



PROFESSIONAL DEVELOPMENT

Resource Request Analysis

Academic Year 2021-2022

Input Into the Plan

These professional development goals were determined by a combination of requests in unit, section, and division plans; strategic goals and institutional priorities; federal and state legislative mandates; and direct feedback from staff, faculty, and management representatives on the Professional Development Committee.

2021-22 Professional Development Threads

Improve safety and security awareness

Like accessibility, safety and security awareness is a legal and regulatory mandate from the federal level on down. The intent of safety and security awareness training is to provide an educational environment for teaching and learning, free of crime and violence.

This thread is a holdover from last year because of the impact of the coronavirus pandemic. The need is primarily captured in the **Safety and Security** unit plan and in the **Administrative Services** division plan. The need is tied directly to the college's 2018-2021 strategic goal #5, Strengthening Institutional Effectiveness. Now that the college has a new full-time permanent safety and security manager, it has the capacity to design and implement improved safety and security awareness. Training is needed across the college for all employee groups.

The trainings will take place in a variety of formats, such as table-top exercises, webinars, lunch-n-learns, presentations at classified PD day, faculty flex days, and administrative retreats. First Aid, De-escalation, and Campus Security Authority Trainings that will require multiple sessions and provisions - **\$10,000**. [Requested in budget worksheet](#)

Enhance cultural sensitivity strategies for front line staff and culturally responsive teaching and learning for faculty

With the Chancellor's Office committing to narrowing equity gaps with the goal of completely eliminating achievement gaps for historically underperforming students within 10 years, training in this area has been and continues to be a high priority for the system and the college.

This concentration is a multi-year thread that has been explicitly identified in the **Business and Information Technology** unit plan, the **ESCC, CTE, Distance Education, and Letters and Sciences** section plans, and the **Academic Affairs** and **Student Services** division plans. In addition, this need is tied directly to the college's 2018-2021 strategic goal #2, Narrow Equity Gaps, and to the CCCCO's Vision for Success goal to reduce equity gaps by 40 percent within

5 years and fully close them within 10. Equity considerations are also a major component of the guided pathways approach, particularly ensuring that that faculty and staff critically examine their role in advancing equity-minded teaching and customer service practices at the college.

The committee envisions a variety of activities following up on the successful and widely attended sessions in 2020-21 of Lasana Hotep and J. Luke Wood. Such activities could be flex breakout sessions, lunch-n-learns, and possible group attendance at a dedicated equity conference or at a conference with an equity emphasis. In addition, online providers such as the Vision Resource Center, Lynda.com, @One, and the CA Perkins Joint Special Populations Advisory Committee offer free and for-cost webinars. Student Equity and Achievement and Strong Work Force grants are possible alternative sources of funding. Group conference attendance x 2 - **\$25,000**. Budgeted in GU001-400SD1-5890-657000-CCCCPD-CI

Enrich on-ground and online teaching strategies with a special focus on adjunct professional development

The highest ranked request from the faculty's professional development needs assessment in spring 2020 is to share teaching strategies that work. The college has long focused on improving the ways it engages, nurtures, focuses, directs, values, and connects students. In addition, it is important and necessary to get adjuncts involved in this conversation, as adjuncts account for over 60% of the credit instruction at the college.

This thread is a holdover from last year because of the impact of the coronavirus pandemic. It came out of the needs assessment conducted by faculty and aligns with explicit requests in **Academic Affairs** division plan, the **Letters and Sciences, Distance Education, and CTE** section plans and numerous unit plans, such as **Public Services, Counseling, Industrial Arts, Learning Assistance Center, and Mathematics**. It directly addresses the college's 2018-2021 strategic goal #1, Maximizing Student Success; strategic goal #2, Enhancing Community Connections; any number of the CCCCO's Vision for Success goals in completion; and such college and state initiatives as Strong Work Force and AB 705 implementation. Most particularly, it directly addresses Pillar 4 of the Guided Pathways approach, especially practice B with its emphasis on active and applied learning and practice C on experiential learning activities that program faculty intentionally embed into coursework, such as projects, internships, co-ops, clinical placements, group projects outside of class, service learning, and others.

The type of activities appropriate for this thread include a comprehensive series of flex activities, lunch-n-learns, faculty inquiry groups, instructional rounds, and guest speakers, as well as prioritizing adjunct faculty for such group conference participation as Strengthening Student Success or Guided Pathways workshops. Online providers such as the Vision Resource Center, Lynda.com, @One, the Inside Online Blog, and Canvas Commons offer free and for-cost instructional enrichment activities. Guided Pathways, Student Equity and Achievement, and Strong Work Force grants are possible alternative sources of funding to help with these activities. Stipends for peer-to-peer sharing of effective teaching strategies - **\$3,600**. Group conference attendance - **\$10,000**. Adjunct faculty stipends - **\$14,000**.
Budgeted in GU001-410V10-1419-601000-CCCCPD-CI (\$17,600)

Improve workplace well-being, particularly mental and emotional health

This topic has been gaining in visibility for many years—not just culturally but also specifically in the field of higher education. Recently, Ventura College arranged an entire IEPI visit focused on ways to ensure employees, not just students, feel engaged, nurtured, focused, directed, valued, and connected.

Spring 2021's flex day offered several breakout sessions on wellness. This year the feedback from faculty was to focus more on mental and emotional well-being rather than physical. While this thread is specifically captured in the **East Kern** section plan, it forms a main takeaway of the classified staff professional development survey and needs assessment in summer and fall 2019. Survey respondents overwhelmingly expressed a desire for training in topics like conflict resolution, improved communication, and stress reduction.

Activities include guest speakers, lunch-n-learns, presentations at classified PD day, faculty flex days, and administrative retreats. The Vision Resource Center and Lynda.com provide online workplace well-being training free of charge. Guest speaker in one of topics mentioned above - **\$5,000**. Budgeted in [GU001-400SD1-5890-657000-CCCCPD-CI](#)

Other College Initiatives

The Professional Development Committee also supports initiatives in particular units, sections, and divisions that do not rise to the level of all-college threads, including:

- Continued training around accessibility
- Continued training around AB705 implementation and equitable placement strategies
- Continued awareness and adoption of open educational resources (OER's), including the possibility of applying for a Z-degree grant
- Continued training/retraining of online instructors
- Continued training/retraining of incarcerated student education instructors
- Unit-specific professional development such as ACCESS technical training, mandated licensure training, coaching development, training on compliance and legal updates, individual skill attainment, and attendance at professional conferences that will increase student success, close achievement gaps, and help the college better address its mission and meet its strategic plan goals.

Finally, the Professional Development Committee continues to explore a way to implement an all-staff PD day. Over the next year, if not sideswiped by COVID, it will work with appropriate constituencies (Academic Senate, Classified Senate, Administrative Cabinet, Calendar Committee, etc.) to ensure that such a day can be scheduled in a way that all faculty, staff, and management can attend and participate in valuable college-wide professional development.

Total amount requested - \$67,600

