Professional Learning Liaison Report to Academic Senate May 2019

**Goal 1: HIGH QUALITY PL. Gavilan College will provide high quality, sustainable, relevant, responsive Professional Learning experiences for all employees.**

**Objective A: INFRASTRUCTURE. Create necessary infrastructure to make excellent PL a regular, integrated part of life for all employees**

**Strategies:**

We created a Working Group of 5-7 interested faculty and staff, with student representation, to do Professional Learning flex planning and oversee the integration of PL with other activities and initiatives at the college. The group met every two weeks and has been effective and helpful.

We planned professional learning activities that were student- and faculty-centered with mostly internal experts on topics important to students, faculty, the institution, and the community. Many faculty helped by becoming presenters, though some felt that they missed sessions they themselves would have liked to attend. We have no budget for external experts, though MPC and Hartnell are interested in co-sponsoring speakers if we find money. We have good attendance for flex days among FT faculty, and poor attendance among PT faculty. I also helped plan two division meetings, one on nationally collected data about the college, and one on sexual harassment. We learned a lot and I am continuing to learn about sexual harassment training and changed state requirements. We will probably do two-three mandatory trainings with HR keeping track of attendees in 2019-20, through the VPAA’s office. Our efforts to do Friday sessions were mixed; the Teaching and Learning ones were most popular, but we did not have more than six attendees at any session. Better scheduling and publicity might help, but the key is finding topics people want to know about, and offering those. This is an ongoing inquiry.

We worked to create informational resource page to help faculty identify, choose, and attend relevant conferences and trainings. This has been helpful mostly for flex days; we are talking about what parts of PL should be behind vs. in front of the firewall. We have not done much to promote PL in one’s own discipline, and I am not sure how important this is but feel it should get some attention, at least.

We created an integrated college PL calendar using the TLC calendar as a base and updating with events on an ongoing basis. I have kept it up to date with activities I’ve planned, but have not been very successful at getting others to use it. I can try harder.

We piloted a PL newsletter for faculty with opportunities, profiles, and deadlines for activities and paperwork. Feedback was that it was rather long in fall, so we shortened it this semester. It was well received. I have been hard pressed to do it as often as I’d like.

We developed and used assessments to measure impact of on-campus PL activities on teaching and learning—we had a short form at every PL session, and a longer Survey Monkey that were both extremely helpful in evaluating past sessions and planning new ones.  The session-specific ones numbered in the high hundreds and took hours to collate, organize, and return to presenters; I am hopeful we can find another way as this pretty much wiped out my hours for the first six weeks of the semester. I also need to find a shareable survey program, as Surveymonkey results were important but very difficult to share and show people,

We are exploring ways to promote equitable use of PL resources by all faculty and staff; for fall we want to use Zoom technology to make some selected sessions available to part-time faculty who don’t then have to drive in. We also want to pilot some online “classes” for one to four hour units that can earn PL “badges.” We may start with TFO and writing an excellent equity-based syllabus, which I will write and try to have up and going for fall.

We drafted a multi-year Professional Learning Program Plan with input from all relevant parties and bodies; we should probably have Senate approve it. It is the basis for this report.

We explored bringing flex forms and a Professional Learning database online, with public and fire-wall protected parts. Denee is looking for more information.

We could create Program Plan and enter Program Review process to better plan and to Identify and apply for funding for Professional Learning speakers and events, ensuring that funds support activities that promote college priorities, innovation, and equity to positively impact student success and institutional effectiveness. We have not done this yet as we are not sure it is worth the time unless it may result in a budget.

We could evaluate and prioritize activities based on their impact on or contribution to Gavilan’s strategic planning. educational master plan, technology plan, and  institutional effectiveness processes; these processes seem to be in flux so we are waiting for more information.

**Goal 2: BEST PRACTICES FOR LEARNING. Gavilan College will integrate best practices in professional development to promote excellence, increase student learning, promote student success, and encourage institutional effectiveness**

**Objective A: TRAINING FOR STUDENT SUCCESS. Increase trainings and learning opportunities to increase student learning and success**

**Strategies:**

We have begun to identify and collaborate with internal and external experts to train faculty and staff on best practices and methods to equitably increase completion and retention rates; Our Excellent Teaching & Learning track at the Jan. flex days, and the sessions on Feb. 8, featured these practices and methods. They were popular in Jan. and at least attended and appreciated in February. This should be a constant in all we do—circling back to teaching and innovation in the classroom.

We have not begun to develop and use assessments to measure impact of professional development activities on course completion and retention rates; without the help of the institutional researcher this will be challenging.

This has not been a focus yet, but a focus on Gavilan centennial theme, with strategic and edu master plans, could also help increase faculty and staff knowledge of college certificate and degree programs

Though we have offered pertinent Civic Engagement sessions, we have not been able to focus on increasing faculty and staff knowledge of local communities, their assets and challenges. We have great resources with which to do this, but it is labor-intensive and not clearly fitting into the days and events we have done so far. I would like to bring back Reality Tours. Possibly next year.

The Guided Pathways Team has done a varied number of Jan. and April workshops to train on best practices to enhance educational pathways to facilitate transfer preparation and transitions between CTE and transfer programs; they are on the August program as well and will continue to have whatever space requested for the work.

We have had mental health and suicide prevention trainings, and will be doing August trainings on needs of low income students’, LGBTQ students, disabled students, and basic skills students trainings to faculty and staff to encourage greater use by students of relevant Student Services.

**Objective B: EQUITY. Employ professional development to inform, train, and enhance equity on-campus to increase student success**

**Strategies:**

Beyond basic discussions about reaching various student populations, we have not yet begun to plan, promote and fund activities related to issues of equity, such as conferences, workshops, or training programs. As we have no funds, we must collaborate to get some, and have a good relationship with the Equity Committee. I have attended an Equity meeting and asked to work together; I have requested that the committee publicize its annual findings about which populations are disproportionally impacted; I have asked the group whether it would like a regular “thread” on Professional Learning Flex days; I have planned one explicit Equity event for August and several student panels that touch on related issues. I am in touch with the ongoing group that went to the Equity conference in April, and hope to draw on the expertise of its members.

We have not followed up on the August 2018 training on best practices and approaches to eliminate institutional educational achievement gaps; we would probably need off-campus speakers and have no budget. The Equity Committee might be able to fill in if we can agree on themes and needs.

We have begun to implement trainings to deepen the college’s multicultural competencies and to enhance a supportive, student-friendly culture that is community-based. We are working with the Civic Engagement, GP, and counseling staff to keep these coming.

I would like to more effectively access and use academic research and data, both external and internal, to inform equity-related best practices and training strategies. I worked with the institutional researcher on a Gender Equity Project through Civic Engagement that has PL Equity implications, and will be proposing some related training.

**Objective C: INNOVATION. Promote and expand activities and knowledge-sharing that enhance excellence, creativity, and innovation  to increase student success and institutional effectiveness**

**Strategies:**

Beyond the newsletter, we have not been yet able to provide opportunities for faculty to maintain and enhance discipline knowledge that serves to promote curriculum and program development and enrichment. As everyone has different discipline options, I am considering how to best do this.

We have had a workshop on Appreciative Inquiry, and a number on various innovative teaching approaches, but have not specifically provided forums to:

- share best practices and research on creativity and innovation—could do in-house. I would really like to see us focus on research projects! But maybe that is just me…

- allow internal and external experts to address recent research, methods, and strategies that enhance creativity and innovation—might need funding

- encourage innovators to share knowledge that promotes the diffusion of innovation across the college and in the community. This is very difficult with our divergent schedules, but highlighting some innovative teaching practices might be a great idea for 2020.

There is currently no way to formally acknowledge and appreciate innovative ideas, work, and new approaches by employees to increasing students’ success and institutional effectiveness. I have talked to Denee about recognizing people who stick their necks out to try new teaching approaches such as Civic Engagement, and will continue this discussion. Having the Senate tie its Faculty of the Year program to presentations by the winning faculty might be a start; work with the TLC to recognize innovative teachers might be another.

I have been able to collaborate with the Teaching and Learning Center to create high quality professional learning experiences on PL day; we have built a PL events calendar together, but are still discussing other infrastructure. I would like to get funding to run a Professional Learning Institute with several faculty over a semester or a few intensive days, but am not sure how to find that.

**Goal 3: ALIGNMENT. Align Professional Learning with governance, operational and planning processes in order to increase institutional effectiveness**

**Objective A: INTEGRATED PLANNING. Use integrated planning to coordinate priorities and align methods with other college sectors, especially Educational Master Plan, Strategic Planning, President’s Office, Academic Senate, Technology planning, and Institutional Effectiveness.**

**Strategies:**

With input from the Working Group, I have created a multi-year PL plan but am not sure it is yet aligned with college priorities and initiatives. The Senate and Working Group will help me assess the effectiveness of the plan.

I have not yet begun to find ways educate employees about the Gavilan strategic plan and college priorities, organization and governance structures, key documents, and decision-making processes. This is a goal for 2020 and possibly the key to PL in that year as we need to get to know our own college in its centennial year.

I have been able to identify and provide some trainings related to institutional effectiveness, leadership development, workplace skills, and best practices in higher education—but none of these have been a major focus, except as regards teaching and learning. I would like to help the dept. chairs implement a PL training for new dept. chairs, and am discussing this with Scott Sandler.

It has been difficult given the uncertainty as to whether classified staff can and will attend events, to support and develop opportunities that foster an inclusive community and strengthen employee relationships, including cross constituency activities. We have made progress in including a student perspective better, and the centennial is giving us some valuable community input. But the classified staff remain erratically available, and they are running separate PL activities, some based on repeating things we’ve done, and many distinct and interesting.

We have worked hard to provide safety and emergency training for employees to understand their rights, roles, and responsibilities at the college at the January flex days. I am committed to not letting these topics just die, and have included a Safety/Security track in August with a Q & A with H & S committee members. I have also helped bring CERT training to the college and will publicize in general and on August 23. I am discussing with the Senate president our faculty representation on the H&S committee as no one has taken ownership of the memo I wrote to my reps about concerns raised at flex days in January. We are also planning one Disaster Day scenario through the VPAA’s office next year, and I have asked HR to do two sessions on Mandated Reporter training in August.