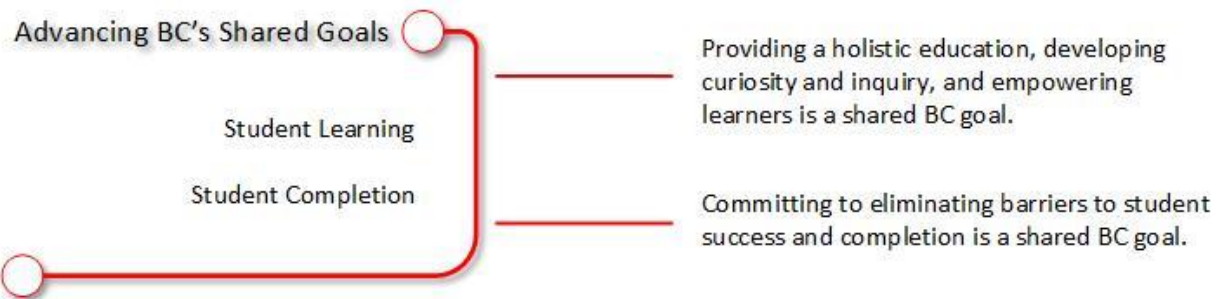
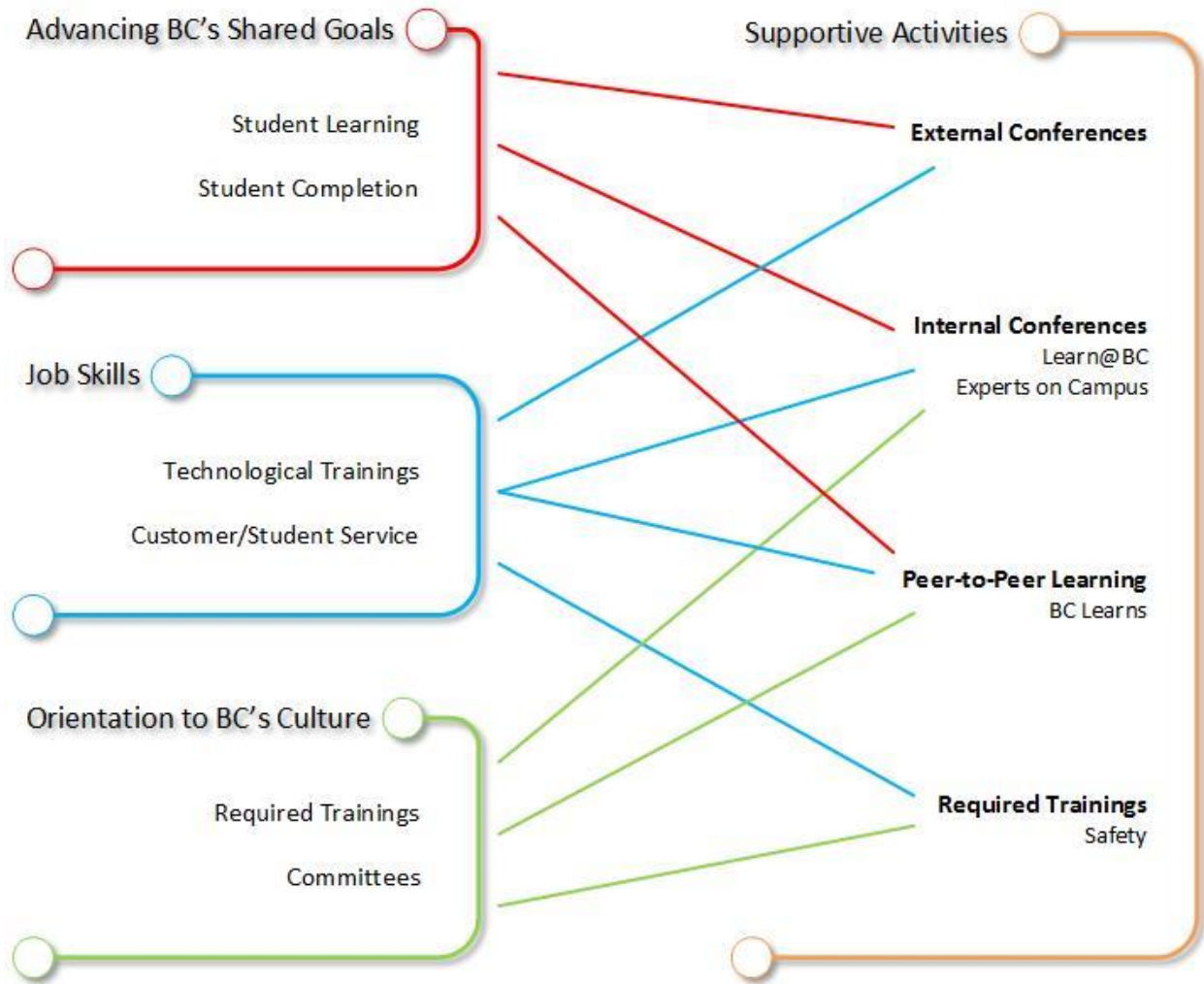


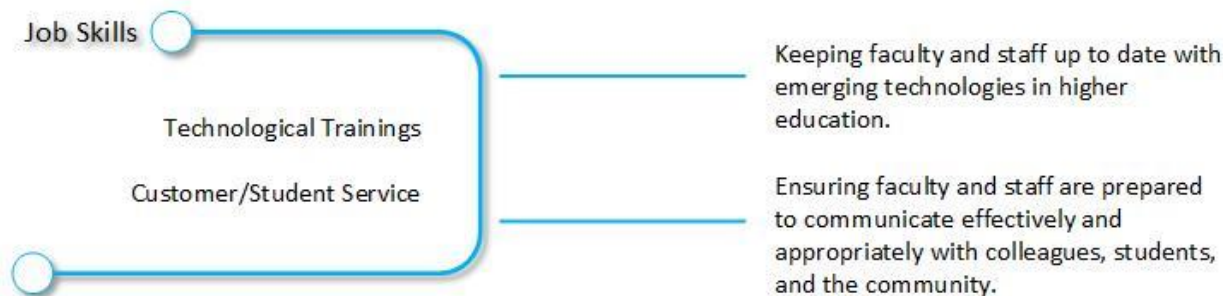
Professional Development Organizational Framework



Attending external conferences provides BC faculty and staff with a means of keeping current with the knowledge in their respective fields. In so doing, BC faculty and staff are able to provide the utmost quality in service to our students. External conferences run the gamut from technological summits to equity and counseling-related conferences. Attendance is encouraged in accordance with multiple [Strategic Directions](#) Initiatives, including initiatives 2.4, 2.15, and 2.21.

Internal conferences aid BC faculty and staff by bringing field experts to the BC campus. Internal conferences are also functional in advancing BC's shared goal of student learning by providing students the opportunity to participate in the same developmental opportunities as BC faculty and staff. This is in accordance with Strategic Directions Initiative 1.12: "Enhance student participation in campus conferences, workshops and guest lecture series such as BCLearns, Equity Summit, Social Justice, Pre-Law, STEM Pathway Speaker Series and Achieving the Dream."

Peer-to-peer learning is another means by which BC faculty and staff remain current in their fields and with regard to emerging technologies. Continuing our own learning not only keeps us current in terms of job-related knowledge, but illustrates to our students the importance of continuing education.



Attending external conferences provides BC faculty and staff with a means of keeping current with the knowledge in their respective fields. In so doing, BC faculty and staff are able to provide the utmost quality in service to our students. External conferences run the gamut from technological summits to equity and counseling-related conferences. Attendance is encouraged in accordance with multiple [Strategic Directions](#) Initiatives, including Initiative 5.4, “Provide training on existing technology.”

Internal conferences provide BC faculty and staff with a means of connecting with experts in their fields, as well as colleagues from other colleges and organizations. Internal conferences have been held on topics ranging from technology to equity, and serve the purpose of keeping faculty and staff current in their fields.

Peer-to-peer learning is a primary method of inculcating knowledge of technology among BC faculty and staff. Workshops of this type are held in accordance with Strategic Directions Initiative 5.4, “Provide training on existing technology;” further, these trainings often provide training on new technologies. Peer-to-peer trainings also encourage leadership among BC faculty and staff in accordance with Strategic Directions Initiative 5.3, “Focus on leadership development in new faculty and new adjunct faculty...,” with the addition of current faculty and staff, as well.

Required trainings, such as those on campus safety and emergency preparedness, encourage BC faculty and staff to keep the safety and well-being of the entire BC family, including faculty, staff, and students, in mind. Required trainings also help to “Ensure the health and wellness college value is integrated into campus activities and meetings,” in accordance with Strategic Directions Initiative 5.6.



Internal conferences provide BC faculty and staff with a means of connecting with experts in their fields, as well as colleagues from other colleges and organizations. Internal conferences have been held on topics ranging from technology to equity, and serve the purpose of keeping faculty and staff current in their fields. These conferences also provide opportunities for BC faculty and staff to get involved and display their leadership abilities.

Peer-to-peer learning is a means of introducing BC faculty and staff to one another, as well as to BC's processes and policies. Committees also function as peer-to-peer learning in the sense of the aforementioned introduction to BC's processes and policies. Peer-to-peer trainings also encourage leadership among BC faculty and staff in accordance with Strategic Directions Initiative 5.3, “Focus on leadership development in new faculty and new adjunct faculty...,” with the addition of current faculty and staff, as well.

Required trainings, such as those on campus safety and emergency preparedness, encourage BC faculty and staff to keep the safety and well-being of the entire BC family, including faculty, staff, and students, in mind. Required trainings also help to “Ensure the health and wellness college value is integrated into campus activities and meetings,” in accordance with Strategic Directions Initiative 5.6.