

Professional Development Plan



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Program History

Currently, our campus has a Staff Development Committee that has recently been renamed the Professional Development Committee. Staff Development Committee is a campus committee that contributes to/oversees disbursement of funds to facilitate professional development to part-time, full time faculty, classified professionals, and administrators and managers, for a variety of different Professional Development activities through a proposal process. These PD activities range from 1-day workshops to full conferences. Requestors are attendees as well as presenters. This committee began discussions in regards to creating and implementing a unified professional development plan that includes all part-time and full-time faculty, classified professionals, and administrators and managers. These discussions derived from submitted proposals where there appeared to be confusion as to what was considered to be acceptable professional development, who could apply for funds, and the process to apply for funds.

-

In fall 2018, the Faculty Professional Development group called for the creation of a comprehensive Professional Development Plan and began to draft the plan as a committee. Quickly realizing the scope of the plan was beyond the purview of the committee, the chair of the Faculty Professional Development Committee in conjunction with the chair of the Staff Development Committee wrote a resolution (Attachment B) calling for the creation of a Professional Development Workgroup. The resolution was approved by the Academic Senate and adopted by College Council mid-Spring semester 2019, with the suggested constituency group members identified. Each constituency group was contacted to appoint representatives thereafter, and the Professional Development workgroup began

meeting late spring semester 2019 to create a comprehensive Professional Development plan for the campuses and draft a revised critical needs survey.

The Faculty Professional Development Committee, with membership of full-time faculty in each division at each college and center location as well as the addition of administrative, staff, and student representatives, began to meet face-to-face monthly in spring 2018. They immediately began designing questions for the critical needs survey, administered February 2018, and analyzed the results (see attached). Based on these results, they to put together a comprehensive Flex day schedule for fall 2018, during which most members of the committee presented at in multiple campus locations or helped staff the Welcome Booths at both campuses. The committee also wrote its first mission statement:

The mission of the Professional Development committee is to provide collegially planned professional and personal growth opportunities that support the college's strategic goals for all individuals in the college community.

The Professional Development workgroup, which began meeting late spring 2019, developed a draft of revised critical needs survey to be distributed fall 2019 and developed the goals listed in the Program Goals section.

Constituencies Served

All employees of Reedley College, including full-time and part-time faculty, classified professionals, and administrators and managers, are served by this professional development plan, in accordance with the ACCJC accreditation standard III.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.

Faculty

Title 5 § 55724 allows community college districts to "designate an amount of time in each fiscal year for employees to conduct staff, student, and instructional improvement activities. These activities may be conducted at any time during the fiscal year. The time designated for these activities shall be known as 'flexible time'".

The SCCCD contract (2018-2021), AGREEMENT BETWEEN STATE CENTER COMMUNITY COLLEGE DISTRICT AND FULL-TIME FACULTY BARGAINING UNIT STATE CENTER FEDERATION OF TEACHERS LOCAL 1533, CFT/AFT, AFL-CIO, stipulates for full-time faculty in Article XII, Section 7: "One flexible schedule day shall be provided at the beginning of each semester, unless the District and the Senates mutually agree otherwise. Faculty members may request to reschedule a "flex day" at a time other than the date at the beginning of the fall and spring semester(s) for a specific educationally related activity, which is beneficial to the education of students, providing such alternate schedule is management approved and within the normal travel and conference budget expenses. Any approved rescheduled "flex day" must occur within the academic year from which it was rescheduled and must be outside of the individual faculty member's regular contract and overload teaching schedule as assigned. Weekday evenings and/or weekend days are permissible. Evening and/or weekend assigned time cannot be counted. Faculty scheduling alternate flex day activities are responsible for the reporting requirements required in regulation." Per the contract, faculty are required to earn at least ten hours per academic year of approved flex day activities.

Approved by the Professional Development Workgroup
10/18/19; RCAS 11/26/19; Classified Senate 11/26/19;
College Council 12/4/19

The flexible calendar program allows all faculty, inclusive of full and part time as well as instructional and non-instructional faculty) to work on three areas (Title 5, § 55720):

- Staff improvement
- Student improvement
- Instructional improvement

Classified Professionals

Classified professionals are not required to earn Flex time. They are encouraged to participate in professional development activities, but they are not provided any compensation at this time. Professional development needs for classified professionals include training to keep current in technological tools used by the College, increasing communication skills, and career development training as staff prepare for positions of increasing responsibility.

Administrators and managers

Administrators and managers are also not required to earn Flex time, but they are encouraged to continue to develop professionally.

Program Goals

Goals	Activities may include but are not limited to:
<p>Develop and foster a culture that prioritizes professional development for all employees to support student success</p>	<ul style="list-style-type: none"> • Embrace culture of Equity and Inquiry through intentional professional development on topics related to cultural diversity, race relations, and inclusion. • Advocate for Campus Professional Development Coordinator • Examine existing structures for what reorganization that needs to be done to support these goals.

	<ul style="list-style-type: none"> • Secure funding for a CTE liaison position • Advocate for the creation of a CTE Advisory group. • Advocate for release time for the Staff Development Committee Chair. • Work with unions to recommend appropriate Flex Time for faculty and classified staff. • Advocate for Flex Day attendance for all faculty and staff. • Investigate College Hour • Investigate Compressed Calendar and its potential to impact professional development opportunities • Funding for adjunct instructors to attend PD activities • Expanding internship possibilities for faculty and expanding to CTE programs • Advocate for a District wide PD coordinator to increase communication across all campuses. • Continue to encourage all employees to attend PD opportunities • Work with district office and professional development coordinators throughout district to increase collaboration. • Provide activities that deepen knowledge in all employees' area of responsibility and increase their awareness of current developments in their fields. • Align Opening Day activities with each year's professional development goals in order to provide PD for the entire campus at once.
<p>Identify all available funding sources for professional development</p>	<ul style="list-style-type: none"> • Advocate for a college wide annual vision set by the President and supported by the college council. • Professional Development funding is prioritized by this vision. • Grant coordinators or designee to serve on the PD committee and report out on projects being funded, providing regular updates <p>The Professional Development Committee will assist applicants in</p>

	identifying all sources of professional development funding.
Streamline processes for application and educate all employees of process	<ul style="list-style-type: none"> • Develop a new application process that allows opportunities to be external and internal. • Restructure the current PD committees to consider becoming one body. • Grant coordinators or designee to serve on the PD committee and report out on projects being funded, providing regular updates.
Learning to value the investment in professional development opportunities for all employees	<ul style="list-style-type: none"> • To use a PD LMS systems for all employees. • Include in application requirement that all conference attendees will present a workshop, preferably at Flex Day or College Hour. • Work with PIO office to market and brand Office of Professional Development.
On campus, increase participation for professional development opportunities for all employees	<ul style="list-style-type: none"> • To include both Full time and part time faculty, classified professionals, and management. • Restructure the Staff Development Committee to allow for applications for funding for out-of-district conferences and internal.
Increase knowledge of professional development best practices and share findings with campus communities	<ul style="list-style-type: none"> • Provide opportunities for PD Learning Communities. • To use a PD LMS systems for all employees. • Include in application that all conference attendees will present a workshop, such as for their departments, Flex Day, or College Hour.

Program Budget

The PDC recognizes the importance of aligning the PDP with grants and other plans on campus that include professional development. Current categorical funding include:

Grant/Plan	Professional Development Component	Funding
Student Equity and Achievement (SEA)	BSI/BSSOT: <ul style="list-style-type: none"> • Acceleration Training (internal and through organizations like CAP) • Reading Apprenticeship (both internal and through organizations like RP Group and West Ed) • AB705 Training (English, Math, and implementation activities) • Tutor Training (Tutor Expo, Mental Health Training, and various conferences) 	Funding information not provided.
Guided Pathways	<ul style="list-style-type: none"> • Workshops hosted by IEPI and the Chancellor’s Office • T² half day meeting which includes PD • Days of Dialogue: equity, data, meta-majors/mapping, etc. • Flex day workshops • Department meetings 	Funding information not provided.
STEM	<ul style="list-style-type: none"> • Professional Development FT/PT Math faculty to develop concurrent support for the statistics pathway for AB 705 <ul style="list-style-type: none"> • Campus and Community events to promote STEM through outreach activities • PD for STEM Faculty on mentoring to help increase the number of STEM students being mentored at RC/MC/OC 	Funding information not provided.

	<ul style="list-style-type: none"> • PD for STEM faculty student transition from a community college to a four-year university. This will allow for STEM faculty to know what STEM faculty at four-year universities 	
Technology Master Plan	<p>Technology training for faculty and staff including but not limited to:</p> <ul style="list-style-type: none"> • Flex day presentations on new technology • Accessibility training • Support for contracted professional development programs such as Lynda.com and Hoounit • eLumen training in curriculum, program review, SLO • 0365 	Allocated annually through the Technology Budget
Staff Development	<p>Staff Development Committee is a campus committee that contributes to/oversees disbursement of funds to facilitate professional development to part-time, full time faculty and staff for a variety of different Professional Development activities. These PD activities range from 1-day workshops to full conferences.</p>	Allocated annually from the President’s Office 2018/19 FY \$15,000.00
Strategic Plan		

Attachments

Attachment A: Reedley College Critical Needs Survey Results

Spring 2018 Survey results, based on 75 participants

Designing online classes	30
Promoting use of OER (Open Educational Resources)	22
Student support resources online (e.g. library, Writing Center)	21
Integrating technology in the classroom	33
Diversity and inclusion across campus	24
Student based learning: reaching the unmotivated student	39
Student based learning: practices to invite engagement	38
Integrating teaching and scholarly/creative activity	26
One Book/One College	14
Campus tours to see what departments are doing	22
Staff & Faculty Showcase (display/discuss artwork, publications, etc.)	16
Basics of Guided Pathways	24
Student Support Services: An Introduction to Campus Resources	21
Fun with FERPA: Understanding the federal privacy laws	13
Safety: Dealing with disruptive students	29
Understanding the process for student grievances	12
Incorporating research into coursework	20
Integrating instructional/mobile technology into your courses	27
Inclusive teaching practices	30
Understanding and supporting students with disabilities	32
Motivating students	35
Dealing with difficult students	27
Understanding and supporting students in crisis	29
Encouraging academic integrity	21
Mentoring and advising students	35
Tips for promoting events on campus	19
Tips for organizing events on campus	17
Understanding the governance structure at RC (Governance 101)	12
Understanding the budget process	16
Understanding grants	20
Understanding scheduling	15
Preparing for program review	17
Understanding staff and faculty rights	28
Training in accessibility in documents	13
Safety workshops	12
Fundraising tips	7
Introduction to campus committees (Committee 101 workshop)	15
Tips for advising/leading a club	12
Introduction to professional development online resources	20

Approved by the Professional Development Workgroup
 10/18/19; RCAS 11/26/19; Classified Senate 11/26/19;
 College Council 12/4/19

Applying for lateral transfers	11
Marketing 101 (tips for promoting campus events and programs)	9
Dual Enrollment strengthen community engagement and outreach	23
Building partnerships with local K-12 schools	33
Creating clear communication around RC partnerships (e.g. POM)	21
Approaching local industries for partnerships	38
Understanding accreditation	29
MCCC Candidacy Preparation	19
Eligibility Requirements for Accreditation	27
Institutional Planning Overview	17
Getting Involved with the Core Team	12
Basics of the process and timeline for accreditation	31

Attachment B: Resolution of the Academic Senate of Reedley College
**REGARDING THE NEED FOR A UNIFIED PROFESSIONAL
DEVELOPMENT PLAN**

WHEREAS Assembly Bill No. 2558 (2014) established the Community College Faculty and Staff Development fund “for purposes of providing state general funds to community colleges for supporting locally developed and implemented faculty and staff development programs”, and

WHEREAS Assembly Bill No. 2558 modified California Education Code (§87150) to specify that “The board of governors shall annually allocate funds, when appropriated for purposes of this article, only to a community college district whose chief executive officer has submitted to the chancellor an affidavit that includes all of the following: (a) A statement that each campus within the community college district has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs,” and

WHEREAS Title 5 of the California Code of Regulations (§55724) allows community college districts to "designate an amount of time in each fiscal year for employees to conduct staff, student, and instructional improvement activities,” and

WHEREAS the California Code of Regulations, Section 53200(c) defines that Academic Senates as those who consult collegially on “Academic and professional matters” means the following policy development and implementation matters” including “(8) policies for faculty professional development activities;”,

BE IT RESOLVED that the Academic Senate of Reedley College charges the Faculty Professional Development (Flex) Committee to form a workgroup from constituencies across all campuses to create a professional development plan for the college and its centers and report its findings to the body by fall 2019.

Attachment C: Critical Needs Survey Reedley College, Fall 2019

Default Question Block

Please identify your primary campus:

Reedley College campus

Madera Community College Center

Oakhurst Community College Center

Identify your role on your campus:

Manager/Administration

Part-time classified staff

Full-time classified staff

Part-time faculty

Full-time faculty

Which subject areas are you interested in learning about (check all that apply)?

- Staff & Faculty Showcase: display artwork, publications, departmental products, etc.
- Equity: Diversity and inclusion across campus, across departments and within various positions on campus, inclusive teaching practices, inclusive hiring committees, equity-minded customer service
- Legislative Information: Understanding the federal privacy laws (FERPA); Understanding Ed Code; Understanding unions and contracts
- Building partnerships: Local K-12 school, local industries for partnerships, advisory committee best practices
- College Wide Programs: One Book/One College; Speakers Series

- Student Support Tools :Motivating students, Understanding and supporting students in crisis, serving students with disabilities, Intro to campus resources, process for student grievances
- Initiative Updates: Guided Pathways; Open Educational Resources with "Petting Zoo" samples; AB 705
- Marketing 101: tips for promoting campus events and programs, working with the PIO office
- Learn about our campus/Campus Basics!; Campus tours to see what Mentoring and advising : mentor program for staff and/or students, tips for advising clubs
- Understanding Accreditation
- Safety: Dealing with disruptive students, safety tips from police personnel
- Campus Structure : Governance structure, The Budget Process, Introduction to grant writing, Introduction to Campus Committees
- Employment Opportunities and other Professional: Development Applying for lateral transfers, resume building or resume review, interview tips, Professional Development online resources;
- Understanding the process of Equivalency, Faculty Internships

Of the same list presented above, please now choose ONE of the following topics you are MOST interested in attending?

- Staff & Faculty Showcase: display artwork, publications, departmental products, etc.
- Equity: Diversity and inclusion across campus, across departments and within various positions on campus, inclusive teaching practices, inclusive hiring committees, equity-minded customer service
- Legislative Information: Understanding the federal privacy laws (FERPA); Understanding Ed Code; Understanding unions and contracts
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- Safety: Dealing with disruptive students, safety tips from police personnel
- Campus Structure : Governance structure, The Budget Process, Introduction to grant writing, Introduction to Campus Committees
- Employment Opportunities and other Professional: Development Applying for lateral transfers, resume building or resume review, interview tips, Professional Development online resources;
- Understanding the process of Equivalency, Faculty Internships

Attachment D: Professional Development Faculty Coordinator

Campus: Reedley Community College

Title: Professional Development Faculty Coordinator

The Reedley College Professional Development Faculty Coordinator will provide campus-wide support for the planning, development, organization, and implementation of ongoing professional development for faculty and classified professionals that supports the strategic goals of the college and Vision for Success. The Professional Development Coordinator will support the college's efforts to continue to institutionalize a culture that embraces diversity and student equity; that values creativity, engagement, inclusivity, and accountability; and fosters data-driven cycles of research, analysis, and innovation focused on learning and student outcomes.

This position reports to the Vice President of Instruction.

DUTIES

- Works closely with the Vice President of Instruction and the Professional Development (currently called Staff Development) Committee Chairs, to develop, implement, and monitor a college-wide Professional Development Plan.
- Provides workshops for faculty and staff on areas of identified in the annual critical needs survey.
- Seeks expertise internally and externally to provide workshops for faculty and staff throughout the year, including flex day workshops.
- Aligns professional development with college and state initiatives
- Coordinates planning, assessment, and on-going improvement of Professional Development Plan for Reedley College in consultation with campus stakeholders.
- Completes an annual critical needs assessment to determine the professional development needs of the college faculty and staff.
- Assists the Vice President of Instruction with organizing and implementing the New Faculty Onboarding program.
- Plans and organizes First Year Experience (FYE) and Communities of Practice (COPs) focusing on high impact practices.
- Collaborates with Administration and the Office of Institutional Research to offer, organize, and implement various training sessions related to data analysis, Guided Pathways, and other college or statewide initiatives.
- Coordinates with and supports Distance Education professional development efforts with the Instructional Designer.
- Collaborates and coordinates with the Professional Development Committee to provide on-going professional development activities that support college planning:
 - Integrated Plan

- Guided Pathways Plan
- Strong Workforce Plan
- College-wide Strategic Goals, and
- Statewide initiatives
- Chair the college Professional Development Committee meetings.
- Assists in the writing, editing, and submitting required state and college reports.
- Provides annual progress report to College Council.

Optional Duties:

- May attend conferences and workshops related to professional development.
- Attend departmental and requested campus meetings.

Qualifications:

Any full-time faculty member at Reedley College

Attachment E: CTE Liaison

Campus: Reedley Community College

Title: CTE Liaison

Reassigned Time: 1.5 LHE/semester

Position Description: The need for CTE Liaisons was established by the Academic Senate of the California Community Colleges senate delegates through Resolution 17.02 (Spring 2015) along with liaisons for noncredit (17.05) and legislation (17.03). The overall purpose of this position is to facilitate communication between local CTE faculty and ASCCC; additionally, the CTE liaison should engage local CTE faculty through statewide information and opportunities. The CTE liaison should be kept up-to-date by participating in appropriate ASCCC listserv, including CTE and noncredit liaison. The CTE Liaison reports to the Dean of the Agriculture & Natural Resources, Business Sciences, and Industrial Technology Division.

Duties and Responsibilities:

- Sign up for the ASCCC CTE liaison listserv
- Communicate with the local senate and faculty regarding statewide conversations relevant to their college
- Attend local senate meetings; report on statewide issues of concern
- Create a mechanism to communicate with faculty
- Serve as a conduit between the local faculty and other representatives in the surrounding districts
- Participate in and/or facilitate local and regional discussions
- Identify issues of concern locally or regionally
- Communicate opportunities for faculty to participate in statewide initiatives, workgroups, committees and taskforces to ensure that varied interests are represented
- Participate in conversations to implement local and system-wide policies and practices that may significantly affect educational programs
- Identify faculty at the college and in the region to serve locally and statewide on committees and taskforces
- As local funding permits, attend state-level events (CCCCAOE, ASCCC) and regional consortia meetings
- Attend Reedley College Academic Senate meetings as designated liaison
- Give a liaison report regularly, or as requested
- Help to keep senators informed on specific issues & topics
- Share liaison perspectives with senators/ other liaisons
- Share impact of possible senate actions on students and programs
- Recruit other CTE faculty to serve as senators
- Help further increase necessary connections to senate
- Helps to further senate's understanding of statewide academic & professional matters

Compensation and duration:

The release time for this position will be 1.5 LHE per semester. The position is renewable every two years.

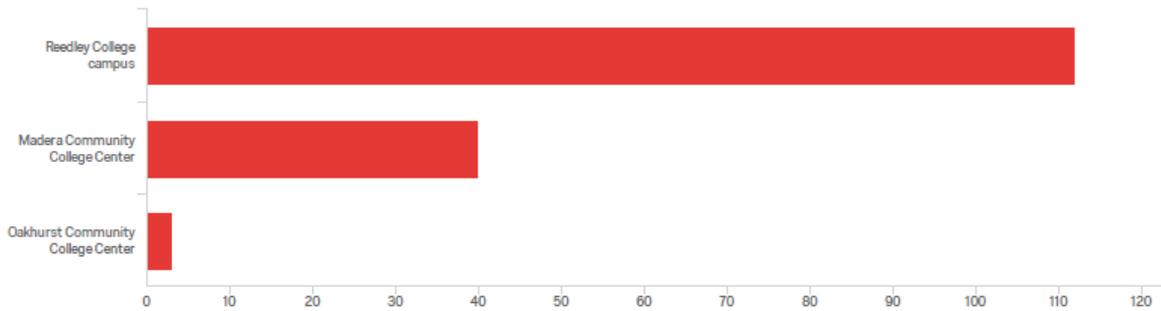
ATTACHMENT F: RESULTS OF THE 2019 CRITICAL NEEDS SURVEY

Default Report

Professional Development Critical Needs Survey

September 5, 2019 9:22 AM MDT

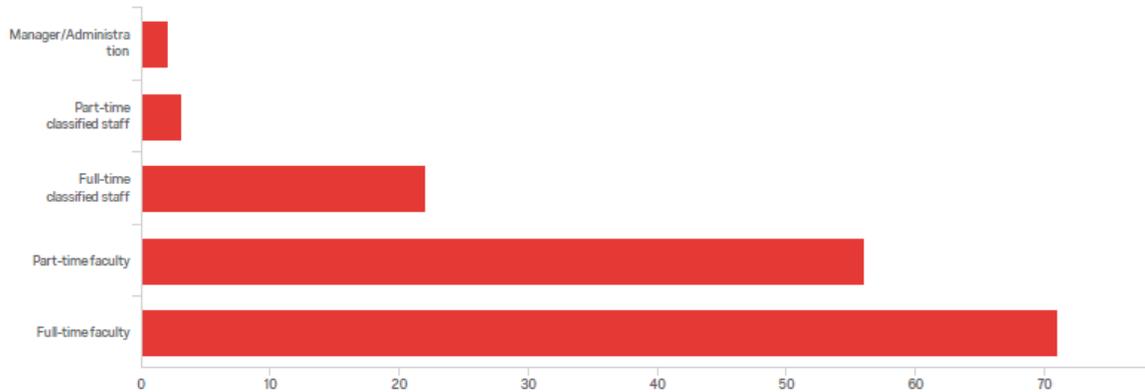
Q1 - Please identify your primary campus:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please identify your primary campus:	1.00	3.00	1.30	0.50	0.25	155

#	Field	Choice Count
1	Reedley College campus	72.26% 112
2	Madera Community College Center	25.81% 40
3	Oakhurst Community College Center	1.94% 3
		155

Q2 - Identify your role on your campus:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Identify your role on your campus:	1.00	5.00	4.24	0.86	0.74	154

#	Field	Choice Count
1	Manager/Administration	1.30% 2
2	Part-time classified staff	1.95% 3
3	Full-time classified staff	14.29% 22
4	Part-time faculty	36.36% 56
5	Full-time faculty	46.10% 71
		154

Showing rows 1 - 6 of 6

Approved by the Professional Development Workgroup
10/18/19; RCAS 11/26/19; Classified Senate 11/26/19;
College Council 12/4/19

Q3 - Which subject areas are you interested in learning about (check all that apply)?

#	Field	Choice Count
1	Staff & Faculty Showcase: display artwork, publications, departmental products, etc.	5.47% 41
2	Legislative Information: Understanding the federal privacy laws (FERPA); Understanding Ed Code; Understanding unions and contracts	5.21% 39
3	College Wide Programs: One Book/One College: Speakers Series	5.07% 38
4	Initiative Updates: Guided Pathways: Open Educational Resources with "Petting Zoo" samples: AB 705	5.07% 38
5	Learn about our campus/Campus Basics: Campus tours to see what departments are doing, Understanding Accreditation	4.94% 37
6	Safety: Dealing with disruptive students, safety tips from police personnel	5.34% 40
7	Employment Opportunities and other Professional: Development Applying for lateral transfers, resume building or resume review, interview tips, Professional Development online resources: Understanding the process of Equivalency, Faculty Internships	6.54% 49
8	Teaching Strategies: Integrating technology in the classroom, Incorporating research into coursework, encouraging academic integrity	11.21% 84
9	Equity: Diversity and inclusion across campus, across departments and within various positions on campus, inclusive teaching practices, inclusive hiring committees, equity-minded customer service	7.34% 55
10	Building partnerships: Local K-12 school, local industries for partnerships, advisory committee best practices	7.61% 57
11	Student Support Tools :Motivating students, Understanding and supporting students in crisis, serving students with disabilities, Intro to campus resources, process for student grievances	11.08% 83
12	Marketing 101: tips for promoting campus events and programs, working with the PIO office	4.94% 37
13	Mentoring and advising : mentor program for staff and/or students, tips for advising a club	5.87% 44
14	Campus Structure : Governance structure, The Budget Process, Introduction to grant writing, Introduction to Campus Committees	5.47% 41
15	Technology on campus: Training in accessibility in documents, O365, Qualtrics, designing an online class, SharePoint, Moving documents into Cloud	8.81% 66
		749

Showing rows 1 - 16 of 16

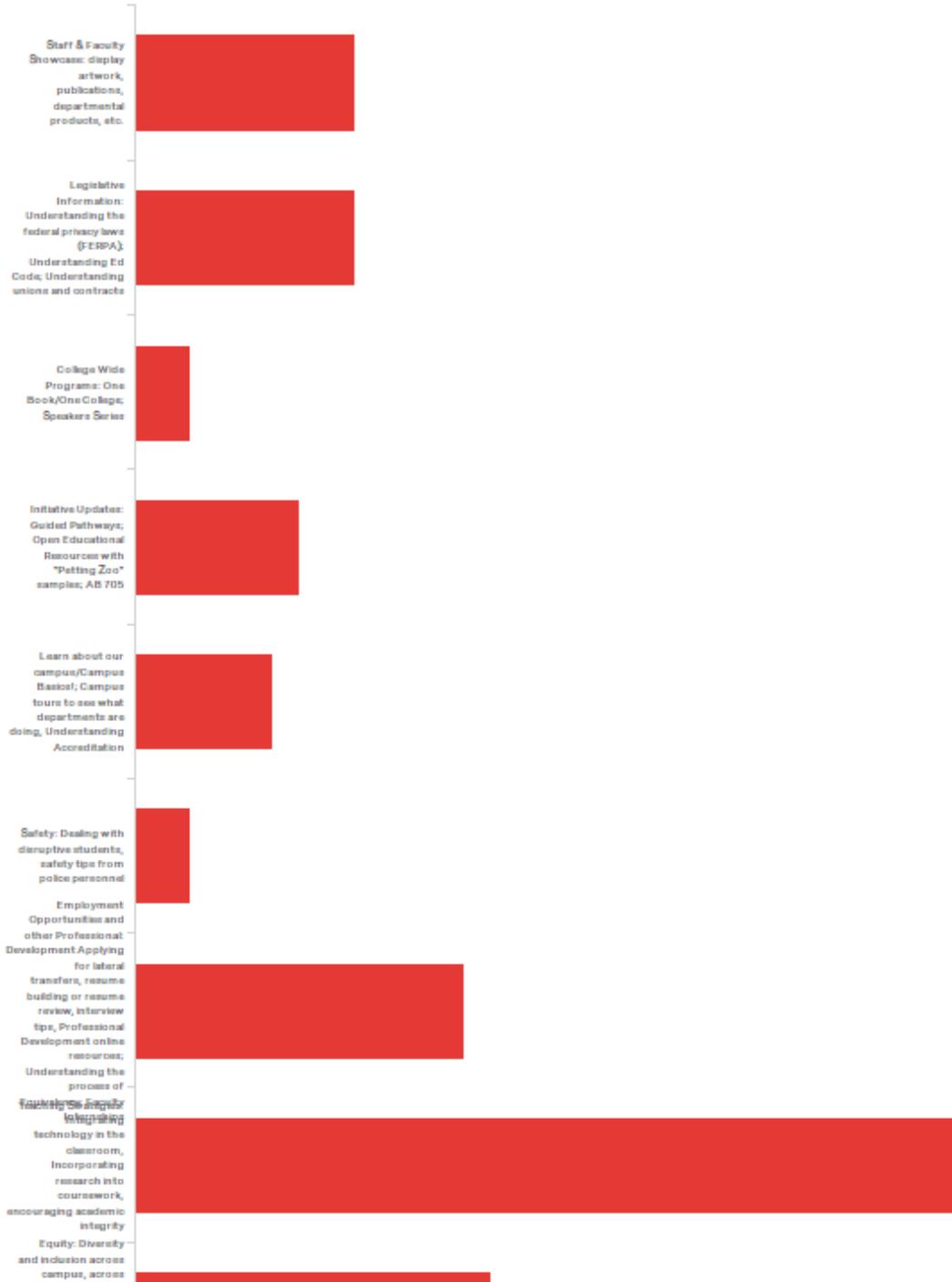
#	Field	Choice Count
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2	Legislative Information: Understanding the federal privacy laws (FERPA); Understanding Ed Code; Understanding unions and contracts	5.21% 39
3	College Wide Programs: One Book/One College: Speakers Series	5.07% 38
4	Initiative Updates: Guided Pathways: Open Educational Resources with "Petting Zoo" samples: AB 705	5.07% 38
5	Learn about our campus/Campus Basics: Campus tours to see what departments are doing, Understanding Accreditation	4.94% 37

#	Field	Choice Count
6	Safety: Dealing with disruptive students, safety tips from police personnel	5.34% 40
7	Employment Opportunities and other Professional: Development Applying for lateral transfers, resume building or resume review, interview tips, Professional Development online resources: Understanding the process of Equivalency, Faculty Internships	6.54% 49
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14	Campus Structure : Governance structure, The Budget Process, Introduction to grant writing, Introduction to Campus Committees	5.47% 41
15	Technology on campus: Training in accessibility in documents, O365, Qualtrics, designing an online class, SharePoint, Moving documents into Cloud	8.81% 66
		749

Showing rows 1 - 16 of 16

Q9 - Of the same list presented above, please now choose ONE of the following topics

you are MOST interested in attending?





#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Of the same list presented above, please now choose ONE of the following topics you are MOST interested in attending?	1.00	29.00	13.34	8.06	64.89	151

#	Field	Choice Count
1	Staff & Faculty Showcase: display artwork, publications, departmental products, etc.	5.30% 8

Approved by the Professional Development Workgroup
 10/18/19; RCAS 11/26/19; Classified Senate 11/26/19;
 College Council 12/4/19

		Count
2	Legislative Information: Understanding the federal privacy laws (FERPA); Understanding Ed Code; Understanding unions and contracts	5.30% 8
3	College Wide Programs: One Book/One College: Speakers Series	1.32% 2
4	Initiative Updates: Guided Pathways: Open Educational Resources with "Petting Zoo" samples: AB 705	3.97% 6
5	Learn about our campus/Campus Basics: Campus tours to see what departments are doing, Understanding Accreditation	3.31% 5
6	Safety: Dealing with disruptive students, safety tips from police personnel	1.32% 2
7	Employment Opportunities and other Professional: Development Applying for lateral transfers, resume building or resume review, interview tips, Professional Development online resources: Understanding the process of Equivalency, Faculty Internships	7.95% 12
8	Teaching Strategies: Integrating technology in the classroom, Incorporating research into coursework, encouraging academic integrity	19.87% 30
9	Equity: Diversity and inclusion across campus, across departments and within various positions on campus, inclusive teaching practices, inclusive hiring committees, equity-minded customer service	8.61% 13
10	Building partnerships: Local K-12 school, local industries for partnerships, advisory committee best practices	9.93% 15
11	Student Support Tools :Motivating students, Understanding and supporting students in crisis, serving students with disabilities, Intro to campus resources, process for student grievances	14.57% 22
12	Marketing 101: tips for promoting campus events and programs, working with the PIO office	1.99% 3
13	Mentoring and advising : mentor program for staff and/or students, tips for advising a club	5.96% 9
14	Campus Structure : Governance structure, The Budget Process, Introduction to grant writing, Introduction to Campus Committees	3.97% 6
15	Technology on campus: Training in accessibility in documents, O365, Qualtrics, designing an online class, SharePoint, Moving documents into Cloud	6.62% 10
		151

Showing rows 1 - 16 of 16