Responsibilities**

1. Taking on new challenges in current position, projects, long or short-term assignments

**VIII. PROFESSIONAL DEVELOPMENT ACTIVITIES AND RESOURCES****A. Attendance and Involvement in Department, Division and Staff Meetings**

1. Select the meeting(s) which will provide the staff member with the knowledge, exposure or broadening needed.
2. Pre-plan the staff member's involvement in the meeting and determine the expected outcome for the staff member.

**B. Serving as a Conference Leader or Trainer**

1. Schedule the staff member to serve as a conference leader or trainer.
2. Teaching others is a valuable way to obtain new knowledge, broaden one's viewpoint and clarify one's thinking.

**C. Formal Presentation Opportunities**

1. Assign a presentation that will give the staff member an opportunity to develop planning and organization skills as well as effectiveness in speaking.
2. Review and critique the plan prior to presentation.

**D. Personal Development Workshops**

1. Carefully select and evaluate the workshops.
2. Select participation on a voluntary basis only.
3. Select workshops to help gain new insights into his/her personal style and how others perceive him/her in interpersonal relationships

**IX. ANNUAL SURVEY AND SELF-EVALUATION**

Communication to and from constituencies and the campus community		x	
Members' understanding of the processes and requirements that apply to the committee's work	x		
Overall quality of the committee's deliverables/outcome	x		
Integration of committee process and products with the College strategic planning process	x		
What about your process worked well this academic year?	<p><b>Accomplishments:</b></p> <p>Committee continues to reach out to experts on and off campus to meet and align colleges goals. Success in maintaining creativity &amp; highlighting important knowledge-based goals.</p>		
What changes would you recommend for next academic year?	<p><b>Recommendations for next year:</b></p> <p>Finding better meeting times; incorporating more use of technology to complete basic tasks and accomplishing goals via online communication.</p>		
How would you implement your recommended changes?	<p>Discuss options available campus wide and practice test run of those items related to tech use.</p>		
	<b>Excellent</b>	<b>Adequate</b>	<b>Poor</b>
Fulfillment of the committee's charge	x		
Comments			