



Leading From The Middle

Professional Development Plan for Norco College
In Support of Guided Pathways



Norco College
Leading From the Middle (LFM)

Strategic Plan for Professional Development at Norco College

Overview: With the further implementation of Guided Pathways, Norco College should develop Professional Development (PD) activities and structures: strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college’s strategic goals, needs and priorities as identified in integrated plans, program review, and other intentional processes.

Recommendation: Recognizing that Norco College’s commitment to the Guided Pathways framework represents a comprehensive institutional paradigm change, we collectively believe that this change requires that all staff adopt and consistently maintain a mindset that addresses and supports student success from an equity perspective. Developing, nurturing and having this perspective permeate all that we do requires professional development for all college stakeholders (faculty, staff and administration) on an ongoing basis. In support of this professional development plan, we recommend that Norco College consider a full-time position to serve as Norco College’s Professional Development Coordinator and assume responsibility for the implementation of this plan. This position may or may not be a reassigned faculty member.

1. Funding for a full-time Professional Development Coordinator

Rationale: The implementation of Guided Pathways represents a full revisioning of the college, one that impacts all campus members. Guided Pathways will represent fundamental changes to the job requirements and work conditions of faculty, staff, and administrators. This kind of change requires extensive training, a training requirement that is unlikely be successfully coordinated by one committee or part-time committee chairs. This level of change necessitates the funding of a full-time Professional Development Coordinator.

Goal #1 Budget requested:

Salary and benefits for a full-time Professional Development Coordinator to coordinate and implement all professional development activities at Norco College (for faculty, staff and administrators), \$150,000.

A full-time Administrative Assistant II to provide administrative support to the Professional Development Coordinator, \$100,000.

2. Disaggregated data should be more fully transmitted to all staff and faculty. Institutional support and training to interpret and use the data must be provided.

Rationale: Disaggregated data at the program and course levels serves a key role in improving critical metrics such as rates for transfer, retention, degree and certificate completion, and career pathways labor market demand and wages as linked to particular majors and degrees. This data must be provided to staff and faculty, along with training on how to interpret and utilize said data within classes and in staff activities.

	Participants	Projected Date	Schedule
a. Systematize presentation of disaggregated data, such that faculty can privately access their own individual-level disaggregated data for success and retention rates. (PowerBI software may be useful; Funding possibly required for staff or software)	Institutional Research	Fall 2019	Ongoing
i. Recommend the College establish a process to follow up with students who have discontinued their respective program without completion (e.g., cold calls, surveys, faculty outreach).	Institutional Research	Fall 2018	N/A
b. Assess disaggregated data at an institutional level to evaluate counseling and advising activities regarding student guidance towards living wage jobs.	John Moore, Counseling faculty	Fall 2019	Ongoing
c. Institute data coaching system. Train faculty members on examining, analyzing, and interpreting data, then position these faculty members to train other faculty members on effective data usage.	PDC, Institutional Research	Spring 2019	Ongoing
i. The Center for Urban Education (CUE) Group members serve as initial mentors and train other faculty to 1) implement new strategies within the classroom that reduce differences in success and retention rates and 2) assess the effectiveness of these new strategies over time.	Faculty reps from each School, Deans of Instruction, Dr. Gustavo Ocegueda	Spring 2019	Annually

ii. Have a series of brown bag lunches on “How to Use Disaggregated Data” and encourage supportive faculty to serve as advocates and to address potential points of concern.	CUE Group	Spring 2019	Bi-Semester
iii. FLEX Activities and First Fridays for new faculty with training on the interpretation of disaggregated data.	CUE Group, PDC, TLC	Spring 2019	Annually
iv. Create a Norco-based guide on effective use of disaggregated data.	CUE Group, TLC	Fall 2019	N/A
<p>Goal #2 Budget requested:</p> <p>Full-time Professional Development Coordinator to coordinate items above</p> <p>Part-time IR staff member to serve as Data Coach to pull course specific data and teach faculty how to analyze and use the data to improve the address of equity in the classroom</p> <p>Special projects for faculty to be trained to pull, analyze and interpret data and to teach other faculty to do the same</p> <p>Special projects for faculty to prepare a guide on how to use disaggregated data (if guide does not currently exist)</p> <p>Printing costs for guide (if not digital)</p> <p>Special projects (or institutional service credit) for CUE group faculty to serve as mentors to other faculty</p> <p>Software (if it exists) that would allow faculty to access their own course level data, but not the data of other faculty</p>			

3. Equity-based Pedagogy Training and Support for All Faculty and Staff

Rationale: Student-centered teaching is needed to maximize student success. Innovations in student-centered teaching and learning are continuously being developed. However, not all faculty have access to these innovations. Ongoing mentoring, improvement of instruction, and professional development opportunities through an equity lens is needed for all full-time and associate faculty. (Pillar 4)

	Participants	Projected Date	Schedule
a. Explore training for Counselors, Ed Advisors, A&R staff members, etc. on how social and socioeconomic factors may impact students' decisions on potential majors/pathways.	PDC/TLC	Fall 2018	Ongoing
b. Support equity-based training. Participants are then encouraged to report back and provide training and support to faculty and staff.			
i. CORA Implicit bias/Microaggression training for all members of the college. Bring CORA for campus workshop during FLEX.	Dr. Lisa Nelson, Dr. Dominique Hitchcock	Fall 2018-Spring 2019	Ongoing
ii. CUE Training on an annual or two-year cycle.	Interested faculty	Fall 2018-Spring 2019	Annual or biennial
c. Equity training on First Fridays for new faculty.	PDC	Fall 2018	Ongoing
d. Equity-training video: a professional production explaining in 5-7 minutes the value and importance of an equity lens.	PDC/TLC, Ruth Leal	Fall 2019	N/A

Goal #3 Budget requested:

Full-time Professional Development Coordinator to coordinate items above

Speaker to address Counselors, Ed Advisors, A&R staff members and others how social and socioeconomic factors may impact students' decisions on/consideration of potential majors

Funding for all faculty, staff and managers to have CORA Implicit bias/microaggression training

4. Align Professional Development Activities for Faculty, Counselors, and Staff with the Four Pillars of Guided Pathways

Rationale: The Four Pillars of Guided Pathways provide a framework for increasing the effectiveness of our college and the potential for greater student completion. The Four Pillars are: “Clarify the Path, Enter the Path, Stay on the Path, and Ensure Learning”. As we move forward, professional development activities should, where possible, align with one or more pillars. Overall, the college needs to ensure that staff and faculty are receiving support in all four areas. (Pillars 1, 2, 3, and 4)

	Participants	Projected Date	Schedule
a. Update FLEX Activity form to require that, where possible, FLEX Activities be explicitly aligned to at least one of the four pillars.	PDC, Leonard Riley	Fall 2018	N/A
i. Develop and publish guidelines to facilitate mapping of FLEX activities to specific pillars.	PDC	Spring 2019	N/A
ii. Track FLEX activities to ensure equitable distribution of training across all four pillars.	PDC	Spring 2019	Ongoing
b. Implement an SLO-type overview at the start of each FLEX Activity; ask presenters to clearly link the goals of each session to at least one pillar, if applicable.	PDC	Spring 2019	Ongoing
c. Provide new and existing faculty and staff with regular orientations regarding nature and contents of Guided Pathways via multiple modalities (e.g., video, text, quiz questions).	Prof. Dev. Coordinator	Spring 2019	Ongoing
d. Provide Flex workshops, brown bags, and other activities that specifically address each of the four pillars of Guided Pathways. See link for some initial ideas for Professional Development activities	PDC	Fall 2018	Ongoing

Goal #4 Budget requested:
Full time Professional Development Coordinator to coordinate items above

5. Increased Support for Part-Time (Associate) Faculty

Rationale: Currently, RCCD does not require professional development for part-time faculty. Aside from three hours of pay per year for professional development, there is little incentive for part-time faculty to participate in professional development activities. Norco College needs to take the lead on this issue, and find ways to incentivize professional development for Associate Faculty, as they represent the *majority* of our teaching force. (Pillar 3)

a. Record and transmit FLEX activities to enable part-time faculty to take part in Flex training remotely. Create assessments to confirm remote viewing of sessions to grant FLEX credit.	PDC	Spring 2019	Ongoing
b. Lobby for Professional Development activity to be a compensated, contractual obligation for part-time faculty.	Faculty Association Academic Senate	Fall 2018	N/A
c. Improve communication of Professional Development opportunities by developing an online calendar and links to activities.	PDC, Leonard Riley	Fall 2018	Ongoing
d. Create formal awards or certificates for participation in Professional Development for Associate Faculty to include on their CV to incentivize participation and improve the quality of their application.	PDC, APC, Academic Senate	Spring 2019	Ongoing
e. Create a Part-time faculty mentoring program, which may include activities such as class visits and review of application materials	Interested Faculty	Fall 2020	Ongoing
f. Hold regular orientation days for Part-time faculty.	APC	Spring 2019	Bi-annual
g. Solicit feedback from Associate Faculty regarding accessibility and relevance of Professional Development activities.	PDC	Spring 2020	Annual

Goal #5 Budget requested:
Funding for full-time Professional Development Coordinator to complete items above

6. Professional Development for Leadership Roles and Career Advancement

Rationale: Community College faculty are frequently called upon to take on leadership roles within the college, from chairing departments to committee membership to leadership in other shared governance activities. Managers and staff are also interested in career advancement and advanced leadership roles. However, at present, the college provides little in terms of succession and leadership planning to train and mentor employees who are interested in opportunities for advancement. The college should develop and provide succession training/leadership training for all of its employees who are interested in additional roles. Beyond preparing the next generation of leaders, succession planning and training provides a more equitable approach to staffing key roles by expanding access to leadership positions. ([AACCC Core Competencies](#)) (Pillars 1, 2, 3, and 4)

	Participants	Projected Date	Schedule
a. Provide specific classes, developed internally or externally, for employees interested in advancement into leadership roles.	Prof. Dev. Coordinator Senior college leadership	Fall 2020	Ongoing
b. Develop mentor program through which established chairs and administrators are paired with interested employees.	Prof. Dev. Coordinator Senior college leadership	Fall 2020	Ongoing

Goal #6 Budget requested:
Professional Development Coordinator to complete and/or coordinate items above

7. Training and Ongoing Support for Faculty and Staff Advising

Rationale: Faculty and Staff Advising are key elements in the Guided Pathways/Completion Initiative model, and is a characteristic of highly successful colleges and universities. Faculty and staff advisors need initial training and follow-up support.

	Participants	Projected Date	Schedule
a. Explore/negotiate reassigned time for new faculty advisors and release time for new staff advisors to support initial efforts and adoption of faculty/staff advising model.	Faculty Association College leadership	Spring 2019	N/A
b. Create clear descriptions of expectations and time commitments for faculty advisors and staff advisors, respectively, and develop guidelines and recommendations to help facilitate effective faculty and staff advising.	Faculty Senate, Faculty Association Classified Senate CSEA College leadership	Spring 2019	N/A
c. Establish regular training for faculty and staff on advising.	Prof. Dev. Coordinator	Spring 2019	Ongoing
d. Coordinate with student support teams to discuss roles and responsibilities of faculty and staff advisors.	All student support team members	Spring 2019	Ongoing as needed

Goal #7 Budget requested:

Funding for speakers/trainers to present to faculty on best practices in Faculty and Staff Advising

Full time Professional Development Coordinator to coordinate items above

Special projects or reassigned time for faculty advisors and release time for staff advisors to cover initial investment of time for set-up/training

Funding for external presenter to address mapping of curriculum/courses/degrees to occupational opportunities

8. Implementation of Staff-specific Professional Development Activities

Rationale: Staff represent a key component of successful implementation of Guided Pathways. Moreover, staff generally require distinct training and professional development opportunities specifically oriented towards staff needs, assignments, and interests. Staff-focused professional development activities should be implemented in a regular and systematic manner, and a staff-focused feedback mechanism should be created through which staff can provide guidance on appropriate professional development activities. Additionally, the college should emphasize a culture supporting staff professional development.

	Participants	Projected Date	Schedule
a. Establish a campus culture supportive of staff-specific professional development activities.	Dr. Bryan Reece, Classified Senate	Spring 2019	Ongoing
i. Establish and support regular and formal release time for staff professional development activities.			
ii. Open and active support for staff professional development culture from the President's Cabinet and Deans			
iii. Annual or semi-annual Staff Development Day (The Great Staff Retreat)			
b. Examine current committees, work groups, and conference attendance selection processes to consider including a more formative staff presence.	Dr. Bryan Reece Classified Senate	Spring 2019	Ongoing
i. Establish and recruit for positions on Professional Development Committee reserved for staff members.			
ii. Recruit staff members to serve on Completion Initiative/Guided Pathways Work Group.			
c. Examine potential creation of Staff Development Committee outside of Classified Senate.	Dr. Bryan Reece Classified Senate	Spring 2019	Ongoing

d. Develop and implement succession planning, training, and mentoring.	Dr. Bryan Reece Classified Senate	Spring 2019	Ongoing
<p>Goal #8 Budget requested: Full time Professional Development Coordinator to coordinate items above and serve as a liaison to Classified Staff Release time for classified staff to participate in Staff Development day - no funding, just request for release from Dr. Reece</p>			

9. Update College and Committee Websites

Rationale: College and committee websites serve as a primary avenue through which to disperse information and share training activities with all members of the institution. However, the current college website is not optimized and committee websites are sometimes updated only occasionally and do not always represent current committee membership or committee initiatives. The college website should be updated to better reflect current design language and user preferences. The PDC and TLC websites should be updated to better align those sites with PDC and TLC's new role in supporting the Completion Initiative.

	Participants	Projected Date	Schedule
a. Revise PDC site to clearly communicate PDC activities and to facilitate PDC functions.	Leonard Riley	Fall 2018	Ongoing
i. Create calendar of Professional Development events.			
ii. Provide links to suggest and find Professional Development needs and opportunities.			
b. Revise TLC website to support effective teaching practices aligned to the Four Pillars of Guided Pathways.	Leonard Riley	Fall 2018	Ongoing
i. Collect and make accessible via the website to interested parties equity-minded best practices in teaching.			
c. Revise Norco College website to align with Four Pillars of Guided Pathways.	Leonard Riley	Fall 2018	Ongoing
i. Align department and counseling websites to Schools.			
ii. Enable students to more easily identify and access faculty advisors.			

Goal #9 Budget requested:
Full time Professional Development Coordinator to coordinate items above

10. Professional Development Committee Organizational Changes

Rationale: The roll-out of the Completion Initiative brings with it a need for systematic, focused, and organized training for administrators, faculty, and staff on implementing Completion Initiative functions within their present work responsibilities. To better support these training needs, the Professional Development Committee must examine and revise its policies, processes, and membership to better support these ongoing institutional changes. Additionally, an increase in training likely brings with it an increase in funding; the Professional Development Committee needs to develop mechanisms that allow for the use of these funds to take place in a clear and open manner.

	Participants	Projected Date	Schedule
a. Examine the structure and practices of Professional Development Committees on other college campuses.	PDC	Fall 2018	Ongoing
b. Establish clear and systematic processes by which to equitably distribute professional development funding.	Open workgroup, Academic Senate	Spring 2019	N/A
i. Develop funding mechanism to support faculty, staff, and managers' participation in outside professional development activities.			
c. Realign PDC governing structures to include presence of full-time Professional Development Coordinator.	Academic Senate	Fall 2019	N/A
d. Request an annual PDC budget (See full budget request here)	Leading From the Middle Team	Fall 2018	Annual
i. Funds for FLEX Events and Keynote speakers, New Faculty Orientation, and New Faculty Retreat.			

ii. Funds for the Professional Development Coordinator to attend PD conferences.			
iii. Retreat for: Leading from the Middle Team, Completion Initiative, Guided Pathways groups.			
iv. Dedicated physical space - Professional Development Center.			
e. Continue assessment to evaluate effectiveness of Professional Development activities.	PDC	Fall 2018	Ongoing
<p>Goal #10 Budget requested: Funds for FLEX Events and Keynote Speakers, New Faculty Orientation, and New Faculty Retreat Funding for Professional Development Coordinator to attend professional development conferences Funding for a Leading from the Middle/Completion Initiative/Guided Pathways retreat Assignment of a larger, more adequate Professional Development Center</p>			

Norco College Leading from the Middle Group

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