Amarillo College

CENTER FOR TEACHING & LEARNING

PROFESSIONAL DEVELOPMENT

Fall 2010

AMARILLO COLLEGE

CTL PROFESSIONAL DEVELOPMENT

A Comprehensive Approach for Program, Organization & Staff Development

The Amarillo College Professional Development plan starts with the individual. The intent of this approach is for each employee is to be responsible for his or her own professional development plan.

The foundation for the structure is documented by the following:

Southern Association of Colleges and Schools, The Principles of Accreditation: Foundation for Quality Enhancement

Section 3: Comprehensive Standards for Faculty - 3.7.3
"The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners."
http://www.sacscoc.org/pdf/2010principlesofacreditation.pdf

Texas Higher Education Coordinating Board, Statement for Professional Development Activities

Measure Statement for Professional Development Activities; Requirement Standard H
Systematic method for identifying and meeting professional development needs of the college employees in place that includes at least five (5) of the following:

- ❖ Improving career counseling/job placement assistance
- ❖ Addressing differences in learning styles of students
- ❖ Addressing special needs of special populations
- ❖ Staying current in academic or technical field, including participation in business and industry partnerships
- ❖ Integrating academic and technical curricula
- ❖ Overcoming cultural bias
- ❖ Improving teaching performance, including use of active learning strategies
- ❖ Use of technology instruction
- ❖ Complying with the policies and mission of the college
- ❖ Providing technical support for the development of courseware
- ❖ Other

Texas Higher Education Coordinating Board Guidelines for Instructional Programs in Workforce Education

Chapter 2: General Institutional and Personnel Requirements for Workforce Education Programs – Item G
"An institution must provide workforce education program faculty, career development personnel, and administrators with an on-going opportunity to engage in professional development for the duration of their employment at the institution. Professional development opportunities should include content that assists the college personnel in further developing their knowledge and skills related to their role in the institution and their professional development in general (i.e. instructional methods for faculty, approaches to advising diverse populations for advisors, advances in information management for administrators). A record of all professional development activities completed by college personnel should be maintained for the duration of their employment."
http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/GIPWE2010/GIPWE2010.pdf

Amarillo College Strategic Plan 2010-2015

CTL Professional Development has been identified throughout the plan. Institutional goals include the following:

- ❖ Goal 1: Expand student success
- ❖ Goal 2: Explore expansion of service and offerings
- ❖ Goal 3: Collaborate with partners in the community
- ❖ Goal 4: Connect planning and budgeting

CTL and Professional Development Purpose Statements

CTL is dedicated to supporting and advancing teaching and learning by working collaboratively with faculty, staff, administrators, and students to provide quality services, resources, and programs to improve the overall Amarillo College experience.

❖ The core purpose for AC's professional development is to provide faculty, staff, and administrators with program, organization, and staff development activities and training necessary to "help each student to succeed."
(Amarillo College Core Purpose)

Professional Development Definitions

Development is a process of renewal, growth, change, and continuous improvement.

Development, in the context of the community college, occurs at three levels:

1. the Organization as a whole
2. the specific Programs within the organization
3. the people (Staff) who serve the organization and its students

Professional Development is a term that refers to fostering every employee's maximum potential to serve Amarillo College. The Professional Development structure and planning should provide a systematic process of renewal to create an environment for learning and growth for faculty, staff, and administrators. Professional Development activities/training should be broadly defined to allow for flexibility needed to grow with the institution.

Professional Development Goals

Amarillo College Professional Development goals are constructed to provide comprehensive planning, programming, and training for employees' needs throughout their careers.

The Professional Development program is administered through the Center for Teaching and Learning and is constructed to provide training and/or enrichment for AC employees in the following areas:

❖ **Organization Development**

Provides, maintains the overall structure and environment of the college; clarifies the mission, vision, beliefs and values of the college; institutes systems of evaluation to provide accountability and continued improvement; affirms commitment of renewal, growth, change, and continuous improvement.

❖ **Program Development**

Provides and maintains the structure, content, and systems, at the departmental level.

❖ **Staff Development**

Provides opportunities for personal renewal, growth, change, and continuous employee improvement.

Organizational Structure for Professional Development

Amarillo College has a comprehensive development program designed to promote quality performance and skill improvement for all employees in tasks related to organization, program, and staff development. The Center for Teaching and Learning (CTL) is responsible for planning, coordination, direction, and facilitation of all internal employee orientations, training, and technology programming. All college resources and training are collectively coordinated through CTL to create and to routinely maintain a comprehensive, systematically evaluated program for all employees.

Members of the CTL Leadership Committee share and evaluate activities/training, discuss mutual concerns, prioritize activities, and collectively calendars development for all Amarillo College employees.   Leadership Committee members are responsible for assisting with planning, implementation, coordination, direction, and programming for professional development. Membership of CTL Leadership Committee represents the key players creating development activities and training for AC employees as follows: Administrators Association, Faculty Senate, Classified Employees Council, Faculty Development Committee, Classified Development Committee, Administrators Development Committee, Information Technology Services, Assessment and Development, Enrollment Management, Library, Human Resources, and Emergency Management.. Committee representatives are evaluated continuously to assure that all newly created areas of training are represented. Additional representatives are added as needed. The Associate Dean for the Center for Teaching and Learning serves as chair of the committee. The President and Vice President of Academic Affairs serve as needed as ex-officio members. Additional members of CTL serving as ex-officio as needed are the following: Director of eLearning, Director of Training/Faculty Instructional Designer & Technology Specialist, Senior Technology Trainer, and the Director of Career Clusters. All representatives work cooperatively to implement plans for creating an all encompassing, comprehensive employee development training program.

Faculty, classified employees, and administrators each have committees representing their specific training concerns to prioritize and plan activities. Each representative committee submits requests and planning to CTL for further refinement, elimination of duplication, and prioritization. Membership on each committee representing employee classification groups rotates on a regular basis to allow for as much involvement as possible throughout the institution.

Elections for representation for the Faculty Development Committee, the Administrators Development Committee, and the Classified Development Committee are held in April of each year. Committee chairs and officers are elected annually. Chairs represent individual employee groups on the CTL Leadership Committee.   The vice-chair of the employee committee participates in the absence of the chair representative. Members of the employee classification committees serve three-year rotating terms not to exceed two consecutive terms unless special assignments are in progress.

Committee Structure: Responsibilities, Membership, Management

The committee structure, responsibilities, membership and management system for Amarillo College Professional Development is as follows:

(1)   **CTL Leadership Committee** (http://www.actx.edu/cr/index.php?module=article&id=111)
Responsibilities: Serve as the advisory committee for the Center for Teaching and Learning; design institutional planning for related activities and training; evaluate effectiveness and value of activities/training; and assist in establishing and reviewing current and future CTL planning as needed.

Membership: 13 Voting Members
CTL Associate Dean, Committee (Chair)
Faculty Senate Representative
Faculty Development Committee (Chair)
Classified Employees Council Representative
Classified Development Committee (Chair)
Administrators Association Representative
Administrator Development Committee (Chair)
Dean of Information Technology Services
Dean of Assessment and Development
Dean of Enrollment Management
College Librarian
Director of Administrative Services/Human Resources
Emergency Manager for Emergency Management
Ex-Officio Member(s):
President (as needed)
Vice President of Academic Affairs (as needed)
Other CTL Representatives (as needed)
- Director of eLearning
- Director of Training, Faculty Instructional Designer/Tech. Specialist
- Senior Trainer
- Director of Career Clusters
Others as necessary

(2)   **CTL Faculty Development Committee** (http://www.actx.edu/cr/index.php?module=article&id=101)
Responsibilities: Serve as advisory committee for faculty training and development; select and recommend activities and training; identify budget requests related; make recommendations for current and future years' institutional professional development planning coordinating with faculty development needs; assist in development and execution of planning.

Membership: 24 Voting Members
- 2 faculty members elected/appointed annually from Faculty Senate
- 3 faculty members appointed representing Adjuncts (one-year terms; others added as needed)
- 1 faculty member elected/appointed at large from each academic divisions (three-year, rotating)
- 1 faculty member elected/appointed representing the Library (three-year, rotating term)
- 1 faculty member elected/appointed representing Advising/Counseling (three-year, rotating term)
- 1   faculty member elected/appointed representing AC Online Learning (three-year, rotating)

Others Member(s):
- Faculty Volunteers At-Large (one-year terms)
- Director of Career Clusters Development (one-year term)
- Director of AC Teaching Seminar (one-year term)
- Director of New Faculty Academy (one-year term)

Ex-Officio Member:
    Associate Dean, Center for Teaching and Learning

(3)   **CTL Classified Development Committee** (http://www.actx.edu/cr/index.php?module=article&id=93)
Responsibilities: Serve as advisory committee for classified training and development; select and recommend activities/training; identify budget requests related; make recommendations for current and future years' institutional professional development planning coordinating with classified employees' development needs; assist in development and execution of planning.

Membership: 14 Voting Members:
- 1 elected/appointed annually from Classified Employees Council (one-year term)
- 13 elected/appointed to represent each campus as follows:
  - 1 - Moore County
  - 2 – West Campus
  - 1 – Polk Street Campus
  - 2 – East Campus
  - 1 – Hereford Campus
  - 6 – Washington Street Campus

Ex-Officio Member(s):
    Associate Dean, Center for Teaching and Learning
    Others as necessary

(4)   **Administrator Development Committee** (http://www.actx.edu/cr/index.php?module=article&id=86)
Responsibilities: Serve as advisory committee for classified training and development; select and recommend activities/training; identify budget requests related; make recommendations for current and future years' institutional professional development planning coordinating with administrators' development needs; assist in development and execution of planning.

Membership: 15 Voting Members
- 1 elected/appointed annually from President's Cabinet (one-year term)
- 1 elected/appointed annually from Administrators Association (one-year term)
- 13 elected/appointed to represent each campus as follows: (three-year, rotating terms)
  - 1 – Moore County
  - 2 – West Campus
  - 1 – Polk Street Campus
  - 1 – East Campus
  - 1 – Hereford Campus
  - 7 – Washington Street Campus

Ex-Officio Member(s):

Associate Dean, Center for Teaching and Learning
Others as necessary

(5) **CTL Responsibilities for Professional Development – Fulfilled by the Associate Dean:**
Directs College-wide and individual committee groups dedicated to professional development planning; advises, communicates, and coordinates with all internal entities contributing to the program with the goal of creating a comprehensive, effective professional development structure; provides support and services for all areas of Professional Development activity/training; stays abreast of professional development activities at the local, state, and national level through professional memberships with groups associated with professional development activities and subscription to appropriate journals associated with professional development activities; arranges for, promotes, evaluates, and on occasion, facilitates in-service seminars, workshops, and other on-campus professional growth activities for College employees, submits and defends the annual budget for professional development, leads professional development committee members in establishing goals and objectives for the professional development program and the related planning; drafts and documents all changes to the structure of professional development relating from growth and/or advancement of the program; constantly strives to maintains criteria for the program to ensure successful measurement for institutional effectiveness.

Professional Development Activity/Training Requests

(http://www.actx.edu/pod/index.php?module=phatform&PHAT_MAN_OP=View&PHAT_FORM_ID=12)

There are four ways by which requests may be made to the members of professional development committees: (1) requests from an individual employee through individual development planning; (2) requests from a particular unit (work group, department, division); (3) special requests from individuals or units; (4) requests from the President's Cabinet and Vice President's Council.

(1) **Individual Requests through Individual Development Planning**

Professional development activities and related planning are linked with the performance of each college employee. Included are all administrators, faculty, and classified employees. Each employee of AC is evaluated periodically.   As a part of the planning for growth and improvement, employees identify professional development activities and training needed to promote individual growth and improvement. Individual development planning documents are submitted to Professional Development for consideration, planning, scheduling, and implementation.

(2) **Unit (Work Group/Department/Division) Requests**

Work groups, departments, or divisions may submit requests for activities for special topics. Requests may be submitted to employee group committees or to the CTL Leadership Committee members.

(3) **Special Requests**

Individual employees or groups of employees may submit special requests for activities/training directly to the employee group committees or to the CTL Leadership Committee members for consideration, planning, and implementation.

(4) **President's Cabinet/Vice President's Council Requests**

The President's Cabinet and the Vice President's Council may submit requests to accomplish goals to the employee group committees or to the CTL Leadership Committee members for consideration, planning, and implementation.

The Professional Development Planning Cycle

The overall, long-range planning for the institution is articulated through a strategic planning process. Institutional strategic planning is considered as an integral part of professional development long-range planning. Short-term planning processes are conducted through procedures identified in the AC Model for Institutional Effectiveness.

The AC Model for Institutional Effectiveness identifies the following process for planning and tracking: (1) Define/ redefine goals; (2) Attempt to achieve goals; (3) Evaluate the attempt; (4) Use assessment results to make improvement.
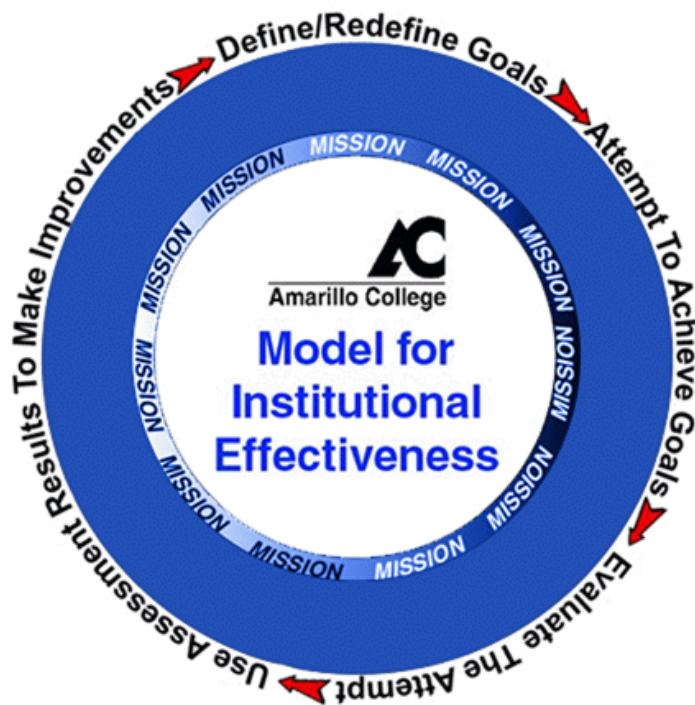
Purpose of Professional Development Evaluation

Professional development activities/training are conducted to familiarize employees with strategies for increased effectiveness and to assist them with implementation. Information related to organizational change is shared and activities/training sessions are conducted to promote the changes. Data is gathered to assess participants' perceptions about trainings, knowledge gained, degree of implementation, and effects on institutional effectiveness. This information is used to guide revisions in implementation and to document improvements.

Evaluation of Professional Development serves two major purposes:

- ❖ To provide information and insight for planning development activities/training
- ❖ To measure and evaluate the effectiveness of the planning and activities/training executed

Because these purposes are closely linked, the information gathered for evaluation may serve both. Evaluation is an ongoing process initiated during early stages of program planning and continued beyond program completion.

Evaluation Standards

All levels of the organization affect the planning for professional development. Therefore, all levels are included in the evaluation of the professional development effort. Evaluation information and analysis are conducted to reflect and maintain the following standards:

- ❖ Evaluation is an integral part of the professional development program planning and implementation.

- ❖ Evaluation information is gathered and analyzed on an ongoing basis to direct revisions in the planning and implementation processes.

- ❖ Evaluation procedures are designed to assess a variety of outcomes, including: (1) participants' reactions to the program, (2) participants' learning, (3) participants' use of new knowledge and skills, and (4) impact on individual employee improvement.

- ❖ Evaluation and assessment includes multiple sources of information, considers all levels of the institution, and provides feedback to administration, committee representatives, and participants.

Additional Resources/Documentation:

CTL Organizational/Task Structure
http://www.actx.edu/ctl/index.php?module=article&id=16

CTL Professional Development Committees
http://www.actx.edu/cr/index.php?module=article&id=111
http://www.actx.edu/cr/index.php?module=article&id=86
http://www.actx.edu/cr/index.php?module=article&id=93
http://www.actx.edu/cr/index.php?module=article&id=101

Record of Staff Development
http://www.actx.edu/pod/files/filecabinet/folder2/Record_of_POD.pdf

Professional Development Transcripts (How to Access)
http://www.actx.edu/pod/index.php?module=article&id=466

Professional Development Activity/Training Evaluation
http://www.actx.edu/pod/files/filecabinet/folder2/Evaluation_Sheet__Blue_.doc

Customized Training Form
http://www.actx.edu/pod/index.php?module=phatform&PHAT_MAN_OP=View&PHAT_FORM_ID=12

CTL Schedule-at-a-Glance
http://www.actx.edu/pod/index.php?module=article&id=80

Online Instructor Certification
http://www.actx.edu/pod/files/filecabinet/folder2/Certification_Announcement_Final.pdf

AC Online "How-To's"
http://www.actx.edu/elearning/index.php?module=article&id=44

Questions to Ask When Developing Online Courses
http://www.actx.edu/elearning/files/filecabinet/folder5/questions_to_ask.pdf

Amarillo College Teaching Seminar (ACTS)- Faculty Retreat
http://www.actx.edu/acts/

Angel Tutorials (AC Online)
http://www.actx.edu/elearning/files/filecabinet/folder5/Angel_tutorial_links.pdf

Free eLearning Tools
http://www.actx.edu/elearning/index.php?module=article&id=37

Additional Resources/Documentation: (Continued)

New Faculty Academy
http://www.actx.edu/pod/index.php?module=article&id=437

Adjunct Faculty Certification
http://www.actx.edu/pod/index.php?module=article&id=617

New Employee Orientation
http://www.actx.edu/pod/index.php?module=article&id=459

Supervisors/Managers Certification
http://www.actx.edu/pod/index.php?module=article&id=428

Manuals for Technology Training - (Outlook/Word/Excel/PowerPoint/Access/Colleague/Miscellaneous)
http://www.actx.edu/training/pagesmith/2

Streaming Video Training Resources
**Developed—location for access being determined at this time

Activity Lists and Evaluations (Fall 2008 – Summer 2010)
- ❖ 2008 FA Activity Lists & Evaluations
http://www.actx.edu/pod/files/filecabinet/folder2/2008_FA_Activities_Lists_Evaluation_totals.xls
- ❖ 2009 SP Activity Lists & Evaluations
http://www.actx.edu/pod/files/filecabinet/folder2/2009_SP_Activities_Lists_Evaluation_totals.xls
- ❖ 2009 SU Activity Lists & Evaluations
http://www.actx.edu/pod/files/filecabinet/folder2/2009_SU_Activities_Lists_Evaluation_totals.xls
- ❖ 2009 FA Activity Lists & Evaluations
http://www.actx.edu/pod/files/filecabinet/folder2/2009_FA_Activities_Lists_Evaluation_totals.xls
- ❖ 2010 SP Activity Lists & Evaluations
http://www.actx.edu/pod/files/filecabinet/folder2/2010_SP_Activities_Lists_Evaluation_totals.xls
- ❖ 2010 SU Activity Lists & Evaluations
http://www.actx.edu/pod/files/filecabinet/folder2/2010_SU_Activities_Lists_Evaluation_totals.xls