***Professional Development Inquiry Team Recommendations***

***Summary of Work***
President Barnes convened the newly-established Racial Equity & Social Justice Taskforce in August 2020, and soon after that, four cross-functional teams were tasked with conducting inquiry in four major areas, as prioritized by the Task Force. One of these areas was professional development.

As such, the Professional Development Inquiry Group (composed of faculty and classified staff) was tasked with providing recommendations to the President and campus stakeholders, as appropriate, regarding the current state of professional development offerings and any areas for improvement in light of the College's commitment to racial equity and social justice. Between September 2020 and March 2021, The Professional Development Inquiry Group engaged in a process of appreciative inquiry by conducting interviews with groups and individuals and by gathering and assessing information via document review. Specifically,the Professional Development Inquiry Group drafted recommendations incorporating information from the following sources:
- Interviews with Cuyamaca committees and councils, and Human Resources
- Professional development resources
- Current policies and procedures

Based on the data gathering outlined above, the Inquiry Group developed the following summary of the current status of professional development structures, processes, and practices.

***Current State***
The College's current professional development efforts are focused primarily on faculty and compliance. Communication regarding professional learning opportunities is limited and not specific to the area of practice/role at the College. Connections between professional development activities are minimal, and there is a general lack of cohesion across professional learning opportunities. The Professional Development function currently reports to the Learning and Technology Resources division and is funneled through the Faculty Professional Development Coordinator; however, much of the work is administrative or clerical.

***Documents Reviewed***

- [IEPI Plan](IEPI Plan)
- [Quality Focus Essay](Quality Focus Essay)

- [Professional Develop Committee Charge and Composition 2019-2021](#)
- [Professional Development Coordinator Job Announcement (prior to recent update)](#)
- College Strategic Plan
- Vision Resource Center (VRC)
- [Professional Development Program Plan 2017-2022](#)
- [Professional Development goals 2020-2021](#)
- [New College Mission, Vision and Values](#)

*Stakeholders Interviewed:*
- Professional Development Committee
- Student Success and Equity Council
- Classified Senate
- Faculty Professional Development Coordinator
- Professional Development Specialist
- Director of Human Resources
- Teaching Dialogues Coordinator

## *Key Observations*

The inquiry team made a number of observations, which are reflected in the recommendations below.

1. The current professional development process is heavily focused on faculty; however, there are few opportunities for classified professionals to engage in professional learning.
2. The job duties of the professional development coordinator are outdated, primarily focused on reporting and compliance, and do not reflect a holistic approach to professional development .
3. The purpose and focus of professional development both at the activity level and as a whole is not widely communicated to the campus community.
4. Access to professional development opportunities is limited, particularly for adjunct faculty and classified staff.
5. Professional development offerings are not clearly aligned with the college's mission, vision, values and institutional goals (e.g., antiracism, elimination of equity gaps, etc.).
6. The organizational structure of professional development is unsustainable in its current state and conflates roles of faculty, classified staff, and administrators.

## *Recommendations:*

***Expand Scope of Professional Development Offerings to Include All Employees:***

1. Develop and provide Diversity, Equity, Inclusion and Anti-racism training to a wider audience, including Classified Staff, Managers, all Committee/Council Coordinators, Department Chairs, Senate Officers, Student Leaders (i.e., those in leadership positions).
   a. Provide opportunities for students to participate in and inform training.
2. Expand the New Employee First Year Experience program to include Adjuncts and offer Diversity, Equity, Inclusion and Anti-racism-specific training.
   a. Incentivize participation for adjunct faculty.
3. Require equity training for all faculty, staff, and administrators (including part-time employees) on an ongoing basis (e.g. annually).
4. Increase marketing and communication regarding all professional development offerings, with emphasis on relevant training for specific employee groups.

***Refocus Professional Development on the College's Institutional goals of anti-racism, social justice and eliminating equity gaps:***

1. Define what constitutes (and what does not constitute) professional development at the local and district level. This definition should support the College's institutional goals of eliminating equity gaps, anti-racism and social justice.
   a. Offer more PD on racial equity & anti-racism (e.g., make this more central to New Employee 1st Year Experience Program and to the manager/supervisor "DEI Training")
2. Re-evaluate our priorities, our goals, and our criterias, and have a more narrow vision of what should count as professional development to change the culture of our institution.
3. Provide anti-racist/equity training on an ongoing basis and/or as a cohesive package (including multiple sessions/activities and discussions).
4. Pilot PD offerings that focus on racial trauma self-care (particularly given COVID-19 and trauma that many faculty and staff continue to experience).
5. Expand PD that specifically addresses issues related to online and hybrid teaching, learning, and student services.
   a. Suggested topics include racial justice and equity in online instruction, best practices for effective online teaching, strategies for reaching out to (struggling) students, best practice for promoting effective student services online, accessibility, best practices for evaluating online courses, training for the HyFlex format, etc.

***Build Sustainable Infrastructure for Professional Development:***

1. Reorganize PD structure such that it reports to IESE Office
   a. (Completed May 2021)
2. Hire or designate a classified Professional Development Specialist to provide support for logistical and compliance matters related to Professional Development and to administer the Vision Resource Center.
3. Review/update PD Committee Charge and Composition to better align with campus mission, vision and values and to meet the needs of the campus community
   a. (Completed August 2021)
4. Revise all reassigned time job descriptions to align with the college's mission, vision and values, specifically equity and anti-racism.
   a. Confer with SSEC to obtain feedback.
5. Implement year-round  calendar to provide PD opportunities beyond Flex Weeks.
6. Improve marketing of PD events and make them inclusive for faculty, staff and administrators.
   a. Webpage postings
   b. Vision Resource Center
   c. Campus calendar and announcements/newsletters
7. Require equity training for all faculty, staff, and administrators on an ongoing basis (e.g. annually).
8. Offer badging or other incentives for classified staff to attend professional development (e.g., a certificate for attending a designated number of Culture and Community Circle events or Mental Health training).
9. Provide institutional support for classified staff to attend PD events (e.g., time off from work duties, substitute support, etc.).
10. Explore options to institutionalize PD requirements for classified staff.
11. Increase PD offerings for classified staff.
12. Ensure sufficient resources to bring guest speakers/external experts to provide training for the College.
13. Prioritize equity and anti-racism focused events for faculty and staff, such as the NCOREconference.
14. Improve cohesion across professional development offerings to advance anti-racism on campus
    a. Launch a virtual Teaching and Learning Center focused on racial equity and social justice
15. SOC shall require a written statement on equity when recruiting faculty and staff to serve on the Professional Development Committee.

16. Implement a regular evaluation process for professional development to ensure it is serving the College mission and vision and that it is effective and meaningful for participants
    a. Research alternatives to the traditional Flex Week PD model
    b. Conduct surveys and focus groups to assess needs and changes in practice for participants