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

- **Criteria for Accreditation of the Southern Association of Colleges and Schools**
  Section 4.8.7 – Professional Growth
  Must Statement: “An institution must provide faculty members the opportunity to continue their professional development throughout their careers and must demonstrate that such development takes place . . . The general tone and policies of an institution must make it clear that individual faculty members are to take the initiative in promotion of their own growth as teachers, scholars, and especially in professional and occupational field, practitioners.”

- **Texas Higher Education Coordinating Board Guidelines for Professional Development Activities**
  Measure Statement: “Determine through review of materials and interviews the type of professional development activities available to college employees (not just faculty). Determine if the professional development activities have substantive content and are documented.”

- **Strategic Plan 2000-2001, An Institutional Effectiveness Report for Amarillo College**
  Ten goals designed to fulfill the comprehensive mission of the institution, Section VII: Goal VII: Promote employee professional growth and equity.

**Professional Development Mission Statement**

The mission of the Amarillo College Professional Development Plan is to provide faculty, staff, and administrators with program, organization, and staff development activities/training needed to provide “educational, cultural and community services and resources to enhance the quality of life for the diverse population in the service area.” (Amarillo College Mission Statement)

**Professional Development Definitions**

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

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

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

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

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

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

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

- **Program Development**  
  Provides and maintains the structure, content, and systems, at the departmental level.

- **Staff Development**  
  Provides opportunities for personal renewal, growth, change, and continuous employee improvement.

**Organizational Structure for Professional Development**

Amarillo College has a comprehensive development program designed to promote quality performance and skill improvement for all employees in tasks related to organization, program, and staff development. Professional Development is responsible for planning, coordination, direction, and facilitation of all employee orientations, training, and technology programming. All college resources and training should be collectively coordinated through Professional Development to create and to routinely maintain a comprehensive, systematically evaluated program for all employees.

The Professional Development Steering Committee shares and evaluates activities/training, discusses mutual concerns, prioritizes activities, and collectively calendars development for all Amarillo College employees. The Steering Committee is responsible for assisting with planning, implementation, coordination, direction, and programming for professional development. Membership of the Steering Committee represents the key players creating development activities and training for AC employees. The Professional Development Steering Committee is currently supported by representation from the following departments/programs of the college: Professional Development, Instructional Technology Services, Faculty Innovation Resources and Services for Technology (FIRST) Center, Distance Learning, and Personnel. Committee representatives should be evaluated continuously to assure that all newly created areas of training are represented. Additional representatives are added as needed. The Director of Professional Development serves as chair of the Professional Development Steering Committee. The President serves as an ex-officio member. All representatives work cooperatively to implement plans for creating an all encompassing, comprehensive employee development training program.

Representatives elected as chairs of the Faculty Development Committee, Administrators Development Committee, and Classified Development Committee represent individual and employee group requests. The Chairs Committee reviews and evaluates employee development training requests to be presented to the Steering Committee. The Director of Professional Development serves as the chair of the committee and assists with organization of planning and documentation for proposed activities.

Faculty, classified employees, and administrators each have committees representing their particular concerns that prioritizes and plans activities. Each representative committee sends its ideas to a central committee for further refinement, elimination of duplication, and prioritization. Membership on each committee representing employee classification groups rotates on a regular basis to allow for as much involvement as possible throughout the institution.
Elections for representation for the Faculty Development Committee, the Administrators Development Committee, and the Classified Development Committee are held in April of each year. Committee chairs and chair pro-tems are elected annually. Chairs and At-Large members representing individual employee groups on the Professional Development Chairs Committee and the Professional Development Steering Committee must be in a current term of service. The chair pro-tems of the employee committee participates in the absence of the chair representative. Members of the employee classification committees serve three-year rotating terms not to exceed two consecutive terms.

**Committee Structure: Responsibilities, Membership, Management**

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

1. **Professional Development Steering Committee**
   - **Responsibilities:** Design and approve institution’s Professional Development plans for activities/training annually; evaluate effectiveness and value of activities/training; review budgetary items, monitor and assess individual development planning processes, and assist in establishing and reviewing upcoming year’s Professional Development Plan as needed.
   - **Membership:** 12 Voting Members
     - Professional Development Director, Committee (Chair)
     - Faculty Development Committee (Chair)
     - Faculty Development Committee (At-Large)
     - Classified Development Committee (Chair)
     - Classified Development Committee (At-Large)
     - Administrator Development Committee (Chair)
     - Administrator Development Committee (At-Large)
     - Instructional Technology Services Trainer
     - Director, Lynn Library/Learning Center
     - FIRST Center Instructional Designer
     - Distance Learning Coordinator
     - Personnel Training Representative
     - Safety/Environmental Training Representative
     - Ex-Officio Member(s):
       - President
       - Others as necessary

2. **Professional Development Chairs Committee**
   - **Responsibilities:** Represents individual employee requests and employee groups in Professional Development; conduct review and planning for comprehensive development activities, review and recommend professional development budget requests, review evaluations for activities, and provide information to representatives of individual employee committees and to the Professional Development Steering Committee.
   - **Membership:** 3 Voting Members
     - Chair, Faculty Development Committee
     - Chair, Classified Development Committee
     - Chair, Administrator Development Committee
     - Ex-Officio Member(s):
       - Director, Professional Development (Chair)
       - Others as necessary
(3) **Faculty Development Committee**  
**Responsibilities:** Selects and recommends activities for faculty development and make budget requests for each; review evaluations for each activity; make activity recommendations for upcoming year’s institutional professional development plan; assist in development of activities to carry out individual plans.  
**Membership:** 11 Voting Members  
1 faculty member elected at large from each academic division (8 total)  
1 faculty member elected from those areas not represented by a specific academic division (i.e. Advising & Counseling, Library)  
2 elected from Faculty Senate  
Ex-Officio Member(s):  
Director, Professional Development  
Others as necessary

(4) **Classified Development Committee**  
**Responsibilities:** Selects and recommends activities for classified staff development and make budget requests for each; review evaluations for each activity; make activity recommendations for upcoming year’s institutional professional development plan; assist in development of activities to carry out individual plans.  
**Membership:** 9 Voting Members:  
8 classified staff members elected at large (no more than 1 member from any department)  
1 elected from Classified Employees Council  
Ex-Officio Member(s):  
Director, Professional Development  
Others as necessary

(5) **Administrator Development Committee**  
**Responsibilities:** Selects and recommends activities for administrator staff development and make budget requests for each; review evaluations for each activity; make activity recommendations for upcoming year’s institutional professional development plan; assist in development of activities to carry out individual plans.  
**Membership:** 5 Voting Members  
4 administrators elected at-large (exclusive of the Executive Committee)  
1 elected from and by Executive Committee  
Ex-Officio Member(s):  
Director, Professional Development  
Others as necessary

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

Professional Development Activity/Training Requests

There are four ways by which requests may be made to the Professional Development Steering Committee: (1) requests from an individual employee through individual development planning; (2) requests from a particular unit (work group, department, division); (3) special requests from individuals or units; (4) requests from the Executive Committee.

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

2. **Unit (Work Group/Department/Division) Requests**
   Work groups, departments, or divisions may submit requests for activities for special topics. Requests may be submitted to employee group committees or to the Professional Development Steering Committee.

3. **Special Requests**
   Individual employees or groups of employees may submit special requests for activities/training directly to the Professional Development Steering Committee for consideration, planning, and implementation.

4. **Executive Committee Requests**
   The Executive Committee may submit requests to accomplish goals to the Professional Development Steering Committee for consideration, planning, and implementation.
The Professional Development Planning Cycle

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

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

Purpose of Professional Development Evaluation

Professional Development activities/training are conducted to familiarize employees with strategies for increased effectiveness and to assist them with implementation of strategies. In addition, information is shared regarding needed organizational changes and activities/training sessions are conducted to promote and enact the changes. Throughout the process, data are gathered on participants’ perceptions of the training, knowledge gained, degree of implementation, and effects on institutional effectiveness. This information is used to guide revisions in implementation and to document improvements.

Evaluation of Professional Development serves two major purposes:

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

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

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

- Evaluation is an integral part of the professional development program planning and implementation.
- Evaluation information is gathered and analyzed on an ongoing basis to direct revisions in the planning and implementation processes.
- Evaluation procedures are designed to assess a variety of outcomes, including: (1) participants’ reactions to the program, (2) participants’ learning, (3) participants’ use of new knowledge and skills, and (4) impact on individual employee improvement.
- Evaluation and assessment includes multiple sources of information, considers all levels of the institution, and provides feedback to administration, committee representatives, and participants.