

2019-2020
Santa Barbara City College
Professional Development Annual Plan

INTRODUCTION

Santa Barbara City College values and supports professional development for all employees. All full-time faculty participate in 60 hours of professional development each year and part-time faculty complete a proportionate number of hours based on their teaching load. During the two days preceding the fall semester, and an afternoon activity in the third week of the spring semester, the entire campus joins together for the All Campus Kickoff for scheduled programs and workshops. In addition, workshops, presentations, speakers, and small-group activities are offered throughout the academic year and into the summer. Leadership for professional development is provided by the Committee on Faculty Resources (CFR), the Faculty Resource Center, the Professional Development Advisory Committee (PDAC), and the Staff Professional Development subcommittee of PDAC. Both the Committee on Faculty Resources and the Professional Development Advisory Committee meet twice a month during the spring and fall semesters ([Professional Development Timeline](#)).

The Professional Development Advisory Committee reports to the College Planning Council and is responsible for conducting and updating a survey of the most critical staff, student, and instructional improvement needs in the district. Additionally, the committee is charged with creating and updating the Professional Development Plan; maintaining records on the description, type, and number of activities scheduled during the year; and reviewing and recommending how to use state-funded professional development.

ANNUAL NEEDS SURVEY

Each spring, the Professional Development Advisory Committee conducts a college-wide annual needs survey. The survey seeks to understand the most critical staff, student, and instructional needs of the college. For the 2019 - 2020 academic year, the annual professional development needs survey has been postponed until the early fall due to circumstances described below.

At the November 19th, 2018 Board of Trustees meeting, “the Trustees heard public comments from some members of the campus community regarding specific incidents of racism and bias and a campus climate adversely affecting African American/Black students” (Board Resolution No. 10 [2018-19]). In the following months, the campus community continued to be negatively impacted by a highly divisive and fractured campus climate. In response to these incidents, the Professional Development Advisory

Committee intended to focus the Spring 2019 In-Service on anti-racism training. The In-Service was subsequently canceled due to the need to conduct a thorough analysis of the campus climate and to develop a comprehensive action plan. In April 2019, the SBCC Board of Trustees passed a resolution on inclusion and campus climate (referenced above), which is tied to a campus climate survey focused on equity and inclusion. The college has since hired an external consultant to conduct a Campus Climate survey (to be concluded in May 2019). The results will be shared later on this spring or in the early fall and will inform the development of an action plan and future professional development training. The Professional Development Advisory Committee intends to conduct a follow-up survey pertaining to specific professional development needs in the early fall.

ANALYSIS OF PREVIOUS NEEDS SURVEY RESULTS

For the past 3 years, the top-ranked areas for all employee groups were (1) technology, (2) teaching and learning, (3) leadership, and (4) people skills. If we consider only staff, the list shifts to (1) technology, (2) people skills, (3) leadership, and (4) teaching and learning. Finally, if we consider only faculty, identified priority needs include (1) teaching and learning, (2) technology, (3) leadership, and (4) people skills.

Each of the top three areas were further ranked by specific activities. The top five in each area are as follows:

Technology

1. Canvas
2. Google Drive
3. Adobe Photoshop
4. Adobe Acrobat
5. Argos

Teaching and Learning

1. Student Success
2. Emotional Intelligence
3. Growth Mindsets
4. Closing the Equity Gap
5. Teaching Online (pedagogy)

Leadership

1. Team Building and Interdepartmental Communication
2. How to Take a Leadership Role in Any Position
3. Problem Solving
4. Representation and Communication
5. Adjusting to Changes in Leadership

PLAN AND PROCESS

As stated in the Introduction, we have been surveying faculty and staff for the last several years to determine their satisfaction with and preferences for professional development workshops offered during in-service and throughout each semester and intersession. The results have helped us determine which workshops/activities to keep, which to drop, which to change, and which to add. The surveys are prepared by PDAC (Professional Development Advisory Committee), CFR (Committee on Faculty Resources) and the FRC (Faculty Resource Center). The survey results, combined with pertinent survey results collected by Institutional Research (IR) and the Campus Climate Survey (President's Office), are used to establish the Professional Development Plan, addressing everything from critical training needs to the interests of discrete groups and departments. Implementation reaches across the institution and includes training events for all faculty (full-time, adjunct and noncredit), classified staff, and managers. Professional development activities include workshops, round tables, presentations, demonstrations, hands-on work sessions, classes, webinars, and videos.

In the spring of 2019, an inventory of professional development activities was completed to ensure broad participation from the campus community. The following groups were the primary contributors:

- Faculty Resource Center
- Committee on Faculty Professional Development
- Faculty Lecturer of the Year
- Center for Equity and Social Justice
- Leaders for Equity, Anti-racism, and Reparations Now (LEARN)

The major organizers of campus-wide professional development activities are PDAC, CFR, and the FRC. Training also occurs through grant activities such as our Title III and V Federal grants and Student Equity grants. Other groups and offices also offer training throughout the year. In addition, noncredit courses for employees are available through the Career Skills Institute. Noncredit Banner training for staff is provided by IT. Pipeline and eLumen Training, for noncredit ESL and Adult High School, are offered through the FRC. Management training and retreats are organized by the President's office. HR offers workshops on legal issues, regulatory compliance issues, and other topics. The Grounds Maintenance staff receive training from the department supervisor. Safety training is frequently organized and conducted by the college's Security department. Accounting offers Banner Self-Service training and Concur user training. Nursing, Marine Diving, and Auto, among other vocational departments, handle their own ongoing certification trainings.

PDAC and CFR take major responsibility for recruiting presenters, scheduling, evaluating, and organizing the college's in-service sessions in fall and spring. The FRC

conducts the majority of faculty training offered during the academic year, including intersessions and summer. It follows the same procedure of surveying faculty about their interests with respect to seminars, training, and workshops. Based on evaluations, surveys, faculty committee input, and grant-funded objectives, the FRC develops a list of offerings for each term. At the end of each workshop organized by the FRC, participants are asked to complete a session evaluation. The FRC is also responsible for training faculty and instructional staff in enterprise-level applications such as Canvas, Starfish, eLumen, Curricunet, and Google Mail and Tools.

The co-directors of the FRC serve on the committees that propose training in the district: Committee on Faculty Resources (CFR), Committee for Online Instruction (COI), Instructional Technology Committee (ITC), the Professional Development Advisory Committee (PDAC), and the SLO Coordinating Committee (SLOCC). The college coordinates, organizes, and meets its training needs through the collaboration of these committees and its resource center. PDAC collaborates with the Superintendent/President, College Planning Committee (CPC) and other committees, including Student Equity and the Equal Employment Opportunity Committee to coordinate professional development training activities. In addition to all of these offerings, the dean overseeing the institution's professional development activities conducts a year-long training seminar for new faculty.

LEARN is a grassroots committee comprising a variety of stakeholders across campus, including faculty, classified staff and administrators, who came together after independently expressing concern about the lack of broad, deep diversity and inclusion training at SBCC. What initially started as informal hallway discussions prompted the creation of an independently grant-funded committee who set out to offer rigorous, meaningful, and impactful antiracism training for all members of our campus community, recognizing that such training serves as the beginning of a lifelong commitment to developing equity-based programs and pedagogy..

BUDGET

Funding for professional development at Santa Barbara City College is available from the general district fund as well as from categorical sources such as the Student Success and Support Program, Title III, Title V, and Student Equity. Funding allocations are primarily decentralized with some expenditures allocated to the Faculty Professional Development Committee and the Professional Development Advisory Committee.

The data in the tables below are based on expenditures and encumbrances as of April 23, 2019. Several of the categories (Travel and Conference and Meeting Expenses) may not be 100% professional development because the current method of tracking these categories does not provide the needed granularity to identify the specific purpose of the travel and meeting expenses.

2018-2019 General Fund Expenditures (11*)

Travel and Conference Classified (522000) \$104,819

Travel and Conference Certificated (522001) \$91,886

In-Service Education (525000) \$4,596

Wellness Program (525500) \$0

Employee Assistance Program (525600) \$8,568

Tuition Reimbursement (525700) \$0

Meeting Expenses (528000) \$23,840

\$233,709 Total

2018-2019 Categorical Fund Expenditures (12*)

Travel and Conference Classified (522000) \$76,446

Travel and Conference Certificated (522001) \$155,780

Travel and Conference Cont Ed (522020) \$0

In-Service Education (525000) \$106

Meeting Expenses (528000) \$57,127

\$289,459 Total

EVALUATION

The in-service at the beginning of each fall semester is required for all employees on the first day. On the first day, the president opens the sessions with a welcome. For the second day of in-service, mandatory activities are scheduled for all full-time faculty. Activities are scheduled for six-hours each day. Historically, the spring semester start mirrored the fall semester activities. In the spring of 2019, due to recent changes in the academic calendar, the Professional Development committee began offering one four-hour session during the spring semester for all employees. All faculty, management, and staff were invited to attend.

As explained in the Plan and Process section above, CFR and PDAC select the workshops/activities offered each semester on the first day of in-service that follow the President's "Welcome" session. The presentations overseen by CFR and PDAC receive a majority of "Satisfied" and "Very Satisfied" ratings, which suggests that the selection/review/evaluation process is working effectively and producing the kinds of sessions faculty and staff want to attend. If the rating for a given session/workshop falls significantly below these averages, the committees decide if that session is to be removed from the list of offerings to be considered for the next in-service. Each year, CFR and PDAC consider new proposals based on the annual needs survey and strive to provide a diverse array of options that are not overly duplicative. Similarly, session evaluation survey results are distributed to the presenters and are considered in making recommendations to presenters for improvement when that need is indicated.

FALL 2018 EVALUATION RESULTS

[All Responses](#)

[Faculty Only](#)

[Staff Only](#)

[Managers/Other Only](#)

BREAKDOWNS

[Opening Sessions and General Feedback - Comments](#)

[Morning Session - Individual Sessions - Comments](#)

[Afternoon Session - Individual Sessions - Comments](#)

The Faculty Resource Center (FRC) evaluates its offerings as well and makes adjustments based on feedback from workshop participants and the availability of enterprise software systems provided by the college and the Online Education Initiative/California Virtual College group. Canvas and Google continue to be the most popularly attended workshops due to their immediate instructional value while Banner, eLumen and the Positive Attendance tools are used more for record keeping. Although the FRC's focus is primarily on serving credit and non-credit faculty, it also provides technology training to classified staff when there is space available or when the need arises. The data in the table below include duplicated headcounts for the FRC's individual training sessions and small group workshops (listed in parentheses). In-service numbers are included elsewhere in this plan.

NUMBER OF FACULTY/STAFF PARTICIPANTS IN TECHNOLOGY TRAINING

	Summer 2018	Fall 2018	Spring 2019 (partial semester)
Canvas Tools	209 (8)	220 (30)	160 (28)
Google Tools	28 (65)	39 (22)	20 (4)
All Others combined - Banner, Positive attendance, eLumen, Canva, Microsoft Office	104	82 (18)	48 (28)

Of those who participated in the small group training sessions, 95% agreed/strongly agreed that the training they received from the FRC was relevant to their jobs; 97.9% agreed/strongly agreed that the FRC staff members were well prepared; and 95% agreed/strongly agreed that the workshop would help them better perform their jobs.

The FRC co-director/instructional technology director and FRC staff continue to train and work with individual faculty who are developing online courses for the coming year. The training is a combination of small group workshops and individual consultations that address faculty members' specific design questions. After the endorsement and adoption of the OEI online course rubric by the college last year, the FRC offered its first OEI online course design rubric workshop in summer of 2018 to teach faculty members how to use the rubric to review their existing courses in preparation for their meetings with the OEI online course reviewers. A second rubric workshop was offered in December 2018 for other faculty. Faculty teaching in geology, administration of justice, computer information systems, health information technology, health education, English composition, anthropology, photography, finance, mathematics, and marketing are preparing their courses for OEI review. In January 2019, the online course design training was changed to include the rubric as a guide for any new online course development. It is anticipated that this change will reduce the time and effort that faculty will need to spend in the future preparing their online courses for OEI review.

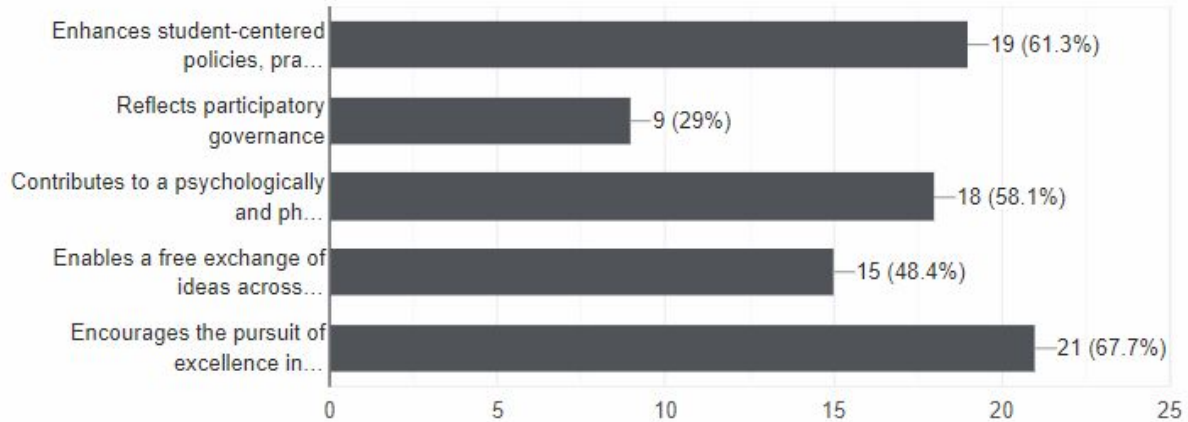
The FRC continues to provide applications and training to help faculty test and improve the accessibility of the instructional materials they develop. The FRC offers accessibility tool training separately and in conjunction with enterprise software systems that are frequently used by many faculty on a regular basis. The tools include Udo-IT (Canvas course materials), Grackledocs (for Google Docs) and Grackle Slides (for Google Slides) to meet 508 compliance.

ALIGNMENT WITH DISTRICT GOALS AND EDUCATIONAL MASTER PLAN

Fall 2018

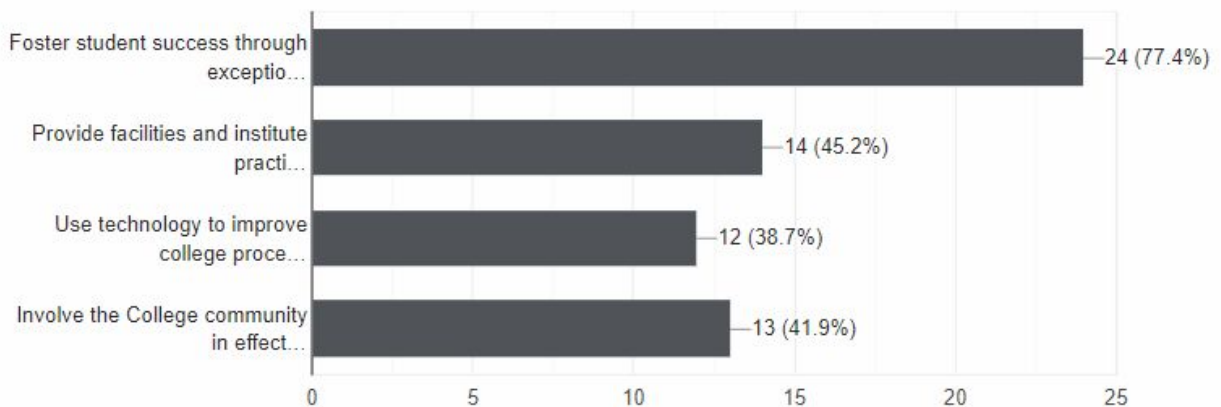
How is this workshop connected to SBCC's Core Principles?

31 responses



How would you connect your workshop to the Strategic Directions outlined in the SBCC Educational Master Plan?

31 responses



ACTIVITIES OFFERED IN 2018-2019

Activities related to course instruction and evaluation.

- Activity 1 : eLumen Drop-in sessions
- Activity 2 : Teaching and Learning Seminar
- Activity 3 : Gateway Faculty Forum
- Activity 4 : Sharing Methods in the Classroom
- Activity 5 : Setting up an online gradebook in Canvas
- Activity 6 : Creating a Class Survey in Google Drive
- Activity 7 : Course Collaboration with Gmail and Google Apps
- Activity 8 : NetTutor Online Tutoring for Students in Online and F2F courses
- Activity 9 : Tracking Student Success--Accudemia
- Activity 10: Monitoring Student Progress in Canvas

Activities related to staff development, in-service training and instructional improvement.

- Activity 1 : All Employee, All Campus Kickoff (Fall)
- Activity 2 : All Employee, Flex Day (Spring)
- Activity 3 : Banner Self-Service Demo
- Activity 4 : Basic Outlook
- Activity 5 : Basic PowerPoint
- Activity 6 : Being a Part-time Faculty Member
- Activity 7 : Best Practices for Hiring in Academia
- Activity 8 : Best Practices in Customer Service
- Activity 9 : Bloodborne Pathogens Training
- Activity 10: Boom Lift Training
- Activity 11: Business Writing in the Technology Age
- Activity 12: Crash Course in Google Forms
- Activity 13 : Campus Safety
- Activity 14 : Campus Technology and Designing Access For All
- Activity 15 : Coaching Skills
- Activity 16 : Communication Strategies for the Workplace
- Activity 17 : Community Cultural Wealth Workshop
- Activity 18 : Computers for Beginners
- Activity 19 : CPR/AED
- Activity 20 : Creating an Accessible PDF
- Activity 21 : Critical Thinking, Problem Solving and Decision Making
- Activity 22 : Digital Cameras, Digital Photos
- Activity 23 : Digital Design Techniques
- Activity 24 : Drawing for the Beginner
- Activity 25 : Drought-scaping: Cultivating Sustainable Outdoor Spaces
- Activity 26 : Email for Beginners
- Activity 28 : Forklift Training
- Activity 29 : Fundraising Basics for Faculty, Staff, and Administrators

Activity 30 : Fundraising for Educators
Activity 31 : Getting Started with Google Presentation Tool
Activity 32 : Globally Harmonized System for Hazard Communication Training
Activity 33 : Gmail and Google Hangouts
Activity 34 : Heat Stress Training
Activity 35 : How to Use a Computer Keyboard and Mouse for Beginners
Activity 36 : Introduction to Adobe Illustrator
Activity 37 : Introduction to Hand-held Devices
Activity 38 : Introduction to MS Excel
Activity 39 : Introduction to MS Word
Activity 40 : Keeping a PC Hard Disk Clean and Organized
Activity 41 : Lab Safety & Chemical Hygiene Training
Activity 42 : Learning to Communicate with Horse Sense
Activity 43 : Lockout/Tagout Training
Activity 44 : Machine Guarding Training
Activity 45 : Mandated Reporting
Activity 46 : Mindfulness
Activity 47 : Optimizing Photos for Internet and Email
Activity 48 : Personality Styles and Difficult Relationships
Activity 49 : Photoshop
Activity 50 : Photoshop for Digital Photographers
Activity 51 : Photoshop Overview
Activity 52 : Preparing for Emergencies
Activity 53 : Presenting Research with Infographics
Activity 54 : Producing a Digital Newsletter
Activity 55 : Professional Development as a Scholar
Activity 56 : Professional Growth Incentive Plan
Activity 57 : Proper Lifting Techniques Training
Activity 58 : Safety Marshal Training
Activity 59 : Searching the Web
Activity 60 : Setting Up a Blog
Activity 61 : Simpler Systems Training
Activity 62 : Spill Response/Personal Protective Equipment Training
Activity 63 : Stormwater Plan
Activity 64 : Supporting Students in Crisis Faculty Mentor Training
Activity 65 : Take a Leadership Role in Any Position
Activity 66 : Tech Talk: What's New in Computers and Technology
Activity 67 : Terminating the Employment Relationship (Liebert Cassidy Whitmore Video Conference Workshop Series)
Activity 68 : The ABCs of Sustaining Discipline (Liebert Cassidy Whitmore Video Conference Workshop Series)
Activity 69 : The Art of Negotiating and Collaborating
Activity 70 : The Art of Writing the Performance Evaluation (Liebert Cassidy Whitmore Video

Conference Workshop Series)

Activity 71 : The Truth about EPAFs

Activity 72 : Time Management

Activity 73 : Title IX, Clery Act and SaVE Act: What Every Administrator and Title IX Coordinator Needs to Know (Liebert Cassidy Whitmore Video Conference Workshop Series)

Activity 74 : Transitioning to Retirement

Activity 75 : Use CANVAS to create a Pipeline Banner ad for your class

Activity 76 : Using Google's Communication Tools (mail, calendar, tasks, and chat)

Activity 77 : Word Processing Basics for Beginners

Activity 78 : Workplace Bullying: A Growing Concern (Liebert Cassidy Whitmore Video Conference Workshop Series)

Activity 79 : Workplace Wellness

Activity 80 : FERPA: What Can We Share about Students

Activities related to program and course curriculum or learning resource development and evaluation.

Activity 1 : A Selective and Brief History of the Development of Schrodinger's Wave Equation

Activity 2 : Canvas Training

Activity 3 : Google Training

Activity 4 : iPath

Activity 5 : Critical Thinking Across Disciplines

Activity 6 : Curriculum Creation & Review

Activity 7: Teaching with Humanizing Technology

Activity 8: NetTutor Online Tutoring for Students in Online and F2F Courses

Activity 9 : Great Teachers Seminar

Activity 10 : Growth Mindset and Inexperienced Readers Across the Curriculum FIGs

Activity 11 : Path to Scientific Enlightenment

Activity 12 : Research Assignment Design Consultation

Activity 13 : Resource Mapping

Activity 14 : Strategies for Inexperienced Readers Across Disciplines: Join the Ongoing Conversation

Activity 15 : Study Abroad Workshop

Activity 16 : Teaching from the Inside Out: How Social Emotional Teaching Works

Activity 17 : Teaching General Education in the Biological Sciences

Activity 18 : Using SnagIt to create a screen demonstration or provide student feedback

Activities related to student personnel services.

Activity 1 : Students Of Concern/Behavioral Intervention Response Team(BIT) Panel

Activity 2 : Starfish EARLY ALERT and CONNECT Implementation

Activities related to learning resource services.

Activity 1 : Using the Schott Computer Lab

Activity 2 : Using Pipeline

Activity 3 : Teaching and Learning Seminar
Activity 4 : Online Research Support for All!
Activity 5 : CAI Lab Orientations
Activity 6 : Media Resources
Activity 7 : Writing Center Orientations/Consultations

Activities related to related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity.

Activity 1 : Clockwork Training
Activity 2 : Student Support (Re)defined: What Students Say We Can Do to Support Their Success
Activity 3 : The 3 Rs for College Operational Areas
Activity 4 : The 3 Rs for Educational Support
Activity 5 : The 3 Rs for Student Support Services
Activity 6 : The 3 Rs for the Business Division
Activity 7 : The 3 Rs for the English Division
Activity 8 : The 3 Rs for the Fine Arts Division
Activity 9 : The 3 Rs for the Health and Human Services Division
Activity 10 : The 3 Rs for the Mathematics Division
Activity 11 : The 3 Rs for the Physical Education/Health/Athletics Division
Activity 12 : The 3 Rs for the Sciences Division
Activity 13 : The 3 Rs for the Social Sciences Division
Activity 14 : The 3 Rs for the SoML/ESL Division
Activity 15 : The 3 Rs for the Technologies Division

Activities related to departmental or division meetings, conferences and workshops, and institutional research.

Activity 1 : Department Meeting (during in-service)
Activity 2 : Division Meeting (during in-service)
Activity 3 : Education Support Division Meeting (for in-service only)
Activity 4 : Exploring SBCC Data With Tableau
Activity 5 : In-Service program with EVP and Academic Senate President Presentation
Activity 6 : New Full Time Faculty Orientation
Activity 7 : Spare Me The Stats, What Do I Do? A Practicum on Neutralizing Bias
Activity 8 : Teaching and Learning Seminar
Activity 9 : Teaching Innovations from the AAC&U Conference (iPath)

Activities related to other duties as assigned by the district.

Activity 1 : In-Service program with EVP and Academic Senate President Presentation
Activity 2 : Evernote: An Online Workspace for Everything
Activity 3 : Google Drive and Google Calendar
Activity 4 : Canvas Basics

Activity 5 : Gateway Faculty Liaisons

Activity 6 : LRC/Tutoring Faculty Advisory Board

Activities related to Equity, Diversity and Antiracism

Activity 1 : Faculty Mentor Project

Activity 2 : Neurodiversity Workshop

Activity 3 : Center for Equity and Social Justice: Brown Bag Discussions

Activity 4 : Affective Learning Institute

Activity 5 : The Role of Community Colleges in Reducing Racial Inequality

Activity 6 : Disability, Access, and Equity Panel: Q & A

Activity 7 : Unpacking Your Privilege

Activity 8 : Culturally Inclusive Pedagogy: Exploring Our Blind Spots

Activity 9 : DSPS Online Services Faculty Portal - DSPS 2.0

Activity 10: Poetry as Political Expression

Activity 11: Moving toward Student Equity and Success

Activity 12: Islamophobia: Supporting Students, Staff, and Faculty

Activity 13: Welcoming Non-Binary and Trans Students on Campus

Activity 14: ChicanX Art: The Power of Images

2019-2020 GOALS

The campus climate survey and the follow up survey to be conducted in the fall will be instrumental to PDAC in determining future professional development needs. PDAC plans to conduct the Fall In-Service as well as the half day Spring In-Service. During the 2019-2020 school year, PDAC will strategize and plan the logistics of offering ongoing “FLEX Fridays,” monthly professional development opportunities for faculty and staff.

2018-2019 PDAC COMMITTEE MEMBERSHIP

Kenley Neufeld, Dean, Educational Programs (Chair)

Carola Smith, Interim Dean (Acting Chair)

Liz Auchincloss, Technical Services Specialist III

Tara Carter, Faculty

Jeanette Chian, Associate Director, School of Extended Learning

Elizabeth Imhof, Faculty Professional Development Coordinator

Luis Giraldo, Director of Equity, Diversity and Cultural Competency

Paul Bishop, Acting Vice President, Human Resources

Luz Reyes-Martin, Executive Director of Public Affairs and Communications

Jill Scala, Faculty

Patricia Stark, Academic Senate President

Laurie Vasquez, Faculty Professional Development Academic Senate Liaison

Robert Brown, Classified Subcommittee of PDAC

Student Senate Representative