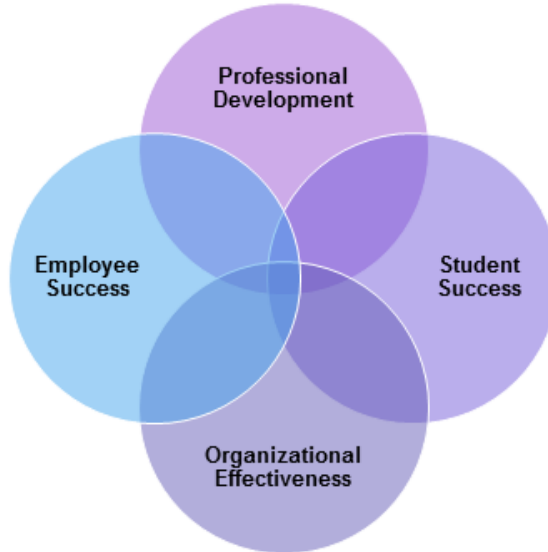


# MC Professional Development Master Plan Implementation

2018-2020



## Executive Summary

In April 2017, a college-wide committee representing a variety of stakeholders was convened in at the request of Dr. Michael Mills, vice president of E-Learning, Innovation and Teaching Excellence (ELITE). Chaired by Dr. Caroline Toscano, professional development director of ELITE, the committee was charged with the creation of a Professional Development Master Plan (PDMP) for the College's employees. This charge included reviewing the current state of MC's employee professional development and developing recommendations to intentionally cultivate an institutional culture of student success. A working draft of the PDMP was presented to PEC in August 2017 and was later approved during Spring Semester 2018. Three subcommittees worked on the PDMP recommendations in the following ways: a) benchmarking sister institutions; b) researching the use of specified pathways, lattices and ladders for acquiring knowledge and skills that enhance job/career potential; and c) conducting an inventory of MC's current providers of professional development opportunities. The result was a working document designed to guide the College from 2018-2020.

The PDMP is aligned with MC 2020's Strategic Plan, the College's Academic Master Plan, Student Affairs Master Plan, and Achieving the Dream's Institutional Change Assessment Tool (ICAT), as well as other supporting plans.

The following is a one-year progress report on the recommendations within the master plan.

## Recommendations and Updates

Recommendations for the Professional Development Master Plan fall under a list of broad overarching goals. Implementation updates have been provided for each goal's associated recommendations :

1. Commit to a consistent shift in organizational culture to emphasize student success as a shared value in every way possible. (2020 Strategic Plan Theme II; AMP Embed Classroom Support; StAMP Counseling and Advising; ICAT Strategy and Planning)

**Recommendation:** Incorporate relevance in every professional development event in terms of student success. e.g., ethnographic studies; culturally responsive teaching in Academy for Teaching Transformation; Scholarship for Excellence in Teaching

**Update:** All future professional development is currently required to align with at least one of the following:

- 1) MC2020 Strategic Master Plan Themes;
- 2) Academic Master Plan Division Goals;
- 3) Academic Master Plan Initiatives;
- 4) the Student Affairs Master Plan Initiatives;
- 5) Achieving the Dream's Institutional Change Assessment Tool (ICAT) Capacity Areas. For more details, please refer to the [Professional Development Alignment link](#).

The College's Academy for Teaching Transformation has been revised to reflect more student success-focused workshop series. Some of the new series include Inclusion and Equity in the 21<sup>st</sup> Century, Student Engagement with Instructional Technology, Teaching and Working with an Intergenerational Perspective, Teaching for a Just World: Integrating Social Justice Across Disciplines, and Teaching with the Brain in Mind. Focus will be given to adding a series tying the College's work with Achieving the Dream to data-informed teaching.

**Recommendation:** Promote cross-unit and cross-discipline professional development in enhancing classroom support for students, both in and out of the class.

**Update:** Student Affairs (Counseling) and ELITE are collaborating to develop professional development for faculty in terms of mental health awareness and understanding best practices for working with students with mental health issues.

Student Life, ELITE, and the Women and Gender Studies Department collaborated in holding Women's Leadership Symposium, an event designed to inspire young women students at Montgomery College. There are plans to create a follow-up event in 2020 for the 100<sup>th</sup> anniversary of women's suffrage in the US. Mentorship is a critical theme in

these events.

MC's instructional designers consulted with ATPA coaches on ways to coach students in online courses.

2. Practice, recognize and reward exemplary student-centered service skills and the commitment to student success demonstrated in productive/positive interactions between faculty/staff and students. (2020 Strategic Plan Theme II; StAMP Mentoring and Retention; ICAT Engagement and Communication)

**Recommendation:** Enlist the participation of students in providing knowledge and insights to staff and faculty about what helps them achieve student success.

**Update:** ELITE developed a Student Panel of UN SDG Open Pedagogy Faculty Fellowship to discuss types of assignments that are effective for student success. A subsequent student showcase of projects followed. Please refer to the [SGD Fellowship link](#) for details.

MC's instructional designers are interviewing students who have taken ACCT 221 to investigate ways to improve student success in ACCT 221.

The College's professional development team has been working with the Office of Institutional Research Effectiveness (OIRE) this spring on focus group questions about customer service experiences at MC, to be addressed by at least four student groups, one at each campus plus Wheaton or GBTC, by June 30, 2019.

The College's professional development team is redesigning the Customer Service learning pathway for a FY20 rollout in collaboration with Community Engagement, Welcome Centers, Response Center, Admissions, and WDCE. Front-line staff cite several sources of job stress and student frustration: complex Admissions process; unproductive parent intervention; accents and non-native English speakers; understaffed units. The new focus will be on mindfulness to reduce stress, linguistic accessibility support, a review of Admissions policies and procedures and an update on MC's diverse programs (credit and noncredit).

**Recommendation:** Create and expand mentoring networks among staff, faculty and students to enhance students' sense of community and knowledge networks.

**Update:** Student Affairs and ELITE have partnered to create MC First, a mentoring program that pairs first-generation students with MC faculty and staff, many of whom are also first generation. As of this time, 42 students have submitted applications of interest. The majority of them have been placed with a MC First mentor. Please refer to the [MC First Mentoring Program link](#) for details.

3. Identify ways to measure the impact of faculty and staff professional development on student success. (2020 Strategic Plan Themes II and V; StAMP Division-Wide Assessment; ICAT Data and Technology)

**Recommendation:** Re-evaluate current surveys and questionnaires to make sure they get at sufficient information that would be helpful for promoting student success.

**Update:** A custom URL [bit.ly/elite\\_feedback](http://bit.ly/elite_feedback) was developed to enable all participants to fill in the ELITE workshop evaluation form during the last five minutes of a workshop. This online evaluation during the session is anticipated to increase the response rate and provide valuable feedback. It will be piloted for one year to see if it increases the evaluation response rate.

- The current ELITE workshop evaluation form asks, *Do you have suggestions for future workshops?* It also includes a link at the bottom of the evaluation form to the *I have an Idea for a Workshop* page. Getting feedback from all workshop participants is anticipated to provide additional ideas for future professional development offerings.
- The Academy for Teaching Transformation offerings will pilot the use of a paper evaluation form to collect feedback from all participants.

**Update:** Three of MC's professional development team members met to review the current online survey sent to participants following professional development workshops. A revised survey was drafted, which is under review. The proposed revision includes streamlined questions, fewer open-ended questions and an open-ended question asking participants to elaborate on how they can use what they learned to support student success.

**Recommendation:** Collaborate with the Chief Equity and Inclusion Officer with professional development implications of an all-college climate survey.

**Update:** From the 2017 Equity and Inclusion survey, there are key findings that have significant implications for professional development at Montgomery College. Some of the recommendations from this survey include training for managers and supervisors and mentoring skills.

4. Expand ways for staff to develop, promote and assess professional development offerings. (2020 Strategic Plan Themes I and II; AMP Implement Alternative and Customized Assessment; ICAT Policies and Practices)

**Recommendation:** Develop a Staff Professional Development Advisory Workgroup in parallel with existing Faculty Professional Development Workgroups.

**Update:** ELITE has regular monthly meetings regarding staff professional development to discuss the professional development needs of MC staff as they relate to student success. Attendees at these meetings include MC staff from all three campuses.

**Recommendation:** Use multiple mechanisms to conduct needs assessments for staff professional development: a) poll employees by classification group, such as

managers, supervisors, leads, or customer service; b) discuss needs with departments or units whose employees underrepresented in staff trainings; c) consult regularly with Governance Councils and with AFSCME; d) consult regularly with the Ombuds' office and the HRSTM Employee and Labor Relations unit.

**Update:** A college-wide professional development survey has been developed for all employees to assess their needs. This will be administered online, and the results will be analyzed for common themes and trends among employees.

A professional development Listening Tour is currently underway to get qualitative feedback from employees on all campuses. The data gathered will be analyzed for common themes and trends among employees.

Results from the various College-wide surveys such as the Equity and Inclusion survey and the Employee Engagement survey will be reviewed and appropriate professional development created.

**Recommendation:** Staff professional development: Continue to collaborate with individual units to determine and address specific professional development needs.

**Update:** The below plan indicates the redesign of current staff focused professional development:

Developing the Skillful Supervisor:

- Deans: Conducted a needs assessment of deans of necessary chair competencies.
- Managers of frontline managerial staff: Issued a survey and arranged discussions with staff managers to assess the competency needs of their frontline supervisors.
- HRSTM/ELR: Discussions to determine patterns of supervisory behavior that should be addressed.

Customer Service Learning Pathway:

- WDCE: Developing a class to provide basic service in Spanish.
- Welcome Center, Response Center, WDCE, Admissions: Exploring the concept of having internal customer service-focused classes.

Change Management Learning Pathway

- Ombuds: Developing a new class on MC insights into navigating the change process.
- Applying insights gained from Listening Tours into new classes to meet new organizational needs in areas of communication and intercultural relations.

## **New Outreach**

### Central Facilities:

- Vice President of Facilities and Public Safety. At the request of the Vice President of Facilities and Public Safety, a meeting was convened to discuss his development plan for staff and how existing classes overlay with his plan.
- Chair of Chairs: Developing a customized class on managerial rights in conjunction with Employee and Labor Relations.

### Equity and Inclusion:

- Chief Equity and Inclusion Officer: Met several times to discuss the new Civility Learning Pathway and how it can support this office's planning and provide feedback and resources for training for next year.

### New Supervisor Orientation:

- HRSTM: Developed a session on professional development that will be offered multiple times each year.

5. Determine faculty professional development needs on a departmental/discipline-specific basis to promote student success. (2020 Strategic Plan Themes I and II; AMP Implement Alternative and Customized Assessment; ICAT Teaching and Learning)

**Recommendation:** Consult with academic departments to understand the diverse professional development needs of faculty in these disciplines.

**Update:** In March 2019, the College department chairs were surveyed as to what they felt their faculty needed in professional development training. They were asked to choose the most important three of eight professional development areas. The top four areas selected were instructional technology, teaching strategies, student motivation, and student success.

Based on this, ELITE plans to develop and deliver more trainings for the needs identified.

Two of the College's instructional designers are working with Accounting professors college-wide to facilitate a data-driven approach to improving student success in ACCT 221.

IUSE QRIB Grant (Improving Undergraduate Science Education / Quantitative Reasoning in Biology. Grant summary: AACC, HCC, CCBC, and MC are aligning biology curricula with UMBC to improve success rates for students who transfer to UMBC as biology majors. Biology faculty from all five institutions will create and implement modules to teach quantitative reasoning in biology and measure the outcomes over a 5-year period.)

- MC's instructional designers are collaborating with faculty developers from AACC, HCC, CCBC, and UMBC to support faculty at all five institutions as they create and implement modules to teach quantitative reasoning in biology.

**Recommendation:** Revise evaluation process to follow up with faculty systematically after professional development offerings to determine satisfaction, relevance and interest in future topics or themes.

**Update:** In ELITE workshops, as professors create products they can use in their teaching, faculty will be asked the following items:

- If it works, what will happen?
- How can you track the results?

The information will be collected on index cards and faculty will keep a copy so that faculty can be contacted at a later date for follow-up.

ELITE has implemented this approach in all of the online Blackboard modules (Bb Essentials, Bb Assessments, Bb Grade Center, Bb Communication Tools, Bb Text Editor – Creating Web Pages).

The College's Online Teaching training now provides faculty with a custom evaluation survey and additional sample questions that they can import into their own courses to gather feedback from their students. This will complement the faculty's mid-semester feedback survey and will provide more detailed feedback for online and blended courses.

6. Develop a mechanism and/or procedure to periodically assess the individual professional development needs of staff and faculty. (2020 Strategic Plan Themes II and V; StAMP Division-Wide Assessment; ICAT Policies and Procedures)

**Recommendation:** Adapt a new or existing template for a periodic individual professional development plan that identifies strengths, gaps, potential and enables the employee to articulate their role in student success.

**Update:** Per HRSTM, paper performance evaluations will be used for the next two to three years. The 10 competencies will reappear in 2019, since the new competencies draft will not be approved or ready. In conversations with HRSTM, it was agreed that the evaluation form would have a link to the individual professional development template, and that completion is not mandatory. Once the template is finalized, it will be placed on the HRSTM website. In the future, when Workday is used for evaluations, the individual professional development plan will be reviewed and infused into the Workday system. Until the template is made available, the other recommendations are on hold.

**Recommendation:** Develop FAQ and guidelines in print and online for developing an annual individual PD plan, in collaboration with the supervisor.

**Update:** A pilot program in FY18 with the Developing the Skillful Supervisor cohort

indicated the power of this interactive process; however, the conversation was between the cohort coordinator and member(s), not the supervisor, and the goal was to match member to prospective mentor to meet career goals. Beyond that experiment, this recommendation is currently on hold, per the above update.

**Recommendation:** Provide adequate training for managers and supervisors to collaborate with direct reports in determining their annual individual professional development plan.

**Update:** This recommendation is currently on hold, per the above update.

7. Establish criteria for making trainings mandatory for any or all employees and review the workload annually. (2020 Strategic Plan Themes II and V; StAMP Streamline Communication; ICAT Strategy and Planning)

**Recommendation:** Work with existing Integrated Professional Development Planning Committee through President's Office.

**Update:** The Integrated Professional Development Planning Committee, chaired by Dr. Michelle Scott, recommended the creation of a Required Professional Development advisory group. This group was chaired by Ms. Krista Walker. This advisory group developed a list of suggested required and highly recommended professional development trainings, depending on the employee group. New training for FY20 includes Information and Data Security for all employees and Focus on Equity and Inclusion, with the topic of Civility and Collegiality. This list was approved by SALT in 2018.

8. Define career pathways or pathways of responsibility for faculty and staff to improve their current skills or grow into future positions at the college. (2020 Strategic Plan Themes I and III; AMP Design Alternative and Customized Credentialing and Guided Pathways; ICAT Leadership and Vision)

**Recommendation:** Expand and create learning pathways for staff and faculty who are interested in career enrichment and advancement.

**Update:** Expanded Learning Pathways have been planned to debut in FY20. Four Learning Pathways are in development: Blackboard for the Educator, Cool Tools for Teachers, Creating an Inclusive Classroom, and Integrative Learning. The first two are self-paced online pathways, while the last two will be conducted in person.

**Recommendation:** Expand and promote scholarly learning opportunities for staff and faculty to discuss critical issues impacting the workplace, especially institutions of higher education (roundtable discussions, panels, Jefferson Cafés, etc.)

**Update:** ELITE conducts monthly pedagogical discussions based on articles of emergent interest in regard to pedagogy and instructional technology. ELITE offered a discussion for staff and faculty to discuss their interest in scholarly pursuits. From this, there is a



tentative plan to develop a dissertation support group for masters and doctoral students at the College.

In collaboration with ELITE, the college-wide deans established the Scholarship of Excellence in Teaching. The purpose of the Scholarship of Excellence in Teaching (SET) initiative is to enhance student success, student understanding, and student achievement. The framework of the Scholarship of Excellence in Teaching consists of five major elements: 1) Weekly Discussion Boards, 2) Monthly and Individual Meetings, 3) Mentoring, 4) Required Reading of 8 pedagogical textbooks for college faculty, and 5) the Development, Implementation, and Assessment of the Strategy they created to foster student understanding, achievement, and success.

9. Expand access to and participation in professional development for all employees using multiple modalities, including greater use of technology. (2020 Strategic Plan Theme I; AMP Offer Alternative Scheduling and Delivery; ICAT Data and Technology; Strategy and Planning)

**Recommendation:** Develop and offer more online and hybrid (blended) professional development so as to provide more access to staff and faculty.

**Update:** The following new workshops and professional development opportunities are being developed by ELITE:

- The Valuable Employee: A completely online learning pathway for employees
- A virtual teaching and learning conference to take place in November of 2019
- Creating Videos: Easier than you thought
- Teaching and Learning with Lynda.com
- Engaging Students Through Digital Storytelling
- Discover Artificial Intelligence (AI) Features in MS PowerPoint 365
- Creating Presentations and Digital 2\_Stories with MS Sway
- Interactive Syllabus
- Laboratory Safety for Faculty
- AR and VR: Revolutionizing the Classroom

ELITE has also developed the following new online and hybrid professional development opportunities:

- Trauma-Informed Educational Practice: Promoting Safety and Resilience in the Classroom
- The Valuable Employee – a professional development pathway completely online
- Pecha Kucha workshop
- Take Control of Your Computer-Equipped Classroom
- OER Passport
- Creating Engaging Online Discussions

The following online and hybrid professional development opportunities are currently offered, which use synchronous and asynchronous formats:

- Screencasting Made Simple: Create Short Video Lectures and Demonstrations for Your Students
- SafeAssign for Blackboard
- Writing Great Learning Outcomes
- Films on Demand
- Blackboard Essentials
- Blackboard Assessments
- Blackboard Grade Center
- Blackboard Communication Tools
- Blackboard Text Editor
- Use your iPad to go paperless
- Creating Video Lecture to enhance your class using Screencast-o-matic
- Collaborate Web Conferencing Training for Faculty and Staff
- eLearning Tool Buffet: Adobe Apps to Remix your Blackboard Course
- Prezi: An Alternative to PowerPoint
- Creating Presentations and Digital Stories with MS Sway and Adobe Spark. No experience necessary!
- Teaching and Learning with Lynda.com
- Integrating Mobile-Friendly Learning Activities to Enhance Your Teaching
- Online Teaching Training Part 1. Includes all five of the Blackboard workshops / tutorials and is a prerequisite for online teaching part 2.
- Online Teaching Training Part 2. a 7-week fully online instructor-led course that guides professors through planning, building, and preparing to teach an online or Blended course.
- Course Design Series (fully online, part of the Academy for Teaching Transformation)

**Recommendation:** Work with departments to determine the need to offer in-class training at multiple times, on different campuses, and at different times of the day, particularly to increase access for shift-workers and part-time faculty.

**Update:** A survey committee was created to help determine the best learning platform for offering professional development training to faculty and staff, and to increase access to shift workers and part-time faculty, as well as to anyone outside the regular 9-5 weekday hours, This committee constructed and included the following survey question in a college-wide survey to identify preferences.

*Q. What format do you prefer for PD training?*

- Face to face class
- Independent study/self-directed
- One on one (individual session)

- Online, self-paced
- Online, instructor led class
- Blended (online and face-to-face)
- Webinar
- Other:
- No preference

This question was asked as well during the ELITE Professional Development Listening Tour. The data gathered will be analyzed for common themes and trends.

Conversations with Department Chairs and Deans are being conducted by ELITE to identify and pinpoint the best times to offer workshops, preferred platforms and locations, potential topics, and other information that could be useful for developing the best professional development workshops to meet all needs for all employees.

10. Identify and ameliorate obstacles to full participation in professional development for employees. (2020 Strategic Plan Theme I; AMP Offer Alternative Scheduling and Delivery; ICAT Policies and Procedures; Equity)

**Recommendation:** Use surveys, focus groups and interviews to identify institutional and employee constraints that limit options to gain competencies and expand career potential. These might include: workload, work schedule, unit coverage, transportation, childcare, differing abilities, limited literacy, limited English proficiency, multiple jobs, food and sleep.

**Update:** As part of the ELITE subcommittee charged with creating an online professional development survey, an item was included to address obstacles:

*Q. Which, if any, of the following obstacles prevent you from participating in professional development?*

- I have no obstacles
- My daily workload does not allow me to plan and attend training.
- Without finding replacement coverage, I cannot attend training.
- It is a hardship for me to arrange travel to attend training on another campus.
- My disability prevents me from attending training outside of my workplace.
- My proficiency in English makes it challenging for me to attend.
- Signing up for training in MC Learns is difficult.
- My work shift or schedule does not allow easy access to training.
- My supervisor does not support my requests to attend training.
- Other:

One barrier that the College is actively trying to address concerns promotion and

awareness. Staff and faculty oftentimes do not attend because they are not aware of professional development offerings. As a result, ELITE uses multiple venues to advertise its professional development, with the addition of the following:

- A weekly email with the following week's ELITE workshops, mailed out college wide;
- Digital kiosk advertising;
- Increased use of MyMC to promote workshops;
- Advertising workshops on the Hub for Faculty Resources;
- Emailing past workshop participants for whom future workshops may be of interest;

In addition to the survey, an initiative to gather opinions about existing professional development and what professional development needs employees have at MC, a Listening Tour was created via the Staff Professional Advisory Group. The purpose and shape of the listening tour is as follows:

- Create a presentation and activity-based workshop at each MC campus and satellite location.
- Raise awareness of all the existing professional development classes, cohorts and pathways programs offered by ELITE throughout the year.
- Solicit opinions from the attendees on the various existing programs; gain opinions about the skills and competencies needed to work at MC; and through a multiple-choice activity, get people to identify what kind of training they are personally interested in attending.

11. Establish a college-wide calendar and centralized communication mechanism to inform faculty and staff of MC and local professional development opportunities on a regular basis. (2020 Strategic Plan Themes II and V; StAMP Streamline Communication; ICAT Engagement and Communication; Data and Technology)

**Recommendation:** Collaborate with existing effort by IT and the Communications Office to develop a college-wide calendar, which would provide a centralized calendar of events.

**Update:** The Office of Communications developed a College-wide online calendar of events, including campus-wide calendars. ELITE is contributing various professional development workshops that are of interest college-wide and for the respective campuses.

**Recommendation:** Integrate the calendar with Inside MC Online. Special announcements would go automatically to the site. It could identify conflicts with other events when planning professional development activities.

**Update:** MC Learns will eventually be replaced with a Workday product; as a result, this recommendation is currently on hold.

12. Continue to emphasize the critical importance of diversity awareness, equity in education and employment, and intercultural competence for all employees. Clarify benchmarks and behaviors indicating progress toward radical inclusion as an institution. (2020 Strategic Plan Themes I, III, and IV; AMP Expand Global Partnerships and International Opportunities; StAMP Mentoring and Retention; ICAT Equity)

**Recommendation:** Convene stakeholder groups to discuss adapting existing AACU rubrics to identify behaviors, skills and attitudes on the journey of intercultural competence. Use findings to adapt or design trainings and special events. Collaborate with HRSTM to propose revised competencies in Workday.

**Update:** Faculty enrolled in the GHI Global Humanities Fellowship for the past three semesters have been introduced to the Global Learning VALUE rubric to guide their course/unit planning. The fellowship, funded by a grant from the National Endowment for the Humanities, is designed for communication and non-humanities faculty to promote integration of global humanities into non-humanities courses. The lesson plans created by participating faculty will be posted on the GHI website. Approximately 30 faculty will have completed the fellowship by the end of spring 2019 semester.

The curriculum for ELITE's Tapestry Institute for Cultural Competence has been strongly influenced by the AACU rubrics on Cultural Competence and on Global Learning.

In FY19, the Tapestry Program coordinator volunteered with AACU to participate in the calibration process for the rubric on Cultural Competence. This provided insight into the nuances of each level as the rubric is being re-worked by AACU. It may then become a stronger tool for program design and individual/program assessment.

The AACU rubrics are both complex and under revision. Therefore, the College is instead piloting use of student badging programs for specific skill sets. This pilot will provide invaluable information to guide a potential badging program for employees around valued competencies, such as leadership and intercultural competence.

In regard to employee competencies, ELITE did forward suggestions to HRSTM when reviewing a draft revision from 10 to 6 competencies; however, revisions in are on hold until the performance evaluation process migrates to Workday.

**Recommendation:** HRSTM: Request report on participation in the enrichment leave program, with a cost/benefit analysis.

**Update:** A request for this data has been made to Payroll. The information on employee participation will also be helpful for the PACEI subcommittees on training and on human resources. Discussions about enrichment leave are linked to revision of the equity and inclusion "requirement" and will require collaboration among PACEI, ELITE, HRSTM and special event providers across the institution.

**Recommendation:** Convene both professional development providers and special event sponsors across the College to discuss the equity and inclusion designation. Discuss

issues such as review of applications and the lack of an accountability loop for learning outcomes for employees attending events.

**Update:** This meeting will be convened in summer 2019. Any suggestions will be vetted by the PACEI group, which is responsible for developing the master plan on Equity and Inclusion.

**Recommendation:** Assist global organizations on campus in creating quality “distance learning” experiences for global partnerships.

**Update:** The Global Humanities Institute and several academic departments are using technology for class-to-class interactions with institutions abroad. An ELITE instructional designer currently participates as a member of the GHI working group.

**Timeline:** Since this is a three-year master plan from 2018-2020, there will be an additional implementation update provided in May of 2020. At that time the master plan will be revised to incorporate and reflect MC’s 2025 Strategic Plan.