College of San Mateo
Three Year Professional Development (PD) Plan Report
2016/2017

The three year plan for professional development aligns with the college mission of providing an outstanding, rigorous and inclusive education for the residents of San Mateo County. The plan supports the institutional priorities:

1. Improve Student Success
2. Promote Academic Excellence
3. Develop Responsive, High-Quality Programs and Services
4. Support Professional Development
5. Implement the Integrated Planning Cycle and Ensure Fiscal Stability and the Efficient Use of Resources
6. Enhance Institutional Dialog

The plan is overseen by the Center for Academic Excellence Committee, whose Chair serves as professional development coordinator. The professional development coordinator will implement the plan under the management of the Academic Support and Learning Technologies Division, which will also oversee the budget and provide staff support.

Rationale
To serve students effectively in a rapidly changing, global environment, CSM employees must have opportunities for professional growth throughout their careers. Professional development opportunities are vital for college employees to have productive and satisfying careers and for them to engage in innovative efforts that address students' evolving needs. The institution as a whole benefits when the achievements of individuals are acknowledged and celebrated (CSM Institutional Priorities 2013/2014 - 2015/2016). As Vincent Tinto and Brian Pusser posit in the report titled *Moving From Theory to Action: Building a Model of Institutional Action for Student Success* (National Post-Secondary Education Cooperative, 2006) "One of the ironies of higher education is that the faculty, as a matter of practice, are the only faculty in education from elementary school to college that are literally not trained to teach their own students. This does not mean that there are not many talented and well-trained faculty who bring to the task of educating students a broad repertoire of teaching and assessment skills. As a matter of prior training and practice, though, most faculty enter the teaching profession untrained for the task of educating students. It is for this reason that faculty development, indeed staff development generally, is a critical part of any long-term institutional strategy to increase its capacity to promote students success."
The Center for Academic Excellence is charged by Academic Senate Governing Council to promote student success by providing and facilitating professional development opportunities for faculty, staff, and administrators. The CAE fosters an enhanced, effective pedagogy and a supportive learning environment. Its values and priorities include:
   A. Provide and facilitate professional enrichment that inspire, nurture, and reward faculty and staff efforts to achieve teaching excellence (Institutional Priorities 1-3, 4).
   B. Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and underperforming students (Institutional Priorities 1-3).
   C. Create and implement a shared vision of best practices and innovative, inclusive pedagogy designed to achieve greater student success (Institutional Priorities 1-3, 5).

D. Provide a forum for sharing professional development experiences and projects (Institutional Priorities 4 and 5).
E. Create an environment that encourages cross-discipline communication (Institutional Priorities 4 and 6).

Priority A: Provide and facilitate professional enrichment that inspire, nurture, and reward faculty and staff efforts to achieve teaching excellence (Institutional Priorities 1-3, 4).

Priority	Action Plan	Outcome goals	Outcomes and Evidence
A.1	Implement New Faculty Institute, a 10 month professional learning program for new full time faculty coordinated with division and district orientation programs.	Goal: 100% participation by new faculty. Report participation, workshop topics and agendas, participant feedback. Use feedback to improve following year.	Eight of eleven new faculty participated in 2016-2017. Workshop topics included tenure review support, equity and critical pedagogy, review of student services, curriculum development and submission, etc. An evaluation of the program will be implemented in May 2017 by participant survey.
A.2	Professional learning series - five workshops each that culminate in participant earning a certificate of achievement, recognition, and some other reward Series may include the following strands: Reading Apprenticeship Habits of Mind Technology in the Classroom Student Service and Support Culturally Responsive Pedagogy Writing across the Curriculum Capstone projects Learning Communities Adjunct Issues Evidence-Based Teaching Kognito training Leadership training Safety and Working with Difficult Students	Goal: 30 faculty per year earn certificates. Report participation, workshop topics and agendas, participant feedback. Use feedback to improve topics, delivery of instruction, and learning strand components.	Three series implemented: • Equity Workshop Series • Canvas learning management system series • Lunch and Learn series on educational equity
A.3	Support adjuncts with flexible scheduling of workshops, explore alternate modes of delivery.	Goal: 50 adjunct faculty per year participate. Report the activities that are targeted to adjuncts, document alternate delivery forms.	Flex workshops had more than 200 adjunct enrollments. The most popular workshops for adjuncts were Canvas and internationalizing the curriculum. An adjunct orientation was provided in fall Flex in the late afternoon/evening.

A.4	Develop a robust menu of workshop for Flex Days with mostly in-house facilitators.	Goal: Increase yearly participation to 250 enrollments (duplicated). Report participation, workshop topics and agendas, participant feedback.	This academic year, the number of Flex Days increased from five to six, offering more PD opportunities. Flex Day enrollments equaled approximately 700.
A.5	Bring in outside presenters when needed to provide expertise, perspective and training.	Goal: four or more presentations by outside facilitators per year. Report activities and sign-ins, workshop topics and agendas, participant feedback.	CAE co-sponsored four external speakers on educational equity: • Mapping Black Re-Presentation in Everyday Life. Ameer Hasan Loggins, M.A. • Equity by Design: Effective teaching and learning for all your students. G. Reyes, Ph.D. • Racial Literacies and Pedagogies of Cultural Inclusion. Dr. Jabari Mahiri • Becoming an Undocu-Safe Campus: How to do it & why we must. Dr. Genevieve Negrón-Gonzales
A.6	Provide funding for faculty travel to conferences and workshops domestic and international.	Goal: Provide travel funding for more than 50 faculty per year. Report usage of fund.	None. All support provided by Faculty Professional Development Fund.

Priority B: Collaborate with programs to identify and overcome current teaching and learning obstacles including addressing the achievement gaps of underrepresented and underperforming students (Institutional Priorities 1-3).

Priority	Action Plan	Outcome Goals	Outcomes and Evidence
B.1	Work with Student Equity Plan to provide professional development workshops around social justice, and culturally responsive pedagogy.	Goal: Have two or three workshops per semester that contain topics of social justice and culturally responsive pedagogy. Report participation, workshop topics and agendas, participant feedback. Use feedback to improve topics, delivery of instruction, and learning strand components.	New Faculty Institute monthly workshops contained discussions of learning theory and critical pedagogy. Flex Day workshops and other campus presentations around social justice and culturally responsive pedagogy were provided. See 2016/2017 CSM Flex Day Report, and A. 5.
B.2	Support division and department efforts to drive systemic change, for example use of multiple modes of assessment, acceleration, integration of academic support services and	Goal: Provide workshops and inquiry groups as needed to support efforts. Report activities related to this goal.	Supported efforts included: • Development of Faculty Diversity Internship Program plan

	student support services, and others.		• Habits of Mind workshops and MINDSET trainings to support Year One program • CSM/ BSI Reading Work Group Group/ Task Force
B.3	Collaborate with groups needing professional development support, including, but not limited to, SafeZone, Safety Committee, CSMCares, Psychological Services, DSPS, EOPS, VROC Center, Learning Communities, Distance Education Program to provide professional development.	Goal: Provide workshops and inquiry groups as needed to support efforts. Report activities related to this goal.	Flex Day PD opportunities were coordinated for all the listed programs. See 2016/2017 Flex Day Report.

Priority C: Create and implement a shared vision of best practices and innovative, inclusive pedagogy designed to achieve greater student success (Institutional Priorities 1-3, 5).

Priority	Action Plan	Outcome Goals	Outcomes and Evidence
C.1	Work with DIAG, BSI, ASGC to share practices and training that focus on "below the green line" organizational elements of information, identity, and relationships to drive institutional change. Practice routines that promote the development of a shared vision.	Goal: Increase awareness of the importance of relationships to the systems in the organization. Provide strategies for groups to develop "below the green line" routines at meetings and interactions.	DIAG and BSI merged this year to become Educational Equity Committee. Discussions included how to best integrate information, identity and relationships in the new structure. ASGC leadership adhered to the principles of the Six Circle Model of organizational change.
C.2	Promote evidence-based best practices in teaching by increasing awareness of, and modeling of, good practice in all PD offerings.	Goal: Modeling student centered teaching strategies will encourage use of best practices. Use existing items on Campus Climate and Satisfaction Survey to evaluate. May need additional survey items.	Required all professional development workshop providers to state how the workshop would engage participants. Modeled best practice in workshops provided by PD coordinator.
C.3	Offer small seed grants for faculty and staff who want to develop a project to enhance student success or assist in institutional advancement.	Goal: Two or more projects per year are funded. Report on projects annually.	The committee deleted this goal after input from Cabinet that the Innovation grant and BSI funding was adequate to support these types of initiatives.

C.4	Develop Center for Academic Excellence (18-206) as a central location for: professional learning events including use of educational technology, housing a library of resources, displaying of professional development projects, CAE Committee meetings.	Goal: Center for Academic Excellence will have a lively calendar of events occurring in the center. It will have an up-to-date library of books for staff to check out. It will display faculty and staff professional development projects.	The Center for Academic Excellence hosted many professional development events this year. The CAE library continues to be stocked with books to lend out. There is a request to update the facility in process, in part to provide display space for professional development projects, and to meet the needs of the distance education professional development program.

Priority D: Provide a forum for sharing professional development experiences and projects (Institutional Priorities 4 and 5).

Goal	Action Plan	Outcome Goals	Outcomes and Evidence
D.1	Promote the dissemination of professional development experiences in workshops and on the CSM webpages.	Goal: Two or more dissemination workshops per year, two or more blog style articles on the PD webpages per year. Report annually	There were two workshops that invited input about teaching and learning experiences of faculty: • Topics in Student Learning at CSM • What Are They Learning: A Snapshot of Student General Education No articles on the webpages this year.
D.2	Develop a more robust CAE webpage with space for stories about change efforts underway.	Goal: two or more blog style articles on the PD webpages per year. Report annually	Supported campus efforts to document change efforts.
D.3 (& C.4)	Develop Center for Academic Excellence (18-206) as a central location for: professional learning events including use of educational technology, housing a library of resources, displaying of professional development projects, CAE Committee meetings.	Goal: Center for Academic Excellence will have a lively calendar of events occurring in the center. It will have an up-to-date library of books for staff to check out. It will display faculty and staff professional development projects.	The Center for Academic Excellence hosted many professional development events this year. The CAE library continues to be stocked with books to lend out. There is a request to update the facility in process, in part to provide display space for professional development projects, and to meet the needs of the distance education professional development program.

Priority E: Create an environment that encourages cross-discipline communication (Institutional Priorities 4 and 6).

Priority	Action Plan	Outcome Goals	Outcomes and Evidence
E.1 (& C.1)	Work with DIAG, BSI, ASGC to share practices and training that focus on "below the green line" organizational elements of information, identity, and relationships to drive institutional change. Practice routines that promote the development of a shared vision.	Goal: Increase awareness of the importance of relationships to the systems in the organization. Provide strategies for groups to develop "below the green line" routines at meetings and interactions.	DIAG and BSI merged this year to become Educational Equity Committee. Discussions included how to best integrate information, identity and relationships in the new structure. ASGC leaders adhered to the principles of the Six Circle Model of organizational change.
E.2	Support interdisciplinary groups affecting change by providing facilitation services and organizational support for meetings and workshops, for example, College Assessment Committee (CAC) professional development efforts.	Goal: Provide facilitation services two or more times annually. Report annually.	Supported workshop development for Year One Institute, Educational Equity Committee and CAC.
E.3 (& C.4, D.3)	Develop Center for Academic Excellence (18-206) as a central location for: professional learning events including use of educational technology, housing a library of resources, displaying of professional development projects, CAE Committee meetings.	Goal: Center for Academic Excellence will have a lively calendar of events occurring in the center. It will have an up-to-date library of books for staff to check out. It will display faculty and staff professional development projects.	The Center for Academic Excellence hosted many professional development events this year. The library continues to be stocked with books to lend out. There is a request to update the facility in process, in part to provide display space for professional development projects, and to meet the needs of the distance education professional development program.

Other Priorities:

F: Support classified staff and administrators by providing professional development resources specific to their needs.

Goal	Action Plan	Outcome Goals	Outcomes and Evidence
F.1	Conduct quantitative and qualitative investigation into professional development needs of classified staff and administrators, and establish plan for meeting needs.	Goal: Establish plan for meeting needs of classified staff and administration Report early spring 2017.	Analyzed Flex enrollments for classified staff PD preferences. Worked with district office to support district professional development offerings for classified staff and administrators.
F.2	Work with classified senate and administration to develop and implement plan for classified staff and administration professional development.	Goal: Provide two or more workshops annually for classified staff and/or administrators. Annually	See 2016/2017 Flex Day report. Worked with district office to support district professional development offerings for classified staff and

		report participation, workshop topics and agendas, participant feedback. Use feedback to improve topics, delivery of instruction, and learning strand components.	administrators.

G: Engage in district -wide efforts to create, expand, and improve professional development for staff across the district.

Goal	Action Plan	Outcome Goals	Outcomes and Evidence
G.1	Work with departments, divisions, other colleges in the district, and the district office to provide a coordinated professional development program.	Goal: Develop a district-wide calendar of professional development events. Communicate with departments and divisions to coordinate professional development. Report annually.	Communicated with sister college PD coordinators to align professional development offerings, and share PD opportunities across campuses. Worked with district office to support district professional development offerings for faculty, classified staff and administrators.

H: Engage in local and statewide professional development initiatives.

Goal	Action Plan	Outcome Goals	Outcomes and Evidence
H.1	Collaborate with state 4C/SD network, Stanford University, RP Group, Online Education Initiative (OEI), Student Equity Network, California Community College Success Network (3CSN), and other local and state organizations to provide professional development opportunities to CSM staff.	Goal: Bring two or more PD events to CSM campus annually. Send three or more CSM staff annually to statewide training off-site. Report annually.	2016/2017 Campus events: • Habits of Mind workshop conducted by 3CSN Oct. 21, 2016. • Reading Apprenticeship Statewide Conference to be held at CSM May 19 and 20, 2017. Several CSM staff attended offsite training sessions including those conducted by State Chancellors Office, 3CSN, OEI, Stanford etc.

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