

# Praxis: Institutionalizing a Comprehensive Professional Development Plan Based on Academic Research

Dr. Jessica Krug and Cyrus Fernandez  
Santa Monica College  
October 13, 2022  
4CSD Conference

# Historical Context

## 1985–first vision

Originally conceived as a comprehensive program

Vision never fully realized

Sabbaticals, new faculty and classified staff orientations persist

## 2013–next incarnation

Center for Teaching Excellence began with a Title V HSI grant (2012-2019)

Designed to be decentralized to meet diverse needs

Included classified colleagues in CFSI

## 2020-present–IEPI

Through HR, SMC applied for and received an IEPI grant to construct a comprehensive PD center for all employee groups

IEPI steering committee is still meeting to finalize design

# Relevant Research

## Central Argument

To improve student outcomes: **INTENSIVE, SUSTAINED, COHESIVE**

(Condon, Iverson, Manduca, Rutz, & Willett, 2016; Edwards, Sandoval, & McNamara, 2015; Perez, McShannon, & Hynes, 2012)

## Right Drivers: Fullan, 2011

- Focusing on the group
- Building capacity
- Systemic cohesion
- Putting pedagogy first \* (faculty)

## Kaleidoscope Convergence: Kezar, 2012

Facilitating institutional change via bottom-up and top-down leadership convergence

**Won't always succeed!**

# Vision

The EpiCenter=Equity-minded  
Professional Innovation Center  
It's going to be EPIC!

The EpiCenter strives to build  
community and capacity  
among all employee groups to  
make SMC a place where  
everyone belongs and realizes  
their potential.

---

# Mission

The EpiCenter=Equity-minded  
Professional Innovation Center  
It's going to be EPIC!

The EpiCenter supports the equity mission of SMC and the Vision for Success through coordination and facilitation of professional learning and growth opportunities grounded in the principles of equity-mindedness. By offering a variety of opportunities tailored to the needs of all employees, the EpiCenter strives to be the center of growth, development, and professional excellence for all while also cultivating community and joy in our daily work.

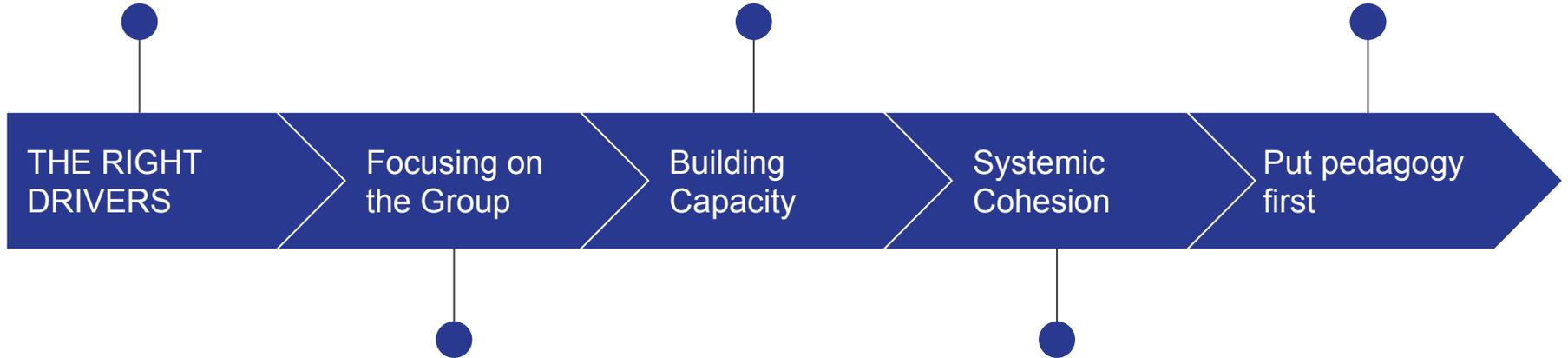


# Putting the Research Into Action

## Fullan, 2011

Encourage leadership development in ALL employee groups

Faculty-focused work should be about teaching



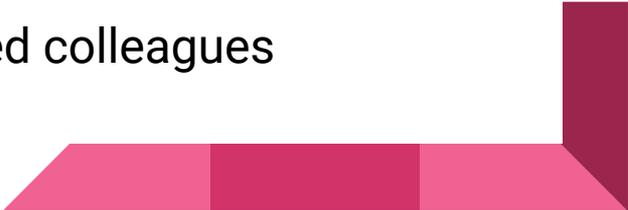
Includes faculty, classified and managers; models lifelong learning

Nexus of authentic employee needs and institutional priorities

# Kaleidoscope Convergence: Kezar, 2012

1. Grassroots leaders need to be sensitive to timing
  - IEPI generated from HR; Center for Teaching Excellence dormant due to pandemic and loss of the administrator supporting it
2. Find a translator
  - New Coordinator of PD (2019) and Dean of Equity, Pathways, and Inclusion (2020)
3. Make top-down leadership aware of initiative slowly over time
  - IEPI process
4. Manage up
  - Crafted a budget that gives us space to continue to build and plan

# Kaleidoscope Convergence: Kezar, 2012

5. Secure membership on key committees and task forces
    - Academic Senate; Professional Development Committee and Classified Professional Development Committee; IEPI Steering Committee
  6. Get outside financial support
    - IEPI grant and using EPI funds to support Center
  7. Grassroots leaders should remain skeptical and suspicious
    - The challenge of integrating and supporting Classified colleagues
- 



# Theory-to-Practice Applications

**Applied for IEPI**

**Visits 1-3  
completed**

**Funding Cycle 1  
Extension**



**Accepted to  
participate in the  
PRT Visits**

**Funding Cycle 1**

# The Context and Environment of the PD Plan

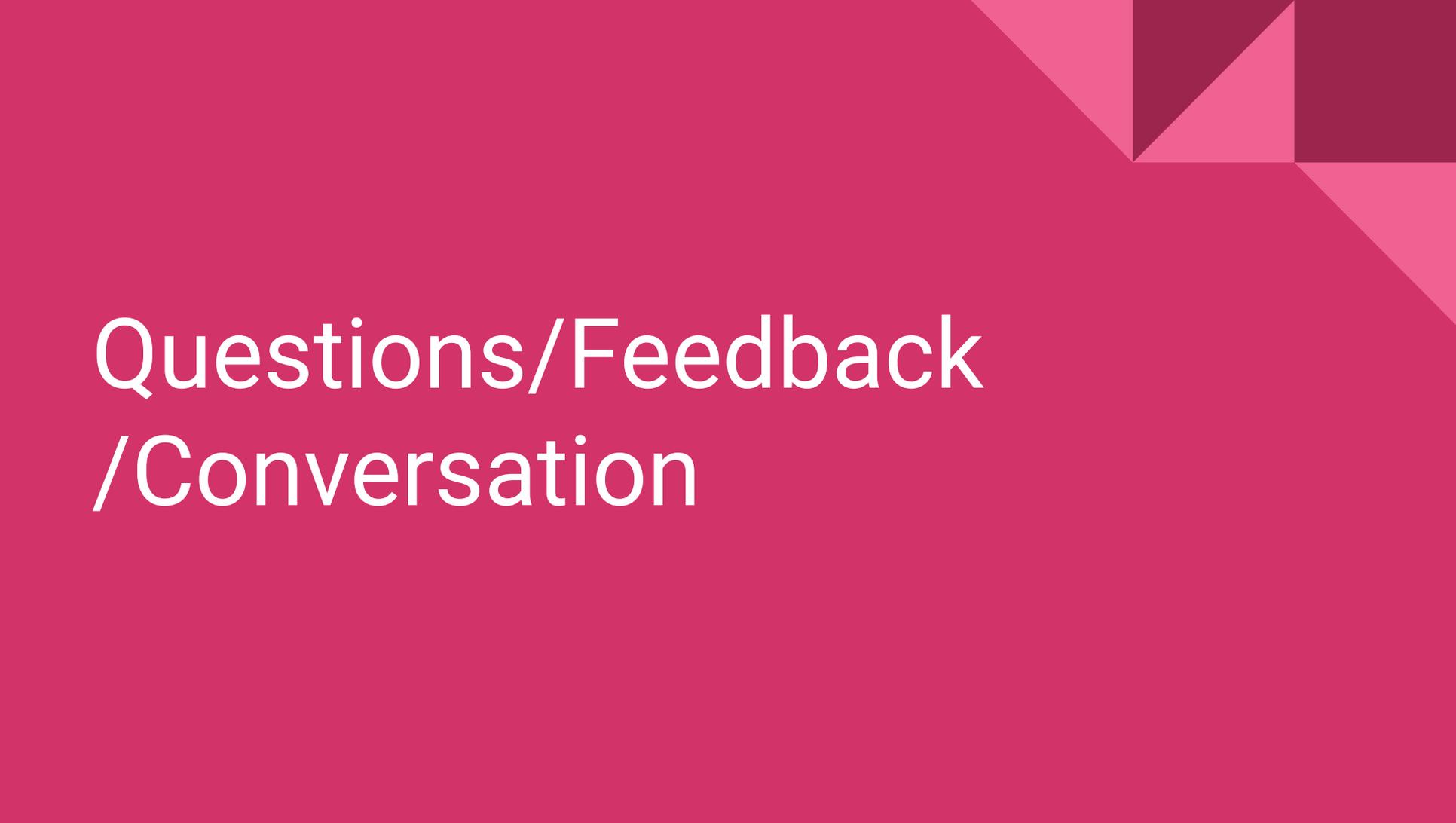
- Applied for the Institutional Effectiveness Partnership Initiative Plan (Jan 2020)
    - Goal: Revamp our professional development program and processes that meets the needs of all employee groups at SMC.
  - The onset of the pandemic slowed us at first but gave us an opportunity to bring up issues to the forefront
  - Remote work made us focus on the inequities in the nature of all of our work
  - The call for racial equity during the summer of 2020
  - The lack of acknowledgement and recognition of burnout
- 

# Project Rollout and Commencing Work

- Holding space to recognize we are all not on the same page or at the table
- Trying to overcome shared governance structures to begin the work
- A year of very little accomplishment; extension for one more year
- Accomplished more within the last two months than a whole year of meetings
- Leaned heavily on the role of translators to keep the work going (Kezar, 2012)
  - The power of the role to make room for all different perspectives to be heard (Brown, A.E., 2021)
  - *Emergence is the way complex systems and patterns arise out of multiplicity of relatively simple interactions* (Brown, A.E., 2017)

# Lessons Learned

- Having all employee groups at the table revealed inequities in the structure and processes related to professional development
    - The nature of committee work for classified professionals
  - Kept professional development at the forefront
    - Learning from one another and learning how to better advocate for each other's PD needs
    - 3 employee groups-> We are all on the same thought
    - Collective funds shared with each other
    - Be ready to have the serious conversations around PD
  - Cannot ignore the community college environmental aspects of the work
  - A communication plan could have been beneficial
  - No more initiatives-> move towards a framework
- 

The background is a solid pink color. In the top right corner, there are several overlapping geometric shapes: a dark pink square, a medium pink square, and a light pink square, all partially cut off by the edge of the frame.

Questions/Feedback  
/Conversation

# References

Brown, A. M. (2021). *Holding change: The way of emergent strategy facilitation and mediation*. AK Press.

Brown, A. M. (2017). *Emergent strategy: Shaping change, changing worlds*. AK Press.

Fullan, M. (2011). Choosing the wrong drivers for whole system reform. East Melbourne, Victoria, Australia: Centre for Strategic Education.

<https://doi.org/10.17323/1814-95452011-4-79-105>



# References

Kezar, A. J. (2012). Bottom-up/top-down leadership: Contradiction or hidden phenomenon. *The Journal of Higher Education*, 83(5), 725-760.  
<https://doi.org/10.1353/jhe.2012.0030>

Krug, J. (2018). Building Community and Capacity: Institutionalized Faculty Development in Community Colleges. *UCLA*. ProQuest ID: Krug\_ucla\_0031D\_16745. Merritt ID: ark:/13030/m5mh2kww. Retrieved from <https://escholarship.org/uc/item/06p452d8>

