

Barstow Community College Professional Development Plan 2022-2027



Introduction

Without a doubt, the Covid-19 global pandemic deeply impacted life all over the world, and Barstow Community College (“BCC”) was not immune. As we emerge from this global crisis, BCC stands ready to relaunch a robust professional development plan that’s in line with the overall strategic plan of the college, and the current realities of the college.

Organized professional development is necessary for the success of any organization. Proper ongoing training, including preparation and opportunities for advancement, should be available to all employee groups. At an educational institution, professional development directly impacts student learning and advancement because a well-trained and effective workforce is essential for student success.

Strategic Priority #3 of the BCC 2019-2024 Strategic Plan for Transformational Improvement is to “Build Community,” with a commitment to “Create a climate where internal stakeholders feel included, valued, empowered and seen, by taking ownership of goals and performance.” This step of the plan includes the strategic intention to “Invest in continuous professional development for faculty and staff.” This plan was developed with this in mind.

Methodology

This plan was developed following significant work to determine the professional development needs and desires of staff, faculty, and managers. This research included:

- Focus groups with representatives from each stakeholder group: classified staff, faculty, and managers.
- Focus groups with members of the Professional Development Committee.
- Focus groups with students.
- Auditing and reviewing key documents (including the Strategic Plan, Leadership Academy Learning Outcomes, Leadership Academy Survey Results, Management Report, Classified Staff Report, Faculty Report, and the previous Professional Development Plan).

Strategic Goals and Objectives

The objectives of this plan are to:

1. Ensure that a systematic framework for the planning, management, and evaluation of staff development activities for all staff, faculty, and managers is in place.
2. Ensure that every employee discusses their professional development needs with their supervisor on an ongoing basis, at least once a year.
3. Enable each employee to have an expectation that they are likely to engage in professional development activities according to their role and needs.
4. Achieve and maintain high standards of quality in its development of employees and to have these standards assessed and acknowledged.
5. Create opportunities for employees to learn in collaborative environments across boundaries such as faculty disciplines, departments, and work assignments.
6. Provide for the personal and professional development of employees in support of the mission, vision, and values of the College.
7. Provide multiple methods of professional development for all employees.
8. Allow for the improvement and advancement of individual employees in ways that benefit both the employee and advance the mission and strategic priorities of the college.
9. Provide individualized professional development pathways which lead to increased employee engagement, retention, and succession.
10. Effectively equip all employees to live out the vision of “Empowering Students to Achieve Their Personal Best Through Excellence in Education.”
11. Incorporate input from the Program Review process where professional development is identified as a program need to reach goals.

Roles and Responsibilities

Responsibilities of the College as a whole include:

- Provide and budget for ongoing training and Professional Development to allow employees to do their job to the required standards.
- Providing support when employees have problems with their job.
- Clearly articulating guidelines on how employees should carry out their job to the required standards.
- Providing opportunities for employees to improve their skills and knowledge to help them develop their position within the College.
- Connecting professional development to employee evaluations by making areas for improvement a required aspect of evaluations and using information from those evaluations to structure Professional Development programs.

- To hold regular meetings to discuss ways to improve department functioning that will lead to improved student learning and student engagement.
- Provide support for institutional memberships in organizations that support understanding and professional growth in areas deemed essential to institutional viability.

Responsibilities of Human Resources include:

- Develop and conduct an annual professional development needs assessment.
- Ensure that adequate resources are available to meet the training and development requirements.
- Ensure that responsibility for training and development is properly assigned and accountability accepted at all levels and in all Departments.
- Prepare reports as requested by the Board on Professional Development matters.
- Maintain records of Professional Development activities, participation, and evaluation.
- Inform employees of appropriate Professional Development opportunities in a timely manner.
- Identify opportunities provided by professional organizations.
- Ensure the compliance of mandatory training required of all staff, faculty, and managers including sexual harassment, emergency management, and mandated reporter.

Responsibilities of the Professional Development Committee include:

- Periodically review the Professional Development Plan and make recommendations on revisions, updates, or changes based on current needs and realities.
- Assist with the implementation of the Professional Development Plan.
- Assist in identifying Professional Development Opportunities for all constituents.
- work in conjunction with the various divisions of the college to pursue them To clarify to develop awareness of PD opportunities and improve accessibility.

Responsibilities of Managers and Supervisors include:

- Support and provide opportunities for individuals to pursue job-related training.
- Make every possible effort to allow individuals to participate in training during work hours.
- The acceptance by managers and supervisors of their personal responsibility for the performance of their staff.
- The identification of appropriate areas where training and/or development may be of assistance in enhancing performance.
- They co-operate in the identification of general training and development needs of their staff including agreeing with staff the extent of training need, if any.

Responsibilities of Individual Employees Include:

- Seek out and participate in Professional Development opportunities to improve their job performance and potential for advancement.
- Obtain approval from their supervisor to attend training programs.
- Be proactive in respect of their training requirements and provide feedback on the relevance and effectiveness of the training they are given.
- Keep up to date with the needs of their job by going on any development and training programs which are provided for them.
- Make suggestions to the Professional Development Committee and College Leadership about professional development opportunities and options.
- Actively seek to apply new skills, knowledge and abilities on the job.
- Become active with regional and state-wide peers to remain current on relevant topics and best practices.
- Actively participate in the development of others.

Areas of Focus/ Strategic Intentions

To provide useful, relevant, equitable, and engaging Professional Development for all employees that meets the priorities and goals of the Barstow Community College Strategic Plan for Transformational Improvement, in addition to regular and ongoing training and Professional Development opportunities already in place, we have identified seven Areas of Focus and Strategic Intentions. They are as follows:

- ➔ Strategic Intention #1: Develop a formal and structured onboarding program for staff, faculty, and managers tailored to their specific needs.
- ➔ Strategic Intention #2: Make Professional Development Opportunities easier to find and participate in.
- ➔ Strategic Intention #3: Create individualized Professional Development Pathways for staff, faculty, and managers.
- ➔ Strategic Intention #4: Reimagine the Leadership Academy.
- ➔ Strategic Intention #5: Relaunch the Leadership Academy.
- ➔ Strategic Intention #6: Create formal and informal mentoring opportunities for all employees.
- ➔ Strategic Intention #7: Launch formal mentoring program for all employees.

In addition to these seven Areas of Focus and Strategic Intentions, we have identified the need to provide training and Professional Development around six main topic areas, which include:

- Getting to know BCC (history, departments, leadership, structure)
- Job and Technical skills
- Working with Others (team building, effective communication, personality types, customer service, trauma)
- Leading Others (Leadership principles, Effective Delegation, Communication skills for leaders, change management)
- Self-Awareness and EQ (personality types, EQ, mental health)
- Diversity and Inclusion (Cultural competence, Equity, Equal Access)

Implementation Strategy

The following is the timeline for implementation of the above Areas of Focus/ Strategic Intentions:

Phase 1: 2022-2023

Strategic Intention #1: Develop a formal and structured onboarding program for staff, faculty, and managers tailored to their specific needs.

- Design orientation activities to meet job and legal requirements (e.g. New hire paperwork, benefits, etc.)
- Develop a checklist of what can be done to help new employees be successful.
- Develop a process for regular check-ins with each new hire to ensure they are receiving the support they need to be successful.
- Identify roles and responsibilities for supervisors and managers in the onboarding process.
- Generate buy-in from all employees by clearly communicating to all employees the plan for onboarding and how it will be implemented.
- Regularly ask for feedback from new hires about their onboarding experience in order to make adjustments and improvements to the process.
- Develop a structure that includes one day of onboarding that's more general and includes an introduction to BCC, the structure of the college, introductions to the leadership, and the vision and values of the college. A second day of onboarding will be specific to each area: one for faculty, one for staff, and one for managers.
- Staff onboarding will include information about career development at BCC and how to access opportunities.

Strategic Intention #2: Make Professional Development Opportunities easier to find and participate in.

- Create and launch a user-friendly Professional Development website/ web-portal to increase awareness and accessibility of PD opportunities.
- Design a FAQ section of the web portal to answer commonly asked questions related to professional development and career opportunities
 - Include links to curated professional development resources including LinkedIn learning, Lynda.com, relevant articles, and videos.
- Send out a regular communication to all faculty, staff, and managers highlighting people who have taken advantage of professional development opportunities, and current as well as upcoming offerings for professional development.

Phase 2: 2023-2024

Continue work on Strategic Intentions 1 & 2

Strategic Intention #3: Create individualized Professional Development Pathways for staff, faculty, and managers

Managers:

- Provide opportunities for managers to develop leadership skills necessary to be effective in their role (e.g: Communication, Delegation, Team Leadership, and Strategic Planning).
- Utilize already existing events for professional development.

Staff:

- Create opportunities for staff to learn skills, knowledge and abilities that will allow them to develop in their career.
- Providing regular career development conversations with their managers or supervisors.
- Equip managers and supervisors to have career development conversations regularly with staff.
- Prioritize Professional Development for staff by allocating time each week or every other week and compensating them for the time.
- Work with managers and supervisors to provide opportunities to cross-train and move into other departments.
- Create an internal career fair to allow staff to discover opportunities in other areas of campus.

Faculty

- Continue to provide an in-service for faculty groups prior to the beginning of the fall semester that includes opportunities for professional development.
- Provide opportunities for faculty to become better educators and develop in their field of knowledge through conference attendance, workshops, and online training.
- Provide opportunities for faculty to develop as culturally-responsive teaching practices and effective uses of technology.
- Provide opportunities for faculty to learn from each other. Work with faculty and department leadership to create a “Faculty Development Day” in the Fall or Spring to give faculty the opportunity to learn from one another.
- Create an online or virtual space for faculty to learn about various conferences and what others have experienced at conferences.

Phase 3: 2024-2025

Continue work on Strategic Intentions 1-3

Strategic Intention #4: Reimagine the Leadership Academy

- Evaluate the current curriculum to determine what strategic changes need to be made.
- Decide on objectives, course plan, and curriculum.
- Decide on application requirements and evaluation criteria.
- Secure commitments from speakers, outside presenters, and facilitators.

Phase 4: 2025-2026

Strategic Intention #5: Launch the Leadership Academy

- Promote the Leadership Academy to all campus departments and constituents
- Select participants
- Launch next cohort Fall of 2026

Strategic Intention #6: Create formal and informal mentoring opportunities for all employees

- Identify and articulate specific goals and objectives of the mentoring program.
- Create a set of norms for what a successful mentoring relationship looks like
- Develop a process to identify and select qualified mentors.
- Identify a process to identify and select mentees.

- Identify a process to pair mentors with mentees.
- Provide ongoing training for mentors in order to be successful.
- New faculty will be paired with seasoned faculty who would become their go-to contact for questions.
- Utilize all-campus communication mediums to encourage all employees to seek out informal mentoring opportunities.

Phase 5: 2026-2027

Strategic intention #7: Launch of mentoring program

- Kickoff event to launch mentoring program.
- New faculty will be paired with a seasoned faculty who would become their go-to contact for questions.
- Utilize all-campus communication mediums to encourage all employees to seek out informal mentoring opportunities.
- Provide ongoing training for mentors in order to be successful.

In this phase we will continue to implement the Strategic Priorities from Phases 1-6 looking to make adjustments and improve upon service where possible.

In this phase we will also begin the process of evaluating our current situation and developing a plan for 2027-2032.

Measurement

The following measures will be used to evaluate the effectiveness of this Professional Development Plan:

- Number of Professional Development Opportunities Offered
- Attendance at training sessions, workshops, seminars, and in-services.
- Retention and succession rates of employees.
- Annual employee engagement and satisfaction surveys.
- 80% rating or above on survey questions such as:
 - BCC Supports Professional Development for all employees
 - How satisfied were you with the number of PD opportunities available to you this year?
 - I have access to the learning and development I need to do my job well.
 - My manager (or someone in management) has shown a genuine interest in my career aspirations.
 - I have been able to grow my knowledge that led to obtaining another position or career advancement within the College.

Monitoring and Evaluation

Information regarding staff development activity and expenditure must be recorded to enable the College to engage in effective staff development planning and to meet its obligation to respond to requests for information from external bodies.

All staff development activities carried out in the College will be evaluated for their effectiveness and for the extent to which they have contributed to enhanced performance.

The Human Resource office will manage and maintain all records.

Other Potential Activities for Professional Development that support this plan may include:

- Training Provided during CSEW (Classified School Employee Week)
- Faculty in-service meetings held prior to the start of the fall semester for all full-time and adjunct faculty
- An in-service for new adjuncts
- Opportunities for faculty, staff, and managers to participate in conferences to improve knowledge and abilities and to build relationships with like-minded colleagues
- County events such as the Homeless and Foster Youth Summit
- Canvas training
- ADA Compliance Training
- Training provided by the ACCA, Association of Community Colleges Association
- Discipline-specific conferences and associations for faculty (eg. National Association for Community College Entrepreneurship, National Communication Association, Distance Education Conference)