



SERVICE TRAINING PROGRAM PROPOSAL

Prepared Exclusively for

Rick Hodge



January 13, 2014



January 13, 2014

Rick Hodge
Los Angeles Southwest College
1600 West Imperial Highway
Los Angeles, California 90047

Dear Rick,

Thank you again for reaching-out and considering us for the training needs of the classified staff at Los Angeles Southwest College. Per our conversation please find the following program proposal for review and consideration.

I'm excited about the program and look forward to finalizing the details and pursuing next steps.

Sincerely,



The Art of World-Class Service

Keys to an Exceptional Customer Experience

The Purpose

The hallmark of a service-centric institution consists of staff that is engaged and enthusiastic about providing an exceptional customer experience. As Los Angeles Southwest College continues to improve and evolve, the ability of classified staff to deliver a complimentary and consistent level of service has never been more important.

The Plan

We will develop and deliver a customized workshop to engage, equip and inspire classified staff to take their service delivery to another level. This transformative program will include interactive exercises, practical examples, and real-time coaching in a fun yet focused environment.

The Payoff

- Define world-class service and increase awareness and commitment to deliver exceptional customer experiences.
- Equip staff with proven techniques in building rapport and exceeding expectations for internal and external customers.
- Highlight the power of first impressions and reveal secrets in mastering the initial moments that set the tone for the customer experience.
- Promote and nurture greater consistency in service delivery.
- Provide staff members with a proven strategy for better service recovery and issue resolution.
- Enhance personal ownership and empowerment of staff members to continually improve the quality of the customer experience.
- And more!



Chris Bryant

Corporate Speaker & Consultant

Chris Bryant is an expert in customer experience and a trusted advisor to the National Football League, National Basketball Association and Major League Baseball.

His passion to coach and develop emerging leaders was honed during an impressive career with Nordstrom and the Ritz-Carlton Hotel Company where he oversaw training and development and led the largest Ritz-Carlton in North America to a #1 rating in staff performance. He was also a select member of the Ritz-Carlton Leadership Center and a spokesman for Ritz-Carlton's legendary service. He is now the CEO of Bryant Group that equips sales and service professionals for professional sports teams that include the Denver Broncos, New York Giants, Oakland Raiders, New York Knicks, Tampa Bay Buccaneers, Cleveland Cavaliers, New York Jets, Charlotte Bobcats, New York Rangers, and the San Francisco Giants to name a few.

In addition to professional sports teams and Fortune 500 companies, Mr. Bryant has provided his expertise to colleges and universities that include Stanford, University of California San Francisco, Azusa Pacific University, Pasadena City College, California State University Northridge, Mt. San Antonio College and the California Department of Education.

Mr. Bryant has been featured, published or appeared in Black Enterprise Magazine, Ebony, MSNBC, Inc. 500 Magazine, and CareerBuilder.com. He received his Bachelors of Science from Michigan State University and completed the Executive Management Program at the University of Southern California Marshall Graduate School of Business.



Program Details & Investment

We value every client relationship and we always strive to build lasting and loyal relationships. Therefore Bryant Group is pleased to offer this tailor-made and transformative program at a special introductory rate for LASC.

Program Details & Investment		
THE ART OF WORLD-CLASS SERVICE Keys to an Exceptional Customer Experience Deliverables Include: <ul style="list-style-type: none">• Custom design, development and delivery of workshop• Associated materials and giveaways• Pre-work and research• Follow-up and support	Session One	Session Two
	<ul style="list-style-type: none">• Classified Staff• Group Size: 30-35• Length: 3.0 Hours• Date/Time: TBD	<ul style="list-style-type: none">• Classified Staff• Group Size: 30-35• Length: 3.0 Hours• Date/Time: TBD
	<div>Normal Program Rate \$6,000</div> <div>LASC Introductory Rate \$2,500</div>	

We Look Forward to an Outstanding Program!



LOS ANGELES SOUTHWEST COLLEGE

PROFESSIONAL DEVELOPMENT PLAN > 2013 – 2016

Professional Development supports the mission of Los Angeles Southwest College by promoting excellence in performance and personal growth among faculty, staff, and administrators.



INTRODUCTION

The employees at Los Angeles Southwest College (LASC) are its most valuable resource. As such, Los Angeles Southwest College is committed to providing a continuum of professional enrichment opportunities for all employees.

The Professional Development Plan reflects the College's Strategic Plan, Institutional Goal 3: Instructional Effectiveness and Accountability, which seeks to *"enhance institutional effectiveness and accountability through data-driven decision making, as well as planning, evaluation, and improvement of college programs, professional development opportunities, and governance structures."*

The purpose of the Professional Development Program at Los Angeles Southwest College is to enhance institutional effectiveness by providing opportunities to promote excellence in performance and personal growth among, faculty, staff, and administrators.

Professional Development Plan Objectives

The objectives of the 2013-2016 Professional Development Plan at Los Angeles Southwest College are as follows:

1. Encourage the enhancement of competencies in instructional, organizational, and personal areas.
2. Foster innovation and exploration of new ideas and strategies for institutional growth and enrichment of the educational process.
3. Support enhanced communication among all members of the college community.
4. Identify personnel who excel in their respective disciplines or departments.
5. Promote the development of skills in new technologies.
6. Increase the effectiveness of the Professional Development Program.

DEFINITION OF PROFESSIONAL DEVELOPMENT

The term “professional development” is the opportunity for faculty, staff, and administrators to improve their skills, expand their knowledge base, and become more enlightened and aware employees. At LASC, it is also referred to as Flex Day, staff development, or instructional improvement. It is important for all employees to realize the key role that they play in students’ success. *In the end, it can be said that the ultimate goal of all professional development is improved student achievement* (Mundry & Loucks-Horsley, 1999).

Groups to be served include instructional and non-instructional faculty, classified staff, and administrators. Goals, objectives, and resources will focus on the needs of all college personnel.

Professional Development Categories

LASC strives to include the following categories of professional development:

1. Discipline Development

These professional development activities are designed to enhance professional knowledge and skills within each person’s academic discipline or professional job area. Activities include, but are not limited to:

- Courses, conferences, seminars, and workshops
- Participation in research and individual studies
- Educational travel (domestic and international)
- Certification training and certification

2. Instructional Development

These activities relate directly to teaching methodology or techniques, assessment techniques, and other non-discipline specific experiences. Activities may include:

- Conferences, seminars, workshops, and teleconferences on assessment
- Focus groups on teaching styles
- Workshops on classroom research, teaching methods, or learning styles

3. Career/Personal Development

These activities address opportunities for personnel to expand their career goals and address their personal needs. Topics may include:

- Microsoft Office certification
- Stress management, conflict resolution, time management, and retirement
- Communication skills, team building, time management, career management

4. Leadership Development

These activities provide leaders and emerging leaders with opportunities to learn, grow, and change in order to develop knowledge, skills, and tools to function effectively within the organization. Topics may include, but are not limited to:

- Supervisory skills
- Goal setting and measuring effectiveness

- Training for new administrators

NEEDS ASSESSMENT

The assessment of individual and organizational unit professional development needs is conducted annually.

Individual Needs Assessment

Faculty members develop individual annual plans for professional and personal growth for the purpose of instructional improvement (Title V, Section 55726(a)) using the Flex Form (see Appendix A). This plan may encompass any combination of individually designed activities, institutionally planned workshops, conferences, and/or academic courses. All instructional faculty members are required to complete and report instructional improvement hours as shown in the table below.

Full-Time Instructional Faculty	Must complete 33.5 hours
Full-Time Faculty with Additional Hourly Loads	Must complete 33.5 hours plus one-half of their total annual hourly assignment
Faculty with Release Time Assignments	Must complete and report on a pro-rata basis. For example, a 60% teaching assignment must complete 60% of 33.5 hours
Adjunct Faculty	Must complete one half of their total annual hourly assignment

Classified staff and administrators identify individual professional development goals as part of their annual performance evaluations with their supervisors.

Additionally, all employees are asked to complete a Professional Development Survey (see Appendix B) during the spring semester to inform the development of the next year's Training Calendar.

Organizational Unit Needs Assessment

Each organizational unit of the College develops annual goals and corresponding professional development needs that are required to support those goals. Organizational Unit professional development needs will be a part of the 2014-2015 Program Review process.

EVALUATION

Evaluation is needed to ensure that the goals of the LASC Professional Development Plan are met. This evaluation must be an ongoing process which involves the following persons/groups:

1. **Individual Participants** – Opinions of faculty, staff, and administrators are obtained through individual discussions, interviews, or questionnaires on an annual basis.
2. **Supervisors** – Opinions of those persons who are directly responsible for the growth of participants will be obtained through interviews, group discussions, or in written form on an annual basis.
3. **Professional Development Committee** – This committee will annually review the LASC Professional Development Plan's goals, objectives, processes, and overall effectiveness. See Appendix C for the Professional Development Committee Membership.

In addition, each of the objectives listed under the goals below will be measured on an annual basis. These results will be regularly discussed in the Professional Development Committee, and specific actions will be taken to improve the results they are below expectations.

GOALS AND OBJECTIVES

The goals and objectives of the 2013-2016 Professional Development Plan at Los Angeles Southwest College are as follows:

Goal 1: Encourage the enhancement of competencies in instructional, organizational, and personal areas

Objective 1: Provide training sessions to address specific topics identified in the annual professional development survey and program reviews.

Objective 2: Provide an annual College orientation for all new employees.

Objective 3: Provide personnel with information on available training opportunities on a monthly basis.

Objective 4: Increase the percentage of faculty, staff, and administrators by 25% who participate in professional development activities, using 2012-2013 as a baseline.

Goal 2: Foster innovation and exploration of new ideas and strategies for institutional growth and enrichment of the educational process.

Objective 1: Provide employees with access to informational and instructional publications.

Objective 2: Allocate release time and/or financial resources for employees to identify and prepare for emerging technologies.

Objective 3: Continue the LASC Faculty Academy.

Goal 3: Support enhanced communication among all members of the college community.

Objective 1: Provide annual opportunities for building skills in human relationships and interpersonal dynamics.

Goal 4: Identify personnel who excel in their respective disciplines or departments.

Objective 1: Support the annual “Outstanding Faculty of the Year,” “Outstanding Classified Staff of the Year,” and “Outstanding Adjunct Faculty of the Year” awards.

Objective 2: Publish outstanding achievements of personnel in college publications.

Goal 5: Promote the development of skills in new technologies.

Objective 1: Provide technology training that supports instructional and non-instructional needs as identified in the annual professional development survey and program reviews.

Goal 6: Increase the effectiveness of the Professional Development Program.

Objective 1: Conduct an annual evaluation of the Professional Development Plan and corresponding activities.

Objective 2: Develop a three-year professional development plan for 2016-2019 by the end of the spring 2016 semester.

RESPONSIBILITIES

The responsibilities, roles, and interrelationships of the various groups and individuals required to develop and sustain professional development across all elements of the College are described below:

A. President and College Management Team

1. Provides financial and personnel support within assigned resources to support activities required to meet the college goals and the goals of the Professional Development Plan
2. Provides leadership and support for the approved professional development activities.

B. Vice President of Academic Affairs and Vice President of Administrative Services

1. Monitor expenditures and be accountable for administrative resources and funds approved for professional development activities
2. Provide an annual report of the expenditures for professional development provided through the Professional Development Plan
3. Coordinate with the Professional Development Committee in the preparation and publication of the college-wide Professional Development Plan and promote awareness of professional development opportunities within the college

C. Professional Development Committee

1. Review the LASC Professional Development Plan annually and update every three years
2. Review past expenditures for faculty and staff relative to professional development opportunities and make recommendations about future employee needs
3. Implements the Professional Development Plan as approved

ANNUAL PROFESSIONAL DEVELOPMENT CALENDAR

LASC follows the following annual Professional Development Calendar.

AUG	<ul style="list-style-type: none"> Implement Fall Flex Implement New Employee Orientation
SEP	<ul style="list-style-type: none"> Begin LASC Faculty Academy (continues through May) Implement Professional Development Activities (continues through May)
OCT	<ul style="list-style-type: none"> Departments submit Professional Development Needs Module (Program Review)
NOV	<ul style="list-style-type: none"> Plan Spring Flex
JAN	<ul style="list-style-type: none"> Implement Spring Flex
FEB	<ul style="list-style-type: none"> Review department professional development needs
MAR	<ul style="list-style-type: none"> Administer annual Professional Development Survey
APR	<ul style="list-style-type: none"> Review survey results and plan training activities for upcoming academic year
MAY	<ul style="list-style-type: none"> Assess annual professional development plan and activities for the current year Plan Fall Flex
JUN	<ul style="list-style-type: none"> Present training priorities and Training Calendar for the upcoming academic year

2013-2014 Training Calendar

The college encourages participation in a variety of professional renewal activities and makes every effort to provide opportunities in each of the four professional development categories: Discipline, Instructional, Career/Personal, and Leadership Development.

The Training Calendar below outlines the professional enrichment activities that will be offered during the 2013-2014 academic year.

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Fall Flex Day												
Faculty Orientation												
Spring Flex Day												
LASC Faculty Academy*												
Great Teachers Seminar												
SLO Workshops												
Customer Service Training												
Classified Staff Mini Retreats												
Staff Appreciation Day												
Department Meetings												
Brown Bag Lunches												
MOS Certification	Ongoing											
20 Minute Mentor	Ongoing											
Webinars	Ongoing											

*The LASC Faculty Academy is typically offered as a full-year program that begins in the fall semester. Due to budget limitations, an abbreviated academy will be offered in spring 2014, but the full-year program will be restored in fall 2014.

ALLOCATION OF PROFESSIONAL DEVELOPMENT FUNDS

District-wide Tuition Reimbursement

Los Angeles Southwest College is committed to the continuing development of its employees. To encourage the holistic development of its employees, the collective bargaining units have funds available for employee participation in conferences, workshops, institutes, and courses. Funds are available on a first-come-first-serve basis. Forms are available on the Los Angeles Community College District website.

Classified Staff

Classified staff members may receive tuition reimbursement up to \$3,000 not to exceed 50% (100% if classes are taken in the Los Angeles Community College District) in any one academic year.

Faculty

The amount of tuition reimbursement a faculty member can receive for tuition paid during a single academic year is limited to 50% of the tuition paid, or \$3,000, whichever is less. Faculty members are also eligible to receive up to \$1,500 per academic year for the cost of attendance at professional conferences, workshops, and seminars.

Administrators

Administrators may receive tuition reimbursement to a maximum of \$2,000 in any one academic year. The tuition reimbursement may not exceed 50% of the actual tuition for any educational term. However, all allowable expenses may be reimbursed for conference attendance.

Tuition Reimbursement (Faculty Only)

The amount of tuition reimbursement a faculty member can receive for a tuition paid during a single academic year is limited to 50% of the tuition paid, or \$500, whichever is less. Faculty members are also eligible to receive up to \$600 per academic year for the cost of attendance at professional conferences, workshops, and seminars.

Professional Development Budget

In addition to these funds, the College has allocated the following funds for the 2013-2016 Professional Development Plan.

	2013-2014	2014-2015	2015-2016
Fall Flex Day	\$3,000	\$3,000	\$3,000
Spring Flex Day	\$2,500	\$2,500	\$2,500
LASC Faculty Academy	\$10,000	\$10,000	\$10,000
New Employee Orientation	\$2,500	\$2,500	\$2,500
Staff Appreciation Day	\$3,500	\$3,500	\$3,500
Great Teachers Seminar	\$6,000	\$4,000	\$4,000
20 Minute Mentor	\$1,400	\$1,400	\$1,400
Customer Service Training	\$2,500	\$2,500	\$2,500
Classified Staff Mini Retreats	\$3,000	\$3,000	\$3,000
SLO Workshops	\$2,000	\$2,000	\$2,000
MOS Certification	\$700	\$700	\$700
Total	\$37,100	\$37,100	\$37,100

PROFESSIONAL GROWTH AND DEVELOPMENT

To: All Faculty

From: Alistaire Callender, Professional Development Coordinator

Subject: Professional Development

Hello and welcome to Academic Year 2012-2013. Whether you call it FLEX, professional development, staff development, or instructional improvement, they all mean the same thing: the opportunity for faculty to improve their skills, expand their knowledge base, and become more enlightened and aware. As faculty it is important to realize that we play a key role in our students' success. *In the end, it can be said that the ultimate goal of all professional development is improved student achievement (Mundry & Loucks-Horsley, 1999).*

YOUR FLEX OBLIGATION

FLEX is a contractual obligation. The purpose of FLEX is to provide time for faculty to participate in development activities that are related to "staff, student, and instructional improvement" (title 5, section 55720). The FLEX program allows faculty (full-time, part-time, instructional and non-instructional) the time to work individually or with groups to achieve improvement in three distinct areas:

- Staff improvement
- Student improvement
- Instructional improvement

Each faculty member is responsible for the development of his or her individual plan for professional and/or personal growth for the purpose of instructional improvement (title 5, section 55726(a)). This individual plan may encompass any combination of individually designed activities, institutionally planned workshops, conferences, and/or academic courses. All classroom faculty shall complete and report an hourly commitment equal to or greater than the number of instructional improvement hours required. How to configure your instructional improvement obligation:

Full-Time Faculty must complete and report 33.5 hours.

Full-Time Faculty with additional hourly loads must complete and report 33.5 hours plus one-half of their total annual hourly assignment.

Faculty with release time assignments must complete and report on a pro-rata basis. For example, a 60% teaching assignment must complete 60% of 33.5 hours.

Adjunct Faculty must complete and report one half of their total annual hourly assignment.

INSTRUCTIONAL IMPROVEMENT FORMS ARE DUE NO LATER THAN JUNE 1, 2013. FAILURE TO COMPLETE YOUR OBLIGATION AFFECTS YOUR WAGES AS WELL AS YOUR FACULTY EVALUATION.

INSTRUCTIONAL IMPROVEMENT ACTIVITIES

There are many activities that are coordinated on campus by Professional Development as well as faculty or departments. Please see the attached list for pre-approved campus and District activities. Individual activities are any professional development activities not coordinated by Professional Development that a faculty member completes on their own.

CONFERENCE ATTENDANCE

Per the AFT Contract, Article 23 Professional Development Rules and Practices, each college shall establish a Professional Conference Fund. At Southwest College, full-time faculty are eligible to receive up to \$475.00 per academic year for conference attendance. Adjunct faculty with priority are eligible to receive up to \$200.00 per academic year for conference attendance. Funds are available on a first-come-first-serve basis with priority given to those that submit their request in advance. Forms are available on the Southwest website.

LOS ANGELES SOUTHWEST COLLEGE

TUITION REIMBURSEMENT

Furthering your education and/or training is also a contractual perk for both regular and adjunct faculty. If you are interested in pursuing a specific course of study or training, reimbursement shall be limited to 50% of the tuition paid or \$2000.00, whichever is less during a single academic year. Adjunct faculty must have priority status to apply. Forms are available on the Southwest website.

ADVANCEMENT IN ACADEMIC RANK

Both full-time and part-time faculty has the opportunity to advance in rank at Southwest College. Advancement in Rank forms are available on the Southwest website.

Full-Time: Advancement from Assistant to Associate Professor after 5 years of service
Advancement from Associate Professor to Professor after 10 years of service

Adjunct: Advancement from Instructor to Adjunct Assistant Professor after working 4 semesters within a 3-year academic calendar period

FREQUENTLY ASKED QUESTIONS ABOUT PROFESSIONAL DEVELOPMENT

What are Professional Development, FLEX and Instructional Improvement?

They are all terms describing the same thing: an opportunity for classroom faculty to participate in formal and Informal activities in the assistance of acquiring new skills, developing insights into pedagogy, and exploring new or advanced understandings of content and resources in the classroom. The term “flex” is derived from the flexible calendar concept.

Who must complete Instructional Improvement/FLEX hours?

Instructional Improvement hours are contractually required of all classroom faculty, both full-time and part-time. The District is required by provision of the California Education Code to account for the hours of “in lieu of” instruction.

Why do I have to do it?

Because it is a contractual obligation and you are being paid for 5 days you do not have to work.

What kind of a plan is involved?

Professional Development/FLEX is not just about documenting hours from the activities that you have participated in. It is about developing an individual plan and setting a goal for you for the academic year.

When are the Instructional Improvement forms due?

Instructional Improvement forms are due by June 1, 2013. Be sure to keep a copy for yourself.

What doesn't count towards Instructional Improvement?

Instructional Improvement activities cannot include tasks that are an ongoing part of the regular teaching responsibilities such as grading papers, choosing textbooks, writing lesson plans or syllabus guides. Travel time and personal meal time at a conference does not qualify for Instructional Improvement hours. Attendance at union meetings is not considered Instructional Improvement and Instructional Improvement time cannot be “banked” towards the next Professional Development year.

What if I want to present a workshop on campus because I have something really important to share and I think others would benefit as well?

Good question! Just email me and I will help you set it up – callenab@lasc.edu

Please feel free to contact me if you have any questions about Professional Growth and Development.
callenab@lasc.edu

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2012- 2013

Instructional Improvement Agreement

July 1, 2012 – June 30, 2013

Name _____ Employee # _____
Last First M.I.

Discipline _____ Ext _____ Email _____ Mailbox # _____

Please indicate your status and number of hours you need to complete and report from July 1, 2012 – June 30, 2013:

() **Full-Time Faculty** – must complete and report 33.5 hours _____

() **Full-Time Faculty with additional hourly loads** – must complete and report 33.5 hours +
½ of their total annual hourly assignment _____

() **Faculty with release time assignment** – must complete and report on a pro-rata basis.
For example, a 60% teaching assignment must complete 60% of 33.5 hours _____

() **Adjunct Faculty** – must complete and report ½ of their total annual hourly assignment (Fall - Spring) _____

Please indicate your instructional improvement goal(s) for the 2012-2013 academic year:

- | | | |
|---|---|---|
| <input type="checkbox"/> Improvement of Instruction | <input type="checkbox"/> Institutional Growth/Development | <input type="checkbox"/> Multicultural Awareness |
| <input type="checkbox"/> Personal Enhancement | <input type="checkbox"/> Professional Enhancement | <input type="checkbox"/> Student Personnel Services |
| <input type="checkbox"/> Technological Proficiency | <input type="checkbox"/> Other _____ | |

Describe how you plan to satisfy your instructional improvement goal(s):

INSTRUCTIONAL IMPROVEMENT ACTIVITY or ACTIVITIES YOU PARTICIPATED IN TO SATISFY YOUR INSTRUCTIONAL IMPROVEMENT GOAL(S)

Activity #	Date	Description of Activity	Hours

Total Hours _____

I understand that Professional Development/FLEX activities are considered a contractual obligation and Professional Development/FLEX days are included in my salary, as negotiated by the AFT. I certify that the information reported on this form is true and correct and that I have satisfied my Instructional Improvement obligation as prescribed by law. Please submit this form via email to XXXX@lasc.edu or to mailbox #155 no later than June 1, 2013 and be sure to make and keep a copy for yourself.

Certification: _____
Employee's Signature

_____ Date

Acceptance: _____
Professional Development Coordinator

_____ Date

LOS ANGELES SOUTHWEST COLLEGE

PROFESSIONAL GROWTH AND DEVELOPMENT PRE-APPROVED INSTRUCTIONAL IMPROVEMENT ACTIVITIES 2012- 2013

COLLEGE/CAMPUS GENERAL ACTIVITIES

COLLEGE CONVOCATION

Credit – up to 6 hours

Date/Time: August 23, 2012

Mandatory professional development day for all full-time faculty

COLLEGE LEADERSHIP RETREAT

Credit – up to 6 hours

Date/Time: August 21, 2012

Off-Campus event for faculty, staff and administration

ADJUNCT FACULTY ORIENTATION

Credit - 5 hours

Date/Time: TBA

Orientation information for adjunct faculty

TEACHING DIRECTED STUDIES COURSES (UNPAID)

Credit - no limit

Date/Time: TBA

Credit for instructors who are teaching 185/285/385 courses. This is unpaid teaching that greatly contributes to the college.

PROFESSIONAL SERVICE TO THE COLLEGE (UNPAID)

Credit - no limit

Date/Time: TBA

Professional services provided to the college without compensation or remuneration.

DEPARTMENT MEETINGS

Credit - no limit

Date/Time: TBA

Coordinated by individual department chairs. Adjunct faculty may take hour credit for attending any department meeting. F/T faculty may only receive hour credit if the meeting is instructional in nature, such as learning how to use the media cart, guest speaker in how to develop SLO's, etc.

EXTRAORDINARY COMMITTEE SERVICE

Credit - no limit

Date/Time: TBA

Faculty members participating in more than one campus committee assume an extraordinary amount of responsibility for the college. Faculty may receive instructional improvement hours for time spent on the second, third, fourth, etc. committee. **SLO**

(STUDENT LEARNING OUTCOMES) DEVELOPMENT and/or TRAINING

Credit - no limit

Date/Time: TBA

Faculty development or training in SLO's.

CURRICULUM DEVELOPMENT

Credit - no limit

Date/Time: TBA

Developing or updating course outlines.

MENTOR/MENTEE ACTIVITIES

Credit - no limit

Date/Time: TBA

For faculty participating in the mentor-mentee program.

PEER-PEER FACULTY TUTORING

Credit - no limit

Date/Time: TBA

Faculty tutoring faculty, contact Alistaire Callender, 323-241-5353, for further information.

HONORS CONTRACTS

Credit - no limit

Date/Time: TBA

Credit for those instructors that allow honors contracts.

FACULTY ADVISOR

Credit - no limit

Date/Time: TBA

Faculty advisors of student associations/groups contribute many hours of uncompensated service. The participation of faculty members is an extremely important contribution to student life and the college. Contact your dept. chair for further information.

COLLEGE BOOK CLUB

Activity

Credit - no limit

Date/Time: TBA

Members of the LASC College faculty and staff meet to discuss a variety of books. The emphasis is on professional development, multicultural awareness and interdisciplinary study.

IMPROVEMENT OF INSTRUCTION ACTIVITY

Credit – no limit

Date/Time:

e: TBA Any activity on campus or off campus that is considered an *Improvement of Instruction* activity.

INSTITUTIONAL GROWTH/DEVELOPMENT ACTIVITY

Credit – no limit

Date/Time:

TBA

Any activity on campus or off campus that is considered an *Institutional Growth/Development* activity.

MULTICULTURAL AWARENESS ACTIVITY

Credit – no limit

Date/Time:

TBA

Any activity on campus or off campus that is considered a *Multicultural Awareness* activity.

PROFESSIONAL ENHANCEMENT ACTIVITY

Credit – no limit

Date/Time:

TBA

Any activity on campus or off campus that is considered a *Professional Enhancement* activity.

STUDENT PERSONNEL SERVICES ACTIVITY

Credit – no limit

Date/Time:

TBA

Any activity on campus or off campus that is considered a *Student Personnel Services* activity.

TECHNOLOGICAL PROFICIENCY ACTIVITY

Credit – no limit

Date/Time:

TBA

Any activity on campus or off campus that is considered a *Technological Proficiency* activity.

OTHER ACTIVITY

Credit – no limit

Date/Time:

TBA

Any activity on campus or off campus that is considered an *Other* activity.

Examples of Individual Activities

Lead a workshop on campus

Attend workshops and or training on other LACCD campuses

Attend District discipline meetings

Develop department projects

Attend professional workshops/conferences, seminars

Develop a new course or revise course curriculum

Develop learning resources such as an instructional video

Visit other colleges and universities to get ideas for your classes or for your department

Exploration of alternative instructional methods

Field visits to sites related to your program and/or areas of responsibility

Grant research and preparation

Projects involving community and/or student groups

Prepare and present papers or lectures at conferences

Visit and share information about your discipline with feeder high schools

Review and assessment of library holdings in your discipline

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What doesn't count towards your Instructional Improvement obligation?

Attendance at union meetings

Any professional activity for which you are paid

Activities during the hours you are scheduled to work