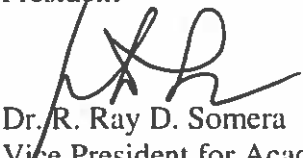


ACADEMIC AFFAIRS DIVISION
OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

TO: Dr. Mary A.Y. Okada
President

Guam Community College
RECEIVED

DEC 07 2015

FROM: 
Dr. R. Ray D. Somera
Vice President for Academic Affairs

PRESIDENT'S OFFICE

Initials: 

SUBJECT: Comprehensive Professional Development Plan (CPDP)

DATE: December 7, 2015

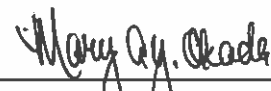
I am respectfully submitting the latest iteration of the Comprehensive Professional Development Plan (CPDP) for your final review and approval. I have thoroughly read the document, provided edits and comments throughout its development, and have ensured that the comments and feedback from various sectors of the campus community are integrated in the Plan itself.

Spearheaded by Dr. Elizabeth Diego, Associate Dean of the School of Trades and Professional Services (TPS), this initiative took fifteen (15) months to go through the participatory governance process on campus. As the attached transmittal memo from Dr. Diego reflects, the original document was drafted in September 2014 and the current document (10th draft) was given its go signal to move forward by the College Governing Council in November 2015.

This document is comprehensive and far-reaching in its coverage. It covers the professional development needs of all the important sectors of the college, from faculty to staff to administrators. A section is also devoted to the professional development of adjunct faculty.

Your approval of this living document at this time will formalize it. It will also signal the beginning of its gradual implementation on campus, in keeping with the suggested timeline included in the Plan itself. With your approval, the Plan's official implementation will start in Spring 2016.

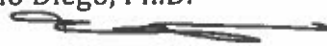
☒ Approved
☐ Disapproved



Dr. Mary A. Y. Okada
President

cc: Marlana Montague, AHER

TO: R. Ray D. Somera, Ph.D.
Academic Vice President

FROM: Elizabeth A. Paulino Diego, Ph.D.
Associate Dean 

SUBJECT: Comprehensive Professional Development Plan

DATE: December 4, 2015

The Comprehensive Professional Development Plan is being submitted to you in final form after having undergone numerous changes as a result of feedback, input, and suggestions made via the participatory governance process as enumerated in the timeline below.

Focused attention in the development of the Plan began in February of 2014 beginning with research conducted on professional development programs for adjunct faculty. In March 2014, a professional development needs survey was created to ascertain the needs of faculty. Input was solicited from the Deans, Department Chairs, and Academic Vice President which resulted in research to include both full-time and adjunct faculty. It was also decided at the last Department Chair meeting held in Spring, 2014 that the surveys will be distributed and collected by the Department Chairs and submitted to the Associate Dean.

In May 2014, the data derived from the surveys were aggregated and organized based on the greatest needs as indicated by faculty. Research and the writing of the Plan continued throughout this time with an emphasis placed on effective practices for professional development and classroom instruction.

Several meetings were called by the AVP to present the concept of the comprehensive Plan beginning in April, 2014. In July of 2014 a meeting took place with the PDRC Chair to discuss current professional development practices and the role of PDRC. A meeting with the AIER Assistant Director also took place to discuss IDEA student evaluation results, the interpretation of data, and data inclusion into the Plan. The month was spent identifying themes and looking for overlaps between student survey data and faculty survey data.

Several activities involving key organizational members took place in the month of September beginning with the submission of Draft 1 of the Plan to the AVP for review. This was followed by an official memorandum from the AVP distributed college-wide establishing professional development as an institutional responsibility in alignment with the College's Institutional Strategic Master Plan. Another meeting was called by the AVP with the Chairperson and Co-Chair of PDRC to present some of the concepts in the first draft and the coordination of its writing with the TPS Associate Dean.

Meetings continued throughout the month with PDRC members and the Faculty Senate President. Academic Year 2014-2015 was set by the AVP as the planning year for the initiative. PDRC provided a sample faculty development plan in October of 2014 which outlined several suggestions that were incorporated into the Plan.

Draft 2 of the Plan was sent to the AVP for review in November of 2014. The Plan was expanded to include Staff and Administrator Professional Development. The draft was also sent to PDRC, Faculty, Staff Senate, and staff members of the Staff/Administrator Development Review Committee for input.

Separate meetings took place in December 2014 with the Staff Senate Co-Chair and Chair to discuss the creation of a professional development needs survey for staff. The survey administration was coordinated with AIER and the results compiled by the office.

In January of 2015, Draft 3 of the Plan was sent out for comments from the AVP, PDRC, Faculty and Staff Senates. Draft 4 of the Plan incorporated the suggestions provided by these stakeholders. By the end of the month, Draft 5 was sent to all Faculty via the Faculty Senate and also, to the Deans and Associate Dean.

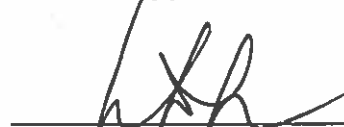
In March of 2015, Draft 6 of the Plan was sent to the AVP for review. At the end of the month, the Plan was posted College-wide for comment and feedback. Changes were made which resulted in Draft 7 of the Plan. A copy of the draft was forwarded to the HR and Finance Administrators.

By April of 2015, the Plan was presented to the College Governing Council. It was discussed and decided that more time had to be given for greater input by the College Community. Work with AIER on the Staff and Administrator surveys were completed and disseminated as well. The results were compiled with the assistance of AIER and incorporated into the sections for Staff and Administrators.

In May of 2015, Draft 8 of the Plan was sent out to CGC members for review. Changes were incorporated which resulted in Draft 9. It was then posted college-wide for feedback and review. Draft 9 was made available throughout the summer for comment. Meetings were held with PDRC and the Faculty Senate to respond to questions regarding some provisions of the Plan. Clarification was made addressing the concerns brought forth.

Changes were made to the Plan which produced Draft 10 incorporating suggestions by members of the CGC prior to the November 2015 meeting. CGC made its official decision to move the Plan forward at this meeting.

This draft is submitted to the AVP for his final review to be forwarded to the President for her final approval.



R. Ray D. Somera, Ph.D
Academic Vice President

12/7/2015 / ☒ Recommend / / Not Recommend
Date

GCC

GUAM COMMUNITY COLLEGE

Kulehon Kumunidát Guáhan



Professional

Comprehensive

Development

Plan

GUAM COMMUNITY COLLEGE COMPREHENSIVE

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GCC is accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC).

Vision

Guam Community College will be the premiere educational institution for providing globally recognized educational and workforce development programs.

Mission

Guam Community College is a leader in career and technical workforce development providing the highest quality student-centered education and job training for Micronesia.

Sinagan Misión

(Chamorro translation)

Guiya i Kulehon Kumunidât Guåhan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikât na kinahulo' i manfáfache'cho' ya u na' guáguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananãgui yan i fina'na'guen cho'cho' gi iya Maikronesiha.

This document is a concerted effort between organizational members, divisions, and committees within the College. It's fruition would not have been possible without the input of the Academic Vice-President, the Professional Development Review Committee (PDRC), Faculty, and Staff Senates, and faculty and staff overall. The Comprehensive Professional Development Plan simply referred to as the Plan in this document, underwent a number of iterations, critique, and discussions over a one year period. It was largely guided by the College's mission, and values, informed by those goals and initiatives in the Institutional Strategic Master Plan (ISMP) directly connected to professional development initiatives, and is based on current educational and organizational research, and the needs of the faculty, staff, and administrators as indicated on the surveys.

The Plan's main purpose is to serve as a guiding instrument establishing a comprehensive approach to the College's Professional Development. The Plan also provides a distinct focus in which professional development (whether it be at the individual, group, or institutional level), is implemented with the central goals of improving instructional practices and increasing the delivery of services to our students. Lastly, the Plan gives us all an opportunity to engage in thoughtful discussions and activities regarding our changing needs, collaborate further, and to respond accordingly.

Please direct any comments or suggestions for improvement to this document to Dr. Elizabeth Diego, Associate Dean of the School of Trades and Professional Services

GUAM COMMUNITY COLLEGE COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN

Foundation for Professional Development

Introduction

Standard III of the Accrediting Commission for Community and Junior Colleges (ACCJC) provides the impetus for Guam Community College's Comprehensive Professional Development Plan. As stated in Section A.14:

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement (ACCJC Accreditation Handbook, 2014).

Similarly, a Board Policy on professional development also exists (Please refer to Appendix for the policy in its entirety). In 2009, the Guam Community College Board of Trustees amended and adopted Policy 400 on Professional Development, which states that "the Board of Trustees recognizes the importance of a well-trained staff to more effectively carry out the mission of the College and the Board of Trustees is committed to providing resources to support professional development activities".

Background

Efforts at the College to develop a comprehensive professional development plan commenced in Academic Year 2014 to more effectively address the accreditation standard. The purpose of the Comprehensive Professional Development Plan (CPDP) is to provide a framework for college-wide professional development consistent with the institutional mission. CPDP incorporates four major parts: faculty professional development, staff and administrators' professional development, organizational structure and support recommendations, and evaluation.

Over the course of several years, Guam Community College has implemented a number of initiatives providing the building blocks for this plan. As evident in the college's mission, the institution is committed to providing the highest quality student-centered education. Two of the College's core values place emphasis on a learning-centered and student-focused environment. Additionally, GCC established Institutional Learning Outcomes (ILOs) representing broad outcomes the institution endeavors students will achieve through their cumulative college experience.

The Institutional Strategic Master Plan (ISMP) was updated in 2014 setting direction for the College over the next several years. The specific ISMP provisions directly related to the Comprehensive Professional Development Plan (henceforth referred to as the Plan in this document) are outlined below:

Goal 1: Retention and Completion—Strengthen and improve curriculum and educational delivery to provide a student-centered educational experience that fosters retention and completion to prepare our students for engagement in a global workforce.

Initiative 1: Incorporate the student-centered learning model into the curriculum and the classroom.

Initiative 2: Strengthen the professional development support for faculty to effectively implement the student-centered teaching model.

Extensive work went into the Plan beginning in Spring of 2014 with research on best instructional and organizational practices. A faculty survey was devised in late Spring with significant input from various members of the College. A staff and administrator survey followed in Spring of 2015. The data from these surveys were aggregated and the information utilized to inform respective parts of the Plan. Data results for both surveys can be found in the Appendix. Student evaluations from the 2013 IDEA survey results and classroom observation data were also included. Lastly, the current utilization of funds for professional development were included for faculty, staff, and administrators. The data may be found in the appendix section of this document.

Overarching Goals of GCC's Professional Development Plan

1. Institute student-centered teaching and service throughout the campus
2. Establish a culture of campus-wide and continuous professional development
3. Institute a climate conducive (trust, collaborative, supportive, respectful, and collegial) for the successful implementation of professional development initiatives
4. Utilize data to inform and drive instructional and institutional improvement

Guiding Principles for Professional Development at the College

This Plan is informed by current educational and organizational research about what makes for effective professional development. There is increasing awareness among colleges that simply having favorable conditions for good teaching to occur is not the same as truly supporting teaching in ways that are visible and intentional. (Mindich & Lieberman, 2012; Reder, 2007; Webster-Wright, 2009). New emphasis on effective teaching and organizational performance is being placed on high quality professional development, higher quality teaching linked to increased student achievement (Borko, 2004; Desimone, 2009; Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007), centers for teaching and learning, and growing membership and participation in the Professional and Organizational Development (POD) Network, a professional organization of faculty and administrators managing faculty development programs (Mooney & Reder, 2008). At present, most professional development misses the mark. The most prevalent model in the delivery of professional development is the one-time workshops. Yet research points out its abysmal record for changing teacher practice and student achievement (Yoon, et al., 2007). The real challenge we are faced with therefore, is how to create opportunities for growth and development that will lead to students' growth and development particularly in their knowledge and ability to think critically (Gulamhussein, 2013). The conceptual basis, strategies, and activities incorporated in this plan take into consideration the following guiding principles as enumerated by the research:

- Good employees are grown, fostered, and supported (Bowman & Deal, 2003)
- Learning is stimulated through collaborative opportunities among peers pertaining to issues of teaching and learning (Louis, Dretzke, & Walstrom, 2010; Miller, Goddard, Goddard, & Larsen, 2010; Saunders, Goldenberg, & Gallimore, 2009) and the support services in support of teaching and learning
- Individuals gain and learn more through active construction of knowledge rather than through passive reception of information (DuFour, 2004; Wei, Darling-Hammond, & Adamson, 2010; Zepeda, 2014). Initial exposure to a concept should not be passive, but rather involve active engagement so that participants can make sense of a new practice (Wei, et al., 2009; French, 1997)
- Excellence in teaching and service increases student learning
- A collegial and collaborative culture whereby regular dialogue is encouraged and supported, innovative ideas are fostered, and teaching and learning initiatives are faculty driven, strengthens the organization's ability to achieve goals

- Reflection is built-in as a way to process and make connections to a particular learning experience (Desimone, Porter, Garet, Yoon, & Birman, 2002; Wei, Darling-Hammond & Adamson, 2010)
- People have an inherent desire to learn and contribute
- Learning is both fun and rewarding (Ferguson, 2006)
- Professional development occurs over a significant duration of time and is seen and implemented as an on-going process which allows for learning the new strategy to take root and to grapple with the implementation challenge (Desimone, et al., 2002; Wei, Darling-Hammond, & Adamson, 2010).
- The best staff training outcomes result from a combination of methodologies (Reid & Parsons, 2002).
- There must be support during the implementation stage that addresses the specific challenges of changing classroom and/or organizational practice
- Organizations must shift the way they view employees and must consider the employee as an individual with unique learning needs (Wentworth & Lombardi, 2014).
- Purposefully designed to meet the needs of the adult learner and is implemented for the following reasons:
 1. Awareness/Exploration—those professional development activities that address those first stages of concern/interest/understanding regarding an innovation.
 2. Skill-building—those activities that are designed to help participants build and apply specific skills that are assumed to include follow-up coaching and support (Joyce & Showers, 2002).
 3. Program Improvement - includes activities requiring both individual and team development combined with systemic change. Improvement occurs when individuals or teams engage in continuous, collaborative, and problem-solving processes (Du Four, 2004; Zepeda, 2011).
 4. Strategic Planning/Systems Thinking- effective professional development and change initiatives must acknowledge that complex, interdependent relationships exist among the various aspects of an entire system. This comprehensive approach to change significantly increases the potential that all components of a system (e.g., curriculum, instruction, evaluation and services compliment each other and work toward a measurable set of outcomes related to improving student achievement (Ewing & Sorcinelli, 2002).

Job-embedded—All within the system must strive to incorporate professional development into the fabric of daily practice. Adequate time must be provided to engage in active, consistent, productive, and job-embedded learning experiences. Effective professional development must be designed to respect the leadership capacity of members while promoting continuous inquiry and improvement embedded in the everyday life of the institution (DeMonte, 2013; DuFour, 2004; Mindich & Lieberman, 2012; Zepeda, 2014)

- Integrated Planning— Change is complex and individuals require on-going high quality professional development even after the in-service training has occurred. They include time to practice new skills and receive structured feedback, peer support, leadership support and encouragement, establishment of clear goals, and technical assistance (DuFour, 2004). An integrative approach driven by a shared vision related to increasing knowledge, awareness, and skills are critical in order for meaningful and lasting change to take root (Joyce & Showers, 2002).

The Plan incorporates additional elements substantiated by research that identifies particular attributes more likely to have an impact on teacher knowledge and effectiveness as evidenced by student learning gains (Blank, 2013; Coggshall, 2012). In order for professional development to be effective, it must be grounded in the following:

- Sustained over time which more likely will deepen knowledge and skills to meet intended goals (Blank, 2013; Desimone, Porter, Garet, et al., 2002; Yoon, Duncan, Lee, Scarloss, & Shapely, 2007).
- Reflects a collaborative, supportive, respectful, and trusting climate which enables successful implementation of desired change (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2009; National Institute for Excellence in Teaching, 2012; Kowalski, 2014; Wei, Darling-Hammond, & Adamson, 2010).
- Incorporates reflection, observations, modeling (Snow-Renner & Lauer, 2005; , coaching and feedback on the theories, strategies, and techniques that are research-based best practices for teaching and learning (Joyce and Showers, 2002; Jaquith, Mindich, Wei, & Darling-Hammond, 2010; Adamson, 2010)
- The focus is on teacher learning that is authentic and the conditions that must be in place in order to support teachers to critically and collaboratively examine and refine their practices (French, 1997; Corcoran, McVay, & Riordan, 2003; Roy, 2005; Webster-Wright, 2009).

The proposed activities and strategies included in the Plan have been purposefully selected based on the principles and elements derived from research. Effective professional development is an essential the organization and key in retaining the best people. The Plan is designed to incorporate activities and indispensable process without which organizations cannot hope to achieve their desired goals for student achievement. The elements included in this plan are premised on the belief that the continued growth and ongoing development of faculty, staff and administrators are critical to the effectiveness of and strategies with the vision that an individual who has opportunities to learn, reflect, and apply skills, can best extend those opportunities to students (Desimone, 2009).

Professional Development Conceptual Framework

Effective professional development programs are characterized by diversity of ideas, people, and support practices. As such, they acknowledge and value the uniqueness of concerns and interests among departments, divisions, and staff. This Plan therefore, is an amalgamation of activities and approaches recognizing the diversity of needs.

Professional development at GCC will be approached from the following perspectives:

Growing Students: To serve in our roles so that students develop to their fullest potential, professional development leading to an increase in knowledge, skills, and abilities must be intentional, well-planned, well-connected, continuous, and systemic.

Growing Yourself: Viable organizations seek to create a dynamic work environment that encourages and is supportive of growth and development. Effective leaders act on the belief that members of the organization have present value and future potential and assume the responsibility for increasing the capacity of people (Wentworth & Lombardi, 2014). Professional development addressing this perspective considers two facets: self care and professional growth.

Growing Your Organization: To effectively navigate the college through systemic change, this Plan includes system-wide organizational development. It refers to an intentionally planned, on-going, and systematic process through institution-wide efforts to increase the organization's effectiveness thereby enabling the college to achieve its goals. This section is informed by current organizational research of what makes an institution sustainable. The values that underscore organizational development have a humanistic basis which seek ways of making interactions within the organization more effective and more humane. Effective organizational development includes the organization's ability to tap into the internal knowledge and expertise of its employees and shares these with the rest of the organization via training, development, and education opportunities (Batz, 2013).

Organizational development examines the institution as a whole by looking at its parts such as organizational structure, cliques, individuals, values, sub-components, environment, processes, systems, interactions within the institution and how these affect the functioning of people within the organization as well as the impact such interactions have on the organization itself.

The rationale supporting this approach is to engage in a process that provides the opportunity for the organization to improve its capacity to handle internal and external functioning and relationships. This includes improved interpersonal and group processes, more effective communication, organizational climate and culture, enhanced ability to cope with organizational problems, more effective decision-making processes, more appropriate leadership styles, improved skill in dealing with destructive conflict, and developing improved levels of trust and cooperation among organizational members. Overall, organizational development involves continuous diagnosis, action planning, implementation, and evaluation with the end goal of equipping the organization and its members with the knowledge and skills and abilities to improve its capacity to solve problems and manage future change.

GUAM COMMUNITY COLLEGE COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN

Faculty Professional Development

This section of the Plan is divided into two parts to better address the specific needs of groups within the organization. The first addresses the professional development of faculty. The second addresses the professional development needs of staff and administrators. There will be some overlap of professional development that will apply to all members of the organization regardless of position (i.e., Organizational Development training). The over-arching goal is to develop and implement a cohesive professional learning community that will foster an environment encouraging and supporting student-centered education.

Current research suggests that there are specific practices that lead to improved student learning. Specifically, overall quality of teaching correlates positively with student growth in areas such as motivation, openness to diversity and change, critical thinking and moral reasoning. The research also indicates that students are not getting enough of these learning conditions and teaching practices. For widespread and systemic change in student learning to take effect, specific pedagogical support for faculty plays an essential role. (Joyce and Showers, 2002)

It remains a foundational premise in most educational organizations that faculty are the driving force behind an institution. Therefore, the Plan outlines professional development leading to student-centered instruction but most importantly, provides the pedagogical support in assisting both full-time and adjunct instructors in becoming better prepared to meet the new demands and complexities of the new paradigm.

This part of the Plan is informed by research on effective instructional practices, the needs and interests as indicated in the Faculty survey conducted in the Spring of 2014, classroom observations, and students' evaluation of teacher effectiveness in the IDEA survey results from Fall 2013.

Professional development is organized around several core competencies as presented in the tables that follow. Each of the competencies is accompanied by the goals, rationale, and activity or concept in relation to it.

| Core Competency | Goals | Rationale | Activity/ Concept |
|-----------------|--|---|--|
| Pedagogy | <p>To enhance and promote excellence in teaching and learning</p> <p>To supply the necessary tools for faculty to maximize student-centered learning</p> <p>To provide and support informal opportunities to share and exchange ideas and to reflect on current teaching practices</p> <p>To provide a forum for discussions on instructional challenges and get feedback from peers</p> <p>To provide continuous interactive training of short duration on best instructional practices</p> <p>To provide broader access to the latest educational research</p> <p>To encourage and promote innovative teaching</p> <p>To provide opportunities for faculty to present, conduct training, and/or demonstrate for others innovative teaching strategies</p> <p>To provide and support self-paced online training opportunities</p> | <p>Research suggests that when teachers talk about their teaching, learn from each other, and reflect about their teachings practices, they are more likely to make positive changes in their teaching (Ewing & Sorcinelli, 2009; French, 1997; Harwell, 2003; Roy, 2009)</p> <p>Faculty indicated they would like more opportunities to engage in pedagogical discussion and sharing of ideas.</p> <p>One hour, successive sessions allow for information to be “chunked” or broken into manageable portions that can be more easily digested and applied. Faculty indicated they have a preference for short sessions over a period of time</p> <p>Some faculty (including Adjuncts) have not had the formal training in educational delivery. Both new and experience faculty can benefit from training based on traditional and current educational theory and research</p> <p>These activities provide opportunities to engage, have direct participation in innovations that support institutional initiatives, gain expert knowledge and skills in an area of need, network with others in their field, and stay current in a specialty area.</p> <p>Online training provides increased and immediate access to professional development</p> | <p>Brown Bag Sessions</p> <p>Mini Training Sessions</p> <p>Local/ Off-island Conferences</p> <p>Online Training Webinars</p> <p>Readings</p> <p>Role-playing techniques</p> <p>Live modeling</p> <p>Open-ended discussions</p> <p>Classroom visits</p> |

| Core Competency | Goals | Rationale | Activity/ Concept |
|--|--|--|--|
| (continued from previous page) Pedagogy | <p>To provide opportunities to practice effective instructional techniques</p> <p>To provide opportunities to critically analyze and receive constructive feedback on instructional practices</p> <p>Provide opportunities to critically analyze and receive constructive feedback on instructional practices</p> <p>Provide opportunities to reflect on instructional practices</p> <p>Identify and utilize existing specialized expertise among faculty</p> <p>Build the teaching and training capacity among faculty for faculty</p> <p>Train a group of instructors to be certified as "experts" on best instructional practices</p> | <p>Implementation of new practices work best when teachers practice and engage in constructive and immediate feedback</p> <p>The craft and practice of teaching is best transmitted by teachers. Teachers know more about classroom culture and competencies than do those who have had no/limited classroom experience or who visit the classroom occasionally.</p> | <p>Demonstration Lab</p> <p>Training of Trainers</p> |
| Leadership | <p>To examine current effective models of leadership</p> <p>To identify and implement the most effective leadership strategies that support organizational well-being</p> <p>To implement leadership techniques and tools for roles in the classroom, committee work, and for other settings and situations that may benefit from or require effective leadership skills</p> <p>To establish a forum for thoughtful examination and reflection about leadership roles of faculty</p> <p>To identify leadership development needs based on a variety of assessment tools and feedback from colleagues</p> | <p>To effectively implement and sustain student-centered education, effective leadership is crucial at all levels within the organization.</p> <p>Leadership training will provide faculty with essential leadership skills that can be utilized both in the classroom and in participation in other campus initiatives. Closing the gap between how the concept is implemented and the kind of leadership required to sustain new initiatives is critical to the institution's success.</p> | Leadership/ Organizational Development Seminars |

| Core Competency | Goals | Rationale | Activity/Concept |
|-----------------|---|--|----------------------------|
| Mentoring | <p>To support departments in their mentoring activities</p> <p>To examine current mentoring program to improve effectiveness</p> <p>To implement formal procedures to strength feedback and communication between mentor and mentee</p> <p>To encourage greater participation among faculty to increase teacher support and success</p> <p>To identify those traits that make mentoring successful from both the mentor's and mentee's perspectives</p> | <p>Effective mentoring programs provide one of the most successful strategies that promote the transfer of knowledge and skills in a structured relationship. The mutually beneficial arrangement serves to foster collegiality and enhance departmental and teaching effectiveness</p> <p>New or beginning teachers have a greater chance to succeed in their instruction if they are supported by others who have gained the classroom experience and have developed effective instructional practices</p> <p>Teachers providing support for one another increases the likelihood that the new innovation will be implemented and established as an embedded instructional practice</p> <p>Follow up support is as important as initial training. Teachers who have experience with new, innovative practices are in a better position to support and encourage the efforts of colleagues.</p> | Mentoring Peer Coaching |
| Technology | <p>To enable faculty to use technology effectively in the classroom in support of student-centered instruction</p> <p>To offer workshops which support expanded use of current technology</p> <p>To offer workshops that train with cutting edge technology</p> | <p>In alignment with GCC's mission of providing the highest quality student-centered education and job training, keeping abreast of the constant changes and innovations in educational technology is essential for faculty development</p> | Workshops/ Training |

| Core Competency | Goals | Rationale | Activity/Concept |
|---|---|---|---|
| Interpersonal & Intrapersonal Development | <p>To encourage and support faculty in developing and assessing effective personal and intrapersonal skills</p> <p>To encourage reflective practice</p> <p>To provide support to individuals who pursue advanced credentialing</p> <p>To encourage individuals to seek and complete credentialing</p> | <p>Professional development is multi-faceted. The opportunity to develop interpersonal and intrapersonal skills is an integral part of increasing the capacity of individuals within the organization.</p> <p>Professional development includes the formal process of credentialing to build the capacity of individual members of the organization and the organization as a whole</p> | <p>Series of training sessions</p> <p>Credentialing</p> |

GUAM COMMUNITY COLLEGE COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN

Adjunct Faculty Professional Development

One of the greatest challenges community colleges are faced with is instituting strong campus connections for their part-time adjunct faculty (Gonzalez, 2009). Adjunct faculty comprise 68% of two-year public college faculty as noted in the Digest of Education Statistics (2008). Adjunct faculty play a significant role in higher education, yet are often considered peripheral to college life. A number of studies have focused attention on the lack of inclusion, pay, resources, and respect accorded to part-time faculty in community colleges (Gappa & Leslie, 1993; Roueche, Roueche, & Milliron, 1995; Alfred, 2003). The research points to the strong degree to which part-time faculty feel isolated, marginalized, invisible, second class, and rarely provided professional development opportunities accorded to full-time faculty (Bransford, Brown, & Cocking, 2000; Cox & Richlin, 2004; Gappa & Leslie, 1993; Gillespie & Robertson, 2010; Hurley, 2006). A significant body of literature underscores the crucial need for adjunct faculty development (King & Lawler, 2003; Leslie & Gappa, 2002; Nilson & Miller, 2009; Roueche, Roueche, & Milliron, 1995). Roueche, Roueche, & Milliron, (1995) and stress the “importance of integrating part-time faculty and recognizing them as important players in the teaching and learning process in the interest of providing quality instruction...” (p. 120). Current literature suggests college teachers can be supported in their success.

The College has a responsibility to provide a framework whereby adjunct faculty can pursue goals specifically associated to teaching excellence. If the College expects to achieve its principle mission of providing the highest quality student-centered education and job training, then it must provide the infrastructural and instructional support.

The following proposed activities is a composite of research from literature of successful practices of a number of colleges in the professional development of their adjunct faculty. The activities proposed are based on the part-time status of adjunct faculty (Please refer to the Appendix for a summary of results), their needs as indicated in the faculty survey, and current research.

| Core Competency | Goals | Rationale | Activity/ Concept |
|------------------------|---|--|---|
| Pedagogy | <p>To provide training specifically geared for part-time faculty</p> <p>To provide training that is convenient for part-time faculty</p> <p>Provide basic pedagogical certification, Associate of Arts in Education with areas of concentration: Andragogy, Developmental Education, or, Career and Technical Education</p> | GCC adjunct faculty comprise a substantial percentage of the teaching staff who are in a unique situation as a result of their part-time status. Pedagogical development will enhance the ability of part-time faculty in providing effective student-centered instruction | <p>Hybrid Short sessions combined with online training (to be patterned after the 4 faculty.org format-pedagogical content will be organized into modules</p> <p>Adjunct Certification Training Program</p> |
| Technology | <p>To enable adjunct faculty to use technology effectively in the classroom in support of student-centered instruction</p> <p>To offer workshops which support expanded use of current technology</p> <p>To offer workshops that train with cutting edge technology</p> | In alignment with GCC's mission of providing the highest quality student-centered education and job training, keeping abreast of the constant changes and innovations and applications in educational technology is essential for faculty development | 1 to 2 hour successive training sessions |

The Goal of the Adjunct Certification Training (ACT) Program is to provide tools and resources that assist adjunct faculty in becoming more effective educators in the classroom. To encourage and support the development of these instructors, this proposal includes training that begins with a more intensive orientation beyond the administrative responsibilities of teaching. Currently, adjunct orientation consists of presentations on college policies and procedures, safety, and student support services. While basic orientation about administrative aspects of teaching are important, greater attention and support must be provided in the area of pedagogy.

GUAM COMMUNITY COLLEGE COMPREHENSIVE

Staff and Administrator Professional Development

The Plan acknowledges that no single group is solely responsible for the success of the College in achieving its core mission. Each member has a role in advancing the institution and creating an environment of high quality teaching, strong support services, and high student expectations. The literature emphasizes two central concepts that are characteristic of effective professional development programs. This Plan has incorporated high quality professional development concurrent with organizational development; and, improvement of performance both through individual achievement and systemic change. Professional development encompasses activities and opportunities that help members of an organization grow in terms of their performance, satisfaction, and status within the workplace. It may include job enrichment, expanding one's current position via additional responsibilities or taking on new projects; lateral movement into a different area of the organization; and/or vertical movement to positions of higher status and greater responsibility.

Research has demonstrated that professional development of employees yield beneficial results for both members and the organization. There exists a symbiotic relationship between people and the organization. Organizations require the energy, effort, and talent of individuals and people need organizations for the intrinsic and extrinsic rewards and benefits. When there is a good fit, individuals find meaningful and satisfying work, and organizations reap the benefit of the talent, skills, and energy of the individuals comprising the organization (Bowman and Deal, 2003). The benefits to the College are:

Employee Retention— Staff members develop loyalty to an organization because they feel they are cared about as individuals. They benefit from personal and professional growth and do not feel their role has become static or their career has reached a stagnant point (Community Tool Box, 2015).

Staff Morale—An organizational culture that encourages learning and fosters education creates a positive, motivated, and committed workforce. Employees who feel they make a difference in the mission do better work (Hauser, Huberman, & Alford, 2008; Hord, 1994).

College Efficiency— Orientation and cross training are essential for a smoothly running organization. The stability and tenure that result from low staff turnover contributes to the efficiency of the organization.

Job Competency—Employees who have received job-specific training are more productive and confident. Professional, administrative, support, and technical staff need ongoing education to stay current regarding the constantly changing aspects of college environments (Community Tool Box, 2015).

Customer Satisfaction— Employee professional development can positively affect college customers (who are the students, business, government, and the community), who benefit from their skills, positive attitude, and efficiency. Professional development across the college assures the success of students by supporting the growth and improvement of the skills and abilities of all employees.

This Plan also places emphasis and importance of professional development for support staff and administrators. They play a significant role in the teaching and learning process through improved student services, well-maintained facilities and infrastructure, increased opportunity for personal and professional growth, and a safe, secure, and healthy learning environment. These organizational members perform the essential work of keeping the college operating on a daily basis. They are the bread and butter of the organization (Hauser, Huberman, & Alford, 2008).

An effective professional development program applies to everyone in the organization and responds to members' needs (Community Tool Box, 2015; Hauser, Huberman, & Alford, 2008; Hord, 1994). Continuing professional development is an on-going process which ensures that all staff and administrators at all stages in their careers are able to continuously learn, progress, and maintain currency in order to have a positive impact on the organization and outcomes for learners.

Participation in relevant professional development activities is both an entitlement and a responsibility for all staff and administrators. An overarching goal of this Plan is to establish and inculcate a culture that is committed to professional development at the individual, group, and organizational levels. Professional development is an investment in the most valuable resource in the organization, its employees. This investment will yield significant dividends for the College and the community as a whole. The recommendation is that staff have an opportunity for training at least once a month and that it be scheduled regularly as part of the normal operation of the organization (Community Tool Box, 2015). In addition, an increased amount of time must be devoted to staff learning and planning if new initiatives are to be achieved (Laine & Otto, 2000; Sparks, 1994).

This part of the Plan was informed by research on best practices of effective organizations and the needs as indicated on the staff and administrator surveys conducted in Spring of 2015 (Please refer to Appendix for survey results).

The staff survey was created with the collaboration and recommendations of several staff leaders and augmented by current research on what makes for sustainable organizations.

Organizations are increasingly challenged by change. Competitive pressures are placing demands to make adaptations based on rapid technological changes and the globalizing economy. If an organization is to survive such unprecedented changes, significant attention must be paid to organizational development. Often referred to as the “soft side” of change, it focuses on how members of an organization react to change and most importantly, how their needs are considered for change efforts to be effective (Anderson & Anderson, 2010).

Organizational development draws attention to organizational culture, team-building, and leadership. The literature underscores how essential it is that attention must be paid to staff morale and building a positive culture. Growing individuals and the organization equates to building a culture that values continuous learning and values each staff member, creates a unified body, and a feeling of team among members of the organization. A sustainable organization invests in its employees, rewards initiatives and competence, praises and encourages its employees regularly, respects and appreciates each member, views mistakes as opportunities to learn, and provides transparency and flexibility (Hauser, Huberman, & Alford, 2008; Preskill & Torres, 1999). The organization must in addition, ensure that its members have the confidence and skills to excel. Today’s organizations require all its members to develop a new set of skills that will be built on establishing networks of relationships that place great significance on listening, communicating, and group facilitation to complete the work (Anderson & Anderson, 2013; Preskill & Torres, 1999).

Changes current organizations experience are unprecedented and are resulting in less organizational stability and a redefinition of its identity and how the work is carried out. Consequently, the traditional structures of hierarchical, linear, compartmentalized job functions are becoming more archaic and less responsive. This shift has placed increased emphasis on the need for processes that have the flexibility to change as an organization and its members’ needs change.

The innumerable changes organizations are experiencing places additional demands on its members. Regardless of whether the changes are miniscule or substantial, organizations need to pay attention and address key areas to ensure initiatives are successfully achieved. Anderson and Anderson (2013) identify relevance and meaning as a key area. Although employees are asked or pressured to change, they often don’t know why and most importantly, in terms that are meaningful to them. While organizational leaders may see this as lack of commitment or simply resistance, in actuality, it is a lack

of understanding about why the changes need to be made in relation to the organization's success. It will be a great benefit for the organization for the initiatives to be communicated effectively and ensuring that all members have a larger understanding of why the change needs to occur.

Most organizations are caught up in the vortex of the speed of change. Consequently, leaders make critical mistakes to have needed changes take place immediately. What often happens is they overlook additional capacity necessary setting unrealistic, crisis-producing timelines in addition to the already excessive workloads of organizational members. Major initiatives require thoughtful planning to determine realistic timelines as it requires consideration for additional time, effort, and resources. Related to this is capacity, a prevalent challenge in organizational change. There is only so much time and attention that can be devoted to work that is done before quality, employee performance, and morale are deleteriously impacted.

As noted in research, 60 percent of major initiatives fail because leaders often ignore or do not adequately address the organization's culture as a major force directly linked to successful changes. Change in the organizational culture change goes hand in hand with major initiatives.

| Core Competency | Goals | Rationale | Activity/ Concept |
|-----------------|--|--|--|
| Service | <p>Acquire new ideas for innovative strategies and support services</p> <p>Provide opportunity for staff and administrators to present, conduct training, or demonstrate innovative strategies for others</p> <p>Conduct training for all staff and administrators in current service best practices</p> | <p>These activities provide opportunities to engage, have direct participation in innovations that support institutional initiatives, gain expert knowledge and skills in an area of need, network with others in the field, and stay current in a specialty area.</p> | <p>On-island/Off-island conferences/training</p> |
| Technology | <p>To offer training to enable administrators and staff to effectively operate/use current technology</p> <p>To offer training for use of future technology and its applications</p> | <p>To provide the highest quality student-centered education, all members of the college community should be proficient in the use of latest technology</p> | <p>Training</p> |

| Core Competency | Goals | Rationale | Activity/ Concept |
|---|--|---|---|
| Interpersonal / Intrapersonal Development | Provide and support self-paced online training opportunities | Online opportunities to address specific areas of need or topics provide immediate access to professional development | Online Training Webinars |
| | Provide expanded opportunities via computer technology for staff/ administrator professional development | The best programs enable organizational members to maximize their potential through self-directed training and development. Learning by doing encourages members to take responsibility for their own learning and apply the learned concepts at work. Effective organizations recognize that learning is built around application rather than theory (Thomas, 2012). | Credentialing |
| | Encourage on-going formal credentialing and certification among organizational members | | |
| | Provide a venue for visual/ active demonstrations of best practices (i.e., verbal and written communication skills, customer service skills) | | |
| | Provide opportunities to build on existing skills/ advance skills and knowledge | An educated and trained workforce leads to a stronger organization | Skill Development Lab Brown bag sessions |
| | Provide opportunities to share and exchange ideas to problem-solve challenges/ improve support services | Demonstrations bring to life the intent of specific training so that organizational members model the best practices | Mini training sessions |
| Modeling/ Coaching/ Mentoring | Establish and encourage positive peer support groups | On-going professional development of short duration enables staff and administrators to consider/infuse innovative ideas in smaller chunks and incorporate the ideas gradually into day-to-day practices | Peer Support System |
| | Provide enhanced communication and connectivity | Research indicates that when peer support groups are established to provide a non-threatening venue for constructive feedback, discussion, problem-solving, and reflections of implemented strategies and practices, efficacy increases which in turn, impacts organizational effectiveness. Support after training is critical for initiatives to take root. | |

| Core Competency | Goals | Rationale | Activity/ Concept |
|---|---|---|--|
| Leadership/ Organizational Development | <p>Provide organizational development training opportunities</p> <p>Improve individual and organizational functions and effectiveness</p> <p>Identify and develop leaders at all levels of the organization</p> <p>Examine and apply effective leadership styles and characteristics</p> <p>Provide opportunities for self-reflection and identification of areas in leadership for growth and development that leads to increased congruence between philosophy and practice</p> | <p>The development of the organization as a whole is imperative to its well-being and overall effectiveness. Organizational development is the other half of individual and group professional development.</p> <p>Members must be cognizant of the characteristics of healthy organizations and understand their role in promoting a healthy culture through their words, thoughts, and actions</p> <p>Research points to common characteristics organizations share that make them effective in leadership development. Leaders at all levels are identified and developed based on the strategic objectives and competencies that are clearly identified (Batz, 2013).</p> | Leadership/ Organizational Development Seminars |
| Pedagogy | <p>Provide training in pedagogical research for all staff and administrators in support of faculty</p> | <p>To ensure the integrity of processes (such as faculty evaluations) and maximize benefits derived from the such an exchange, all administrators will benefit from dialogue, common understanding, and consistency in applying best practices in areas such as conducting effective classroom observations and providing effective feedback.</p> | |

GUAM COMMUNITY COLLEGE COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN

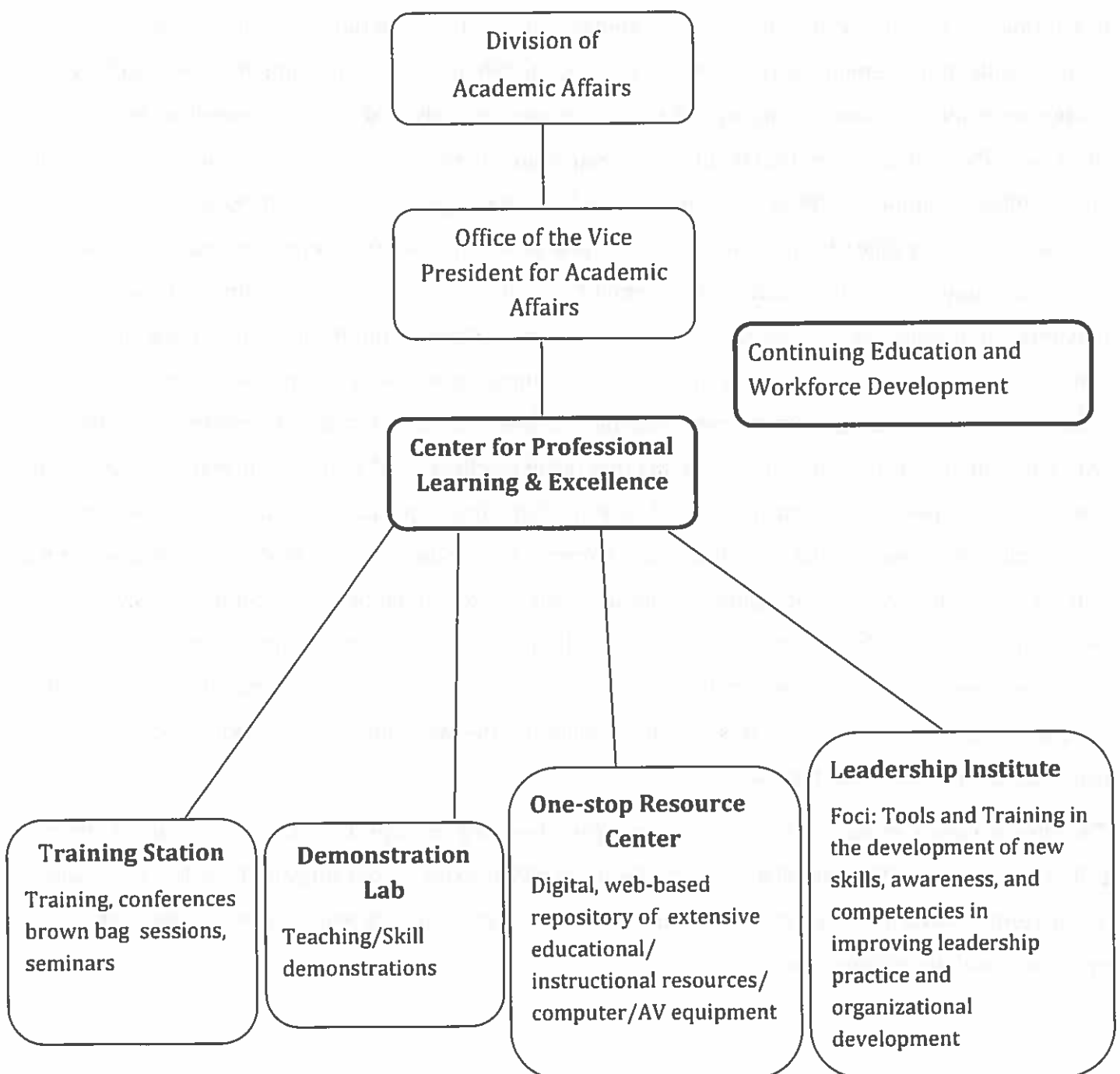
Organizational Structure

The Plan takes into consideration the organizational structure and resource support necessary in the implementation of student-centered instruction and service. Colleges and universities throughout the nation are recognizing the importance of positioning teaching and learning at the epicenter of the institution. Consequently, teaching and learning centers have earned the reputation of facilitating campus-wide improvement (Ewing & Sorcinelli, 2002). When successfully implemented, teaching centers engender the kind of campus culture that values, rewards, and promotes excellent teaching. Because of their distinct position within the organization, they focus on the needs and interests of the entire college community. They serve as the umbrella for campus activities that feature innovative instruction and are able to shift support into areas of priority. Centers assure confidentiality in order to create a supportive and nurturing environment so that teachers, staff, and administrators may maximize their potential. It is where institutional memory remains important in providing the continuity in support services for teachers despite changes among department chairs, deans, and presidents. Centers facilitate faculty and staff networking and serve as the nexus between disciplines with common interests by organizing events that bring teachers, staff, and administrators together to share their perspectives and strategies with one another. This a primary benefit most often cited by individuals who engage in the activities of the center. To provide the most effective teaching, learning, and professional development support under one roof, centers must provide a comprehensive program of services. These include but are not limited to, individual consultations, videotaping of instruction/service delivery, demonstration labs, resource center, seminars, workshops, orientation programs, publications and websites with both basic and the latest information about teaching, learning, and professional development.

The Plan proposes an adaptation of the teaching and learning concept to be all inclusive of the entire college community. The establishment of a Center for Professional Learning and Excellence will serve as the central venue in which current research on exemplary teaching, learning, leadership, and organizational development come to life.

The specific components of the Center for Professional Learning and Excellence are supported by research. Infrastructural support via the Center, conveys a strong message that the College prioritizes professional development and is committed to building a community of excellence. The Center is critical for building lasting collaborative partnerships among the faculty, (Jacobson, 2013) staff, and administration and places increased emphasis on the improvement of teaching, learning, leadership, and organizational development.

The diagram below outlines the conceptual structure of the Center for Professional Learning and Excellence, its sub components, and its position within the College:



Building effective professional development: The necessary structural supports

A major finding in the research is that over 90 percent of teachers reported having participated in professional development but the majority also reported it was not useful. What is necessary to recognize is not that teachers do not participate, but rather, that the status quo is ineffective (Darling-Hammond et al, 2009). One comprehensive study took a look at 1,300 other studies of professional development research. What was found was that those professional development programs that had an impact on student achievement were lengthy and intensive.

Findings corroborate the research on teacher learning that indicates mastery of a skill is a time-consuming process. The study conducted by French (1997) pointed out that teachers may need as many as 50 hours of instruction, practice, and coaching before mastery of a new strategy is achieved. A more recent study found that teachers with 80 hours or more of professional development were significantly more likely to use the teaching practice they learned about than those who had less than 80 hours of training (Corcoran, McVay, & Riordan, 2003).

In contrast, the most often utilized workshop method not only failed to increase student learning, but also did not change teaching practices (Yoon et al., 2007). Programs that were less than 14 hours had no effect on student achievement. An earlier study found that training that merely described a skill to teachers as is usually the case in traditional workshops, yielded only 10 percent of the teachers who were able to translate the skill into practice. The majority of the teachers walked away from the training without changing their instructional practice (Bush, 1984).

The research moreover, notes that current approaches to professional development is based on a faulty assumption of teacher learning. The workshop method in particular assumes that the only challenge teachers are faced with is a lack of knowledge of effective teaching practices and when that gap is filled, teachers will change. Rather, research identified the greatest challenge for teachers is actual implementation of the new method into their classroom (Fuller, 2001). Referred to as the “implementation dip”, it takes time and practice before the new skill is mastered. On average, it takes 20 instances of individual practice to master a new skill. The likelihood that the number increases depends on whether the skill is exceptionally complex (Joyce & Showers, 2002).

The implementation dip is also complicated by teachers’ underlying beliefs about implementation and whether they see success with their students after doing so. The phenomenon that has been well documented is the tendency for teachers to abandon the practice when they do not experience success with it and revert to earlier practices (Guskey, 2002).

Increasing time devoted to professional development is not sufficient. A significant portion must be committed to supporting teachers during the implementation phase. Two studies (Truesdale, 2003; Knight & Cornett, 2009) examined the difference between teachers attending just a workshop and those being coached in addition, through implementation. Both studies found that teachers who were supported by coaching transferred the newly learned teaching practices.

If an institution expects its teachers to change instruction, the implementation phase needs to be included and supported more explicitly in professional development as this is the most critical stage during which teachers begin to commit to a new instructional approach (Gulamhussein, 2013). Effective implementation requires considerable resource support, monitoring of implementation, communication, linkage to other organizational initiatives, identification of unsolved problems, and clear and concise problem-solving action. The Center for Professional Learning and Excellence (CPLÉ) will provide the mechanism in which these occur.

The goals of the Center for Professional Learning and Excellence (CPLÉ) are:

- To serve as the central venue for activities in support of teaching and learning initiatives and professional development
- To function as the implementation center for the College's Comprehensive Professional Development Plan
- To provide for a range of professional development activities which address overall initiatives and specific program needs
- To support and encourage the faculty mentoring program and peer support, and staff/administrator peer coaching
- To provide a central venue for the application of research-based practices and practice of effective instruction
- To provide premiere educational, training, and technological resources and materials in support of exemplary teaching, learning, and professional growth.

Recommendations and Timeline for Plan Implementation

Based on research on best professional development practices, the following recommendations are made to effectively implement the Comprehensive Professional Development Plan and ensure its effective evaluation (Batz, 2013; Thomas, 2012).

Recommendation 1- That current college policies, practices, systems, structures, and strategies impacting professional development initiatives be assessed to determine alignment with the Professional Development Plan. That changes be made where necessary so effective implementation and support for the initiatives contained in the Plan.

Conduct work sessions to determine and finalize implementation of the schedule of professional development based on recommendations and/or alternatives suggested (PDRC, Office of the VP, Staff/Administrator Committee, Faculty and Staff Senate)

Recommendation 2— That a Professional Development Ad Hoc Committee be formed to determine specifics of the Plan such as recommendations for administrative staffing of the Center for Professional Learning and Excellence, planning the phases of professional development implementation, identification of resources necessary to support the activities of the Plan, and prioritizing activities to be implemented annually. That the Ad Hoc Committee be comprised of various college representatives from the faculty, staff, and administration to include members of PDRC, Faculty, and Staff Senates.

Recommendation 3– That critical discussions commence prior to the implementation of the Plan to consider utilizing existing college entities in the implementation, monitoring, and reporting of professional development activities.

Recommendation 4- That the Plan be incrementally implemented based on the following schedule and tasks:

1st Year

Based on the provisions of the Plan, expand training (online, interactive)
Determine and establish evaluation criteria based on best practices and Plan goals
Evaluate current professional development to determine effectiveness

2nd Year

Implementation of Center of Professional Learning and Excellence (CPLE)
Implementation of peer coaching (Center of Professional Learning and Excellence, PDRC, Staff Committee)
Monitor and Evaluate professional development

3rd Year

Teacher/Training Lab (Center of Professional Learning and Excellence, PDRC)
Implementation of teaching/training demonstrations (CPLE)
Instructional Resource Room (CPLE, Office of the VP)
Monitor and evaluate Professional Development (CPLE, AIER)

Recommendation 5: That AIER in close collaboration with the CPLE apply best practices in establishing various evaluation tools and techniques for professional development

Recommendation 6: That PDRC/Staff Professional Development Committee monitor and review professional evaluation data to determine changes to better address professional development needs

Recommendation 7: That a Professional Development Evaluation Team be established consisting of the AIER Assistant Director, Associate Dean of TPS, a member of the PDRC, LOC, CCA, and other appropriate members.

4th Year

Establishment of an Instructional Repository

(online resources, teaching resources, best practices strategies/current research, computer lab, other audio visual equipment)

Monitor and evaluate professional development

Recommendation 8: That the Plan be construed as a living document to be reviewed each year in conjunction with professional development evaluation results. Changes to the document will be made based on the extent to which professional goals are achieved.

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Evaluation of Professional Development

Professional Development is assessed primarily by its effectiveness in changing instructional and organizational practice and how such change impacts student achievement. Moreover, it is critical to the continuous growth of teachers (Altany, 2015), staff, and administrators. Research indicates that professional development is successful when it is adapted to the complex and dynamic characteristics of specific contexts. It must be adapted for relevancy and practical application. Simply put, professional development is tailored to the unique needs of the organization and its members (Batz, 2013). Given the complexity, the change process requires an extended period of time for long-term instructional and organizational behavior and practices and significant learner performance to occur. The purpose therefore of evaluation, is to provide information on the impact of professional development as well as to provide data for refining and adjusting professional development activities on an iterative basis.

An on-going and systematic process of evaluation is an essential component of professional development (Thomas, 2012). Therefore, regular evaluation will be implemented to collect evidence with the goal of ascertaining to what extent professional development activities are effective. These include but are not limited to data collection on brown bag sessions, classroom observations, professional development evaluations and feedback, IDEA survey results, student work and evaluations, evaluation of support programs such as peer mentoring and coaching, and staff support initiatives. The evaluation process will coincide with the schedule as indicated in the Logic Model.

This Plan will include three measures of evaluation:

1. Planning—The critical questions are: What are the needs? What will the professional development approaches be? What is the timeline? What resources are necessary?
2. Application/Implementation—The critical questions are: Did the training meet the participants' needs? Was it of high quality? Does professional development alter long-term behavior? Are the participants receiving job-embedded, reflective opportunities to assist in their application and utilization of new knowledge in an effort to improve educational practices/delivery of services? How will professional development activities be monitored?

3. Impact/Evaluation

Successful professional development programs have a clear and well-developed system for measuring effectiveness. Measurement includes employee participation, training quality, and impact (Batz, 2013). Critical questions to ascertain the extent to which professional development is effective are: How do we know that professional development activities improve learner performance? To what extent have goals been met? What mechanisms can be adopted to ensure change can be made to procedures, activities, goals, and timelines? What are the measurable results? What should be done with the results?

The Plan is further based on guiding assumptions about evaluating professional development as indicated in the research and derived from the National Staff Development Council. They are:

1. No single "best" approach to evaluation exists and the recommendations included apply to professional development in general.
2. Evaluation planning should be an integral part of professional development planning
3. Teachers and staff play a key role in evaluating professional development
4. Evaluations of professional development should be separate and distinct from teacher and staff performance appraisals.

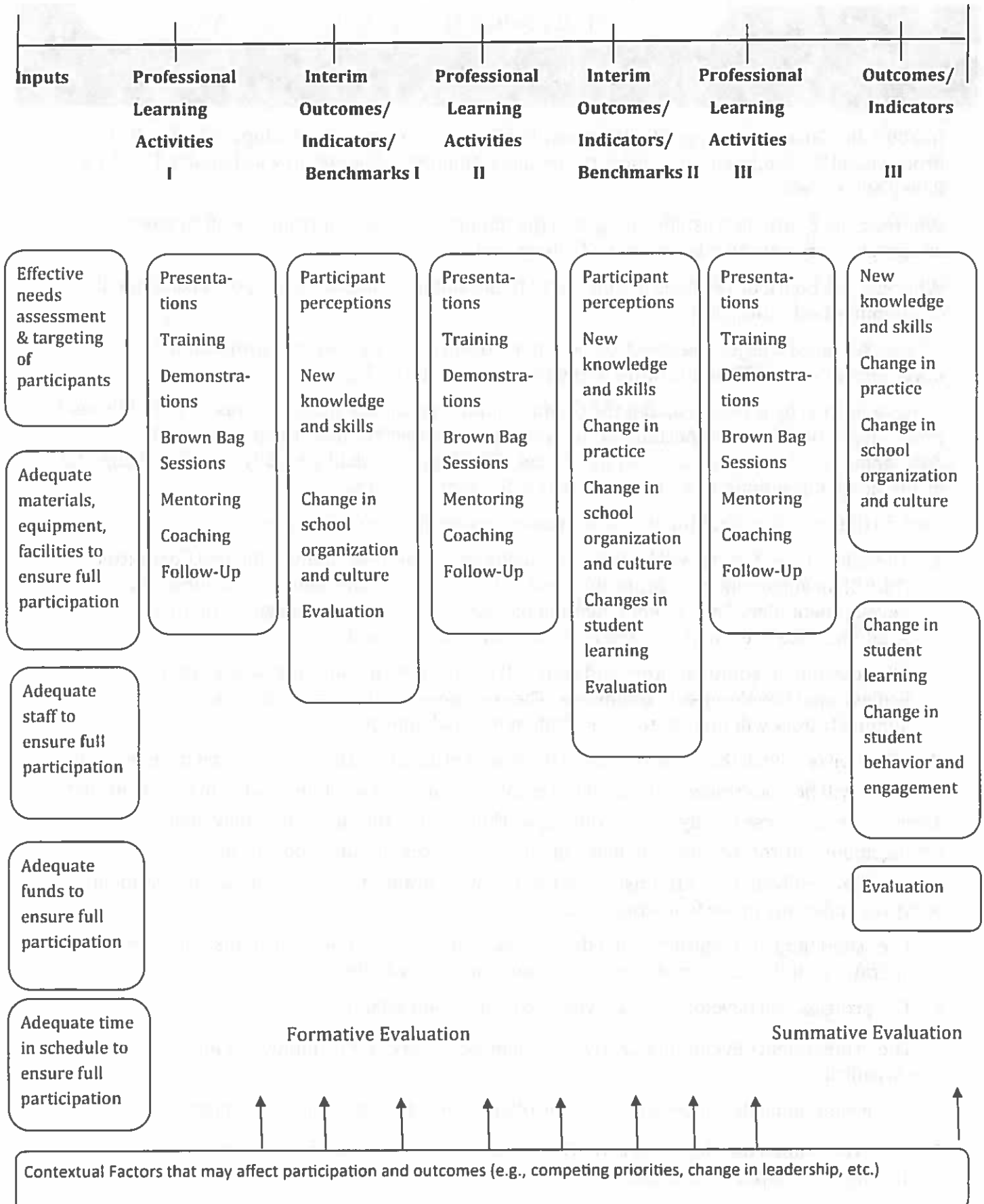
Professional Development Logic Model

The overall design of a professional development program takes into consideration key elements that will be evaluated as well as the accompanying underlying assumptions. Several questions are underscored: what are the goals of the professional development program? Who are the anticipated participants? What kind of professional learning will take place? What is the timeline? What resources are necessary to ensure the professional development takes place as planned and results in intended outcomes? What contextual factors are likely to influence professional development, and how are these factors likely to influence the extent to which teachers apply new knowledge and skills in their classrooms and staff and administrators apply new knowledge and skills in their respective areas?

A framework utilized in the drafting of this Plan is the Logic Model (diagram on the following page). It is a useful tool in addressing the questions previously posed. Essentially, the model is an important instrument in the identification of key components of professional development including underlying assumptions, determining the time frame, and the expected outcomes (Teacher Professional Development Guide, 2010). This model was utilized in the drafting of this Plan in an effort to conceptualize the various aspects of long-term professional development that must be critically considered. Overall, the model serves as the road map for how professional development occurs, the systems in place to support it, and for its evaluation.

Timeline (in months/over an extended period)

Iterative Process



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Appendix A: Board of Trustees Policy 400

In 2009, the Guam Community College Board of Trustees amended and adopted Policy 400 on Professional Development. The most recent amendments and adoption was January 13, 2015. Policy 400 states:

Whereas, the Board of Trustees recognizes the importance of a well-trained staff to more effectively carry out the mission of the College; and

Whereas, the Board of Trustees is committed to providing resources to support professional development activities; and

Whereas, procedures for the selection of administrators, faculty and staff professional development are on file in the office of the President of the College.

Now, therefore, be it resolved, that the Guam Community College Board of Trustees establishes a Professional Development Account of the Non-Appropriated Fund for the professional development of faculty and support personnel. The President shall annually submit a budget for professional development for approval by the Board of Trustees.

Be it further resolved, that the Board of Trustees authorizes the following:

1. The selection of faculty will be through the Professional Development Review Committee (PDRC), in alignment with procedures established for the comprehensive professional development plan. The recommendation of selected faculty will then go to the Deans, Academic Vice President, and the President for final approval.
2. The selection of administrators and staff will be through the Administrators/Staff Professional Development Committee. The recommendation of selected staff and administrators will then go to the President for final approval.

Be it further resolved, that is the policy of the Board of Trustees that professional development activities will be undertaken outside of the employer's normal working hours. In the event that a workshop or course is only offered during working hours, the supervisor may make arrangements for the employee to make up hours, as necessary and appropriate.

Be it further resolved, that administrative leave may be granted for professional development activities under any of the following conditions:

1. The scheduling of the professional development activity will not compromise the critical operations of the department and the Guam Community College.
2. The professional development activity is conducted off-island
3. The professional development activity is an integral part of the employee's job classification
4. The professional development activity is offered only during normal working hours.
5. The professional development activity is required by the employee's supervisor as part of an employee improvement plan.

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Appendix B: Academic Vice President's Memorandum




Kululun Kunitadot Gashon
Accredited by the
Western Association of
Colleges and Universities

Academic Affairs Division

R. Ray D. Somera, Ph.D.
Vice President

TO: Deans, Associate Deans, Department Chairs, PDRC members, and all
TSS and TPS Faculty

FROM: Dr. R. Ray D. Somera
Vice President for Academic Affairs 

SUBJECT: Development of a Comprehensive Professional Development Plan for
Faculty

DATE: August 29, 2014

Faculty professional development is an institutional responsibility; hence, this memo is about the big picture of faculty professional development at GCC. In light of the new Job Specs and faculty needs as revealed in the IDEA Survey, there is an urgent need to conceptualize and develop an institutional, comprehensive, and unified professional development plan for faculty that will include multi-faceted activities like mentorship, webinars, brown bag seminars, conference attendance, resource speakers, and other enrichment activities that can be done by faculty both online and offline.

I have tasked Dr. Liz Diego, TPS Associate Dean, to lead this initiative. She will do the initial review of literature, research and modeling from other community colleges in conceptualizing the establishment of a Center for Learning and Teaching (CTL) on campus. She will explore building a dedicated website for professional development activities that can be monitored and tracked for evidence purposes that will be useful for faculty evaluation. She will seek the input from the Deans, Associate Deans, PDRC members, Department Chairs (DCs), and other stakeholders on campus as she puts together a comprehensive plan, including the piloting of several activities for faculty within this academic year.

For fall semester 2014, I have directed the Deans to assist their DCs in developing a department-based professional development plan that is linked to faculty educational plans within their departments. I would expect to see this plan on my desk on or before the end of the fall semester. Please be guided accordingly.

Towards the end of the academic year (sometime around February 2015), Dr. Diego will submit to me a Comprehensive Professional Development Plan for Faculty that has benefitted from feedback of the entire college community.

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Appendix C: Professional Development Review Committee (PDRC)

The following excerpt was extracted from Article IX, Professional Development Committee (PDRC) Overview of the Board of Trustees and Faculty Agreement.

Charge

To review, evaluate, and approve application packets for faculty education, training, workshops/conferences (may include on or off-island speakers), etc. to avail of the funding opportunities for faculty professional development.

In addition, the PDRC shall plan, develop, and implement professional development and sabbatical initiatives that contribute to faculty growth. Such initiatives include: workshops, mentoring, faculty forums, individual/departmental professional development activities, credentialing, pursuit of academic credits, sabbatical, etc.

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Appendix D: Summary of Faculty Survey Results

Faculty responded to a series of instructional strategies/concepts indicating extent of familiarity and whether they are currently being utilized in the classroom. Faculty were asked to select the statement which best describes their current knowledge about the strategy/concept and comfort level in using it. In this summary, the strategy/concept is identified as a training need if faculty selected the following responses:

I am not familiar with this and would like to learn more about it

I am aware of this but have never made it a part of my courses

I have tried this but I am not comfortable using it regularly in my classes

I use this but I could use help in being more effective with it



















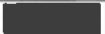

















The table below represents topics according to the item most requested for professional development and the percentage of faculty who indicated they would like to receive training

| Topic | % of Faculty |
|--|--------------|
| Hybrid Instruction | 83% |
| Integrated Teaching | 82% |
| Online Learning | 78% |
| Metacognition | 77% |
| Differentiated Instruction | 75% |
| Web-Enhanced Instruction | 75% |
| Effective Elements of Instruction | 64% |
| Higher Level Questioning | 64% |
| Learning Styles | 63% |
| Rigor and Relevance | 63% |
| Student-Centered Instruction | 63% |
| Transforming the traditional lecture into interactive lectures | 59% |
| Cooperative Learning | 59% |
| Active Teaching Strategies | 58% |
| Active Student Involvement | 50% |

The table below represents topics written in by faculty in the survey, identified areas of potential need, and research best practices.

| Topic |
|--|
| Multi-tasking and implications for teaching and learning |
| Designing Test Questions |
| Brain research and implications for teaching and learning |
| Developing Rubrics/Classroom Assessment Tools |
| Emotional Intelligence |
| Reflective Responses |
| Writing across the curriculum |
| Goals to Grades Connections |
| Climate Setting: Setting the stage for learning |
| Fostering learner responsibility |
| Encouraging/rewarding learner participation |
| Reflective responses |
| Student-centered teaching: Implications for curriculum and instruction |
| Curriculum Alignment: Matching student instruction, activities, and assessment |
| Andragogy: Teaching Implications |
| Maximizing technology in the classroom |
| Multiple Intelligences and implications for teaching and learning |
| Teacher-directed instruction vs. Student/Learner-centered instruction |
| Providing effective and timely feedback |
| Developing, implementing, and assessing new programs, services, and activities |

How professional development is implemented is also cited in the literature as a critical point to consider when designing training. For professional development to be effective, it must be ongoing, accessible, highly interactive, reflective, supportive, and must have follow-up to determine its effectiveness and degree to which knowledge and skills are implemented or applied. The following table represents results from the faculty survey with respect to how they would like to see professional development implemented. The faculty were asked to rank according to order of preference. The responses are listed according to the most frequently selected.

| Survey Item | Response | Percentage of faculty who selected | |
|---|---------------------|---|---|
| | | Full Time | Adjunct |
| I would like training sessions to be scheduled on | Friday only |  60% |  52% |
| | weekday |  45% |  33% |
| | Saturday |  37% |  53% |
| I would like training sessions to take place in the | Morning |  63% |  40% |
| | Evening |  40% |  70% |
| | Afternoon |  33% |  29% |
| I prefer training sessions that run for | 1 hour |  81% |  71% |
| | 2 hours |  78% |  63% |
| | Half day |  62% |  83% |
| | 3 hours |  42% |  50% |
| I would be interested in online training | Interested |  56% |  52% |
| | Highly Interested |  37% |  43% |
| I would be interested in observing teaching demonstrations that will expand my instructional skills | Interested |  50% |  35% |
| | Strongly Interested |  34% |  57% |
| I would be interested in training if it led to an Associate's or Bachelor's Degree in Education | Interested |  22% |  26% |
| | Highly Interested |  17% |  26% |
| I would be interested in training if it led to a degree arranged in an accelerated or cohort format | Interested |  45% |  52% |
| | Highly Interested |  20% |  26% |

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Appendix E: Summary of IDEA Survey Results: What students said they would like to see more of from their instructors

The results are ranked (with the most frequently cited at the top) according to what students said they would like teachers to consider **increasing use of in their instructional practice**.

| IDEA Survey Statement | Theme | % of Teachers |
|--|---|---------------|
| Displayed a personal interest in students and their learning | Establishing and maintaining rapport/connection to students | 61% |
| Stimulated students to intellectual effort beyond that required by most courses | Stimulating student interest/ Sufficient challenge | 56% |
| Introduced stimulating ideas about the subject | Stimulating student interest/ engagement | 55% |
| Demonstrated the importance and significance of the subject matter | Stimulating student interest/ engagement/Relevancy | 47% |
| Related course material to real life situations | Stimulating student interest/ engagement/Relevancy | 42% |
| Encouraged students to use multiple resources | Encouraging student involvement/ active participation | 42% |
| Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own | Fostering student collaboration/ encouraging diversity | 38% |
| Made it clear how each topic fit into the course | Structuring classroom experiences | 36% |
| Found ways to help students answer their own questions | Establishing rapport/ fostering responsibility for own learning | 33% |
| Formed teams or groups to facilitate learning | Fostering student collaboration | 31% |
| Explained course material clearly and concisely | Structuring classroom experiences | 31% |
| Explained the reasons for criticisms of students' academic performance | Establishing rapport/providing prompt and effective feedback | 28% |
| Gave projects, tests, or assignments that covered the most important points of the course | Structuring classroom experiences | 26% |
| Gave projects, tests, or assignments that required creative thinking | Encouraging student involvement/ encouraging higher order thinking skills | 25% |

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Appendix F: 2014 Group Summary Report

The information below was provided by AIER and is contained in the 2014 Institutional Summary Report.

Section VII: Faculty Self-report of the Institutional Context

Page 9

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

| Number Rating: 303 | Percent indicating instructional approach as: | |
|---------------------|---|-----------|
| | Primary | Secondary |
| Lecture | 68% | 31% |
| Discussion/Debate | 4% | 25% |
| Seminar | 0% | 1% |
| Self-Activity | 31% | 20% |
| Laboratory | 6% | 8% |
| Field Experience | 1% | 3% |
| Studio | 0% | 2% |
| Multi-Media | 3% | 6% |
| Practicum/Clinic | 1% | 1% |
| Other/Not Indicated | 1% | 5% |

B. Course Emphases

This section shows the degree to which classes in this program expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

| Number Rating | Percent indicating amount required was: | | |
|-------------------------------|---|------|------|
| | None or Little | Some | Much |
| Writing | 14% | 56% | 37% |
| Oral communication | 7% | 52% | 41% |
| Computer application | 23% | 42% | 28% |
| Group work | 3% | 54% | 28% |
| Mathematical/statistical work | 54% | 27% | 20% |
| Critical thinking | 4% | 35% | 61% |
| Creative/Independent | 49% | 35% | 16% |
| Reading | 4% | 35% | 61% |
| Memorization | 25% | 47% | 28% |

C. "Circumstances" Impact on Learning

How/instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the importance of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

| Number Rating | Percent indicating impact on learning was: | | |
|--|--|-------------------------------|----------|
| | Negative | Neither Negative nor Positive | Positive |
| Physical space/arrangement | 6% | 16% | 78% |
| Experience teaching course | 0% | 3% | 97% |
| Changes in approach | 3% | 43% | 54% |
| Dates to teach the course | 0% | 2% | 97% |
| Control over course management decisions | 1% | 10% | 89% |
| Student background | 3% | 32% | 64% |
| Student atmosphere | 1% | 18% | 81% |
| Student effort to learn | 2% | 15% | 84% |
| Technological resources | 0% | 34% | 66% |

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Appendix G: Summary of Staff Survey Results



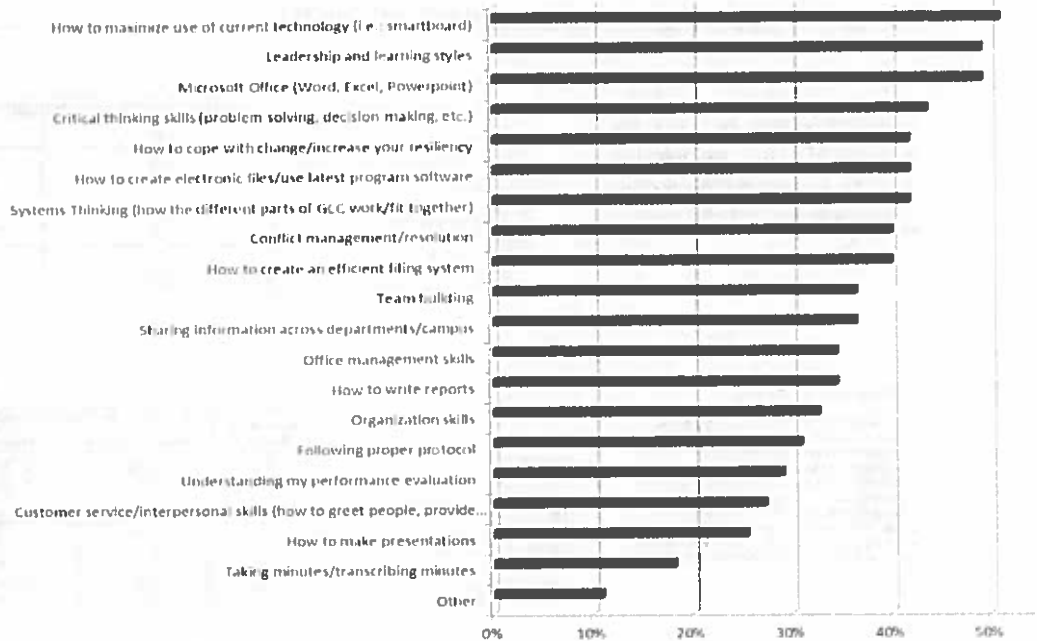
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Kulchon Kimmunidat Guahan

Respondent Rate
55 out of 104 responded to the survey.
53% response rate

Staff Professional Development Part One: What Do Staff Want?

What Do Staff Want in Professional Development?



| Response | Percent |
|--|---------|
| How to maximize use of current technology (i.e.: sm artboard) | 50.90% |
| Microsoft Office (W ord, Excel, Powerpoint) | 49.10% |
| Leadership and learning styles | 49.10% |
| Critical thinking skills (problem-solving, decision-making, etc.) | 43.60% |
| Systems Thinking (how the different parts of GCC work/fit together) | 41.80% |
| How to create electronic files/use latest program software | 41.80% |
| How to cope with change/increase your resiliency | 41.80% |
| How to create an efficient filing system | 40.00% |
| Conflict management/resolution | 40.00% |
| Sharing information across departments/campus | 36.40% |
| Team building | 36.40% |
| How to write reports | 34.50% |
| Office management skills | 34.50% |
| Organization skills | 32.70% |
| Following proper protocol | 30.90% |
| Understanding my performance evaluation | 29.10% |
| Customer service/interpersonal skills (how to greet people, provide efficient and frie | 27.30% |
| How to make presentations | 25.50% |
| Taking minutes/transcribing minutes | 18.20% |
| Other | 10.90% |

Total Respondents: 55

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Appendix H: Summary of Administrator Survey Results

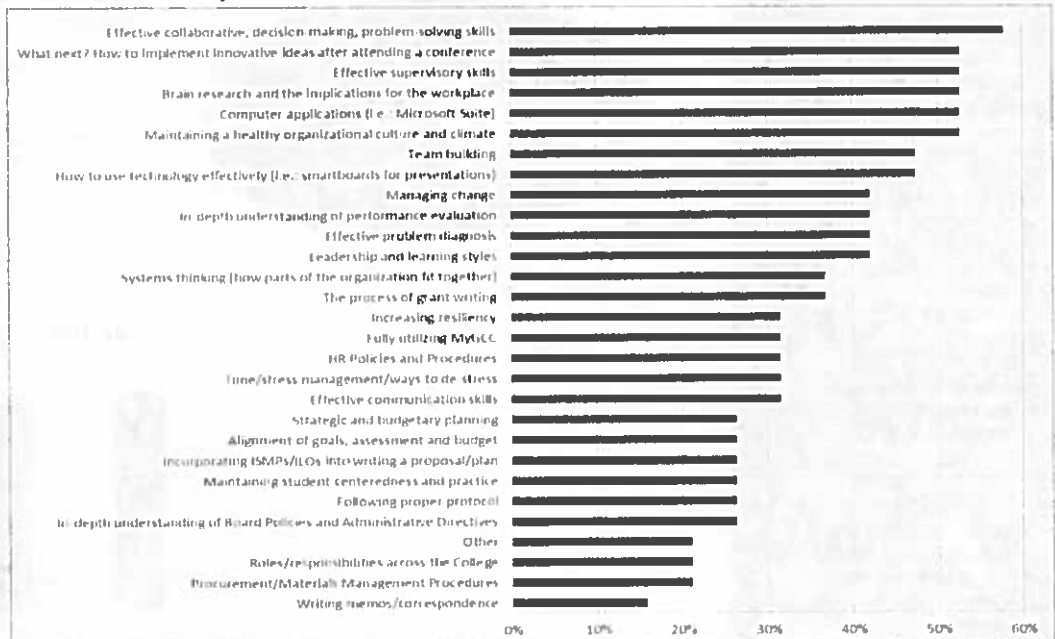


Kulchon Kumuniddat Guahan

Respondent Rate
19 out of 33 responded to the survey.
58% response rate

Administrative Professional Development Fact Sheet

What Do Administrators Want in Professional Development?



| Response | Percent |
|---|---------|
| Effective collaborative, decision-making, problem-solving skills | 57.00% |
| Maintaining a healthy organizational culture and climate | 52.60% |
| Computer applications (i.e.: Microsoft Suite) | 52.60% |
| Brain research and the implications for the workplace | 52.60% |
| Effective supervisory skills | 52.60% |
| What next? How to implement innovative ideas after attending a conference | 52.60% |
| How to use technology effectively (i.e.: smartboards for presentations) | 47.40% |
| Team building | 47.40% |
| Leadership and learning styles | 42.10% |
| Effective problem diagnosis | 42.10% |
| In-depth understanding of performance evaluation | 42.10% |
| Managing change | 42.10% |
| The process of grant writing | 36.80% |
| Systems thinking (how parts of the organization fit together) | 36.80% |
| Effective communication skills | 31.60% |
| Time/stress management/ways to de-stress | 31.60% |
| HR Policies and Procedures | 31.60% |
| Fully utilizing MyGCC | 31.60% |
| Increasing resiliency | 31.60% |
| In-depth understanding of Board Policies and Administrative Directives | 26.30% |
| Following proper protocol | 26.30% |
| Maintaining student-centeredness and practice | 26.30% |
| Incorporating ISMPs/ILOs into writing a proposal/plan | 26.30% |
| Alignment of goals, assessment and budget | 26.30% |
| Strategic and budgetary planning | 26.30% |
| Procurement/Materials Management Procedures | 21.10% |
| Roles/responsibilities across the College | 21.10% |
| Other | 21.10% |
| Writing memos/correspondence | 15.80% |
| Total Respondents: 19 | |

Appendix I: Participation in Faculty Professional Development



Kulchon Kumunidat Guahan

Faculty Professional Development Fact Sheet

How Do We Increase Funding to a Greater Number of Faculty?

Institutional Mandate
ACCJC Accreditation Handbook

- "The Institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement."

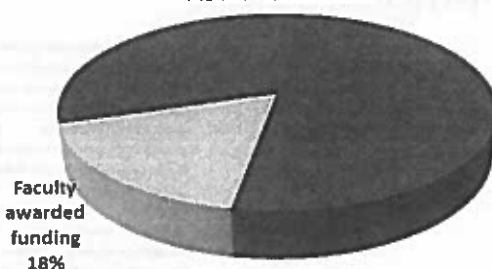
Conceptual Framework

- Growing Students
- Growing Yourself
- Growing Your Organization

Conceptual Structure Components

- Center for Professional Development and Excellence
 - Demonstration Lab
 - Training Station
 - Instructional Resource Room

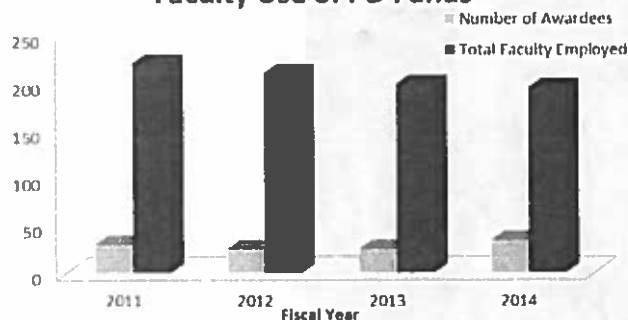
Fiscal Year 2014



A low percentage of faculty are awarded professional development funds.

- 57 total individuals or vendors have been awarded funds between fiscal years 2011-2014.
- \$295,645.97 has been spent between fiscal years 2011-2014.
- An average of \$5,186.77 has been spent per person/vendor between fiscal years 2011-2014.

Faculty Use of PD Funds



| FY | Amount Spent | Number of Awardees | Total Faculty Employed | Adjunct Faculty Employed | Full Time Faculty Employed | % of Faculty Awarded PD Funding* | Average Awarded per Person/Vendor |
|----------|--------------|--------------------|------------------------|--------------------------|----------------------------|----------------------------------|-----------------------------------|
| 2011 | \$ 73,200.25 | 30 | 220 | 107 | 113 | 14% | \$ 2,440.01 |
| 2012 | \$ 76,111.51 | 25 | 209 | 94 | 115 | 12% | \$ 3,044.46 |
| 2013 | \$ 68,583.12 | 25 | 198 | 84 | 114 | 13% | \$ 2,743.32 |
| 2014 | \$ 77,751.09 | 34 | 194 | 79 | 115 | 18% | \$ 2,286.80 |
| Averages | \$ 73,911.49 | 29 | 205 | 91 | 114 | 14% | \$ 2,828.65 |

*This number includes vendors. While vendor awards tend to affect more than one faculty, vendors only account for 15% of the total awards from FY 2011-2014, and only 3% of the total funds over the same period.

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Appendix J: Participation in Staff/Administrator Professional Development



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Institutional Mandate

ACCJC Accreditation Handbook

- "The institution plans for and provides *all personnel with appropriate opportunities for continued professional development*, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement."

Conceptual Framework

- Growing Students
- Growing Yourself
- Growing Your Organization

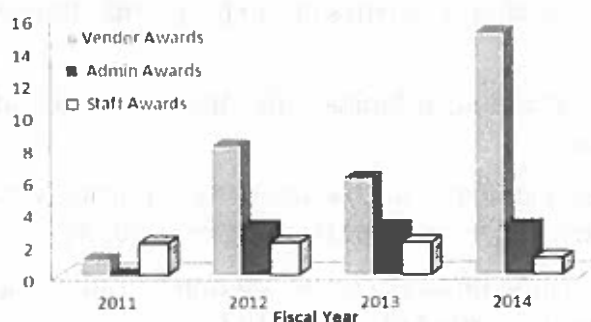
Conceptual Structure

Components

- Center for Professional Development and Excellence
 - Demonstration Lab
 - Training Station
 - Instructional Resource Room

Administration and Staff Professional Development Fund Status

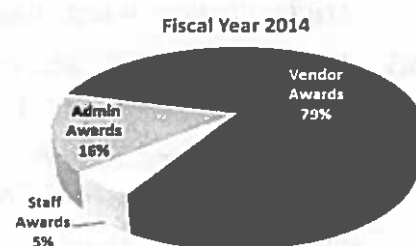
Staff / Admin Use of PD Funds



A low percentage of professional development funds are awarded directly to Staff and Administrators.

- 16 total individuals have been awarded funds between fiscal years 2011-2014.
- \$155,147.45 has been spent between fiscal years 2011-2014.
- An average of \$5,718.85 has been spent per person/vendor between fiscal years 2011-2014.

| FY | % of Staff Awarded PD Funding | % of Admin Awarded PD Funding |
|----------|-------------------------------|-------------------------------|
| 2011 | 2% | 0% |
| 2012 | 2% | 9% |
| 2013 | 2% | 9% |
| 2014 | 1% | 9% |
| Averages | 2% | 6% |



| Fiscal Year | Award Type | Number of Awards | % of Fiscal Year | % of Total Period | Amount of Awards | % of Fiscal Year | % of Total Period |
|-------------|------------|------------------|------------------|-------------------|------------------|------------------|-------------------|
| 2014 | | 19 | 100% | 41% | \$ 39,700.50 | 100% | 26% |
| | Admin | 3 | 16% | 7% | \$ 10,087.67 | 25% | 7% |
| | Staff | 1 | 5% | 2% | \$ 3,970.24 | 10% | 3% |
| | Vendor | 15 | 79% | 33% | \$ 25,642.59 | 65% | 17% |
| 2013 | | 11 | 100% | 24% | \$ 29,159.76 | 100% | 19% |
| | Admin | 3 | 27% | 7% | \$ 11,841.66 | 41% | 8% |
| | Staff | 2 | 18% | 4% | \$ 4,514.65 | 15% | 3% |
| | Vendor | 6 | 55% | 13% | \$ 12,803.45 | 44% | 8% |
| 2012 | | 13 | 100% | 28% | \$ 41,446.77 | 100% | 27% |
| | Admin | 3 | 23% | 7% | \$ 12,287.76 | 30% | 8% |
| | Staff | 2 | 15% | 4% | \$ 14,444.16 | 35% | 9% |
| | Vendor | 8 | 62% | 17% | \$ 14,714.85 | 36% | 9% |
| 2011 | | 3 | 100% | 7% | \$ 44,840.42 | 100% | 29% |
| | Admin | 0 | 0% | 0% | \$ - | 0% | 0% |
| | Staff | 2 | 67% | 4% | \$ 21,680.42 | 48% | 14% |
| | Vendor | 1 | 33% | 2% | \$ 23,160.00 | 52% | 15% |
| Grand Total | | 46 | | 100% | \$ 155,147.45 | | 100% |
| | Admin | 9 | | 20% | \$ 34,217.09 | | 22% |
| | Staff | 7 | | 15% | \$ 44,609.47 | | 29% |
| | Vendor | 30 | | 65% | \$ 76,320.89 | | 49% |

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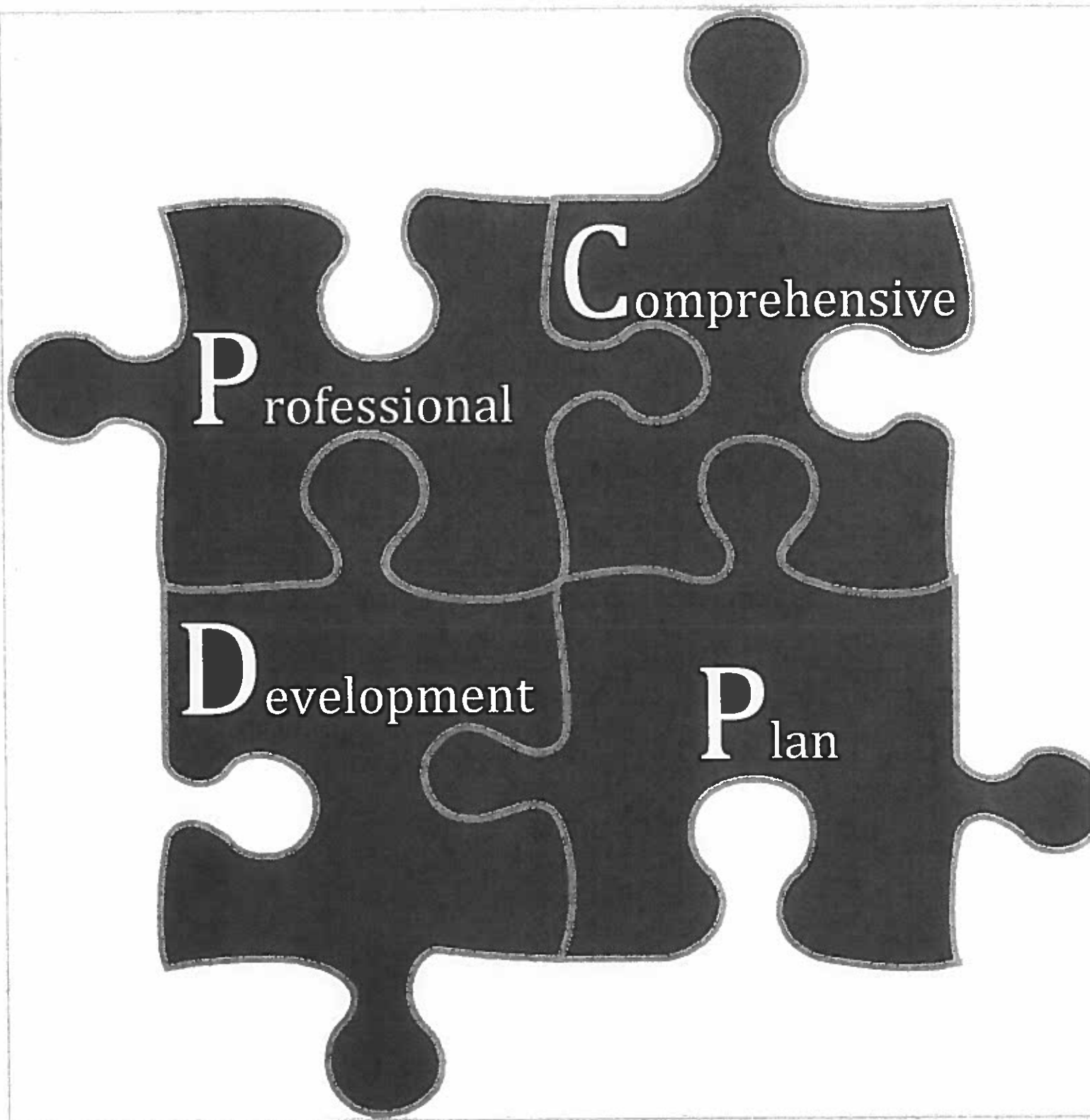
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GCC is accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC).

Vision

Guam Community College will be the premiere educational institution for providing globally recognized educational and workforce development programs.

Mission

Guam Community College is a leader in career and technical workforce development providing the highest quality student-centered education and job training for Micronesia.

Sinagan Misión

(Chamorro translation)

Guiya i Kulehon Kumunidât Guåhan, i mas takhilo' mamanaguen fina'che'cho' yan i teknikât na kinahulo' i manfáfache'cho' ya u na' guáguaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafananâgui yan i fina'na'guen cho'cho' gi iya Maikronesiha.

This document is a concerted effort between organizational members, divisions, and committees within the College. It's fruition would not have been possible without the input of the Academic Vice-President, the Professional Development Review Committee (PDRC), Faculty, and Staff Senates, and faculty and staff overall. The Comprehensive Professional Development Plan simply referred to as the Plan in this document, underwent a number of iterations, critique, and discussions over a one year period. It was largely guided by the College's mission, and values, informed by those goals and initiatives in the Institutional Strategic Master Plan (ISMP) directly connected to professional development initiatives, and is based on current educational and organizational research, and the needs of the faculty, staff, and administrators as indicated on the surveys.

The Plan's main purpose is to serve as a guiding instrument establishing a comprehensive approach to the College's Professional Development. The Plan also provides a distinct focus in which professional development (whether it be at the individual, group, or institutional level), is implemented with the central goals of improving instructional practices and increasing the delivery of services to our students. Lastly, the Plan gives us all an opportunity to engage in thoughtful discussions and activities regarding our changing needs, collaborate further, and to respond accordingly.

Please direct any comments or suggestions for improvement to this document to Dr. Elizabeth Diego, Associate Dean of the School of Trades and Professional Services

GUAM COMMUNITY COLLEGE COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN

Foundation for Professional Development

Introduction

Standard III of the Accrediting Commission for Community and Junior Colleges (ACCJC) provides the impetus for Guam Community College's Comprehensive Professional Development Plan. As stated in Section A.14:

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement (ACCJC Accreditation Handbook, 2014).

Similarly, a Board Policy on professional development also exists (Please refer to Appendix for the policy in its entirety). In 2009, the Guam Community College Board of Trustees amended and adopted Policy 400 on Professional Development, which states that "the Board of Trustees recognizes the importance of a well-trained staff to more effectively carry out the mission of the College and the Board of Trustees is committed to providing resources to support professional development activities".

Background

Efforts at the College to develop a comprehensive professional development plan commenced in Academic Year 2014 to more effectively address the accreditation standard. The purpose of the Comprehensive Professional Development Plan (CPDP) is to provide a framework for college-wide professional development consistent with the institutional mission. CPDP incorporates four major parts: faculty professional development, staff and administrators' professional development, organizational structure and support recommendations, and evaluation.

Over the course of several years, Guam Community College has implemented a number of initiatives providing the building blocks for this plan. As evident in the college's mission, the institution is committed to providing the highest quality student-centered education. Two of the College's core values place emphasis on a learning-centered and student-focused environment. Additionally, GCC established Institutional Learning Outcomes (ILOs) representing broad outcomes the institution endeavors students will achieve through their cumulative college experience.

The Institutional Strategic Master Plan (ISMP) was updated in 2014 setting direction for the College over the next several years. The specific ISMP provisions directly related to the Comprehensive Professional Development Plan (henceforth referred to as the Plan in this document) are outlined below:

Goal 1: Retention and Completion—Strengthen and improve curriculum and educational delivery to provide a student-centered educational experience that fosters retention and completion to prepare our students for engagement in a global workforce.

Initiative 1: Incorporate the student-centered learning model into the curriculum and the classroom.

Initiative 2: Strengthen the professional development support for faculty to effectively implement the student-centered teaching model.

Extensive work went into the Plan beginning in Spring of 2014 with research on best instructional and organizational practices. A faculty survey was devised in late Spring with significant input from various members of the College. A staff and administrator survey followed in Spring of 2015. The data from these surveys were aggregated and the information utilized to inform respective parts of the Plan. Data results for both surveys can be found in the Appendix. Student evaluations from the 2013 IDEA survey results and classroom observation data were also included. Lastly, the current utilization of funds for professional development were included for faculty, staff, and administrators. The data may be found in the appendix section of this document.

Overarching Goals of GCC's Professional Development Plan

1. Institute student-centered teaching and service throughout the campus
2. Establish a culture of campus-wide and continuous professional development
3. Institute a climate conducive (trust, collaborative, supportive, respectful, and collegial) for the successful implementation of professional development initiatives
4. Utilize data to inform and drive instructional and institutional improvement

Guiding Principles for Professional Development at the College

This Plan is informed by current educational and organizational research about what makes for effective professional development. There is increasing awareness among colleges that simply having favorable conditions for good teaching to occur is not the same as truly supporting teaching in ways that are visible and intentional. (Mindich & Lieberman, 2012; Reder, 2007; Webster-Wright, 2009). New emphasis on effective teaching and organizational performance is being placed on high quality professional development, higher quality teaching linked to increased student achievement (Borko, 2004; Desimone, 2009; Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007), centers for teaching and learning, and growing membership and participation in the Professional and Organizational Development (POD) Network, a professional organization of faculty and administrators managing faculty development programs (Mooney & Reder, 2008). At present, most professional development misses the mark. The most prevalent model in the delivery of professional development is the one-time workshops. Yet research points out its abysmal record for changing teacher practice and student achievement (Yoon, et al., 2007). The real challenge we are faced with therefore, is how to create opportunities for growth and development that will lead to students' growth and development particularly in their knowledge and ability to think critically (Gulamhussein, 2013). The conceptual basis, strategies, and activities incorporated in this plan take into consideration the following guiding principles as enumerated by the research:

- Good employees are grown, fostered, and supported (Bowman & Deal, 2003)
- Learning is stimulated through collaborative opportunities among peers pertaining to issues of teaching and learning (Louis, Dretzke, & Walstrom, 2010; Miller, Goddard, Goddard, & Larsen, 2010; Saunders, Goldenberg, & Gallimore, 2009) and the support services in support of teaching and learning
- Individuals gain and learn more through active construction of knowledge rather than through passive reception of information (DuFour, 2004; Wei, Darling-Hammond, & Adamson, 2010; Zepeda, 2014). Initial exposure to a concept should not be passive, but rather involve active engagement so that participants can make sense of a new practice (Wei, et al., 2009; French, 1997)
- Excellence in teaching and service increases student learning
- A collegial and collaborative culture whereby regular dialogue is encouraged and supported, innovative ideas are fostered, and teaching and learning initiatives are faculty driven, strengthens the organization's ability to achieve goals

- Reflection is built-in as a way to process and make connections to a particular learning experience (Desimone, Porter, Garet, Yoon, & Birman, 2002; Wei, Darling-Hammond & Adamson, 2010)
- People have an inherent desire to learn and contribute
- Learning is both fun and rewarding (Ferguson, 2006)
- Professional development occurs over a significant duration of time and is seen and implemented as an on-going process which allows for learning the new strategy to take root and to grapple with the implementation challenge (Desimone, et al., 2002; Wei, Darling-Hammond, & Adamson, 2010).
- The best staff training outcomes result from a combination of methodologies (Reid & Parsons, 2002).
- There must be support during the implementation stage that addresses the specific challenges of changing classroom and/or organizational practice
- Organizations must shift the way they view employees and must consider the employee as an individual with unique learning needs (Wentworth & Lombardi, 2014).
- Purposefully designed to meet the needs of the adult learner and is implemented for the following reasons:
 1. Awareness/Exploration—those professional development activities that address those first stages of concern/interest/understanding regarding an innovation.
 2. Skill-building—those activities that are designed to help participants build and apply specific skills that are assumed to include follow-up coaching and support (Joyce & Showers, 2002).
 3. Program Improvement - includes activities requiring both individual and team development combined with systemic change. Improvement occurs when individuals or teams engage in continuous, collaborative, and problem-solving processes (Du Four, 2004; Zepeda, 2011).
 4. Strategic Planning/Systems Thinking- effective professional development and change initiatives must acknowledge that complex, interdependent relationships exist among the various aspects of an entire system. This comprehensive approach to change significantly increases the potential that all components of a system (e.g., curriculum, instruction, evaluation and services compliment each other and work toward a measurable set of outcomes related to improving student achievement (Ewing & Sorcinelli, 2002).

Job-embedded—All within the system must strive to incorporate professional development into the fabric of daily practice. Adequate time must be provided to engage in active, consistent, productive, and job-embedded learning experiences. Effective professional development must be designed to respect the leadership capacity of members while promoting continuous inquiry and improvement embedded in the everyday life of the institution (DeMonte, 2013; DuFour, 2004; Mindich & Lieberman, 2012; Zepeda, 2014)

- Integrated Planning— Change is complex and individuals require on-going high quality professional development even after the in-service training has occurred. They include time to practice new skills and receive structured feedback, peer support, leadership support and encouragement, establishment of clear goals, and technical assistance (DuFour, 2004). An integrative approach driven by a shared vision related to increasing knowledge, awareness, and skills are critical in order for meaningful and lasting change to take root (Joyce & Showers, 2002).

The Plan incorporates additional elements substantiated by research that identifies particular attributes more likely to have an impact on teacher knowledge and effectiveness as evidenced by student learning gains (Blank, 2013; Coggshall, 2012). In order for professional development to be effective, it must be grounded in the following:

- Sustained over time which more likely will deepen knowledge and skills to meet intended goals (Blank, 2013; Desimone, Porter, Garet, et al., 2002; Yoon, Duncan, Lee, Scarloss, & Shapely, 2007).
- Reflects a collaborative, supportive, respectful, and trusting climate which enables successful implementation of desired change (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2009; National Institute for Excellence in Teaching, 2012; Kowalski, 2014; Wei, Darling-Hammond, & Adamson, 2010).
- Incorporates reflection, observations, modeling (Snow-Renner & Lauer, 2005; , coaching and feedback on the theories, strategies, and techniques that are research-based best practices for teaching and learning (Joyce and Showers, 2002; Jaquith, Mindich, Wei, & Darling-Hammond, 2010; Adamson, 2010)
- The focus is on teacher learning that is authentic and the conditions that must be in place in order to support teachers to critically and collaboratively examine and refine their practices (French, 1997; Corcoran, McVay, & Riordan, 2003; Roy, 2005; Webster-Wright, 2009).

The proposed activities and strategies included in the Plan have been purposefully selected based on the principles and elements derived from research. Effective professional development is an essential the organization and key in retaining the best people. The Plan is designed to incorporate activities and indispensable process without which organizations cannot hope to achieve their desired goals for student achievement. The elements included in this plan are premised on the belief that the continued growth and ongoing development of faculty, staff and administrators are critical to the effectiveness of and strategies with the vision that an individual who has opportunities to learn, reflect, and apply skills, can best extend those opportunities to students (Desimone, 2009).

Professional Development Conceptual Framework

Effective professional development programs are characterized by diversity of ideas, people, and support practices. As such, they acknowledge and value the uniqueness of concerns and interests among departments, divisions, and staff. This Plan therefore, is an amalgamation of activities and approaches recognizing the diversity of needs.

Professional development at GCC will be approached from the following perspectives:

Growing Students: To serve in our roles so that students develop to their fullest potential, professional development leading to an increase in knowledge, skills, and abilities must be intentional, well-planned, well-connected, continuous, and systemic.

Growing Yourself: Viable organizations seek to create a dynamic work environment that encourages and is supportive of growth and development. Effective leaders act on the belief that members of the organization have present value and future potential and assume the responsibility for increasing the capacity of people (Wentworth & Lombardi, 2014). Professional development addressing this perspective considers two facets: self care and professional growth.

Growing Your Organization: To effectively navigate the college through systemic change, this Plan includes system-wide organizational development. It refers to an intentionally planned, on-going, and systematic process through institution-wide efforts to increase the organization's effectiveness thereby enabling the college to achieve its goals. This section is informed by current organizational research of what makes an institution sustainable. The values that underscore organizational development have a humanistic basis which seek ways of making interactions within the organization more effective and more humane. Effective organizational development includes the organization's ability to tap into the internal knowledge and expertise of its employees and shares these with the rest of the organization via training, development, and education opportunities (Batz, 2013).

Organizational development examines the institution as a whole by looking at its parts such as organizational structure, cliques, individuals, values, sub-components, environment, processes, systems, interactions within the institution and how these affect the functioning of people within the organization as well as the impact such interactions have on the organization itself.

The rationale supporting this approach is to engage in a process that provides the opportunity for the organization to improve its capacity to handle internal and external functioning and relationships. This includes improved interpersonal and group processes, more effective communication, organizational climate and culture, enhanced ability to cope with organizational problems, more effective decision-making processes, more appropriate leadership styles, improved skill in dealing with destructive conflict, and developing improved levels of trust and cooperation among organizational members. Overall, organizational development involves continuous diagnosis, action planning, implementation, and evaluation with the end goal of equipping the organization and its members with the knowledge and skills and abilities to improve its capacity to solve problems and manage future change.

GUAM COMMUNITY COLLEGE COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN

Faculty Professional Development

This section of the Plan is divided into two parts to better address the specific needs of groups within the organization. The first addresses the professional development of faculty. The second addresses the professional development needs of staff and administrators. There will be some overlap of professional development that will apply to all members of the organization regardless of position (i.e., Organizational Development training). The over-arching goal is to develop and implement a cohesive professional learning community that will foster an environment encouraging and supporting student-centered education.

Current research suggests that there are specific practices that lead to improved student learning. Specifically, overall quality of teaching correlates positively with student growth in areas such as motivation, openness to diversity and change, critical thinking and moral reasoning. The research also indicates that students are not getting enough of these learning conditions and teaching practices. For widespread and systemic change in student learning to take effect, specific pedagogical support for faculty plays an essential role. (Joyce and Showers, 2002)

It remains a foundational premise in most educational organizations that faculty are the driving force behind an institution. Therefore, the Plan outlines professional development leading to student-centered instruction but most importantly, provides the pedagogical support in assisting both full-time and adjunct instructors in becoming better prepared to meet the new demands and complexities of the new paradigm.

This part of the Plan is informed by research on effective instructional practices, the needs and interests as indicated in the Faculty survey conducted in the Spring of 2014, classroom observations, and students' evaluation of teacher effectiveness in the IDEA survey results from Fall 2013.

Professional development is organized around several core competencies as presented in the tables that follow. Each of the competencies is accompanied by the goals, rationale, and activity or concept in relation to it.

| Core Competency | Goals | Rationale | Activity/ Concept |
|-----------------|--|---|---|
| Pedagogy | <p>To enhance and promote excellence in teaching and learning</p> <p>To supply the necessary tools for faculty to maximize student-centered learning</p> <p>To provide and support informal opportunities to share and exchange ideas and to reflect on current teaching practices</p> <p>To provide a forum for discussions on instructional challenges and get feedback from peers</p> <p>To provide continuous interactive training of short duration on best instructional practices</p> <p>To provide broader access to the latest educational research</p> <p>To encourage and promote innovative teaching</p> <p>To provide opportunities for faculty to present, conduct training, and/or demonstrate for others innovative teaching strategies</p> <p>To provide and support self-paced online training opportunities</p> | <p>Research suggests that when teachers talk about their teaching, learn from each other, and reflect about their teachings practices, they are more likely to make positive changes in their teaching (Ewing & Sorcinelli, 2009; French, 1997; Harwell, 2003; Roy, 2009)</p> <p>Faculty indicated they would like more opportunities to engage in pedagogical discussion and sharing of ideas.</p> <p>One hour, successive sessions allow for information to be "chunked" or broken into manageable portions that can be more easily digested and applied. Faculty indicated they have a preference for short sessions over a period of time</p> <p>Some faculty (including Adjuncts) have not had the formal training in educational delivery. Both new and experience faculty can benefit from training based on traditional and current educational theory and research</p> <p>These activities provide opportunities to engage, have direct participation in innovations that support institutional initiatives, gain expert knowledge and skills in an area of need, network with others in their field, and stay current in a specialty area.</p> <p>Online training provides increased and immediate access to professional development</p> | <p>Brown Bag Sessions</p> <p>Mini Training Sessions</p> <p>Local/ Off-island Conferences</p> <p>Online Training</p> <p>Webinars</p> <p>Readings</p> <p>Role-playing techniques</p> <p>Live modeling</p> <p>Open-ended discussions</p> <p>Classroom visits</p> |

| Core Competency | Goals | Rationale | Activity/ Concept |
|--|--|--|--|
| (continued from previous page) Pedagogy | <p>To provide opportunities to practice effective instructional techniques</p> <p>To provide opportunities to critically analyze and receive constructive feedback on instructional practices</p> <p>Provide opportunities to critically analyze and receive constructive feedback on instructional practices</p> <p>Provide opportunities to reflect on instructional practices</p> <p>Identify and utilize existing specialized expertise among faculty</p> <p>Build the teaching and training capacity among faculty for faculty</p> <p>Train a group of instructors to be certified as "experts" on best instructional practices</p> | <p>Implementation of new practices work best when teachers practice and engage in constructive and immediate feedback</p> <p>The craft and practice of teaching is best transmitted by teachers. Teachers know more about classroom culture and competencies than do those who have had no/limited classroom experience or who visit the classroom occasionally.</p> | <p>Demonstration Lab</p> <p>Training of Trainers</p> |
| Leadership | <p>To examine current effective models of leadership</p> <p>To identify and implement the most effective leadership strategies that support organizational well-being</p> <p>To implement leadership techniques and tools for roles in the classroom, committee work, and for other settings and situations that may benefit from or require effective leadership skills</p> <p>To establish a forum for thoughtful examination and reflection about leadership roles of faculty</p> <p>To identify leadership development needs based on a variety of assessment tools and feedback from colleagues</p> | <p>To effectively implement and sustain student-centered education, effective leadership is crucial at all levels within the organization.</p> <p>Leadership training will provide faculty with essential leadership skills that can be utilized both in the classroom and in participation in other campus initiatives. Closing the gap between how the concept is implemented and the kind of leadership required to sustain new initiatives is critical to the institution's success.</p> | <p>Leadership/ Organizational Development Seminars</p> |

| Core Competency | Goals | Rationale | Activity/Concept |
|-----------------|---|--|----------------------------|
| Mentoring | <p>To support departments in their mentoring activities</p> <p>To examine current mentoring program to improve effectiveness</p> <p>To implement formal procedures to strength feedback and communication between mentor and mentee</p> <p>To encourage greater participation among faculty to increase teacher support and success</p> <p>To identify those traits that make mentoring successful from both the mentor's and mentee's perspectives</p> | <p>Effective mentoring programs provide one of the most successful strategies that promote the transfer of knowledge and skills in a structured relationship. The mutually beneficial arrangement serves to foster collegiality and enhance departmental and teaching effectiveness</p> <p>New or beginning teachers have a greater chance to succeed in their instruction if they are supported by others who have gained the classroom experience and have developed effective instructional practices</p> <p>Teachers providing support for one another increases the likelihood that the new innovation will be implemented and established as an embedded instructional practice</p> <p>Follow up support is as important as initial training. Teachers who have experience with new, innovative practices are in a better position to support and encourage the efforts of colleagues.</p> | Mentoring Peer Coaching |
| Technology | <p>To enable faculty to use technology effectively in the classroom in support of student-centered instruction</p> <p>To offer workshops which support expanded use of current technology</p> <p>To offer workshops that train with cutting edge technology</p> | <p>In alignment with GCC's mission of providing the highest quality student-centered education and job training, keeping abreast of the constant changes and innovations in educational technology is essential for faculty development</p> | Workshops/ Training |

| Core Competency | Goals | Rationale | Activity/Concept |
|---|---|---|---|
| Interpersonal & Intrapersonal Development | <p>To encourage and support faculty in developing and assessing effective personal and intrapersonal skills</p> <p>To encourage reflective practice</p> <p>To provide support to individuals who pursue advanced credentialing</p> <p>To encourage individuals to seek and complete credentialing</p> | <p>Professional development is multi-faceted. The opportunity to develop interpersonal and intrapersonal skills is an integral part of increasing the capacity of individuals within the organization.</p> <p>Professional development includes the formal process of credentialing to build the capacity of individual members of the organization and the organization as a whole</p> | <p>Series of training sessions</p> <p>Credentialing</p> |

GUAM COMMUNITY COLLEGE COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN

Adjunct Faculty Professional Development

One of the greatest challenges community colleges are faced with is instituting strong campus connections for their part-time adjunct faculty (Gonzalez, 2009). Adjunct faculty comprise 68% of two-year public college faculty as noted in the Digest of Education Statistics (2008). Adjunct faculty play a significant role in higher education, yet are often considered peripheral to college life. A number of studies have focused attention on the lack of inclusion, pay, resources, and respect accorded to part-time faculty in community colleges (Gappa & Leslie, 1993; Roueche, Roueche, & Milliron, 1995; Alfred, 2003). The research points to the strong degree to which part-time faculty feel isolated, marginalized, invisible, second class, and rarely provided professional development opportunities accorded to full-time faculty (Bransford, Brown, & Cocking, 2000; Cox & Richlin, 2004; Gappa & Leslie, 1993; Gillespie & Robertson, 2010; Hurley, 2006). A significant body of literature underscores the crucial need for adjunct faculty development (King & Lawler, 2003; Leslie & Gappa, 2002; Nilson & Miller, 2009; Roueche, Roueche, & Milliron, 1995). Roueche, Roueche, & Milliron, (1995) and stress the "importance of integrating part-time faculty and recognizing them as important players in the teaching and learning process in the interest of providing quality instruction..." (p. 120). Current literature suggests college teachers can be supported in their success.

The College has a responsibility to provide a framework whereby adjunct faculty can pursue goals specifically associated to teaching excellence. If the College expects to achieve its principle mission of providing the highest quality student-centered education and job training, then it must provide the infrastructural and instructional support.

The following proposed activities is a composite of research from literature of successful practices of a number of colleges in the professional development of their adjunct faculty. The activities proposed are based on the part-time status of adjunct faculty (Please refer to the Appendix for a summary of results), their needs as indicated in the faculty survey, and current research.

| Core Competency | Goals | Rationale | Activity/ Concept |
|-----------------|---|--|--|
| Pedagogy | <p>To provide training specifically geared for part-time faculty</p> <p>To provide training that is convenient for part-time faculty</p> <p>Provide basic pedagogical certification, Associate of Arts in Education with areas of concentration: Andragogy, Developmental Education, or, Career and Technical Education</p> | GCC adjunct faculty comprise a substantial percentage of the teaching staff who are in a unique situation as a result of their part-time status. Pedagogical development will enhance the ability of part-time faculty in providing effective student-centered instruction | <p>Hybrid Short sessions combined with online training (to be patterned after the 4 faculty.org format– pedagogical content will be organized into modules</p> <p>Adjunct Certification Training Program</p> |
| Technology | <p>To enable adjunct faculty to use technology effectively in the classroom in support of student-centered instruction</p> <p>To offer workshops which support expanded use of current technology</p> <p>To offer workshops that train with cutting edge technology</p> | In alignment with GCC's mission of providing the highest quality student-centered education and job training, keeping abreast of the constant changes and innovations and applications in educational technology is essential for faculty development | 1 to 2 hour successive training sessions |

The Goal of the Adjunct Certification Training (ACT) Program is to provide tools and resources that assist adjunct faculty in becoming more effective educators in the classroom. To encourage and support the development of these instructors, this proposal includes training that begins with a more intensive orientation beyond the administrative responsibilities of teaching. Currently, adjunct orientation consists of presentations on college policies and procedures, safety, and student support services. While basic orientation about administrative aspects of teaching are important, greater attention and support must be provided in the area of pedagogy.

Staff and Administrator Professional Development

The Plan acknowledges that no single group is solely responsible for the success of the College in achieving its core mission. Each member has a role in advancing the institution and creating an environment of high quality teaching, strong support services, and high student expectations. The literature emphasizes two central concepts that are characteristic of effective professional development programs. This Plan has incorporated high quality professional development concurrent with organizational development; and, improvement of performance both through individual achievement and systemic change. Professional development encompasses activities and opportunities that help members of an organization grow in terms of their performance, satisfaction, and status within the workplace. It may include job enrichment, expanding one's current position via additional responsibilities or taking on new projects; lateral movement into a different area of the organization; and/or vertical movement to positions of higher status and greater responsibility.

Research has demonstrated that professional development of employees yield beneficial results for both members and the organization. There exists a symbiotic relationship between people and the organization. Organizations require the energy, effort, and talent of individuals and people need organizations for the intrinsic and extrinsic rewards and benefits. When there is a good fit, individuals find meaningful and satisfying work, and organizations reap the benefit of the talent, skills, and energy of the individuals comprising the organization (Bowman and Deal, 2003). The benefits to the College are:

Employee Retention— Staff members develop loyalty to an organization because they feel they are cared about as individuals. They benefit from personal and professional growth and do not feel their role has become static or their career has reached a stagnant point (Community Tool Box, 2015).

Staff Morale—An organizational culture that encourages learning and fosters education creates a positive, motivated, and committed workforce. Employees who feel they make a difference in the mission do better work (Hauser, Huberman, & Alford, 2008; Hord, 1994).

College Efficiency— Orientation and cross training are essential for a smoothly running organization. The stability and tenure that result from low staff turnover contributes to the efficiency of the organization.

Job Competency—Employees who have received job-specific training are more productive and confident. Professional ,administrative, support, and technical staff need ongoing education to stay current regarding the constantly changing aspects of college environments (Community Tool Box, 2015).

Customer Satisfaction— Employee professional development can positively affect college customers (who are the students, business, government, and the community), who benefit from their skills, positive attitude, and efficiency. Professional development across the college assures the success of students by supporting the growth and improvement of the skills and abilities of all employees.

This Plan also places emphasis and importance of professional development for support staff and administrators. They play a significant role in the teaching and learning process through improved student services, well-maintained facilities and infrastructure, increased opportunity for personal and professional growth, and a safe, secure, and healthy learning environment. These organizational members perform the essential work of keeping the college operating on a daily basis. They are the bread and butter of the organization (Hauser, Huberman,& Alford, 2008).

An effective professional development program applies to everyone in the organization and responds to members' needs (Community Tool Box, 2015; Hauser, Huberman, & Alford, 2008; Hord, 1994). Continuing professional development is an on-going process which ensures that all staff and administrators at all stages in their careers are able to continuously learn, progress, and maintain currency in order to have a positive impact on the organization and outcomes for learners.

Participation in relevant professional development activities is both an entitlement and a responsibility for all staff and administrators. An overarching goal of this Plan is to establish and inculcate a culture that is committed to professional development at the individual, group, and organizational levels. Professional development is an investment in the most valuable resource in the organization, its employees. This investment will yield significant dividends for the College and the community as a whole. The recommendation is that staff have an opportunity for training at least once a month and that it be scheduled regularly as part of the normal operation of the organization (Community Tool Box, 2015). In addition, an increased amount of time must be devoted to staff learning and planning if new initiatives are to be achieved (Laine & Otto, 2000; Sparks, 1994).

This part of the Plan was informed by research on best practices of effective organizations and the needs as indicated on the staff and administrator surveys conducted in Spring of 2015 (Please refer to Appendix for survey results).

The staff survey was created with the collaboration and recommendations of several staff leaders and augmented by current research on what makes for sustainable organizations.

Organizations are increasingly challenged by change. Competitive pressures are placing demands to make adaptations based on rapid technological changes and the globalizing economy. If an organization is to survive such unprecedented changes, significant attention must be paid to organizational development. Often referred to as the “soft side” of change, it focuses on how members of an organization react to change and most importantly, how their needs are considered for change efforts to be effective (Anderson & Anderson, 2010).

Organizational development draws attention to organizational culture, team-building, and leadership. The literature underscores how essential it is that attention must be paid to staff morale and building a positive culture. Growing individuals and the organization equates to building a culture that values continuous learning and values each staff member, creates a unified body, and a feeling of team among members of the organization. A sustainable organization invests in its employees, rewards initiatives and competence, praises and encourages its employees regularly, respects and appreciates each member, views mistakes as opportunities to learn, and provides transparency and flexibility (Hauser, Huberman, & Alford, 2008; Preskill & Torres, 1999). The organization must in addition, ensure that its members have the confidence and skills to excel. Today’s organizations require all its members to develop a new set of skills that will be built on establishing networks of relationships that place great significance on listening, communicating, and group facilitation to complete the work (Anderson & Anderson, 2013; Preskill & Torres, 1999).

Changes current organizations experience are unprecedented and are resulting in less organizational stability and a redefinition of its identity and how the work is carried out. Consequently, the traditional structures of hierarchical, linear, compartmentalized job functions are becoming more archaic and less responsive. This shift has placed increased emphasis on the need for processes that have the flexibility to change as an organization and its members’ needs change.

The innumerable changes organizations are experiencing places additional demands on its members. Regardless of whether the changes are miniscule or substantial, organizations need to pay attention and address key areas to ensure initiatives are successfully achieved. Anderson and Anderson (2013) identify relevance and meaning as a key area. Although employees are asked or pressured to change, they often don’t know why and most importantly, in terms that are meaningful to them. While organizational leaders may see this as lack of commitment or simply resistance, in actuality, it is a lack

of understanding about why the changes need to be made in relation to the organization's success. It will be a great benefit for the organization for the initiatives to be communicated effectively and ensuring that all members have a larger understanding of why the change needs to occur.

Most organizations are caught up in the vortex of the speed of change. Consequently, leaders make critical mistakes to have needed changes take place immediately. What often happens is they overlook additional capacity necessary setting unrealistic, crisis-producing timelines in addition to the already excessive workloads of organizational members. Major initiatives require thoughtful planning to determine realistic timelines as it requires consideration for additional time, effort, and resources. Related to this is capacity, a prevalent challenge in organizational change. There is only so much time and attention that can be devoted to work that is done before quality, employee performance, and morale are deleteriously impacted.

As noted in research, 60 percent of major initiatives fail because leaders often ignore or do not adequately address the organization's culture as a major force directly linked to successful changes. Change in the organizational culture change goes hand in hand with major initiatives.

| Core Competency | Goals | Rationale | Activity/ Concept |
|-----------------|--|--|--|
| Service | <p>Acquire new ideas for innovative strategies and support services</p> <p>Provide opportunity for staff and administrators to present, conduct training, or demonstrate innovative strategies for others</p> <p>Conduct training for all staff and administrators in current service best practices</p> | <p>These activities provide opportunities to engage, have direct participation in innovations that support institutional initiatives, gain expert knowledge and skills in an area of need, network with others in the field, and stay current in a specialty area.</p> | <p>On-island/Off-island conferences/training</p> |
| Technology | <p>To offer training to enable administrators and staff to effectively operate/use current technology</p> <p>To offer training for use of future technology and its applications</p> | <p>To provide the highest quality student-centered education, all members of the college community should be proficient in the use of latest technology</p> | <p>Training</p> |

| Core Competency | Goals | Rationale | Activity/ Concept |
|---|--|---|--------------------------|
| Interpersonal / Intrapersonal Development | Provide and support self-paced online training opportunities | Online opportunities to address specific areas of need or topics provide immediate access to professional development | Online Training Webinars |
| | Provide expanded opportunities via computer technology for staff/ administrator professional development | The best programs enable organizational members to maximize their potential through self-directed training and development. Learning by doing encourages members to take responsibility for their own learning and apply the learned concepts at work. Effective organizations recognize that learning is built around application rather than theory (Thomas, 2012). | Credentialing |
| | Encourage on-going formal credentialing and certification among organizational members | | Skill Development Lab |
| | Provide a venue for visual/ active demonstrations of best practices (i.e., verbal and written communication skills, customer service skills) | | Brown bag sessions |
| | Provide opportunities to build on existing skills/ advance skills and knowledge | An educated and trained workforce leads to a stronger organization | Mini training sessions |
| | Provide opportunities to share and exchange ideas to problem-solve challenges/ improve support services | Demonstrations bring to life the intent of specific training so that organizational members model the best practices | Peer Support System |
| Modeling/ Coaching/ Mentoring | Establish and encourage positive peer support groups | On-going professional development of short duration enables staff and administrators to consider/infuse innovative ideas in smaller chunks and incorporate the ideas gradually into day-to-day practices | |
| | Provide enhanced communication and connectivity | Research indicates that when peer support groups are established to provide a non-threatening venue for constructive feedback, discussion, problem-solving, and reflections of implemented strategies and practices, efficacy increases which in turn, impacts organizational effectiveness. Support after training is critical for initiatives to take root. | |

| Core Competency | Goals | Rationale | Activity/ Concept |
|--|---|---|--|
| Leadership/ Organizational Development | <p>Provide organizational development training opportunities</p> <p>Improve individual and organizational functions and effectiveness</p> <p>Identify and develop leaders at all levels of the organization</p> <p>Examine and apply effective leadership styles and characteristics</p> <p>Provide opportunities for self-reflection and identification of areas in leadership for growth and development that leads to increased congruence between philosophy and practice</p> | <p>The development of the organization as a whole is imperative to its well-being and overall effectiveness. Organizational development is the other half of individual and group professional development.</p> <p>Members must be cognizant of the characteristics of healthy organizations and understand their role in promoting a healthy culture through their words, thoughts, and actions</p> <p>Research points to common characteristics organizations share that make them effective in leadership development. Leaders at all levels are identified and developed based on the strategic objectives and competencies that are clearly identified (Batz, 2013).</p> | Leadership/ Organizational Development Seminars |
| Pedagogy | <p>Provide training in pedagogical research for all staff and administrators in support of faculty</p> | <p>To ensure the integrity of processes (such as faculty evaluations) and maximize benefits derived from the such an exchange, all administrators will benefit from dialogue, common understanding, and consistency in applying best practices in areas such as conducting effective classroom observations and providing effective feedback.</p> | |

GUAM COMMUNITY COLLEGE COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN

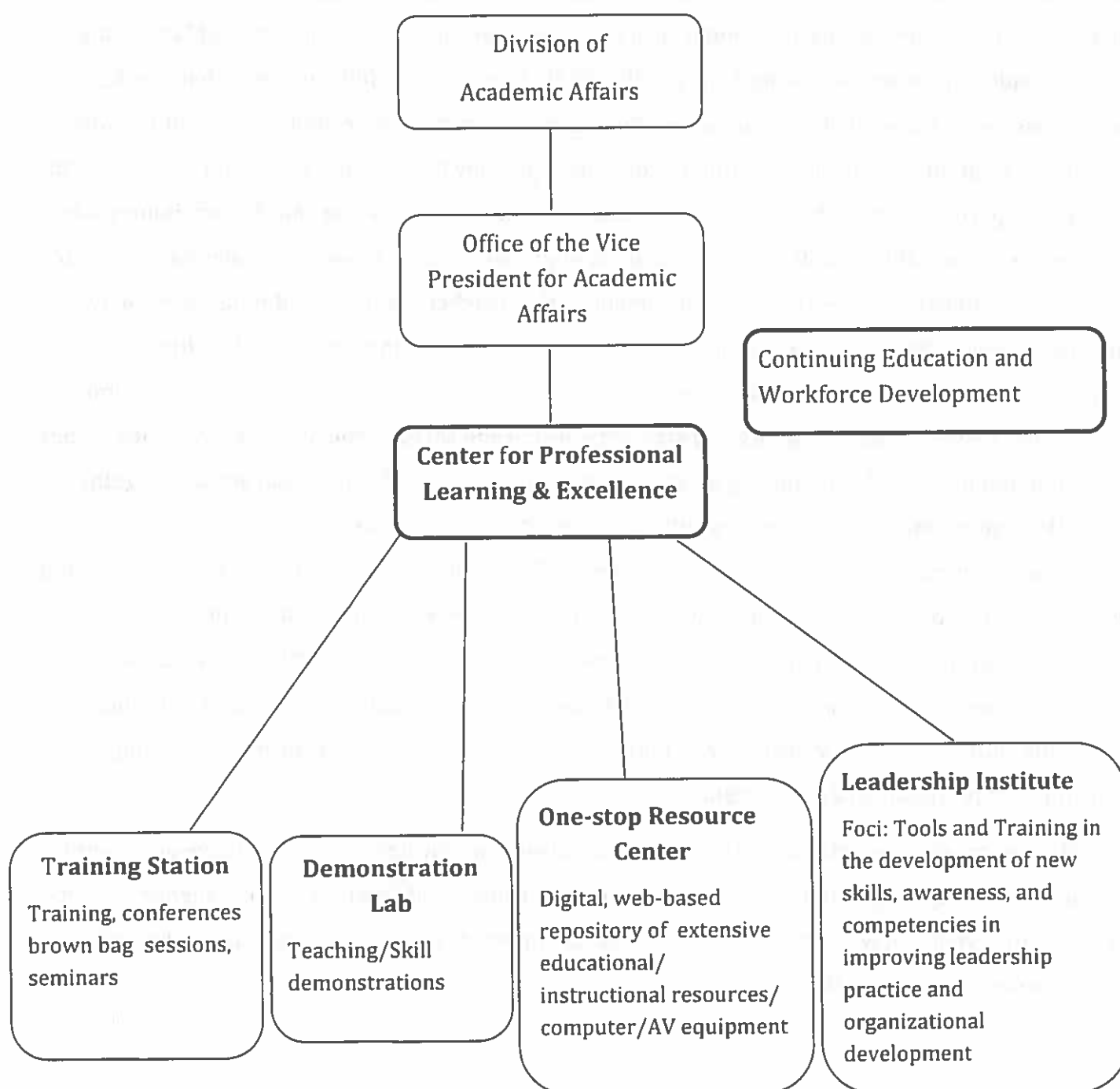
Organizational Structure

The Plan takes into consideration the organizational structure and resource support necessary in the implementation of student-centered instruction and service. Colleges and universities throughout the nation are recognizing the importance of positioning teaching and learning at the epicenter of the institution. Consequently, teaching and learning centers have earned the reputation of facilitating campus-wide improvement (Ewing & Sorcinelli, 2002). When successfully implemented, teaching centers engender the kind of campus culture that values, rewards, and promotes excellent teaching. Because of their distinct position within the organization, they focus on the needs and interests of the entire college community. They serve as the umbrella for campus activities that feature innovative instruction and are able to shift support into areas of priority. Centers assure confidentiality in order to create a supportive and nurturing environment so that teachers, staff, and administrators may maximize their potential. It is where institutional memory remains important in providing the continuity in support services for teachers despite changes among department chairs, deans, and presidents. Centers facilitate faculty and staff networking and serve as the nexus between disciplines with common interests by organizing events that bring teachers, staff, and administrators together to share their perspectives and strategies with one another. This a primary benefit most often cited by individuals who engage in the activities of the center. To provide the most effective teaching, learning, and professional development support under one roof, centers must provide a comprehensive program of services. These include but are not limited to, individual consultations, videotaping of instruction/service delivery, demonstration labs, resource center, seminars, workshops, orientation programs, publications and websites with both basic and the latest information about teaching, learning, and professional development.

The Plan proposes an adaptation of the teaching and learning concept to be all inclusive of the entire college community. The establishment of a Center for Professional Learning and Excellence will serve as the central venue in which current research on exemplary teaching, learning, leadership, and organizational development come to life.

The specific components of the Center for Professional Learning and Excellence are supported by research. Infrastructural support via the Center, conveys a strong message that the College prioritizes professional development and is committed to building a community of excellence. The Center is critical for building lasting collaborative partnerships among the faculty, (Jacobson, 2013) staff, and administration and places increased emphasis on the improvement of teaching, learning, leadership, and organizational development.

The diagram below outlines the conceptual structure of the Center for Professional Learning and Excellence, its sub components, and its position within the College:



Building effective professional development: The necessary structural supports

A major finding in the research is that over 90 percent of teachers reported having participated in professional development but the majority also reported it was not useful. What is necessary to recognize is not that teachers do not participate, but rather, that the status quo is ineffective (Darling-Hammond et al, 2009). One comprehensive study took a look at 1,300 other studies of professional development research. What was found was that those professional development programs that had an impact on student achievement were lengthy and intensive.

Findings corroborate the research on teacher learning that indicates mastery of a skill is a time-consuming process. The study conducted by French (1997) pointed out that teachers may need as many as 50 hours of instruction, practice, and coaching before mastery of a new strategy is achieved. A more recent study found that teachers with 80 hours or more of professional development were significantly more likely to use the teaching practice they learned about than those who had less than 80 hours of training (Corcoran, McVay, & Riordan, 2003).

In contrast, the most often utilized workshop method not only failed to increase student learning, but also did not change teaching practices (Yoon et al., 2007). Programs that were less than 14 hours had no effect on student achievement. An earlier study found that training that merely described a skill to teachers as is usually the case in traditional workshops, yielded only 10 percent of the teachers who were able to translate the skill into practice. The majority of the teachers walked away from the training without changing their instructional practice (Bush, 1984).

The research moreover, notes that current approaches to professional development is based on a faulty assumption of teacher learning. The workshop method in particular assumes that the only challenge teachers are faced with is a lack of knowledge of effective teaching practices and when that gap is filled, teachers will change. Rather, research identified the greatest challenge for teachers is actual implementation of the new method into their classroom (Fuller, 2001). Referred to as the “implementation dip”, it takes time and practice before the new skill is mastered. On average, it takes 20 instances of individual practice to master a new skill. The likelihood that the number increases depends on whether the skill is exceptionally complex (Joyce & Showers, 2002).

The implementation dip is also complicated by teachers’ underlying beliefs about implementation and whether they see success with their students after doing so. The phenomenon that has been well documented is the tendency for teachers to abandon the practice when they do not experience success with it and revert to earlier practices (Guskey, 2002).

Increasing time devoted to professional development is not sufficient. A significant portion must be committed to supporting teachers during the implementation phase. Two studies (Truesdale, 2003; Knight & Cornett, 2009) examined the difference between teachers attending just a workshop and those being coached in addition, through implementation. Both studies found that teachers who were supported by coaching transferred the newly learned teaching practices.

If an institution expects its teachers to change instruction, the implementation phase needs to be included and supported more explicitly in professional development as this is the most critical stage during which teachers begin to commit to a new instructional approach (Gulamhussein, 2013). Effective implementation requires considerable resource support, monitoring of implementation, communication, linkage to other organizational initiatives, identification of unsolved problems, and clear and concise problem-solving action. The Center for Professional Learning and Excellence (CPLE) will provide the mechanism in which these occur.

The goals of the Center for Professional Learning and Excellence (CPLE) are:

- To serve as the central venue for activities in support of teaching and learning initiatives and professional development
- To function as the implementation center for the College's Comprehensive Professional Development Plan
- To provide for a range of professional development activities which address overall initiatives and specific program needs
- To support and encourage the faculty mentoring program and peer support, and staff/administrator peer coaching
- To provide a central venue for the application of research-based practices and practice of effective instruction
- To provide premiere educational, training, and technological resources and materials in support of exemplary teaching, learning, and professional growth.

Recommendations and Timeline for Plan Implementation

Based on research on best professional development practices, the following recommendations are made to effectively implement the Comprehensive Professional Development Plan and ensure its effective evaluation (Batz, 2013; Thomas, 2012).

Recommendation 1- That current college policies, practices, systems, structures, and strategies impacting professional development initiatives be assessed to determine alignment with the Professional Development Plan. That changes be made where necessary so effective implementation and support for the initiatives contained in the Plan.

Conduct work sessions to determine and finalize implementation of the schedule of professional development based on recommendations and/or alternatives suggested (PDRC, Office of the VP, Staff/Administrator Committee, Faculty and Staff Senate)

Recommendation 2— That a Professional Development Ad Hoc Committee be formed to determine specifics of the Plan such as recommendations for administrative staffing of the Center for Professional Learning and Excellence, planning the phases of professional development implementation, identification of resources necessary to support the activities of the Plan, and prioritizing activities to be implemented annually. That the Ad Hoc Committee be comprised of various college representatives from the faculty, staff, and administration to include members of PDRC, Faculty, and Staff Senates.

Recommendation 3- That critical discussions commence prior to the implementation of the Plan to consider utilizing existing college entities in the implementation, monitoring, and reporting of professional development activities.

Recommendation 4- That the Plan be incrementally implemented based on the following schedule and tasks:

1st Year

Based on the provisions of the Plan, expand training (online, interactive)
Determine and establish evaluation criteria based on best practices and Plan goals
Evaluate current professional development to determine effectiveness

2nd Year

Implementation of Center of Professional Learning and Excellence (CPLE)
Implementation of peer coaching (Center of Professional Learning and Excellence, PDRC, Staff Committee)
Monitor and Evaluate professional development

3rd Year

Teacher/Training Lab (Center of Professional Learning and Excellence, PDRC)
Implementation of teaching/training demonstrations (CPLE)
Instructional Resource Room (CPLE, Office of the VP)
Monitor and evaluate Professional Development (CPLE, AIER)

Recommendation 5: That AIER in close collaboration with the CPLE apply best practices in establishing various evaluation tools and techniques for professional development

Recommendation 6: That PDRC/Staff Professional Development Committee monitor and review professional evaluation data to determine changes to better address professional development needs

Recommendation 7: That a Professional Development Evaluation Team be established consisting of the AIER Assistant Director, Associate Dean of TPS, a member of the PDRC, LOC, CCA, and other appropriate members.

4th Year

Establishment of an Instructional Repository

(online resources, teaching resources, best practices strategies/current research, computer lab, other audio visual equipment)

Monitor and evaluate professional development

Recommendation 8: That the Plan be construed as a living document to be reviewed each year in conjunction with professional development evaluation results. Changes to the document will be made based on the extent to which professional goals are achieved.

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Evaluation of Professional Development

Professional Development is assessed primarily by its effectiveness in changing instructional and organizational practice and how such change impacts student achievement. Moreover, it is critical to the continuous growth of teachers (Altany, 2015), staff, and administrators. Research indicates that professional development is successful when it is adapted to the complex and dynamic characteristics of specific contexts. It must be adapted for relevancy and practical application. Simply put, professional development is tailored to the unique needs of the organization and its members (Batz, 2013). Given the complexity, the change process requires an extended period of time for long-term instructional and organizational behavior and practices and significant learner performance to occur. The purpose therefore of evaluation, is to provide information on the impact of professional development as well as to provide data for refining and adjusting professional development activities on an iterative basis.

An on-going and systematic process of evaluation is an essential component of professional development (Thomas, 2012). Therefore, regular evaluation will be implemented to collect evidence with the goal of ascertaining to what extent professional development activities are effective. These include but are not limited to data collection on brown bag sessions, classroom observations, professional development evaluations and feedback, IDEA survey results, student work and evaluations, evaluation of support programs such as peer mentoring and coaching, and staff support initiatives. The evaluation process will coincide with the schedule as indicated in the Logic Model.

This Plan will include three measures of evaluation:

1. Planning—The critical questions are: What are the needs? What will the professional development approaches be? What is the timeline? What resources are necessary?
2. Application/Implementation—The critical questions are: Did the training meet the participants' needs? Was it of high quality? Does professional development alter long-term behavior? Are the participants receiving job-embedded, reflective opportunities to assist in their application and utilization of new knowledge in an effort to improve educational practices/delivery of services? How will professional development activities be monitored?

3. Impact/Evaluation

Successful professional development programs have a clear and well-developed system for measuring effectiveness. Measurement includes employee participation, training quality, and impact (Batz, 2013). Critical questions to ascertain the extent to which professional development is effective are: How do we know that professional development activities improve learner performance? To what extent have goals been met? What mechanisms can be adopted to ensure change can be made to procedures, activities, goals, and timelines? What are the measurable results? What should be done with the results?

The Plan is further based on guiding assumptions about evaluating professional development as indicated in the research and derived from the National Staff Development Council. They are:

1. No single “best” approach to evaluation exists and the recommendations included apply to professional development in general.
2. Evaluation planning should be an integral part of professional development planning
3. Teachers and staff play a key role in evaluating professional development
4. Evaluations of professional development should be separate and distinct from teacher and staff performance appraisals.

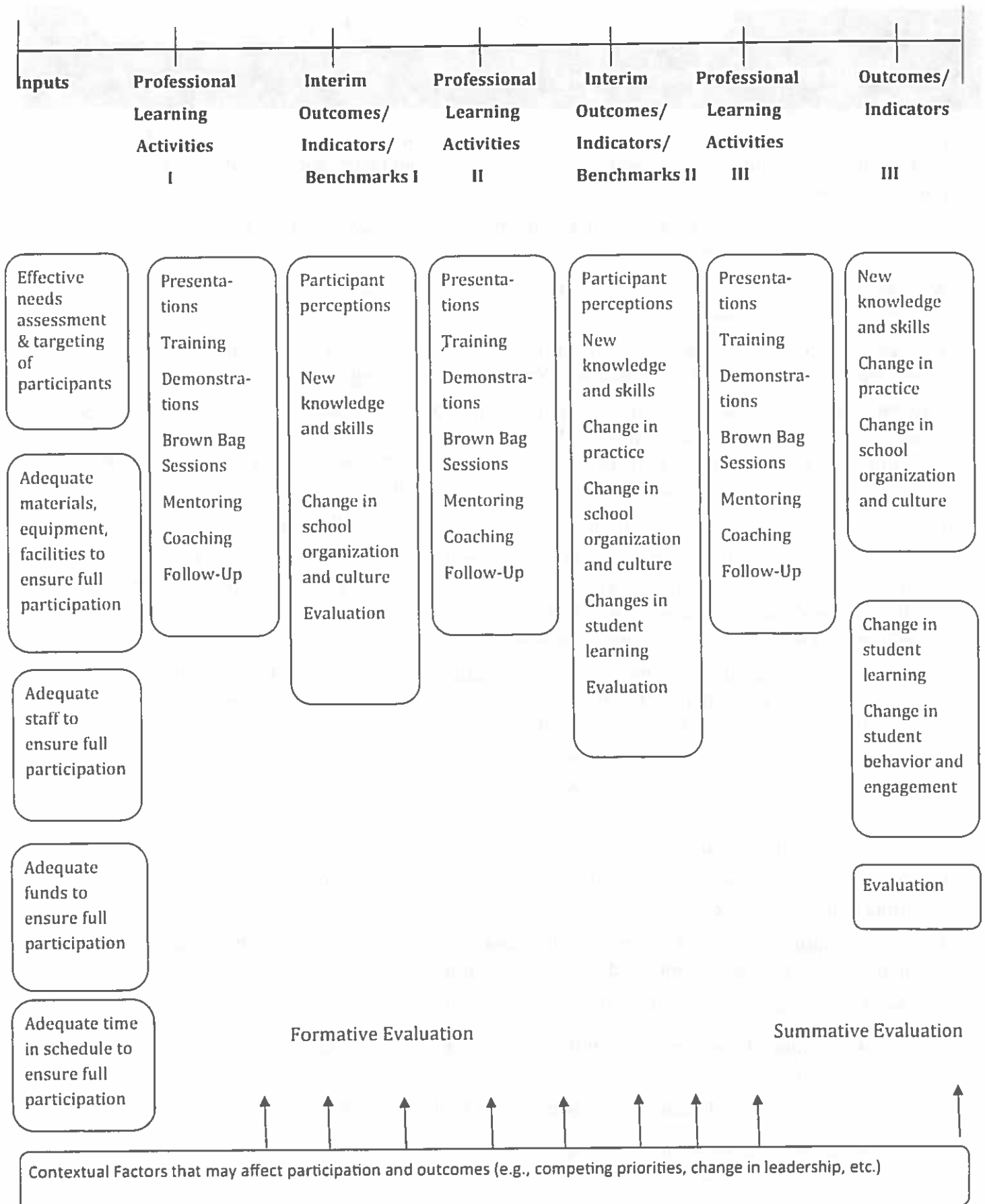
Professional Development Logic Model

The overall design of a professional development program takes into consideration key elements that will be evaluated as well as the accompanying underlying assumptions. Several questions are underscored: what are the goals of the professional development program? Who are the anticipated participants? What kind of professional learning will take place? What is the timeline? What resources are necessary to ensure the professional development takes place as planned and results in intended outcomes? What contextual factors are likely to influence professional development, and how are these factors likely to influence the extent to which teachers apply new knowledge and skills in their classrooms and staff and administrators apply new knowledge and skills in their respective areas?

A framework utilized in the drafting of this Plan is the Logic Model (diagram on the following page). It is a useful tool in addressing the questions previously posed. Essentially, the model is an important instrument in the identification of key components of professional development including underlying assumptions, determining the time frame, and the expected outcomes (Teacher Professional Development Guide, 2010). This model was utilized in the drafting of this Plan in an effort to conceptualize the various aspects of long-term professional development that must be critically considered. Overall, the model serves as the road map for how professional development occurs, the systems in place to support it, and for its evaluation.

Timeline (in months/over an extended period)

Iterative Process



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Appendix A: Board of Trustees Policy 400

In 2009, the Guam Community College Board of Trustees amended and adopted Policy 400 on Professional Development. The most recent amendments and adoption was January 13, 2015. Policy 400 states:

Whereas, the Board of Trustees recognizes the importance of a well-trained staff to more effectively carry out the mission of the College; and

Whereas, the Board of Trustees is committed to providing resources to support professional development activities; and

Whereas, procedures for the selection of administrators, faculty and staff professional development are on file in the office of the President of the College.

Now, therefore, be it resolved, that the Guam Community College Board of Trustees establishes a Professional Development Account of the Non-Appropriated Fund for the professional development of faculty and support personnel. The President shall annually submit a budget for professional development for approval by the Board of Trustees.

Be it further resolved, that the Board of Trustees authorizes the following:

1. The selection of faculty will be through the Professional Development Review Committee (PDRC), in alignment with procedures established for the comprehensive professional development plan. The recommendation of selected faculty will then go to the Deans, Academic Vice President, and the President for final approval.
2. The selection of administrators and staff will be through the Administrators/Staff Professional Development Committee. The recommendation of selected staff and administrators will then go to the President for final approval.

Be it further resolved, that is the policy of the Board of Trustees that professional development activities will be undertaken outside of the employer's normal working hours. In the event that a workshop or course is only offered during working hours, the supervisor may make arrangements for the employee to make up hours, as necessary and appropriate.

Be it further resolved, that administrative leave may be granted for professional development activities under any of the following conditions:

1. The scheduling of the professional development activity will not compromise the critical operations of the department and the Guam Community College.
2. The professional development activity is conducted off-island
3. The professional development activity is an integral part of the employee's job classification
4. The professional development activity is offered only during normal working hours.
5. The professional development activity is required by the employee's supervisor as part of an employee improvement plan.

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Appendix B: Academic Vice President's Memorandum



Kulakun Kumanak Gushon
Accredited by the
Western Association of
Colleges and Universities

Academic Affairs Division

R. Ray D. Somera, Ph.D.
Vice President

TO: Deans, Associate Deans, Department Chairs, PDRC members, and all
TSS and TPS Faculty

FROM: Dr. R. Ray D. Somera
Vice President for Academic Affairs

SUBJECT: Development of a Comprehensive Professional Development Plan for
Faculty

DATE: August 29, 2014

Faculty professional development is an institutional responsibility; hence, this memo is about the big picture of faculty professional development at GCC. In light of the new Job Specs and faculty needs as revealed in the IDEA Survey, there is an urgent need to conceptualize and develop an institutional, comprehensive, and unified professional development plan for faculty that will include multi-faceted activities like mentorship, webinars, brown bag seminars, conference attendance, resource speakers, and other enrichment activities that can be done by faculty both online and offline.

I have tasked Dr. Liz Diego, TPS Associate Dean, to lead this initiative. She will do the initial review of literature, research and modeling from other community colleges in conceptualizing the establishment of a Center for Learning and Teaching (CTL) on campus. She will explore building a dedicated website for professional development activities that can be monitored and tracked for evidence purposes that will be useful for faculty evaluation. She will seek the input from the Deans, Associate Deans, PDRC members, Department Chairs (DCs), and other stakeholders on campus as she puts together a comprehensive plan, including the piloting of several activities for faculty within this academic year.

For fall semester 2014, I have directed the Deans to assist their DCs in developing a department-based professional development plan that is linked to faculty educational plans within their departments. I would expect to see this plan on my desk on or before the end of the fall semester. Please be guided accordingly.

Towards the end of the academic year (sometime around February 2015), Dr. Diego will submit to me a Comprehensive Professional Development Plan for Faculty that has benefitted from feedback of the entire college community.

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Appendix C: Professional Development Review Committee (PDRC)

The following excerpt was extracted from Article IX, Professional Development Committee (PDRC) Overview of the Board of Trustees and Faculty Agreement.

Charge

To review, evaluate, and approve application packets for faculty education, training, workshops/conferences (may include on or off-island speakers), etc. to avail of the funding opportunities for faculty professional development.

In addition, the PDRC shall plan, develop, and implement professional development and sabbatical initiatives that contribute to faculty growth. Such initiatives include: workshops, mentoring, faculty forums, individual/departmental professional development activities, credentialing, pursuit of academic credits, sabbatical, etc.

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Appendix D: Summary of Faculty Survey Results

Faculty responded to a series of instructional strategies/concepts indicating extent of familiarity and whether they are currently being utilized in the classroom. Faculty were asked to select the statement which best describes their current knowledge about the strategy/concept and comfort level in using it. In this summary, the strategy/concept is identified as a training need if faculty selected the following responses:

I am not familiar with this and would like to learn more about it

I am aware of this but have never made it a part of my courses

I have tried this but I am not comfortable using it regularly in my classes

I use this but I could use help in being more effective with it





































The table below represents topics according to the item most requested for professional development and the percentage of faculty who indicated they would like to receive training

| Topic | % of Faculty |
|--|--------------|
| Hybrid Instruction | 83% |
| Integrated Teaching | 82% |
| Online Learning | 78% |
| Metacognition | 77% |
| Differentiated Instruction | 75% |
| Web-Enhanced Instruction | 75% |
| Effective Elements of Instruction | 64% |
| Higher Level Questioning | 64% |
| Learning Styles | 63% |
| Rigor and Relevance | 63% |
| Student-Centered Instruction | 63% |
| Transforming the traditional lecture into interactive lectures | 59% |
| Cooperative Learning | 59% |
| Active Teaching Strategies | 58% |
| Active Student Involvement | 50% |

The table below represents topics written in by faculty in the survey, identified areas of potential need, and research best practices.

| Topic |
|--|
| Multi-tasking and implications for teaching and learning |
| Designing Test Questions |
| Brain research and implications for teaching and learning |
| Developing Rubrics/Classroom Assessment Tools |
| Emotional Intelligence |
| Reflective Responses |
| Writing across the curriculum |
| Goals to Grades Connections |
| Climate Setting: Setting the stage for learning |
| Fostering learner responsibility |
| Encouraging/rewarding learner participation |
| Reflective responses |
| Student-centered teaching: Implications for curriculum and instruction |
| Curriculum Alignment: Matching student instruction, activities, and assessment |
| Andragogy: Teaching Implications |
| Maximizing technology in the classroom |
| Multiple Intelligences and implications for teaching and learning |
| Teacher-directed instruction vs. Student/Learner-centered instruction |
| Providing effective and timely feedback |
| Developing, implementing, and assessing new programs, services, and activities |

How professional development is implemented is also cited in the literature as a critical point to consider when designing training. For professional development to be effective, it must be ongoing, accessible, highly interactive, reflective, supportive, and must have follow-up to determine its effectiveness and degree to which knowledge and skills are implemented or applied. The following table represents results from the faculty survey with respect to how they would like to see professional development implemented. The faculty were asked to rank according to order of preference. The responses are listed according to the most frequently selected.

| Survey Item | Response | Percentage of faculty who selected | |
|---|---------------------|---|---|
| | | Full Time | Adjunct |
| I would like training sessions to be scheduled on | Friday only |  60% |  52% |
| | weekday |  45% |  33% |
| | Saturday |  37% |  53% |
| I would like training sessions to take place in the | Morning |  63% |  40% |
| | Evening |  40% |  70% |
| | Afternoon |  33% |  29% |
| I prefer training sessions that run for | 1 hour |  81% |  71% |
| | 2 hours |  78% |  63% |
| | Half day |  62% |  83% |
| | 3 hours |  42% |  50% |
| I would be interested in online training | Interested |  56% |  52% |
| | Highly Interested |  37% |  43% |
| I would be interested in observing teaching demonstrations that will expand my instructional skills | Interested |  50% |  35% |
| | Strongly Interested |  34% |  57% |
| I would be interested in training if it led to an Associate's or Bachelor's Degree in Education | Interested |  22% |  26% |
| | Highly Interested |  17% |  26% |
| I would be interested in training if it led to a degree arranged in an accelerated or cohort format | Interested |  45% |  52% |
| | Highly Interested |  20% |  26% |

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Appendix E: Summary of IDEA Survey Results: What students said they would like to see more of from their instructors

The results are ranked (with the most frequently cited at the top) according to what students said they would like teachers to consider **increasing use of in their instructional practice**.

| IDEA Survey Statement | Theme | % of Teachers |
|--|--|---------------|
| Displayed a personal interest in students and their learning | Establishing and maintaining rapport/connection to students | 61% |
| Stimulated students to intellectual effort beyond that required by most courses | Stimulating student interest/ Sufficient challenge | 56% |
| Introduced stimulating ideas about the subject | Stimulating student interest/ engagement | 55% |
| Demonstrated the importance and significance of the subject matter | Stimulating student interest/ engagement/Relevancy | 47% |
| Related course material to real life situations | Stimulating student interest/ engagement/Relevancy | 42% |
| Encouraged students to use multiple resources | Encouraging student involvement/ active participation | 42% |
| Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own | Fostering student collaboration/ encouraging diversity | 38% |
| Made it clear how each topic fit into the course | Structuring classroom experiences | 36% |
| Found ways to help students answer their own questions | Establishing rapport/ fostering responsibility for own learning | 33% |
| Formed teams or groups to facilitate learning | Fostering student collaboration | 31% |
| Explained course material clearly and concisely | Structuring classroom experiences | 31% |
| Explained the reasons for criticisms of students' academic performance | Establishing rapport/providing prompt and effective feedback | 28% |
| Gave projects, tests, or assignments that covered the most important points of the course | Structuring classroom experiences | 26% |
| Gave projects, tests, or assignments that required creative thinking | Encouraging student involvement/ encouraging higher order thinking skills | 25% |

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Appendix F: 2014 Group Summary Report

The information below was provided by AIER and is contained in the 2014 Institutional Summary Report.

Section VII: Faculty Self-report of the Institutional Context

Page 8

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the Faculty Information Form.

| Number Rating: 350 | Percent indicating instructional approach as: | |
|-----------------------|---|-----------|
| | Primary | Secondary |
| Lecture | 65% | 31% |
| Discussion/Recitation | 4% | 29% |
| Seminars | 0% | 1% |
| Skills Activity | 31% | 20% |
| Laboratory | 6% | 6% |
| Field Experience | 1% | 3% |
| Studio | 0% | 2% |
| Multi-Media | 3% | 6% |
| Practicum/Case | 1% | 1% |
| Other/Not Indicated | 1% | 5% |

B. Course Emphases

This section shows the degree to which classes in this process expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the Faculty Information Form.

| | Number Rating | Percent indicating amount required was* | | |
|--------------------------------|------------------|---|------|--------|
| | | None or Little | Some | Enough |
| Writing | 325 | 13% | 50% | 37% |
| Oral communication | 316 | 7% | 52% | 41% |
| Computer application | 354 | 23% | 41% | 29% |
| Group work | 361 | 33% | 54% | 20% |
| Mathematical/quantitative work | 351 | 54% | 25% | 20% |
| Critical thinking | 366 | 4% | 35% | 61% |
| Creative/imaginative | 366 | 49% | 35% | 16% |
| Reading | 355 | 4% | 35% | 61% |
| Memorization | 355 | 25% | 67% | 20% |

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the Faculty Information Form.

| | Number Rating | Percent indicating impact on learning was: | | |
|---|------------------|--|-------------------------------------|----------|
| | | Negative | Neither Negative nor Positive | Positive |
| Physical space/equipment | 341 | 8% | 19% | 73% |
| Experience teaching course | 329 | 0% | 2% | 97% |
| Changes in approach | 297 | 3% | 43% | 54% |
| Opportunities to teach the course | 344 | 0% | 2% | 97% |
| Control over course management decisions | 329 | 1% | 10% | 89% |
| Student background | 324 | 2% | 33% | 64% |
| Student enthusiasm | 314 | 1% | 18% | 81% |
| Student effort to learn | 335 | 2% | 15% | 84% |
| Technical/instructional support | 297 | 6% | 34% | 60% |

GUAM COMMUNITY COLLEGE COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN

Appendix G: Summary of Staff Survey Results

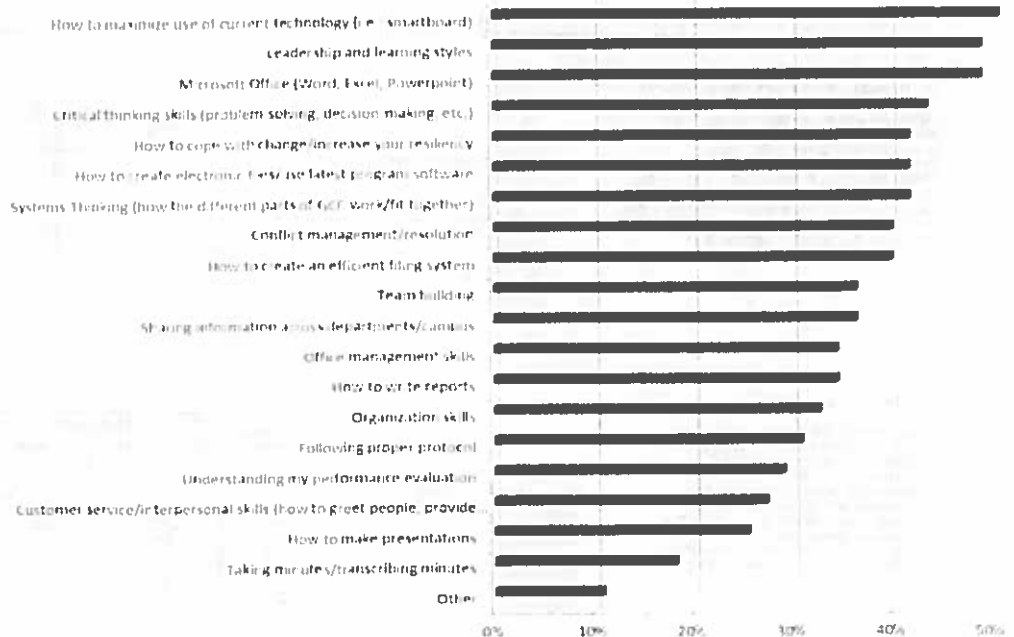


GUAM COMMUNITY COLLEGE

Kulchen Kunitidat Guahan

Response Rate
55 out of 104 responded to the survey.
53% response rate

What Do Staff Want in Professional Development?



| Response | Percent |
|---|---------|
| How to maximize use of current technology (i.e. smartboard) | 50.90% |
| Microsoft Office (Word, Excel, Powerpoint) | 49.10% |
| Leadership and learning styles | 49.10% |
| Critical thinking skills (problem solving, decision making, etc.) | 43.60% |
| Systems Thinking (how the different parts of GCC work/fit together) | 41.80% |
| How to create electronic files/use latest program software | 41.80% |
| How to cope with change/increase your resiliency | 41.80% |
| How to create an efficient filing system | 40.00% |
| Conflict management/resolution | 40.00% |
| Sharing information across departments/campus | 36.40% |
| Team building | 36.40% |
| How to write reports | 34.50% |
| Office management skills | 34.50% |
| Organization skills | 32.70% |
| Following proper protocol | 30.90% |
| Understanding my performance evaluation | 29.10% |
| Customer service/interpersonal skills (how to greet people, provide efficient and friendly service) | 27.30% |
| How to make presentations | 25.50% |
| Taking minutes/transcribing minutes | 18.20% |
| Other | 10.90% |

Total Respondents: 55

GUAM COMMUNITY COLLEGE COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN

Appendix H: Summary of Administrator Survey Results

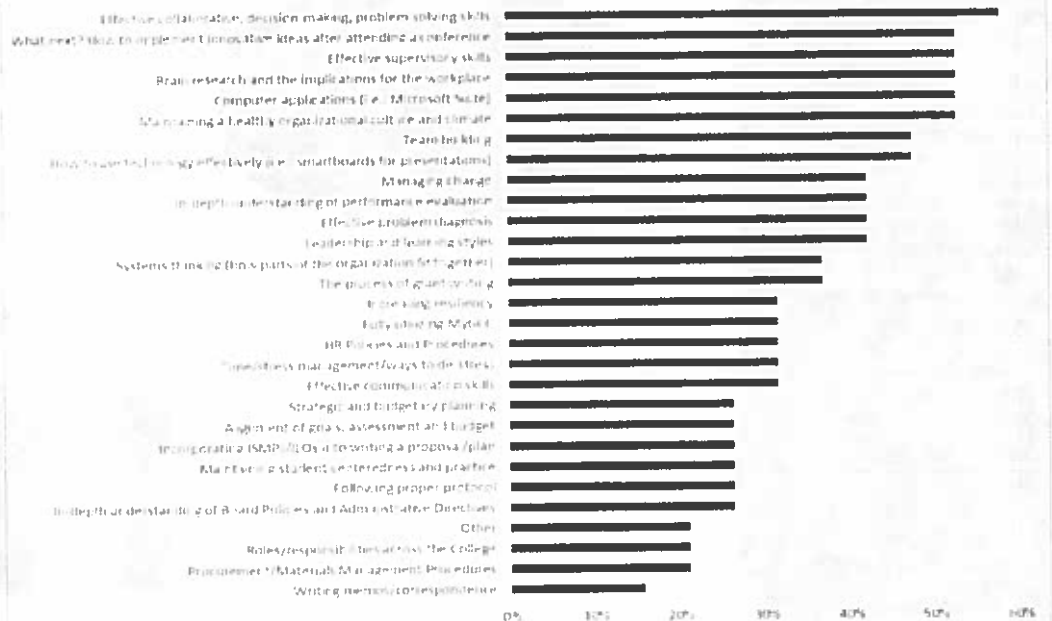


GUAM COMMUNITY COLLEGE

Kulchon Kumunitelai Guahan

Respondent Note:
19 out of 33 responded to the survey.
58% response rate

What Do Administrators Want in Professional Development?



| Response | Percent |
|---|---------|
| Effective collaborative, decision-making, problem-solving skills | 57.00% |
| Maintaining a healthy organizational culture and climate | 52.60% |
| Computer applications (i.e., Microsoft Suite) | 52.60% |
| Brain research and the implications for the workplace | 52.60% |
| Effective supervisory skills | 52.60% |
| What next? How to implement innovative ideas after attending a conference | 52.60% |
| How to use technology effectively (i.e., smartboards for presentations) | 47.40% |
| Team building | 47.40% |
| Leadership and learning styles | 42.10% |
| Effective problem diagnosis | 42.10% |
| In-depth understanding of performance evaluation | 42.10% |
| Managing change | 42.10% |
| The process of grant writing | 36.80% |
| Systems thinking (how parts of the organization fit together) | 36.80% |
| Effective communication skills | 31.60% |
| Time/stress management/ways to de-stress | 31.60% |
| HR Policies and Procedures | 31.60% |
| Fully utilizing MyGCC | 31.60% |
| Increasing resiliency | 31.60% |
| In-depth understanding of Board Policies and Administrative Directives | 26.30% |
| Following proper protocol | 26.30% |
| Maintaining a student-centeredness and practice | 26.30% |
| Incorporating BMPs/LOs into writing a proposal/plan | 26.30% |
| Alignment of goals, assessment and budget | 26.30% |
| Strategic and budgetary planning | 26.30% |
| Procurement/Material Management Procedures | 21.10% |
| Roles/responsibilities across the College | 21.10% |
| Other | 21.10% |
| Writing memos/correspondence | 15.80% |
| Total Respondents: 19 | |

Appendix I: Participation in Faculty Professional Development



GUAM COMMUNITY COLLEGE

Kolehon Kumuniddat Guåhan

Faculty Professional Development

How Do We Increase Funding to a Greater Number of Faculty?

Institutional Mandate
ACCJC Accreditation Handbook

- "The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement."

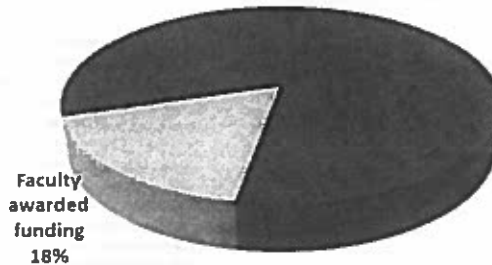
Conceptual Framework

- Growing Students
- Growing Yourself
- Growing Your Organization

Conceptual Structure Components

- Center for Professional Development and Excellence
 - Demonstration Lab
 - Training Station
 - Instructional Resource Room

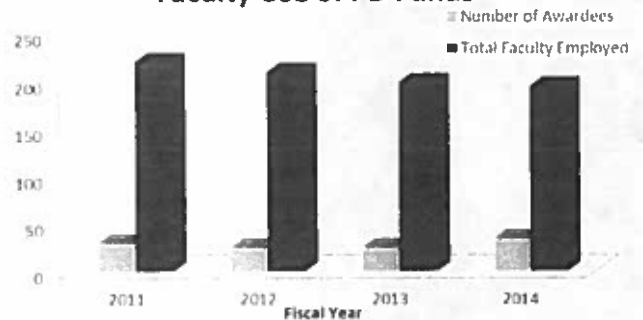
Fiscal Year 2014



A low percentage of faculty are awarded professional development funds.

- 57 total individuals or vendors have been awarded funds between fiscal years 2011-2014.
- \$295,645.97 has been spent between fiscal years 2011-2014.
- An average of \$5,186.77 has been spent per person/vendor between fiscal years 2011-2014.

Faculty Use of PD Funds



| FY | Amount Spent | Number of Awardees | Total Faculty Employed | Adjunct Faculty Employed | Full Time Faculty Employed | % of Faculty Awarded PD Funding* | Average Awarded per Person/Vendor |
|----------|--------------|--------------------|------------------------|--------------------------|----------------------------|----------------------------------|-----------------------------------|
| 2011 | \$ 73,200.25 | 30 | 220 | 107 | 113 | 14% | \$ 2,440.01 |
| 2012 | \$ 76,111.51 | 25 | 209 | 94 | 115 | 12% | \$ 3,044.46 |
| 2013 | \$ 68,583.12 | 25 | 198 | 84 | 114 | 13% | \$ 2,743.32 |
| 2014 | \$ 77,751.09 | 34 | 194 | 79 | 115 | 18% | \$ 2,286.80 |
| Averages | \$ 73,911.49 | 29 | 205 | 91 | 114 | 14% | \$ 2,628.65 |

*This number includes vendors. While vendor awards tend to affect more than one faculty, vendors only account for 15% of the total awards from FY 2011-2014, and only 3% of the total funds over the same period.

GUAM COMMUNITY COLLEGE COMPREHENSIVE

Appendix J: Participation in Staff/Administrator Professional Development

GUAM COMMUNITY COLLEGE

Kolehon Kumuniddat Guahan

Institutional Mandate ACCJC Accreditation Handbook

- "The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement."

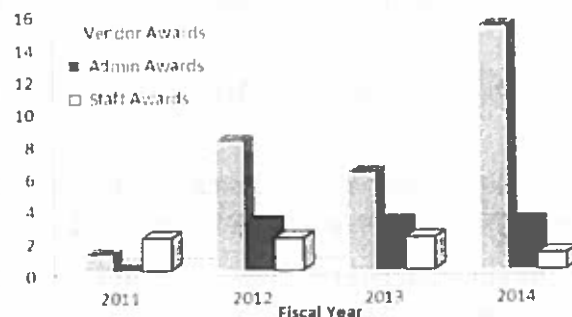
Conceptual Framework

- Growing Students
- Growing Yourself
- Growing Your Organization

Conceptual Structure Components

- Center for Professional Development and Excellence
 - Demonstration Lab
 - Training Station
 - Instructional Resource Room

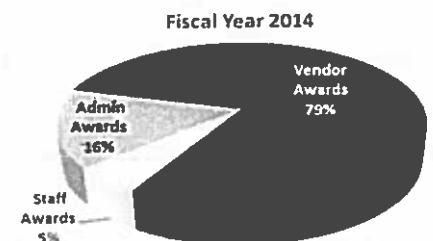
Staff / Admin Use of PD Funds



A low percentage of professional development funds are awarded directly to Staff and Administrators.

- 16 total individuals have been awarded funds between fiscal years 2011-2014.
- \$155,147.45 has been spent between fiscal years 2011-2014.
- An average of \$5,718.85 has been spent per person/vendor between fiscal years 2011-2014.

| FY | % of Staff Awarded PD Funding | % of Admin Awarded PD Funding |
|----------|-------------------------------|-------------------------------|
| 2011 | 2% | 0% |
| 2012 | 2% | 9% |
| 2013 | 2% | 9% |
| 2014 | 1% | 9% |
| Averages | 2% | 6% |



| Fiscal Year | Award Type | Number of Awards | % of Fiscal Year | % of Total Period | Amount of Awards | % of Fiscal Year | % of Total Period |
|-------------|------------|------------------|------------------|-------------------|------------------|------------------|-------------------|
| 2014 | Admin | 3 | 16% | 7% | \$ 10,087.67 | 25% | 7% |
| | Staff | 1 | 5% | 2% | \$ 3,970.24 | 10% | 3% |
| | Vendor | 15 | 79% | 33% | \$ 25,642.59 | 65% | 17% |
| 2013 | Admin | 3 | 27% | 7% | \$ 11,841.66 | 41% | 8% |
| | Staff | 2 | 18% | 4% | \$ 4,514.65 | 15% | 3% |
| | Vendor | 6 | 55% | 13% | \$ 12,803.45 | 44% | 8% |
| 2012 | Admin | 3 | 23% | 7% | \$ 12,287.76 | 30% | 8% |
| | Staff | 2 | 15% | 4% | \$ 14,444.16 | 35% | 9% |
| | Vendor | 8 | 62% | 17% | \$ 14,714.85 | 36% | 9% |
| 2011 | Admin | 0 | 0% | 0% | \$ - | 0% | 0% |
| | Staff | 2 | 67% | 4% | \$ 21,680.42 | 48% | 14% |
| | Vendor | 1 | 33% | 2% | \$ 23,160.00 | 52% | 15% |
| Grand Total | | 46 | 100% | 100% | \$ 155,147.45 | 100% | 100% |
| | Admin | 9 | 20% | 22% | \$ 34,217.09 | 22% | 22% |
| | Staff | 7 | 15% | 15% | \$ 44,609.47 | 29% | 29% |
| | Vendor | 30 | 65% | 63% | \$ 76,320.89 | 49% | 49% |

GUAM COMMUNITY COLLEGE COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN

Appendix K: References

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