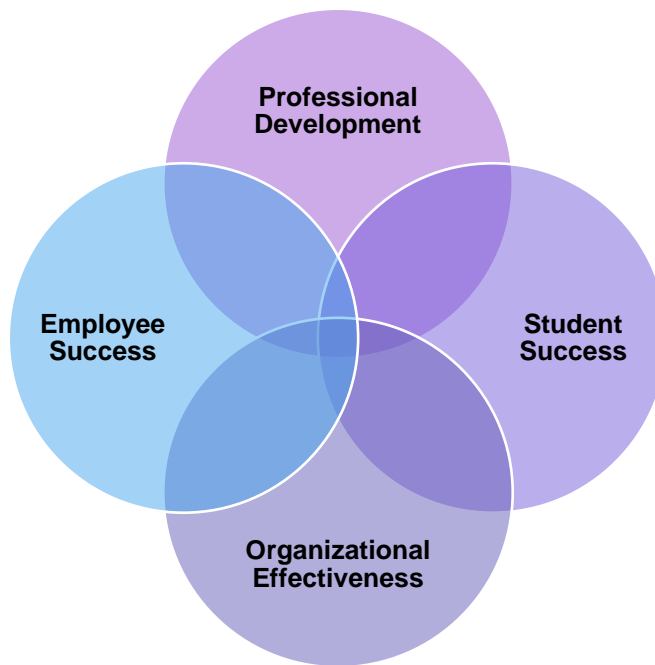# Employee Professional Development Master Plan

2018 – 2020

The driving vision of the Employee Professional Development Master Plan is to foster participation and remove obstacles so as to provide a rich eco-system of life-long learning opportunities. These opportunities are intended to build skills, inspire and support employees and work teams to reach their fullest potential. Employee engagement contributes to innovation and organizational effectiveness, which furthers the mission of student success.

Table of Contents

Executive Summary

Section 1

Section 2

Section 3

Appendices

Executive Summary:

A diverse college-wide committee was convened in April 2017 by Dr. Michael Mills and chaired by Dr. Caroline Toscano to draft the Professional Development Master Plan. The charge was to review the current state and to update MC's avenues for employee professional development, while intentionally cultivating an institutional culture of student success as the core outcome. Research and discussion resulted in a working draft presented to the PEC/SALT in August 2017.

Three subcommittees contributed findings by: 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 draft was honed in smaller meetings as a working document to guide the College from 2018-2020. In sum, Montgomery College will:

- Continue to provide relevant and customized professional development on-site to employees and work teams at no cost; and will continue to invest in employee development through off-site providers, using a fair and competitive application process for EAP/travel funding;
- Provide employees with time and/or resources to develop skills or engage in projects that align with the pedagogical, technological, and workforce needs of the College; and, eliminate barriers to access and participation across positions and classifications;
- Support individuals, teams and departments with assessments that identify unmet training and team-building needs; and, establish a protocol for staff and faculty to draft periodic individual professional development plans, in collaboration with the responsible supervisor;
- Implement anytime/anyplace professional development using innovative delivery modes and diverse approaches for assessment and documentation of learning;
- Address institutional dilemmas for implementation of an invigorated system:

- o *What processes will foster integration of CPOD, ELITE, Distance Learning, Libraries and Workforce Development and Continuing Education into an envisioned Center for Training Excellence?*
- o *How will the complementary roles of CPOD, ELITE and HRSTM ensure that the College is cultivating exemplary leadership (supervisors, managers, chairs and administrators) through practices that enhance employee engagement, teamwork and competencies, while reducing MC's liability exposure, undue disciplinary actions or grievances, or workforce turnover?*
- o *What organizational structures or processes will regularly convene providers of professional development and special events across the institution to ensure consistent practices, address issues and support informed participation by stakeholders?*
- o *What is the College's professional development commitment to employees who are non-English or Limited English Proficiency speakers?*
- o *How does MC define and train for intercultural competence development?*
- o *What are the administrative criteria and resource implications for specified mandatory trainings, year to year?*
- o *What employee accountability is implied or required by special event attendance or participation?*

- Develop an infrastructure to actualize the Common Employee Experience document previously created.
- Assist employees to clarify and articulate how each individual, team and department contributes to student success.

The Employee Professional Development Master Plan aligns with the Academic and Student Affairs Master Plans, as well as to the 2020 Strategic Plan and the seven dimensions of Achieving the Dream's Institutional Capacity Assessment Tool (ICAT). The Plan affirms that desired employee outcomes are similar to those of successful students: think, communicate, create, engage, connect, grow, achieve.

Section 1

Reminder: Our Mission, Vision, and Values

More than just words, our mission, vision, and values reflect in an inspiring way who we are as an institution, and why we are so dedicated to our students and their success. These aspirational standards set our priorities and drive our actions every day.

OUR MISSION: We empower our students to change their lives, and we enrich the life of our community. We are accountable for our results.

OUR VISION: With a sense of urgency for the future, Montgomery College will be a national model of educational excellence, opportunity, and student success. Our organization will be characterized by agility and relevance as it meets the dynamic challenges facing our students and community.

OUR VALUES: EXCELLENCE * INTEGRITY * INNOVATION * DIVERSITY * STEWARDSHIP * SUSTAINABILITY

Employee Testimonials about Professional Development

"Overall, the support that was provided was indispensable in putting together a much needed opportunity for our department to address important issues." Department chair

"The major benefit of the class is that it forces attention to pedagogy. This is an area we all know we need to attend to but that often falls through the cracks as we focus instead on content knowledge and attending to grading and other responsibilities." Faculty member

"I was immediately struck by how committed the institution is to providing training opportunities to employees." Staff member

"The things I enjoyed learning the most were the collaborative techniques. I actually will use and expand on the activities that I do already." Faculty member

"I lost 45 pounds in Weight Watchers from all the support I got to make changes in my daily habits. Recently my doctor removed me from pre-diabetic status." Administrator

"Yippee! I got my AA or bachelor's or master's degree, partly by using EAP support." Staff member

"I've implemented a couple more things into my class ... more and varied opportunities to earn points in the classroom, and some beat-the-clock challenges." Faculty member

"Attending a professional conference in New Mexico enabled our department to diversify our recruitment pool with more bilingual candidates." Department chair

"We're truly fortunate to be part of an institution that not only encourages and promotes investment in ourselves and each other, but actually provides this resource in-house." Staff member

"I have thought of additional ways outside of the 'traditional ways' to assess if my students are achieving my highest level outcome." Faculty member

"It was hard work, but I received my HVAC certification taking night classes in Gudelsky, funded by EAP." Staff member

"The major benefit of the class is that it forces attention to pedagogy. This is an area we all know we need to attend to but that often falls through the cracks as we focus instead on content knowledge and attending to grading and other responsibilities." Faculty member

"Several of us completed our doctorates in community college administration, using EAP funding and flexible scheduling by our dean." Administrator

"LDI was awesome and transformed my life!" Staff member

"Whether you are new to the college or have been employed for many years, MC has quality trainings to assist you in your work role." Faculty member

"I gained respect for others when attending the In Their Own Voices series in CPOD." Staff member

"The things I enjoyed learning the most were the actually collaborative techniques. I actually will use and expand on the activities that I do already." Faculty member

Introduction

The Employee Professional Development Master Plan documents the abundance of existing opportunities for members of the college community, while identifying gaps, barriers and the need for new and inclusive approaches. The plan includes 26 recommendations to be implemented within three years and requires the commitment and expertise of funders, providers and participants. The College has over twenty years' experience in designing, offering and funding robust programs for faculty, staff, and administrators. However, MC needs to address rapid changes in workforce and student demographics, social inequality, disparate outcomes, technological disruption and new delivery systems, global competition and reduced public dollars and support. Clear communication of a renewed and coherent system of program development programs, policies and procedures is an essential step to moving forward.

Assumptions

The Committee began discussions in April 2017 by listing a baseline of best practices for MC's approach to lifelong learning. "In the best of all possible worlds," professional development:

- Is fully supported by senior leadership with adequate resources;
- Is an expected employer/supervisor/managerial responsibility;
- Incorporates assessment and feedback processes to gauge learning;
- Is described in new hire orientations as expectation, benefit and requirement;
- Overcomes resistance to equitable access and participation;
- Is documented and discussed in the annual review process.

Definitions: What is Employee Professional Development?

Employee professional development involves the process of improving and increasing the capabilities of employees through 1) access to educational and training opportunities in the workplace; 2) outside organizations; and/or 3) watching others perform the job.

MC's employee professional development providers promote continuous professional, personal, and organizational learning through many modes: **cohorts, institutes, classes, conferences, workshops, webinars, travel-study, demonstrations, on-the-job training, coaching, mentoring, and special events, along with funding for off-site offerings from colleges, universities and professional organizations, and providing release time through sabbatical and professional development leave.** At its best, it is purposeful, planned, supported, and demonstrated through the individual employee's annual goals, created in collaboration with the supervisor. **Application of learning—knowledge, skills and attitudes--in the workplace results in new strategies and practices, which fuel innovation at all levels of the College and further the mission of student success.**

Alignment with Institutional Learning Outcomes

Through lifelong learning, Montgomery College employees demonstrate excellence in skill and knowledge acquisition and achieve personal and career goals when they can:

Think: Solve problems by inquiring, interpreting, evaluating, and applying knowledge and skills.

Communicate: Pursue common understanding through effective exchange and expression of ideas.

Create: Apply curiosity, creativity, and flexible thinking to foster innovation and develop new ideas.

Engage: Collaborate effectively to discover and achieve common objectives.

Connect: Integrate learning across courses, over time, and between campus and community to recognize interdependence and interconnectedness.

Grow: Develop knowledge and skills to be resilient, self-confident, and independent life-long learners.

Achieve: Apply the experience, knowledge and skills attained through professional development to complete personal, educational, and professional goals.

Middle States Commission on Higher Education Standards of Professional Development

Montgomery College is accredited by the Middle States Commission on Higher Education. As such, the College is responsible for upholding standards in professional development. Implications for professional development can be found within Standards II, III, and V and VII.

Standard II speaks to Ethics and Integrity, with the following criteria germane to professional development: Equity and Inclusion (Criterion 2), Office of Compliance, Risk and Ethics (Criteria 8-9), Recruitment, Hiring, and Promotion (Criterion 5), Employee Evaluation (Criterion 5), Communication (Criterion 6), and Accessibility (Criterion 7).

Standard III is central to the design and delivery of the student learning experience, focusing on the following areas: Student Equity/Student Success (Criteria 1,3,5, and 8), Communicating with Students (Criterion 3), Professional Development (Criterion 2), and Evaluation (Criterion 2).

Standard V involves Educational Effectiveness Assessment, whose foci include: Support for Examining and Enhancing Educational Effectiveness (Criteria 2, 3, and 5), and Continuation of Assessment Processes (Criteria 1, 2, 3 and 5).

Standard VII concerns Governance, Leadership, and Administration. Its components consist of Inclusiveness (Criteria 1, 2, 3, and 4), Communication (Criteria 1, 3, and 4), and Assessment (Criteria 2, 3, 4, and 5).

Specifically, the professional development suggestions included in the Middle States Self-Study Report focus in Standards III (Design and Delivery of the Student Learning Experience) and VII (Governance, Leadership, and Administration).

Under Standard III, the following suggestions are given: 1) As indicated in the Academic Master Plan, develop more focused professional development pathways for faculty and instructional staff aligned to discipline needs, advancement of the College's priorities of innovation, equity for students, and teaching excellence; 2) Investigate ways of demonstrating either at the department or discipline level, how professional development participation translates into measurable change and student success in the classroom and is linked explicitly to College priorities; 3) Investigate ways of creating protected times, either at the department or discipline level and/or institutionally, so that more full- and part-time faculty can participate in professional development more regularly; 4) Implement professional development offerings focused on classroom observations to improve the effectiveness and quality of classroom evaluations and help to align observations with College priorities.

Under Standard VII, the following recommendations are given: 1) Investigate options to increase access for College employees to participate in large forums for professional development or dialogue around College issues that minimize conflict with employees' duties.

For more information regarding the current Middle States Self-Study report, please go to this link (MC authentication required).

Organizational Statement on Employee Professional Development

Montgomery College values comprehensive employee development opportunities at all organization levels inside and outside of the College. Within MC, the Center for Professional & Organizational Development (CPOD) provides employee development experiences: professional, personal, and organizational learning. E-Learning, Innovation, and Teaching Excellence (ELITE) focuses on instructional professional development, learning technology support and college-wide academic initiatives. Furthermore, each area of the College provides customized training based on the needs of that specific area. Additionally, external opportunities for employee development include formal training, professional organization development, tuition reimbursement, and sabbatical and professional development leave programs.

Current Providers

CPOD. Within MC, the Center for Professional & Organizational Development provides employee development for professional, career, personal, and organizational learning. The following is a snapshot of annual productivity.

- In FY17, CPOD offered 83 classes with 1,083 attendees. This included 1 cohort program (Leadership Development Institute – LDI and 5 learning pathway programs – Change Management: the people side, Career Development, Customer Service, Communication and Conflict, and Equity and Inclusion).
- In FY17-FY18, required courses for supervisors – Crucial Conversations and Civility in the Workplace – were offered. For Crucial Conversations, 10 sessions were offered with 217 attendees, while for Civility in the Workplace, 12 sessions were offered with 236 attendees.
- FY18 offerings for CPOD include 35 classes with 693 attendees. These include 4 cohort programs that were started and 6 learning pathways. The cohort programs include the 25th Leadership Development Institute; MC Management; Developing the Skillful Supervisor; and Tapestry.

- The learning pathways include Change Management: The People Side; Career Development; Customer Service; Communication and Conflict; Equity and Inclusion; and Effective Committees.

ELITE. The E-Learning, Innovation, and Teaching Excellence unit focuses on instructional professional development, learning technology support and college-wide academic initiatives. In FY18 (current up to 1/10/18), ELITE offered 360 workshops and had a total attendance of 1,77- 952 faculty, 769 staff and 54 administrators. Of these 360 workshops, 232 were face to face and 128 were offered online.

- New Faculty Orientation: 10 attendees registered for new faculty orientation in Fall 2016; 6 in Spring 2017; and 6 in Fall 2017.
- Academy for Teaching Transformation: 132 attendees registered for Fall 2016; 87 in Spring 2017; 15 in Summer 2017; and 57 in Fall 2017.
- OER workshops and labs: 20 sessions were conducted in Fall 2016; 24 in Spring 2017; and 21 in Fall 2017.
- Blackboard and online training: 86 sessions were conducted for Fall 2016; 103 for Spring 2017, and 95 for Fall 2017.
- Co-sponsored events include: The Love of Teaching Retreat with the Institute for Part Time Faculty Engagement and Support (23 attendees from Spring 2017); Creating Student Success; Relying on Failure with MC Innovation Works (38 attendees from Spring 2017); and STEAMed: Exploring the Intersection between Global Humanities and STEM through Water with the Global Humanities Institute (41 attendees from Spring 2017).
- Other collaborations: TPSS English Department, Counseling, PALS, TIDES, Middle States, WRL Center, ELAP, Foreign Languages Faculty, Libraries and HRSTM.

Institute for Part Time Faculty and Engagement. The Institute offers a conference twice a year for part-time faculty who are paid to attend. In Fall 2017, 207 participants attended the conference.

Faculty institutes continue to provide exemplary in-depth experiences for academic and instructional transformation:

- Global Humanities Institute: From FY16-17, the GHI has organized professional development events such as Humanities Days (Fall 2016 – 93 attendees); Bringing Home India (Spring 2017 – 44 attendees); and Learning from the Past: Immigration and Democracy in Ancient Athens (Spring 2017 – 9 attendees)

The Facilities Environmental Safety department has a dedicated training staff providing, in FY16-17 a total of 23 sessions and 294 attendees:

- Facilities Safety Orientation: 1 session with 12 attendees
- Hazard Communication and Bloodborne Pathogen Training for Security Staff: 16 sessions with 196 attendees
- HazCom/BBP/SPCC Training for O&M Staff (TPSS): 1 session with 15 attendees
- HazCom/BBP/SPCC/Ladder Mold and Asbestos Training for O&M Staff (Rockville): 1 session with 24 attendees
- Powered Industrial Truck (Forklift) Refresher Training: 1 session with 5 attendees
- Chemical and Laboratory Safety: 3 sessions with 42 attendees

Public Safety offered the following sessions in FY16-17:

- Active Shooter training (in person) – 102 sessions with 1,863 attendees
- Emergency Procedures review (online) – 141 users completed
- Clery Campus Security Authority Training (online) – 13 users completed
- Clery Campus Security Authority Training (in person) – 3 sessions with 12 attendees

Additionally, each area of the College provides customized training based on specific needs, such as: new report requirements, software roll-outs, equipment/hardware installation, construction mandates, updated OSHA procedures, new federal guidelines, and so on. Additionally, mandatory trainings are required for specific groups of employees. This is evident in the extensive list included in the spreadsheet included in the Appendices.

Additionally, external opportunities for employee development include: formal training, professional organization classes and conferences, tuition reimbursement, and sabbatical and professional development leave programs.

With respect to sabbatical and professional development leave, in FY16-FY17, there were 12 applicants approved for professional development leave and 22 approved applicants for sabbatical leave.

The College's Educational Assistance Program offers all eligible MC employees funding to help them enhance their knowledge and skills; perform more effectively in their current jobs; and/or prepare for higher-level responsibilities. For details on the EAP budget by fiscal year and employee constituency, please refer to Appendix C.

Appendix A includes an extensive list of College providers and their FY17 and anticipated 2018 offerings. Additionally, each year an additional extraordinary number of special events characterize MC's intercultural, scholarly, artistic and intellectual environment.

Section 2

Core Assumption

The core assumption of this Master Plan is that engaged employees lead to engaged students, which eventually creates a climate conducive to student success. In line with this assumption, Dr. Philip Way, Interim President of Slippery Rock University, states that it is important to excel "as a caring community of life-long learners connected to the world," and that "caring for students is increased in a working environment that exhibits care for employees." In one influential study by Cornerstone on Demand and Ellucian, the "2016 Employee Engagement and Retention in Higher Education," 469 employees working at higher education institutions responded to items relating to employee engagement and student success.

According to the results, faculty (81%) and student affairs staff (48%) were seen as having a great deal of influence on student success. Despite this influence, however, respondents reported that approximately half (47 percent) of institutions neither track nor measure

employee engagement. Additionally, 39 percent of the surveyed higher education institutions fail to offer any type of employee engagement opportunities (e.g., leadership development, recognition programs, coaching) (Meyer, 2016).

Impact employee personal development programs have on student success
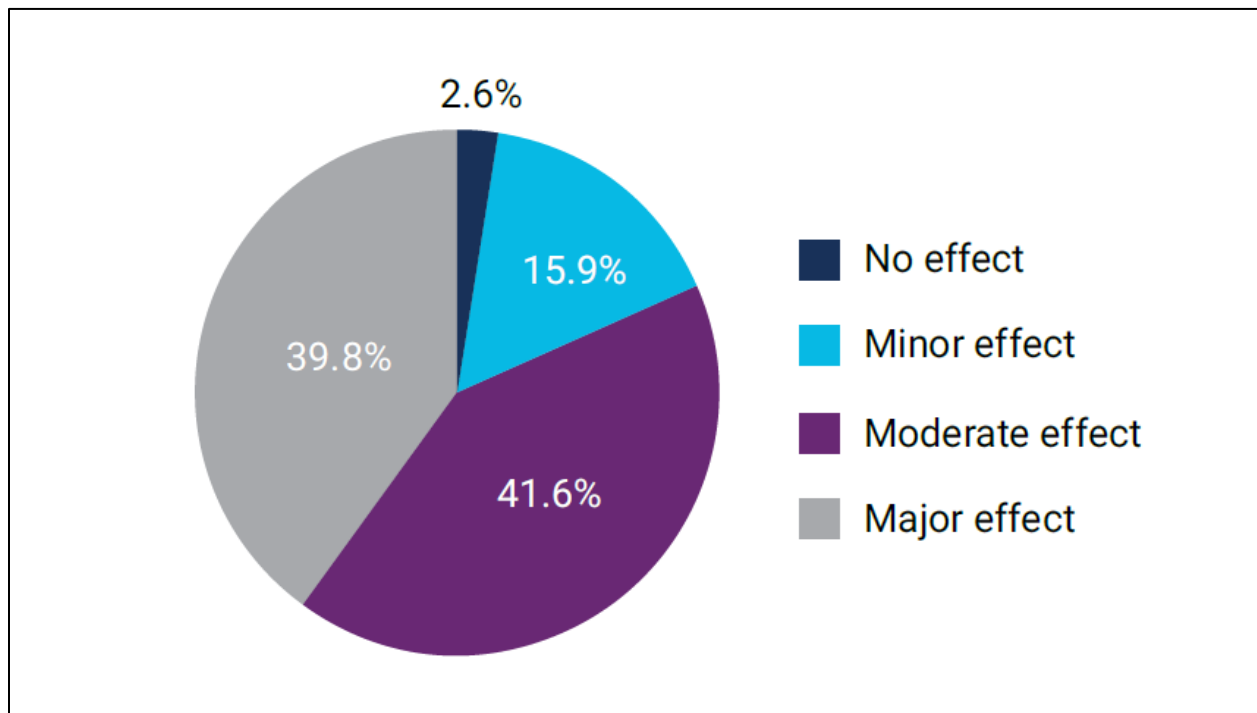
Employees who are extremely impactful to student success
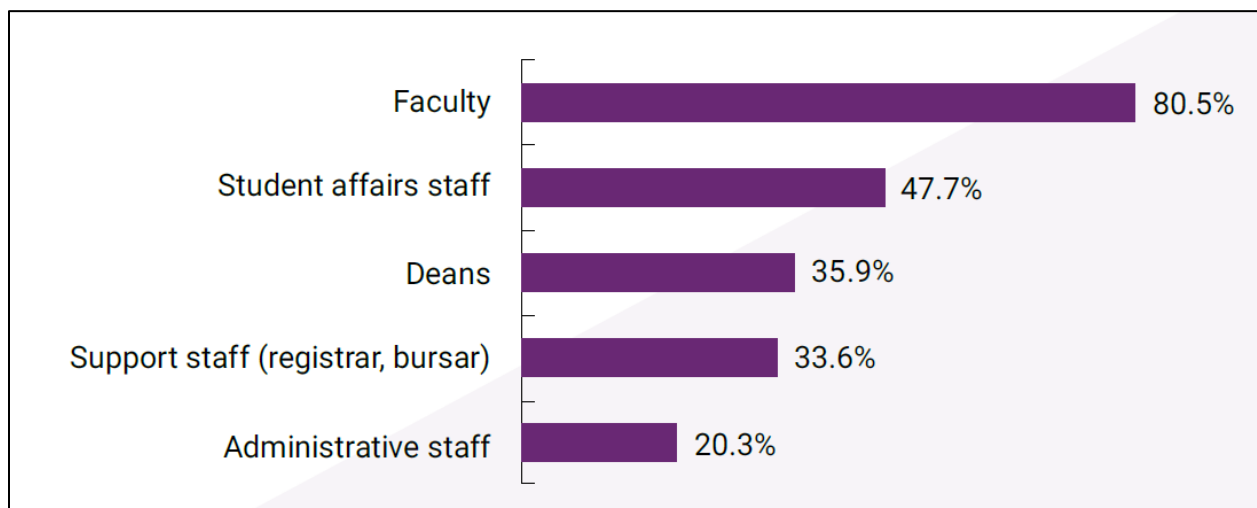
Source: Ellucian (2017): 2016 Employee Engagement and Retention in Higher Education.

Thus, this Master Plan operates under the following core assumption: Faculty and staff play a critical role in creating a positive student experience. As such, it is up to institutions to provide their employees with the learning curriculum, professional development opportunities and recognition they deserve to help both employees in higher educational institutions and students succeed (Ellucian, 2017).

Research: Employee Engagement and Student Success

To facilitate student success in higher education, faculty and staff play a critical role in designing an inclusive and supportive environment. Achieving the Dream is currently leading a network of more than 200 community colleges to reshape their institutional cultures in order to optimize student success (Harrill, Lawton, & Fabianke, 2015). In this initiative, employee engagement is a critical component in promoting student success, as a number of obstacles can impede effective implementation of initiatives. The following obstacles serve as examples:

1. Inappropriate goals and projects can overwhelm staff and faculty, leading to ineffective implementation of such endeavors.
2. Top-down communications models can alienate staff and faculty, as they may perceive that their own expertise and input are not valued.
3. Budget cuts and deficits can make employees feel as though they must "do more with less."
4. Part-time faculty, many of whom work several jobs, may feel that they are not valued as much as full-time faculty; this can lead to detachment from the college's goals and priorities.
5. The time and resources that staff and faculty are already putting into student success initiatives may not be recognized or aligned within the compensation, tenure, and promotion structures.
6. Siloes between departments impede collaboration and the possibility to create infrastructures to carry out sustainable interventions (Harrill, Lawton, & Fabianke, 2015).

From the above points, it is evident that staff and faculty must be active players in the process of shaping the institutional culture to align with student success. Moreover, according to Astin and Scherrei (1980), research on the effect of administrative styles on retention revealed a positive correlation between a "collegial, humanistic administrative style" and student retention. On the other hand, the study found a negative correlation between a hierarchical or bureaucratic administrative style and retention. Thus, employee engagement, whether it be staff, faculty or administrators, can greatly influence a conducive environment in which students may flourish academically.

In designing effective staff and faculty professional development, there are many moving pieces. Tinto (1993) created three principles for effective student retention. The first principle is that all community members must adopt a commitment to serving students. Second, colleges must adopt a commitment to educate all students. Finally, retention programs must endeavor to integrate all students into the college's social and academic life (Tinto, 1993).

As such, all individuals, including students, faculty, staff, and administrators, have active roles to play in implementing these principles. However, two other scholars have created a fourth principle: institutional characteristics, including the college's mission, culture, structure, and organization, may also influence student retention (Braxton & Mundy, 2001-02). A college's culture, including shared beliefs, values, and assumptions, is "reflected in what is done, how it is done, and who is involved in doing it" (Tierney, 1992). It is ultimately reflected in the attitudes and behaviors of its employees (Kopelman, Brief, & Guzzo, 1990).

Research: Faculty Professional Development and Student Success

The faculty professional development at MC offers faculty workshops based on knowledge of educational psychology, cognitive science and neuroscience. Instructional professional development offers training on teaching methods that are consistent with research findings. Modern knowledge about how people learn may point to methods that at first may feel counterintuitive. A comprehensive program with room for exchange of faculty classroom experiences however, guided by insider MC faculty and staff,

creates an environment for exploration and opportunity to make connections to existing experiences in teaching.

Learning is a complex process with many influencing factors; consequently, measuring learning is extremely challenging. To say anything meaningful about the effect of faculty professional development on student success, it is necessary to break the process in two steps:

First, what is the effect of faculty professional development on faculty teaching practices? Second, what if the effect of the faculty's newly learned teaching practices on student learning outcomes?

The number one effect of faculty professional development is that, first and foremost, it provides the knowledge that is absolutely necessary in effective college teaching. Weimer (2010) states that due to limited studies on the learning process, instructional professional development is essential. Bain (2004) also addresses this limited body of scholarship of teaching and learning (SoTL) literature and describes how the best college teachers he studied, have "at least an intuitive understanding of human learning akin to the ideas that have been emerging from research in the learning sciences" (p. 16).

Gillespie (2010) states that faculty development is linked to institutional dreams, goals and processes. MC prides itself in being a learner's college and promotes life-long Learning. MC's faculty should be familiar with the *Seven Principles of Good Undergraduate Education* (Chickering & Gamson, 1987), about the research on collaborative and active learning (Barkley, Cross, & Major, 2005), and about the processes in the brain when learning takes place, to name a few areas of study.

The literature on the Scholarship or Teaching and Learning (SoTL) emphasizes the importance of the faculty-student relationship. **This is the number one indicator for student success.** Also, there is a substantial body of knowledge tying teaching techniques using cognitive and neuroscientific research findings to enhanced student

learning. The importance of effective teaching and good rapport between students and faculty are well documented.

In the Community College Survey of Student Engagement (CCSSE), active and collaborative learning is used as a benchmark, as illustrated in the following quote: "Active and collaborative learning was perhaps the most consistent predictor of student success, suggesting that the impact of active and collaborative learning is pervasive in the college experience. Active and collaborative learning is linked with higher grades and course completion measures as well as long-term persistence and degree completion." (2017, p. 4)

In *Faculty Development and Student Learning: Assessing the Connections*, Condon, Iverson, Manduca, Ruth, and Willett (2016) describe their extensive, longitudinal, qualitative study combining the two questions above. They completed an endeavor to investigate the causal relationship between faculty professional development and student success, which according to Huber in the foreword, is "the ever-present sentiment of confusion and frustration among scholars of teaching and learning in the effort to write up evidence."

Nevertheless, Huber maintains that the researchers of this study have succeeded in doing just that. The book describes the wide-ranging research itself and the important conclusion that, at the two studied colleges, good quality professional development has led to improved student success. It also concludes that students of faculty who have engaged in multiple opportunities for learning about teaching produce higher quality work, compared with students of faculty who have participated less in faculty development opportunities.

Thus, it is imperative that this Master Plan address both the content and pedagogical components of faculty professional development. Departments are instrumental in providing faculty with discipline-specific opportunities to enrich their teaching. Likewise, partnerships and collaborations with faculty and professional development providers,

both on and off campus, expand upon and reinforce opportunities to work toward greater student success.

Research: Adapted from the "2016 State of the Industry" -- Study sponsored by: Training Associated, Bellevue University, and ATD Research (Association for Talent Development)

Content Distribution

As in previous years, the largest share of the total portfolio of learning offerings in 2015 (12 percent on average across all organizations) was managerial and supervisory content. Research suggests there are opportunities to improve organizational support for senior leader training and managerial training. The ATD research report *ACCEL: The Skills That Make a Winning Manager* found that **less than half of talent development professionals believe that developing managers is actually a priority for their organizations.**

Mandatory and compliance training ranked second among content areas, (11 percent). Because certain industries or types of workers (for example, those who handle privileged or classified information, those who are responsible for others' safety, and those who operate heavy machinery) are more heavily regulated than others, the percentage of the learning portfolio dedicated to mandatory and compliance training varies across industry groups. Public administration, manufacturing, and finance, insurance, and real estate (FIRE) organizations reported, respectively, that 19, 14, and 11 percent of their learning portfolios covered mandatory and compliance training.

Delivery Methods and the Role of Technology

The *State of the Industry* has documented the rise of technology in the delivery of learning content over more than a decade. **In 2015, 41 percent of learning hours used at the average organization were delivered by technology-based methods**, which is nearly 10 percentage points higher than in 2008 and more than 15 percentage points higher than in 2003. Technology-based learning can be delivered through online or other live remote classrooms, self-paced online or non-networked computer-based

methods, mobile devices (such as smartphones and tablets), or non-computer technology (such as DVDs).
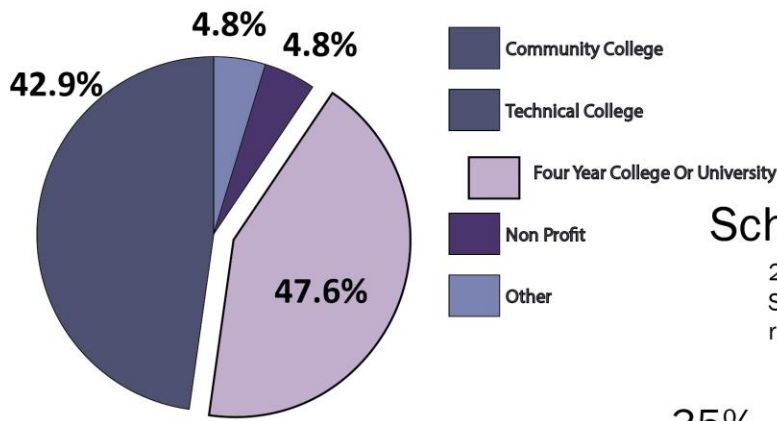
Despite the increasing flexibility, availability, and accessibility of technology-based methods, **the traditional, instructor-led, face-to-face classroom continues to play a crucial role, and it was still the delivery mechanism for 51 percent of learning hours used in 2015**. However, this figure was higher than 60 percent until 2010, and if data trends persist, less than half of hours used across all organizations will be delivered in the traditional classroom in the near future. At information and software companies, which are often trailblazers in leveraging technologies, less than 40 percent of hours used in 2015 were delivered in this setting.

Subcommittee: MC's Benchmarking Survey

The Benchmarking Subcommittee's charge was to determine what other higher education institutions are currently doing to support student success initiatives. Moreover, it was also charged with finding out how other higher educational institutions assess the effectiveness and/or impact of training and develop activities associated with student success.

A Survey Monkey survey as created to determine both quantitative and qualitative data so as to provide a comparative view of how various institutions operate in terms of their logistics, procedures, and specific student success initiatives. The survey was administered anonymously so as to guarantee confidentiality; however, there were items asking about each institution's type (e.g., community college, 4-year college, etc.), number of campuses, number of employees) and procedures in order to distinguish their professional development contexts.
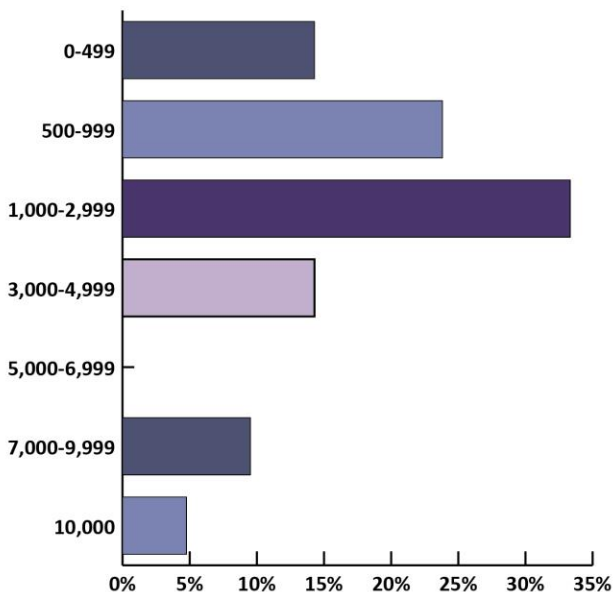
PDMP Benchmarking Data

42.9% 4.8% 4.8%

47.6%

Legend:
- Community College
- Technical College
- Four Year College Or University
- Non Profit
- Other

Schools Represented

21 Responses were received for the Survey. The different types of colleges represented are shown to the left.

35%	1	Campus
20%	2	Campuses
25%	3	Campuses
15%	4	Campuses
5%	5+	Campuses

Total Number of Campuses Served

The number of campuses that are served by each school surveyed

Number of Employees represented by schools surveyed (horizontal bar chart)

Categories: 0-499, 500-999, 1,000-2,999, 3,000-4,999, 5,000-6,999, 7,000-9,999, 10,000

Axis: 0% to 35%

How does your institution support student success?

"Through college mission statements and yearly strategic initatives."

"Review of best practices research as part of reform/renewal efforts focused on student success ...faculty and staff retreats focused on student success initiatives. "

"By providing training and development on key topics for student success...engaged learning, high impact practices, and portfolios by offering relevant workshops or resources."

"Faculty Development instructional designers work with faculty to coach them on best practices and help redesign instructional materials. ISDs conduct informal classroom observations to provide feedback to the full-time or adjunct faculty member."

PDMP Benchmarking Data

21 schools were asked to share the makeup of their Professional Development programs for faculty and staff. Questions were asked about their training units, how training and development program needs were determined, whether a PD plan was required, and how their organizations assessed the impact and effectiveness of training.

Here is what was learned:
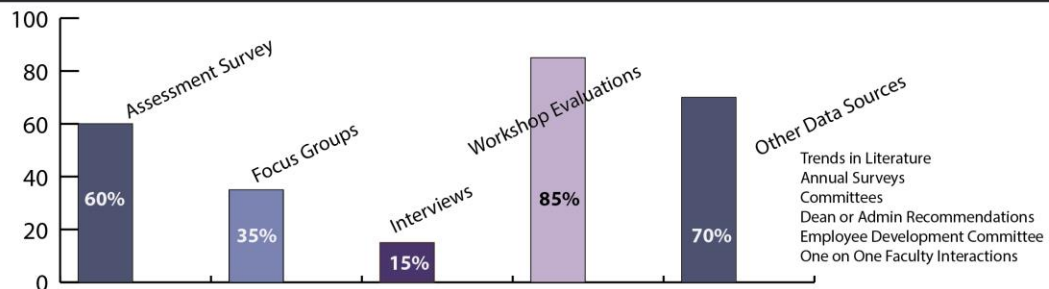
1 WHEN ASKED ABOUT THEIR TRAINING UNITS:

60% of all schools surveyed said that their training and development departments were centralized
40% had decentralized training units

90% of all schools surveyed had training departments that served full time faculty
85% served part time faculty
65% served staff
60% served administrators
40% served other groups (graduate students, teaching assistants, credit students and hourly employees)
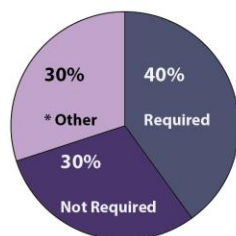
2 WHEN ASKED HOW THEY DETERMINE THEIR TRAINING AND DEVELOPMENT PROGRAM NEEDS AND GOALS (CHECK ALL THAT APPLY):

Assessment Survey — 60%
Focus Groups — 35%
Interviews — 15%
Workshop Evaluations — 85%
Other Data Sources — 70%

Other Data Sources:
Trends in Literature
Annual Surveys
Committees
Dean or Admin Recommendations
Employee Development Committee
One on One Faculty Interactions

3 ARE EMPLOYEES REQUIRED TO HAVE AN ANNUAL PROFESSIONAL DEVELOPMENT PLAN?

- 40% Required
- 30% Not Required
- 30% * Other

* Some of these employees have optional plans to complete. In other organizations only certain faculty and staff have plans to complete so they are listed as other. Other organizations have an hourly training requirement but no formal plan is required.

4 HOW DOES YOUR ORGANIZATION ASSESS THE EFFECTIVENESS AND IMPACT OF TRAINING?

"We have surveys that we provide to faculty at the end of PD sessions, but the questions are limited to 3-5 categories with likert scales (i.e., this was effective for me, I will apply this material, etc.)"

"Training evaluation surveys, outcomes based data and deliverables related to student success related programs and reform."

"We evaluate our offerings based on workshop/program evaluations, and ask faculty to forecast whether the program will benefit students and impact their teaching. For select programs, we ask the same question again in the past tense in a 6-month follow up."

"We don't. Instead we rely on research that indicates positive results and then assess the success of our trainings and satisfaction of those who receive them."

"Difficult to attribute- complex. We are helping all departments track and compare DFW rates and developed tools for supporting into first year courses, large classes, etc. with highest DFW rates.

PDMP Benchmarking Data

Benchmarking Survey, Interesting Facts About Training Content, Delivery Mediums, Required Training, and Responsibility for Monitoring Required Training

EAP
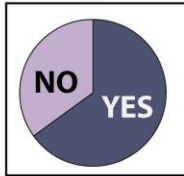
Do you Provide EAP?

65% of all organizations surveyed provide EAP for employees. **35%** do not provide EAP.

WHAT ARE YOUR CURRENT TRAINING, LEARNING AND DEVELOPMENT PRIORITIES FOR YOUR VARIOUS TYPES OF EMPLOYEES? (Free Response Question)

Faculty (FT & PT)

Staff
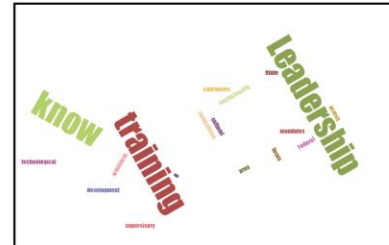
Department Chairs

Administrators

Who has the responsibility to monitor Annual Professional Development requirements?

ARE THERE MANDATORY TRAINING REQUIREMENTS FOR YOUR EMPLOYEES? IF SO, PLEASE GIVE EXAMPLES OF EACH TYPE (Free Response Question)

With respect to how the surveyed institutions support student success through training and development, several themes emerged. The most common theme involves using best practices t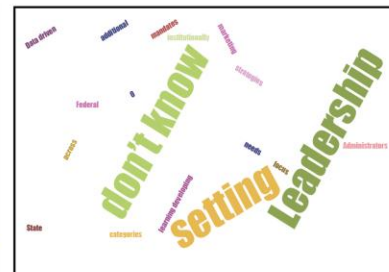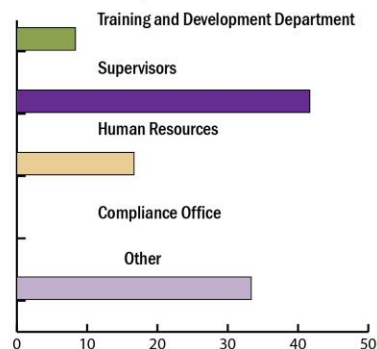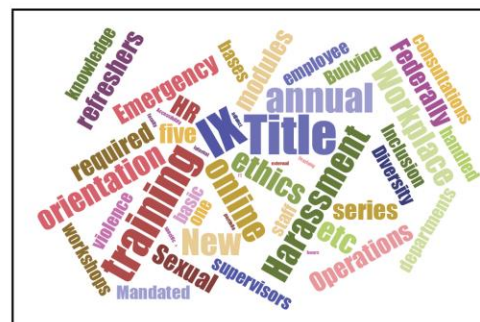o guide targeted professional development offerings, either face to face or online. Some of the below responses illustrate this:

...participation in [college] summit events, review of best practices research as part of reform/renewal efforts focused on student success...

Faculty development instructional designers work directly with faculty to coach them on best practices and help redesign instructional materials.

We promote teaching techniques that promote learning and social presence and thereby retention.

The second most common theme involves using strategic planning aligned with the institution's mission and values. The responses below reflect this theme:

Training connects indirectly through the college's mission statement and directly to yearly strategic initiatives that involve all components of academics/students.

Significant leadership and membership on committees, retention planning...

Strategic initiatives that focus on student success are integrated into the training and development needs of faculty in terms of skill enhancement and skill development.

Finally, the third most important theme involves forming partnerships, with various units and departments, as well as with the students themselves, in determining effective student success strategies. The following responses represent this theme:

We also partner with student groups on campus to help impact student learning.

...partnerships with Student Affairs, inclusive classroom initiatives...

...Instructional designers partner with faculty to deliver instruction, when needed.

In terms of how organizations assess the effectiveness and/or impact of their training and development as they relate to student success, a number of themes also emerge.

One of the most striking themes involve acknowledgement of how difficult it is to assess student success from professional development. One respondent remarked, "Difficult to attribute – very complex. Very difficult to prove." Another respondent referred to student success as a "third-order effect," and noted, "...we rely on research that indicates positive results and then assess the success of our trainings and satisfaction of those who receive them." Yet a third respondent said, "Faculty teaching and learning, and student success, are conceived...as separate issues."

Perhaps one of the most common themes in assessing the impact of professional development revolves around surveys and evaluations designed to follow up staff and

faculty. These surveys and evaluations usually measure participants' satisfaction with the training and/or what they have gotten from the professional development that they will use in their own practice. The following are comments in line with this theme:

We have surveys that we provide to faculty at the end of PD sessions...

Impact survey – for leadership and supervisor training...

We evaluate our offering based on workshop/program evaluations, and ask faculty to forecast whether the program will benefit students and impact their teaching. For select programs, we ask the same question again in the past tense in a 6-month follow-up.

Request staff perform a "Spotlight" sharing the things they have learned once they return from an educational conference. A survey is distributed to each [participant] requesting what they have learned and how they intend to use it.

Finally, one theme regards the use of quantitative measurement of outcomes considered as essential in tracking student success. Such outcomes commonly include student grades, retention and persistence. The following responses are illustrative of this theme:

...outcomes-based date and deliverables related to student success-related programs and reforms.

...data analysis from high-impact practices, infusion projects, comparisons of success of students in target high-impact practice infusion classes, compared to non-target classes.

Faculty development pulls data from various classes where faculty have participated in training to help determine impact.

Sometimes we pull data of students who might participate in programs and see if there is an impact on them.

Benchmarking Subcommittee Conclusion

Based on the results of the benchmarking survey, it is evident that higher educational institutions, whether they be community college or 4-year institutions, continue to grapple with measuring the impact of staff and faculty professional development on student success. Some of the institutions, in fact, reported that they simply do not assess the impact, or that they do so in an unsatisfactory manner.

Because stakeholders who provide resources to higher educational institutions are increasingly requesting evidence of student success, it is imperative that colleges and universities develop innovative ways not only to provide professional development based on best practices, but also to measure outcomes, whether qualitatively or quantitatively.

Subcommittee: Provider Inventory and User Perspective

In July 2017 a subcommittee of the PDMP Committee was tasked with taking an inventory of MC's providers of professional development. Professional development was defined as:

- Workshops (under two hours)
- Classes (2+ hours)
- Conferences
- Cohorts and institutes
- Internships
- On-the-job training
- Coaching
- Mentoring
- Special events that meet the equity/inclusion (formerly multicultural/diversity) criteria.

A list of 18 departments and additional units within departments were identified through institutional knowledge and website research. That list is in the appendices.

An online questionnaire was developed with the support of Institutional Research; questions are in the appendices. Subcommittee members called to confirm that a designated person was available to respond during summer. In a few units FY18 plans were still under discussion, so FY17 information was offered. The subcommittee also drafted follow-up questions for further study through interviews (e.g., administrative oversight, staffing, budgets, promotion strategies, and so on). Of the 29 distinct programs only four providers did not respond.

Key findings:

- MC has a significant number of options in professional development.
- Survey design became an issue. Large providers, such as ELITE and CPOD, had to enter information multiple times to address diverse programs—an ELITE

conference with a keynote and multiple workshops, and CPOD's five cohorts or six learning pathways. Other providers entered it one time. Thus, information is challenging to compare and contrast.

- The category of "primary intent" frustrated respondents; offerings may be designed for multiple outcomes--*new information, self-reflection, dialogue/discussion, practice.*

- Additionally, users may have different intentions for participating. This pointed to an additional task taken by the subcommittee:
  - List resources at MC from user perspective.

- The majority of offerings were in-class, though the use of Lynda.com and online material (MC designed, or external vendor) is mandated (as in required training) or incentivized.

- Providers using MC Learns for registration result in documentation in the Learning History; most others distribute certificates.
  - Less formal training interactions (such as on-the-job coaching, demonstrations, audits and self-study) were listed only by Facilities, though likely occur across the institution, both during onboarding and as new skills are needed.
  - Additional inquiry is needed to track less formal training interaction across the College; and how to support any employee wanting to develop a portfolio of learning.

A subsequent effort to look at the information from the User Perspective was most helpful. That preliminary information is included in the appendices.

Key findings:

- When the PDMP Committee first assembled, the narrative that providers under-served shift workers was widely expressed. Indeed, supervisor approval, release time and transportation can be barriers to participation in CPOD or ELITE classes.

- The list of internal formal and informal training and coaching activities conducted by Facilities trainers, managers and supervisors is extensive.

- Convening a learning community of MC's PD providers to meets regularly would be helpful for wise use of resources.

- Less formal, but crucial learning (such as on-the-job demonstrations, short trainings or coaching and task audits) are not documented adequately. *These are often conducted as onboarding skills, and more added to update skills and knowledge, or introduce new policies and procedures.*

- A system for employees and supervisors to discuss expectations and accomplishments beyond the annual performance evaluation may need to be explored.

- HRSTM input is essential to align with job specs or position descriptions.

Provider Inventory Subcommittee Conclusion

From the above analysis, it is apparent that a plethora of professional development providers exist throughout the College, many times informally or at a departmental/unit level. This speaks to the need to offer professional development that is accessible, customized and relevant to the diverse constituencies making up the College community. Moreover, these various types of professional development, whether they are offered formally/informally or externally/internally must be recognized and acknowledged in addressing all employees' professional development goals. Such recognition is particularly important in supporting a culture of student and employee success.

Subcommittee: Overarching Career and Pathways Vision

The Career and Pathways subcommittee of the Professional Development Master plan was charged with investigating professional development careers and pathways at Montgomery College. It was also responsible for making broad-based suggestions for a career and pathways vision, based on the subcommittee's research.

A broad vision of this plan could mean that employees would be able to log onto an HR resource such as Workday, and view their current position, along with a list of all competencies and skills required for that position. Employees would have the opportunity to pursue additional skills that would build on their current ones for performance enhancement, or prepare for future roles at the College. If employees desire to move laterally in or into a higher-level position, they could click a button and view all of the positions available at the college, organized hierarchically.

Clicking on a position would indicate the knowledge, skills and abilities required for a specific position, as well as the skills that an employee currently possesses, already highlighted. This feature would enable the employee to see which skills are required in order to be able to move into the new position. As the employee acquires new skills, either from external or internal professional development, a badging or documentation system could be implemented to certify these skills.

Cornell University's digital commons has developed a useful resource that identifies the key elements to include in career pathways. The resource is available at this link. This model serves as an ideal benchmark for Montgomery College to consider in to designing its own Career Pathways as part of the Professional Development Master Plan.

Cornell mentions five steps for designing a Career Path:

1. **Create a Career Roadmap**: This step demonstrates what a typical career looks like in terms of a career band, and what the steps for advancement look like in that particular career.
2. **Build Position Profiles:** This stage takes a broad look at the core competencies needed for a specific job, including qualifications, skills, licenses, etc.

3. **Identify Core Competencies and Expected Behaviors:** Metrics that are used to determine outstanding performance are identified, along with the particular levels of expected performance at different stages along a career path or in different career that are assessed. (analogous to a student rubric).

4. **Incorporate Training and Development:** Career paths are linked to employee training and development, in that training and development are functions of improving employees' skills and assisting them in reaching their goals.

5. **Establish Accountability:** Metrics need to be in place to help ensure that employees' endeavors are successful, and that there is cooperation among major stakeholders, including Human Resources, training and development professionals, faculty, staff, and administrators.

The subcommittee reviewed Cornell's Five Steps in relation to MC practices and offers the following suggestions--and an additional step.

1. **Career Roadmap:** Currently the College has limited implementation of progressive job class series. On the staff side, examples of these progressive series are Administrative Aide I, II, and III, and Executive Associate I, II, and III. However, these do not accurately reflect career bands, given that moving from level I to level II in each of these series requires a promotion.

The subcommittee suggests that the college would benefit from giving employees increased flexibility to advance in career levels; in other words, an employee would be able to advance professionally without necessarily requiring a promotion.

Expand the Definition of Career Pathways to include Career Webs

The term career web, rather than a ladder, may be more suitable with respect to career pathways because it indicates not only positions that an employee could move to laterally or from an up-and-down direction, but also all possibilities existing within the college. This notion is affirmed in the following excerpt of Cripe and Mansfield's (2002) book, *The value added employee, 31 competencies to make yourself irresistible to any company*:

Employees can pursue opportunities that develop additional competencies by moving across the borders of functions and through career streams [webs]. For example, one employee may move from production to information systems, another from finance to human resources. Because the organization has a number of job levels, with a range of compensation levels within each, there is plenty of opportunity for movement. It is possible to earn a higher salary without necessarily moving up to the higher grade or classification that has traditionally raised artificial barriers.

Organizations can plan for future needs by assessing which career streams are growing and which are shrinking. Employees can also be informed about the changing needs of the company." (Cripe & Mansfield, 2002, p. 3)

Consider Dual Career Pathways to a competency level as <u>Expert</u> as a promotional level, in addition to appointments into supervision, management or administration.

Another suggestion is that the College might consider Dual Career pathways. For highly technical skills (such as IT and engineering), employees might choose to become an expert, or advisor at the top level of their field, rather than having a promotion into management as the only upward career path. Dual pathways mean that there would be two ways to move up in certain careers: one as an expert or advisor in the field, and the other as progressing to a management role. One thing to consider with dual career pathways is that expert roles would be limited; just as managerial roles are.

Build Position Profiles

MC currently has a list of position profiles that are available via Montgomery College's <u>Job Wizard:</u>

The list of position profiles in the abovementioned link was created as a repository for MC position descriptions in digital format. The Wizard holds descriptions of specific jobs and job class specifications that describe a group of positions, such as all building service workers. The Job Wizard is an independent program created

and linked to Banner.   As MC transitions from Banner to Workday, this data repository will need to be integrated into Workday.

2. **Identify Core Competencies and Expected Behaviors**

MC's job requirements can be viewed in two separate, but related categories. The first category involves the expected behaviors demonstrated by all employees and job-specific competencies, while the second category regards job-specific skills. After breaking the skills down between these general and job-related knowledge, skills and abilities (KSAs), it is also important to examine the differences between how job roles are outlined for staff, administrators, and faculty.

Expected Behaviors

CPOD has a list of expected job behaviors for staff in Taleo. There are ten current core competencies. The College consensus is that there are currently an excessive number of core competencies; as a result, discussion in HRSTM is underway to streamline the current ten competencies to five. One possibility in revising these core competencies is to word them with language related to student success metrics.

While there is no equivalent list of expected core competency job behaviors for faculty, faculty have an observation form for classroom performance that may be retrofitted to determine a list of general skills that would be expected.

3. **Incorporate Training and Development**

   Montgomery College currently has an array of training opportunities available through CPOD, ELITE, Lynda.com and other resources. In addition, EAP funds are provided for employees to use with their supervisors' and HRSTM approval.

The College would benefit from providing direct linkages for existing training opportunities to career paths. In addition, new training might be developed with career planning pathways in mind.

Another aspect of training and development that might be linked to career planning and pathways involves mentorship programs. CPOD already has small-scale mentorship programs in place as part of its cohort participation in MC Management and Developing the Skillful Supervisor. The Rising Professionals advocacy group also has a mentorship program. Other formal and informal mentoring programs may be identified at MC. Once career planning and pathways have been developed, it would be ideal if opportunities for mentoring were expanded and diversified.

Mentoring programs use increasingly diverse designs, shifting from the typical model of a younger employee partnered with a senior employee for at least one year, and training both the mentees and mentors is now standard practice. Design options include, but are not necessarily limited to:

- Small group mentoring of 3-5 mentees with a senior leader
- Peer-peer mentoring to build networks across departments and cross-training skills
- Cross-age mentoring (e.g., a younger employee possessing social media expertise with a senior executive)
- Linking mentorships directly from the employee's current position to the career web position the employee desires
- Partnering a mentor and mentee from different departments to gain wider institutional and strategic perspectives.

Job-shadowing opportunities, cross-training assignments, and internships are closely related strategies to broaden expertise and exposure to different units and departments.

Further, several approaches to the assessment and documentation of learning may be implemented to help employees track their progress and competency development.

4. **Establish Accountability**

It is important for major stakeholders to be aware of the Master Plan's objectives so that their assistance and feedback may be solicited as a necessary component for the Plan's success.

It is also important that there be a clear communication plan for how the career pathway model might be implemented for employees. Outreach through the MC Governance system to members of the Staff and Employee Services Councils can be one way of describing the proposed career plan and pathway for staff. The Faculty Council may help with respect to communicating the proposed Master Plan to faculty. Furthermore, MC's unions need to be consulted, in both the Master Plan's design and implementation.

The intent of the Master Plan and pathways is to benefit employees who want to continue their career advancement at MC. It is important that employees clearly understand that MC has established its career pathways and the Master Plan as a strategy for investing in its employees and retaining top talent.

Careers and Pathways Subcommittee Conclusion

Based on research concerning the practices of other schools and organizations, and conversations with key stakeholders at the College, the above ideas reflect the current suggestions of the subcommittee. There is additional work to be done regarding Workday, the HR classification system, and the other PDMP committees; as a result, these suggestions will remain flexible in light of new data. The subcommittee acknowledges that future workgroups may be established to carry out the proposed work, and may adapt or change these suggestions to address changing circumstances.

Section 3

Employee Professional Development Master Plan Integration

This employee professional development master plan seeks to:

· Align with the MC 2020 Strategic Plan, and accreditation requirements;
· Promote student success;

· Actualize the "Common Employee Experience," (Appendix); and

· Reinforce the "Seven Truths of the Common Student Experience"

Goal Alignment

A successful Professional Development Master Plan should align with its institutional goals. As a result, this Master Plan is aligned with the MC 2020 Strategic Plan, the Academic Master Plan, and the Student Affairs Master Plan. In addition, this Plan is aligned with the seven dimensions of Achieving the Dream's Institutional Capacity Assessment Tool (ICAT) in supporting a student-supported culture.

First of all, the PDMP is aligned with the MC 2020 Strategic Plan. It is a three-year plan, which will be revisited once the 2020 Strategic Plan is re-envisioned. The themes of the 2020 Strategic Plan that are found in the PDMP are as follows:

Theme I: Educational Excellence

Theme II: Access, Affordability, and Success

Theme III: Economic Development Theme

IV: Community Engagement Theme

V: Assessment and Institutional Effectiveness

From the MC Academic Master Plan, the following themes also reflected in the PDMP are as follows:

1. Embed Classroom Support (Theme II: Access, Affordability, Success)

2. Offer Alternative Scheduling and Delivery (Theme I: Academic Excellence)

3. Implement Alternative and Customized Assessment and Placement (Theme I: Academic Excellence; Theme II: Access, Affordability, Success)

4. Design Alternative and Customized Credentialing and Guided Pathways (Theme III: Economic Development; Theme I: Educational Excellence)

5. Enhance Student Pathways from MCPS to USG (Theme II: Access, Affordability, Success; Theme 1: Educational Excellence)

6. Expand Global Partnerships and International Opportunities (Theme I: Educational Excellence; Theme III: Economic Development; Theme IV: Community Engagement)

From the Student Affairs Master Plan, the following themes are also reflected in the PDMP:

1. Counseling and Advising (*Theme II: Access, Affordability, and Success; Theme V – Assessment and Institutional Effectiveness*)

2. Streamline Communication (Theme II: Access, Affordability, and Success;)

Theme V – Assessment and Institutional Effectiveness

3. Mentoring and Retention (Theme II: Access, Affordability, and Success)

4. Division-Wide Assessment (*Theme II: Access, Affordability, and Success;*)

Theme V – Assessment and Institutional Effectiveness

Finally, the PDMP is aligned with the seven dimensions of Achieving the Dream's Institutional Capacity Assessment Tool (ICAT):

1. Teaching and Learning

2. Equity

3. Data and Technology

4. Leadership and Vision

5. Policies and Practices

6. Strategy and Planning

7. Engagement and Communication

In the following section, PDMP goals and recommendations are aligned with the 2020 Strategic Plan, Academic Master Plan, Student Affairs Master Plan, and Achieving the Dream's seven dimensions of the Institutional Capacity Assessment Tool.

Recommendations

Recommendations for the Professional Development Master Plan fall under a list of broad overarching goals. There will also be action plans and timelines in place to carry them out. The Committee offers the following strategies:

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 PD event in terms of student success. e.g., ethnographic studies (CPOD); culturally responsive teaching in Academy for Teaching Transformation (ELITE); MC Outstanding Faculty Institute (Collegewide deans)

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

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.

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

3. Identify ways to measure the impact of faculty and staff PD 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.

> **Recommendation:** Collaborate with the Chief Equity and Diversity Officer with PD implications of an all-college climate survey.

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

> **Recommendation:** Develop a Staff Professional Development council in parallel with existing Faculty Professional Development Workgroups.

> **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 CPOD trainings; c) consult regularly with Governance Councils and with AFSCME; d) consult regularly with the Ombuds' office and the HRSTM Employee Relations unit.

> **Recommendation:** CPOD: Continue to collaborate with individual units to determine and address specific PD needs.

5. Determine faculty PD 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:** ELITE: Consult with academic departments to understand the diverse PD needs of faculty in these disciplines.

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

6. Develop a mechanism and/or procedure to periodically assess the individual PD 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 PD plan that identifies strengths, gaps, potential and enables the employee to articulate their role in student success.

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

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

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.

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.

   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.)

9. Expand access to and participation in PD 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) PD so as to provide more access to staff and faculty.

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, as well as for anyone outside of the regular 9-5 weekday hours.

10. Identify and ameliorate obstacles to full participation in PD 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.

11. Establish a college-wide calendar and centralized communication mechanism to inform faculty and staff of MC and local PD 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.

    Recommendation: Integrate the Calendar with MC Online. Special announcements would go automatically to the site. It could identify conflicts with other events when planning PD activities.

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: CPOD, ELITE and Institutes: 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.

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

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.

Recommendation: ELITE: Assist global organizations on campus in creating quality "distance learning" experiences for global partnerships.

Action Plan

1. HRSTM, ELITE and CPOD to convene quarterly meetings of MC's PD providers and special event sponsors to hone the Master Plan as a work-in-progress and develop implementation plans.
2. Target 2018 and 2019 progress to align with development of MC's 2020 Strategic Plan.

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Steering Committee Membership

Chair: Caroline Toscano, Professional Development Director, ELITE/CPOD

Committee Members:

Donna Amokomowo, Library Technical Services Assistant Supervisor, Libraries

Carolien Annink, Instructional Designer, ELITE

Carmen D'Agostino, Manager, CPOD

Fabian Drain, Counselor/Associate Professor, Student Development

Elizabeth Greaney, Director of Accounts Receivable/Treasurer, OBS

Lori Kaufman, Learning Center Coordinator, DSS

Betsy Leonard, Administrative Aide III, Student Affairs

Kim McGettigan, Administrative Manager, Office of the VP/Provost TPSS

Robert Preston, Director of Business Process Innovation, I

Tykesha Reed, IT Training Coordinator, IT

Christopher Standing, Lab Coordinator, Biology

Chanin Storm, Adjunct Professor, English and Reading

Steven Taylor, Building Service Manager, Facilities - RV

Krista Walker, Director of Human Resources Operations, HRSTM

Laura White, Multicultural Training Specialist, CPOD

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Professional Development Master Plan Glossary

Employee Professional Development Master Plan Committee
Fall 2017

AMP—Academic Master Plan

ATD—Achieving the Dream

ATP—Achieving the Promise

CPOD—Center for Professional & Organizational Development

EAP—Education Assistance Program

ELAP—English Language for Academic Purposes (formerly AELP)

ELITE—E-learning Innovation and Teaching Excellence

GHI—Global Humanities Institute

HRSTM—Human Resources and Strategic Talent Management

ICAT—Institutional Capacity Assessment Tool

MCIW—Montgomery College Innovation Works

PALS—Partnership for Active Learning in STEM (Science, Technology, Engineering, Math)

PDMP—Professional Development Master Plan

SoTL—Scholarship of Teaching and Learning

StAMP—Student Affairs Master Plan

TIDES—Teaching to Increase Diversity and Equity in STEM (Science, Technology, Engineering, Math)

WRL Center—Writing, Reading, Language Center

Competency – The combination of observable and measurable knowledge, skills, abilities and personal attributes that contribute to enhanced employee performance and ultimately result in organizational success.

Career Pathway – A series of structured and connected education programs and support services that enable employees to advance over time to higher-level positions.

Career Web – Instead of a vertical "ladder" that only promotes employees to higher-level positions, a career web enables employees to pursue continued growth, development and organizational influence by creating and valuing career paths that move laterally and diagonally, as well as down and up.

Lynda.com – An American online education company offering thousands of video courses in various fields of professional development. Montgomery College employees and students have unlimited access to watch these videos.

Workday – A cloud-based software vendor that specializes in human capital management and financial management applications.

Appendices

A. MC Professional Development Provider Inventory – as of August 2, 2017

Department	Program/classes/events	Contact person	Extension
Academic Affairs, SVP office	Transfer 101	Seth Kamen, Articulation, Transfer and Academic Services Manager	X77834
Center for Professional and Organizational Development	Cohort training (5) Learning Pathways (6) Crucial Conversations/Crucial Accountability Civility in the Workplace Grammar Clinic Customized Trainings Consulting Services	Caroline Toscano Professional Development Director	X72002
Compliance	Ethics Training	Vicki Duggan Chief Compliance Officer	X77291
Compliance	ADA Reasonable Accommodation Bridges: Building a Supportive Community	Christopher Moy Director of ADA Compliance & Title IX Coordinator	x75412
Compliance	Child Abuse and Molestation Awareness and Prevention in MD	Kristen Roe Youth Protection Coordinator	X74279
Cultural Arts Center (TPSS) *	Special events	Siobhan Quinn Director	X75794
ELITE	New Faculty Orientation Academy for Teaching Transformation OER workshops and labs Blackboard and online training Faculty-led workshops Pedagogical Discussions	Caroline Toscano Professional Development Director	X72002

Department	Program/classes/events	Contact person	Extension
Facilities	Active Shooter Training Emergency Procedures Review (online) Clery Act Campus Security Training (?)	Carlos Sanchez Public Safety Training Officer	x74258
Facilities	Hazardous Materials Bloodborne Pathogens	Sharmila Pradhan Environmental Safety Manager	x74308
Frank Islam Athenaeum Symposia *	Special events	Joan Naake English Professor	X71951
Global Humanities Institute	Faculty Fellowships Summer Research Grants Support for Travel to Conferences Travel Abroad Program	Rita Kranidis Director	X75820
Global Nexus *	Special events	Enas Elhanafi Associate Director of Community Engagement	X71759
HRSTM	Search Committee Protocol Review Training (online)	Elaine Doong	x75364
HRSTM	New Staff Orientation	Carla Ammerman HR Specialist II	X75351
HRSTM	HIPAA Training	Rowena D'Souza Risk Management Coordinator & HIPAA Privacy Official	x75370
HRSTM	A Manager's Guide to Diversity, Inclusion and Accommodation (online)	Heather Pratt Employee & Labor Relations Director III	X73097

Department	Program/classes/events	Contact person	Extension
HRSTM	Sabbatical Leave Professional Development Leave EAP Program	Suzanne Redding, Interim HR Manager Erica Bailey/Lynette Evans HR Associates	X75448 X75352
Libraries	Muslim Journeys & other events	Christine Tracey Librarian	x77252
OIT	Technology Cybersecurity	Tykesha Reed IT Training Coord Annie Shane Cybersecurity	X73047
Paul Peck Humanities Institute	Smithsonian Faculty Fellowships Teaching the Holocaust MC Fellows at Library of Congress Integrative Learning Calendar Humanities Days	Sara Ducey Director	x77333
Peace and Justice Studies Community *	Special events	Pat Ruppert Coordinator	(email)
President's Office	Presidential Innovation Leadership Institute	Dr. Pollard, President	X75267
President's Office	Governance Training	Tacy Holliday Governance, Presidential Projects and Institutional Initiatives	X77267
Procurement	Centresuite Training (online)	Lisa Dyer P-Card Coordinator	x75241
Student Affairs	FERPA (Family Educational Rights and Privacy Act) Training (online)	Ernest Cartledge, Director of Enrollment Services & College Registrar	X77991

Department	Program/classes/events	Contact person	Extension
Student Affairs *	Special events	Kimberly Herrera (TPSS) Mary Sierra (RV) Student Life Directors	x71490 x75408
Student Affairs	Safe Zone training	DJ McCullough, Counseling (R)	X78019
Student Affairs	Ask Me! Level 1 Advising (online)	Stacey Gustavson, Welcome Center Manager	X71909
MC Innovation Works	MCIW Journal Mini-conferences	Samantha Veneruso, Professor, English (R)	X77940

(*)   Sponsor some special events that offer the multicultural/diversity designation (certificate) for   employee participation

Program(s)	Primary Intent	Target Audience	Example of Learning Outcomes	Mode of Delivery	Contact Hours	Record of Employee Participation
__*institute, cohort* __*class >2 hrs.* __*workshop <2 hrs.* __*conference* __*retreat* __*special event* __*on-the-job training* __*internship* __*mentorship* __*other:*	__ *Required* __*Basic-Introduction* __*Informative-Update, background, context* __*Reflective-Inquiry, shared learning, dialogue, self-reflection* __*Skill development- demo, practice, feedback*	__*any employee* __*specified staff position(s)* __*specified faculty position(s)* __*specific unit* __*other:*		__*in-class* __*online* __*blended* __*on-the-job* __*external provider* __*other:*		__*Certificate* __*MC Learns* __*EAP forms* __*self-report* __*other:*

Appendix B. Common Employee Experience

Montgomery College's Five Expectations for a Common Employee Experience

Montgomery College's "Five Expectations for a Common Employee Experience" were developed by a group of faculty, staff, and administrators who sought and incorporated input from the larger college community. These expectations will serve as the hallmarks of what the employment experience at Montgomery College should be. To assist Montgomery College in reaching its MC2020 goal of becoming a destination employer, it will be necessary to identify and close the gaps that exist between the Montgomery

College of today and the Montgomery College to which we aspire. Reaching these expectations will require a partnership between Montgomery College as an employer and the faculty, staff, and administrators as employees, working together to ensure a workplace reflective of our values of excellence, integrity, innovation, diversity, stewardship, and sustainability. To reach our vision of being a national model of excellence, opportunity, and student success, Montgomery College will be accountable for empowering and enriching our employees.

1. Start Smart

Montgomery College will assist employees new to their positions in building a firm foundation for an engaged and fulfilling employment experience. We will:

• Cultivate a welcoming, innovative, and equitable atmosphere in a student-centered environment.
• Assist each employee in understanding how his or her role helps to achieve the mission of the College.
• Provide helpful, clear, and efficient pre-boarding, on-boarding, and orientation processes.
• Strive to ensure that salary setting processes are equitable for both new and current employees.

• Foster a culture of engagement and encourage networking opportunities.

2. Provide a Positive, Healthy Workspace and Environment

Montgomery College values a safe, secure, and productive employment experience.

We will:

• Foster institutional integrity and civility.

• Model equity, respect, inclusion, innovation, and caring.

• Value and acknowledge the contributions of our employees.

• Solicit and consider employee input in an open atmosphere without fear of reprisal.

• Provide the resources necessary for employees to excel in their roles including appropriate technology and safe, clean, healthy, and adequate work spaces.

3. Provide and Maintain a Foundation of Support

Effective leadership and sufficient resources are essential to employee success. Montgomery College will ensure its management is effective, knowledgeable and accountable.

We will:

• Nurture an empowering and enriching workplace for employees.

• Identify and adopt management best practices.

• Ensure that policies and procedures are accessible, understandable, and equitably applied.

• Provide respectful, regular, and constructive feedback including evaluations that link employee, department, and program contributions to the College's mission.

• Promote professional development.

• Commit resources necessary to accomplish work, including adequate staffing and access to data.

• Strive for equity in compensation and role appropriate workload.

4. Get Connected and Build Community

Montgomery College will encourage employee engagement. We will:

• Value diversity and work to ensure equity, respect, and inclusiveness.

• Provide meaningful and diverse engagement and service opportunities for all employees.

• Commit necessary resources, including appropriate spaces for employees to collaborate, to build robust connectivity among students and employee constituencies within the College and the larger community.

• Encourage clear communication and commit to sharing information in a transparent manner.

5. Encourage Growth, Success, Recognition, and Life Long Learning

Montgomery College is committed to providing meaningful professional development, career path development opportunities and succession planning, such as:

• Access to on-the-clock job related training and professional development

• Internships, externships, sabbaticals, and professional development leave

• Cross training opportunities

• Shadowing, coaching, and mentoring opportunities

• Tuition support for continuing degree and certificate seekers.

• Training and development for career advancement or lateral opportunities

• Ongoing orientation

• Professional service opportunities

Further, we will:

• Provide the necessary tools and resources, including career counseling and technology, to explore options and support employees in their personal, academic, career, and retirement goals.

• Support a culture of growth.

• Look for talent deep in the organization, recognizing informal as well as formal leaders.

• Foster an atmosphere of recognition and acknowledgement.

• Support programs designed to recognize and reward employee contributions.

• Provide employees with the opportunity to understand how their contributions impact student success.

Appendix C. EAP Budget by Fiscal Year and Employee Constituency

EAP Budget by Fiscal Year & Employee Constituency
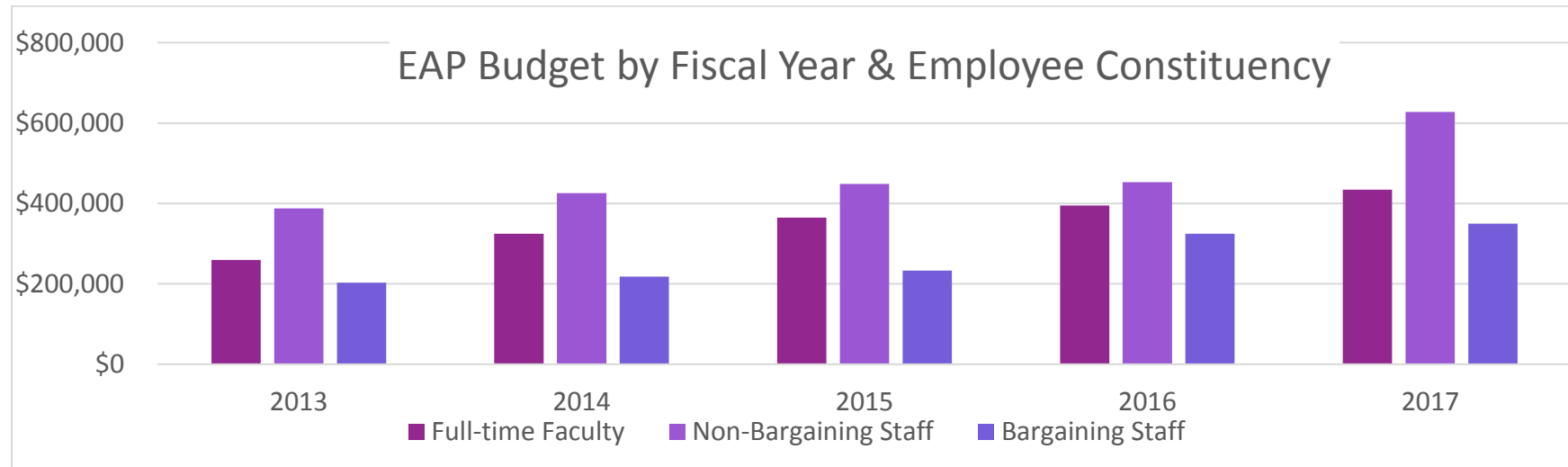
	2013	2014	2015	2016	2017	Total by EC
Full-time Faculty	$259,522	$324,522	$364,522	$394,522	$434,522	$1,777,610
Non-Bargaining Staff	$387,798	$425,785	$448,798	$452,798	$627,798	$2,342,977
Bargaining Staff	$202,680	$217,680	$232,680	$325,000	$350,000	$1,328,040
Total by Year	$850,000	$967,987	$1,046,000	$1,172,320	$1,412,320	