PROFESSIONAL DEVELOPMENT ADVISORY COMMITTEE (PDAC)

REPORT TO SGC
April 25, 2012

CHARGE #1:
Create a three-year Strategic Plan, including self-assessment, in alignment with the new District-wide Strategic Plan and College Strategic Plan.

PDAC began the process of creating a three-year strategic plan at our August, 2011 PDAC retreat where we conducted a self evaluation (see General Comments below) and participated in a TOPS (Technology of Participation) process led by non-PDAC facilitator (Tawny Beal). After reaffirming our mission, vision, professional development outcomes and guidelines, we identified the following five priorities for the next three years:

1. Create a college-wide culture of Professional Development.
2. Support Student Success.
3. Address the use of 21st Century Technology for instruction and college operations (including regular structured training on information technology and instructional design as recommended by the Accreditation Team Report).
4. Address identified Professional Development needs of LMC employees.
5. Continually assess, update and improve LMC's Professional Development Program.

A draft Strategic Plan was created in September, 2011 around these priorities and related activities. At that point in time, PDAC decided to delay completion of the plan until the two-year interim college-wide strategic plan was completed and approved; allowing us to link our professional development plan with the new college-wide strategic priorities.

Work on the PDAC Professional Development Strategic Plan will continue at our April 26, 2012 PDAC meeting. The completed plan will be brought to SGC in early fall, 2012 for approval.

CHARGE #2:
Increase opportunities to connect with all Professional Development Initiatives on Campus.

Connecting with other Professional Development initiatives on campus has been a priority for PDAC this academic year. We have intentionally cross-pollinated our membership between PDAC and other campus committees in order to support a network of professional development activities reaching across the campus. PDAC members continually work to stay aware of professional development needs and activities across campus. As a result, we are able to support committees by publicizing their professional development activities, assisting with on-line registrations and evaluations and in making appropriate professional development linkages. In identifying these areas for collaboration, PDAC is creating more effective and efficient use of resources and is helping to break down silos.

A sampling of connections made, includes:

- Collaborative Learning: In response to hearing about the need for technology and for leadership trainings from various campus departments and programs, PDAC sponsored activities to address these needs.

- Joint Planning, Program Development and Implementation: Upon learning of the EEO Committee's plans to develop a professional development program regarding issues of equity, PDAC informed other committees with a similar interest about the opportunity to collaborate with the EEO Committee.

- Funding Review Team: This PDAC conference review team now includes members from the EXITO and STEM grants, resulting in consistent procedures for review and recommendations to the president for conference funding requests.

- Resource Sharing: Office of College Advancement staff regularly shares information about professional development resources such as reports, articles, and web-sites, as well as information regarding opportunities such as webinars, conferences and trainings. This information is shared on the Professional Development web-site, through on-line communications, or one-on-one, as appropriate.

Currently PDAC has several members who are members of all LMC shared governance committees and most other committees on campus. Additionally, our outreach into the LMC community is enhanced by inviting non-PDAC employees to participate in PDAC committees. PDAC also reaches out across the campus, identifying faculty, staff and managers to facilitate workshops and other professional development activities throughout the year.

CHARGE #3:
Identify and inform the campus about internal and external Professional Development activities and opportunities.

The Professional Development Coordinator informs the campus community about relevant activities and opportunities through the Professional Development web-page, e-mail communications and one-on-one contacts as appropriate.

The Local Planning Group, a state and UF mandated Flex-planning and approval group (which is currently a sub-committee of PDAC), is instrumental in communicating across campus about opportunities for presenting FLEX and other professional development activities. The LPG also promotes FLEX activities for attendance by faculty, classified staff and managers.

CHARGE #4:
Continue to develop new Professional Development activities for faculty, classified staff and managers.

Six (6) sub-committees of PDAC develop new activities based upon LMC's results of the annual district-wide professional development survey and college needs as communicated to PDAC. Below is a listing of PDAC's six sub-committees and examples of new activities they developed and hosted on campus during this past year:

Orientation and NEXUS Committee:
- Lunch with the President: In the fall, all new employees were invited to lunch with the President, representatives of PDAC and LMC deans. President Livingston presented an overview and history of the college, which was followed by lively conversation, questions and answers. Vice-President Cutler then gave a comprehensive tour of the campus; including remodels and renovations.

- NEXUS: Each new faculty member selected a seasoned faculty member as an LMC mentor. Together the pair collaboratively worked directly in an a focus area in which the new faculty member wanted to advance his/her learning. Topics chosen included training as a department chair, curriculum development and creating a syllabus.

Teaching and Learning Committee:

- This committee hosted two faculty discussions regarding "Building a Vision for Faculty Development" to promote a passion for teaching and learning. To our surprise, this activity became professional development in itself, with animated discussion and shared learning. There was a clear message that faculty want time to sit with their colleagues and learn from each other.

- A call to faculty was made in this spring for mini-proposals for faculty development activities. The following proposals were funded.
    - **English 70** is addressing challenges through a series of training workshops, which will assist faculty in planning, implementing, and evaluating effective curriculum and pedagogical approaches. These presentations will be shared with the entire campus in FLEX workshops and video presentations in the fall.
    - **A Team of Five (5) Adjunct ESL Faculty** will perform a critical study of the placement of ESL students in spring, 2012. This collaborative study of ESL placement methods will address questions, concerns, and insights that can be shared with the ESL students and the English/ESL department.

Technology Committee:

- In the fall, the Technology Committee focused on evaluating technology needs which emerged from the district-wide professional development survey. In anticipation of the upcoming campus migration to MS Office 2010, the committee hosted workshops taught by adjunct faculty from our Computer Science Department. These one-hour "tips and tricks" trainings were immediately followed by one-hour lab labs, allowing visual and hands-on learners one-on-one support. A highlight of the workshop was the hands-on tutorial support from MESA students, who had earned Microsoft Office certificates and free laptops (from California Connects) in exchange for required community service hours. The students enjoyed the opportunity to "teach" their instructors.

- This committee also enjoyed the benefits of networking across the campus and the district, with members on the district's Learning Management System (LMS) Committee (which is selecting a district-wide course management system and related trainings), LMC's Distance Ed Committee (which is reviewing training needs), and the district-wide professional development technology sub-committee. This cross-pollination enhances communications between campuses and LMC committees in order to best serve our campus as we continue to become more comfortable and proficient users of technology.

Leadership Committee:

- Created and facilitated the first LMC Leadership Academy. This semester-long program, which met two full afternoons each month, was built around the American Association of Community Colleges Competencies for Community College Leaders. Through a series of workshops, discussions, group work and reflection, the academy supported twelve emerging campus leaders to facilitate innovation and change at LMC. As the semester progressed, the participants took on increasing responsibility for facilitation and decision-making in the academy. Workshop examples include: leadership styles, effective communications, meeting facilitation, and song writing. Graduates of the Leadership Academy will participate in the planning of the next Leadership Academy scheduled for fall, 2013.

- Members of the campus-at-large were invited to participate in selected Leadership Academy workshops.

Health and Wellness Committee:

- This committee, established in spring, 2012, is chaired by two non-PDAC members. Thirty-five (35) faculty, staff and managers are participating in the committee's kick-off "Spring Training" activity, sponsored by the Contra Costa Schools Insurance Group. Future plans include collaboration with student/faculty club –"The Mighty Mustangs". The committee is reviewing resources compiled by the Professional Development Coordinator, as well as researching new opportunities for health and wellness activities and workshops. Health and wellness FLEX workshops are being planned for fall 2012 FLEX in response to the enthusiasm and motivation being expressed on campus.

Local Planning Group (LPG):

- The LPG hosted LMC's first FLEX mini-conference "Spotlight on Success" on fall, 2011 All-College Day. The mini-conference featured a choice of six faculty/staff-led workshops on various topics. Following the workshops the conference featured faculty/staff-facilitated round table discussions and program poster sessions. LPG has discussed hosting a mini-conference each spring on All-College Day.
- LPG continued the scheduling of a Focused-FLEX Day during fall and spring Flex. Focused Flex, focuses on a topic of importance to the college-community. During the past two semesters, the focus was on "assessment". In fall 2012 the focus will be on "program review and our new strategic plan".

CHARGE #5: (on-going)
Continue to develop operating procedures for LMC's Professional Development Program.

PDAC and the Office of College Advancement continually assesses and improves Professional Development procedures and forms as necessary. This year we assessed and improved upon the Conference Funding and Leave Request Forms, Faculty FLEX Agreements, Call for Flex, FLEX information documents and the posting of campus events on-line.

CHARGE #6: (on-going)
Recommend resource allocations for professional development program activities to the SGC.

The Professional Development budget for 11-12 was $20,160; with $12,500 allocated from the district and $7,660 from LMC local funds. Below is the 2011-12 budget which was approved by President Livingston:

- Nexus $2,800
- Orientation   500
- Leadership   1,500
- Technology   1,786
- Teaching and Learning   1,786
- Health and Wellness   1,786
- Conferences   10,000

To date, we have spent approximately $9,000 of the budget, with proposals pending from the Technology Committee ($900), the Teaching and Learning Committee ($2,500), and conference funding ($1,800); which would bring our spending to approximately $14,000. Additional proposals are expected from Health and Wellness subcommittee in April. Funds unspent at the end of the fiscal year will return to LMC's coffers. We anticipate the same funding of $20,160 in 2012-13. PDAC will create a 2012-13 budget at the completion and approval of our strategic plan.

GENERAL COMMENTS:

PDAC Self-Evaluation:

PDAC conducted a self-evaluation in fall, 2011.

The group identified its major successes as:
- Revitalizing professional development on campus,
- Creating professional development opportunities for all constituencies,
- Developing sub-committees which included non-PDAC members,
- Improved professional development policies, procedures and communications across campus,
- Increasing PDAC exposure,

Areas in which PDAC could do better: (Note improvements in these areas since fall, 2011)
- Increase professional development opportunities around technology, (*increasing)*
- Improve processes around evaluation and assessment, (*procedures around evaluation and assessment been developed)*
- Improve the value of FLEX on campus, (*evaluations have shown that we have done this)*
- Increase PDAC exposure (and name recognition) on campus. (*we will find out in a college-wide survey in the fall)*

PDAC will conduct another self-evaluation in early fall and we will pay particular attention to the areas identified as needing improvement.

PDAC Structure:

The current PDAC structure works well. PDAC is an energetic group and all members are actively involved with the planning and implementation of activities. The addition of non-PDAC members on sub-committees not only helps to get the job done, it also serves to develop a wide-spread culture of professional development throughout the campus.

PDAC Committee Members, Spring, 2012

Classified:	Camme Benzler, Information Technology and Services
	Demetria Lawrence, Student Life Coordinator
	Eric Sanchez, Drama/Art/Journalism Instructional Assistant
Faculty:	Erlinda Jones, Child Development
	Clint Ryan, Math
	Laura Subia, EXITO/Counseling
	Nancy Ybarra, English
Managers:	Michael Becker, Manager/IT
	Bruce Cutler, Vice President.
	Gil Rodriguez, Dean, Office of Instruction
Students:	Debra Van Eckhardt, LMCAS/Honors
Staff/Co-chairs	Ruth Goodin, Manager (non-voting), Office of College Advancement
	Mary Oleson, Classified (non-voting), Office of College Advancement

LMC Professional Development Advisory Committee (PDAC)
Mission, Values, PDOs and Guidelines

Mission:

The purpose of LMC's Professional Development Program is to strengthen and support a dynamic learning environment that promotes and enhances the personal, professional and organizational development for all staff.

Vision:

LMC values and encourages accessible PD opportunities for all staff, including full and part-time faculty, classified staff and managers.

Professional Development Outcomes (PDOs):

- Create and sustain learning and working environments that are characterized by these qualities: inclusive, engaging, challenging, relevant, welcoming, purposeful and responsive to diverse cultures,

- Contribute to and participate in a culture of inquiry and institutional learning that fosters leadership and documents and builds on lessons learned,

- Effectively assess relevant aspects of college life, such as instruction, programs, services, activities, administration and student services, in order to improve student learning, college services, and institutional effectiveness,

- Be effective users of current technology,

- Use instructional and organizational models that are research-based and grounded in sound theoretical frameworks and good practice,

- Demonstrate a commitment to lifelong learning,

- Promote activities that contribute to the morale and well-being.

Guidelines:

Support will be provided for PD activities which:

- Align with college goals and objectives,

- Support the needs of faculty and staff as expressed in program review and unit planning; or identified through institutional, program, or course level assessments, or PD survey results,

- Integrate evaluation, assessment and equity into their design,

- **PROMOTE THE SUCCESS AND ENGAGEMENT OF STUDENTS.**