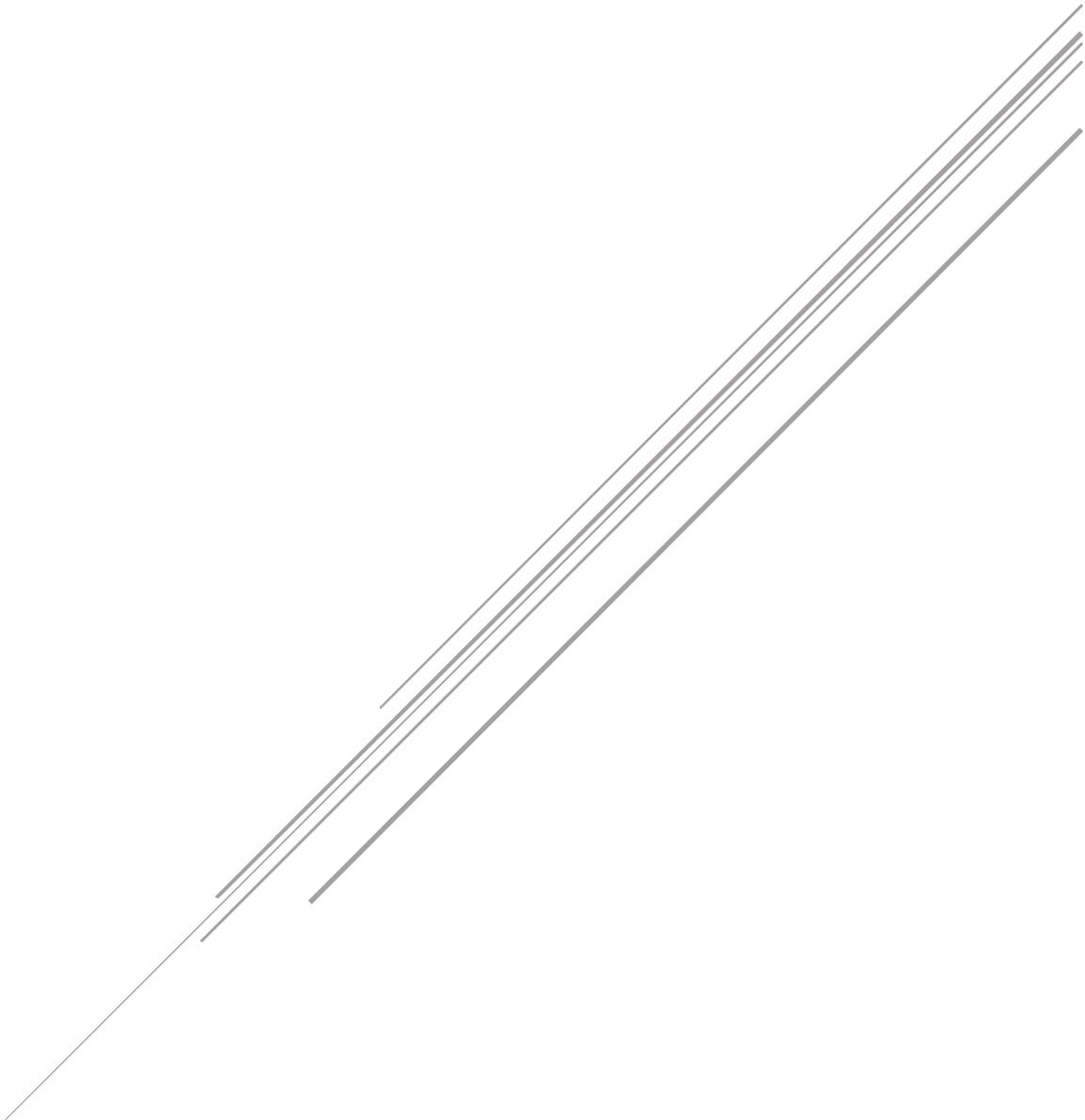


BAKERSFIELD COLLEGE

Professional Development Plan



July 1, 2015-June 30, 2018

Updated: April 11, 2016

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Professional Development Planning Team

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Professional Development Committee Membership



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Portions of this document have been reviewed for feedback by Administrative Council and Academic Senate. The complete document has been reviewed by the Professional Development Committee.

Introduction

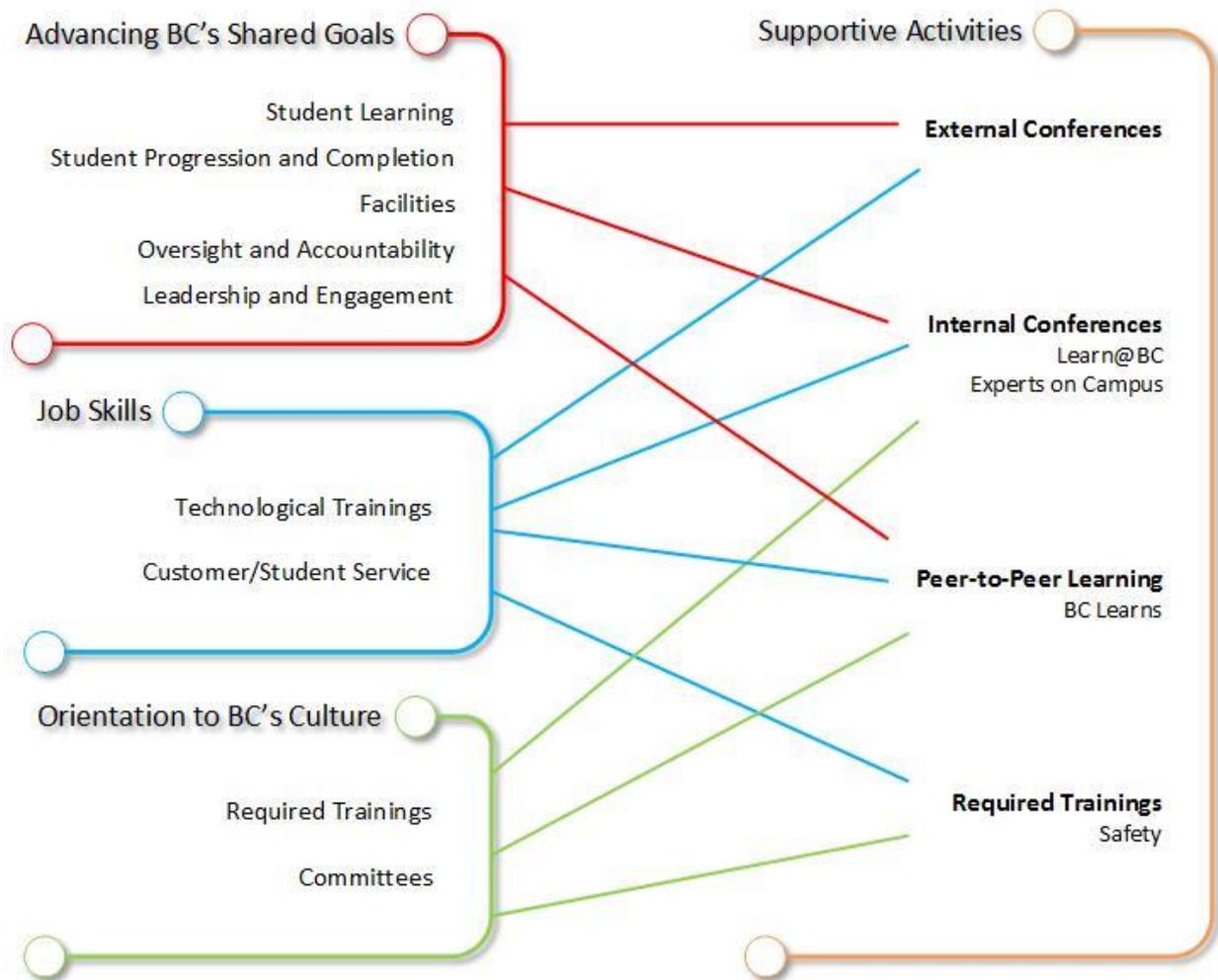
Bakersfield College's most valuable resources are faculty, staff, and administrators. In order to promote innovation, student success, and all of our other plans on campus, it is absolutely vital that all employees maintain currency in their fields, recognize the availability of new technologies, form shared understanding of strategic directions, and clearly see their contribution individually and collectively in advancing our core mission. Learning is the undercurrent and the anchor to all of our endeavors.

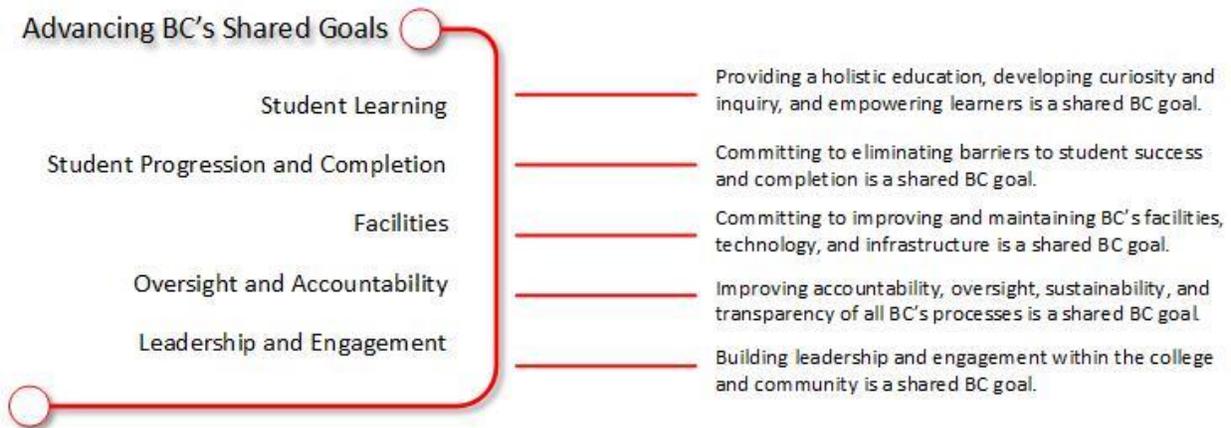


Learning

We foster curiosity, inquiry, critical thinking, and creativity within a safe and rigorous academic environment so that we might be empowered to radically transform our community into one that gives voice and power to all people.

Professional Development Organizational Framework

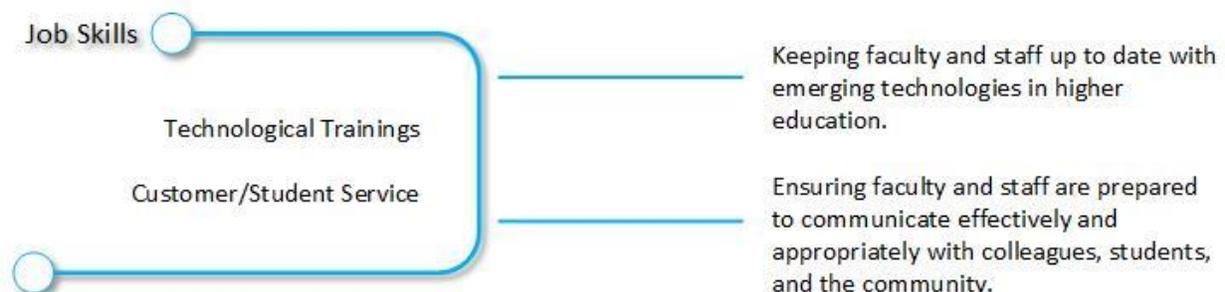




Attending external conferences provides BC faculty and staff with a means of keeping current with the knowledge in their respective fields, both in terms of content and practice. In so doing, BC faculty and staff are able to provide the utmost quality in service to our students. External conferences run the gamut from technological summits, such as CISOA/3CBG, to equity and counseling-related conferences, such as Achieving the Dream and the annual CSU and UC conferences. There are multiple funding sources available for conferences. Funding for conference attendance primarily comes from grants and special programs (SSSP, STEM, VTEA, Equity, etc.). Additionally, there are a limited number of small scholarships offered by the Professional Development Committee (see PDC Scholarship Program on page 8). 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 goals of student learning and completion 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." Likewise, BC faculty and staff are able to demonstrate their leadership and engagement by participating in internal conferences.

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. Participating in peer-to-peer workshops, as well as committees, also helps to keep BC staff and faculty informed on facilities-related matters, as well as oversight and accountability. Leadership and engagement are also demonstrated by participation in peer-to-peer activities.



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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.

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Conferences: External

Bakersfield College endeavors to provide faculty and staff myriad opportunities for professional growth and development. In doing so, faculty and staff are encouraged to attend external conferences across the state of California and beyond. This is in accordance with Strategic Directives Initiative 5.5, which states: “Continue to support conferences (both on and off-campus), peer learning, learning from experts, etc.”

In addition, BC has been intentional in setting up protocols for the team in having conference attendees connect back with the college during or after external conferences to ensure work happening at the conferences is integrated with BC’s plan. For example, when BC’s team attended Achieving the Dream, 2 out of 3 days of the conference, 5 members of the BC team called in reports to the college in order to ensure the information gained was collectively advancing our plans for the college, especially pertaining to student success and equity. This is not only a financial strategy, but continues to emphasize the integration of our plan into all that we do.

Examples of conferences:

CISOA/3CBG 2016 (Orange County)

Bakersfield College sent seven employees from Technology, Admissions and Records, Outreach, and Counseling to participate in the conference.

Student Success Conference 2015 (Oakland)

Bakersfield College presented:

Pedagogy of the Disproportionately Impacted: Implementing social Justice Education at Bakersfield College
(Hirayama, Poetker, and Rosales)

Fostering a Culture of Campus Collaboration, Learning, and Improvement: A Case Study of Minimizing Institutional Silos to Enhance Student Success
(Boyles, Coston, and Mourtzanos)

Equity, Data, and Classroom Practice
(Fulks, Bonds, and Kennedy)

Achieving the Dream 2015 (Baltimore, MD)

Bakersfield College presented:

Making it Happen: Strategic Partners in Student Success
(Fulks, Mourtzanos, Cruz, and Miller)

Learn@BC

Although the Professional Development Committee does not have direct responsibility for coordinating or financially supporting conferences on campus, conferences are a large part of the campus professional development strategy. Bakersfield College has committed to hosting two major conferences per year. These conferences are open to higher education institutions from around the state and are live-streamed, with captioning, over the internet for attendees who cannot travel to Bakersfield to attend in person. Internal conferences and summits are held in accordance with Strategic Directives Initiative 5.5, which states: “Continue to support conferences (both on and off-campus), peer learning, learning from experts, etc.”

All Bakersfield College employees are encouraged to attend these conferences to enhance their understanding of higher education opportunities, challenges, and information relevant to how Bakersfield College, as well as other colleges and universities, operate on behalf of students and the community. Examples of conferences:

Redesigning Community Colleges Guided Pathways Summit (spring 2016)

This summit focused on the discussion and implementation of ideas from the book, *Redesigning America's Community Colleges: A Clearer Path to Student Success*. Dr. Davis Jenkins, one of the book's co-authors, served as the summit's keynote speaker. Topics discussed at the conference included policy, curriculum, and guided pathways for student success. Panelists included Bakersfield College faculty and staff, faculty and staff from several community colleges across California, and representatives from other educational institutions (Dr. Craig Hayward, Irvine Valley College; Dr. John Hetts, Educational Results Partnership; Terrence Willett, Cabrillo Community College and Multiple Measures Assessment Project; Jill Board, Cerro Coso Community College; Carrie Roberson, Butte College; Samia Yaqub, Butte College; Kristen Barnes, Kern Community Foundation; Suzanne Gripenstraw, Butte College; Donald Sciore, Mt. San Antonio College; Scott Guth, Mt. San Antonio College; Katherine MacKinnon, Butte College; Jeff Archibald, Mt. San Antonio College).

Bakersfield College participants included: Matt Garrett, Janet Fulks, Nick Strobel, Heather Foss, Lesley Bonds, and Kimberly Bligh.

Equity in Action (spring 2015)

This conference focused on deliberate engagement and explored how participants and stakeholders can define, apply, and practice equity, both individually and collectively. The emphasis was on student success and closing achievement gaps among historically underserved, disproportionately impacted students. The keynote speakers were Dr. Dan Arvizu and Dr. J. Goosby Smith. Dr. Arvizu discussed equity in STEM, while Dr. Goosby Smith discussed inclusion in community colleges. Panels and breakout sessions followed, and included numerous Bakersfield College staff and faculty members (Odella Johnson, Anna Poetker, Patrick O'Neill, Richard McCrow, Victoria Coffee, David Moton, Corny Rodriguez, Lora Larkin, and Bryan Hirayama).

Learning Technologies Conference (spring 2015)

This conference focused on emerging technology in higher education, emphasizing the utilization of cutting edge technology to engage students in the twenty-first century. The keynote speakers for this event were Dr. Michael Wesch, discussing “Nurturing Wonder in the Age of Whatever,” and Dean Florez, discussing competency-based education displacing traditional college degrees. Other speakers included Debby Kurti; Dr. Steve Kurti; Dana Van Deise; and Amy Kaufman. Bakersfield College participants included: Bill Moseley and Todd Coston.

Learning Outcomes Conference (fall 2014)

This conference focused on effecting positive changes in institutional learning outcomes. Speakers engaged in an important conversation about shifting from a numbers-driven quantity approach to a quality approach. The keynote speaker for this event was Cliff Adelman from the Institute for Higher Education Policy, discussing the work he co-wrote, *The Degree Qualification Profile*. Plenary sessions included Krista Johns (ACCJC/WASC), and Ron Baker (Baker Collegiate Consulting). Panelists included Ken O'Donnell (CSU-Bakersfield Chancellor's Office); Carl Kemnitz (CSU-Bakersfield); Kelly O'Bannon (CSU-Bakersfield); and John Tarjan (CSU-Bakersfield).

Bakersfield College participants included: Michael Self, John Carpenter, David Neville, and Manny Mourtzanos.

Information regarding past and future conferences and summits can be found here:

<https://www.bakersfieldcollege.edu/conference>.

Mandatory Trainings

In accordance with Strategic Directives Initiative 5.3, "Focus on leadership development in new faculty and new adjunct faculty seminars," optional and mandatory trainings are and will continue to be offered for new faculty, as well as new staff. Examples of mandatory trainings offered on campus include, but are not limited to: NIMS/SIMS courses; active shooter trainings; Title IX; emergency preparation, etc.

Active Shooter Training

This training is held in response to the many active shooter situations highlighted by the media and which often take place on school campuses. The Bakersfield Policy Department aids in this training and provides an overview of past school shootings, campus versus off-campus shootings, and classroom/office safety.

Emergency Responder Seminar

This seminar is held to help teach BC faculty and staff how to evacuate building appropriately and expediently during an emergency on campus, such as a power outage, fire, bomb threat, earthquake, or other natural disaster.

Professional Development Committee

Membership

- 3 Co-chairs (Faculty, Classified, Administration)
- 5 Administration Representatives
- 5 Faculty Representatives
- 5 Classified Representatives
- 2 CSEA Representatives

Charge

To provide and support activities and opportunities which will enhance job performance, personal growth, and social interaction among all Bakersfield College employees, thereby developing a sense of campus community.

Scope

Makes recommendations for professional development activities to the College President, and oversees the expenditures created to fund such activities.

Role/Purpose

To provide and support activities that enhance job performance and encourage professional growth and collegiality among all members of the campus learning community.

Overview

The Professional Development Committee is engaged in multiple initiatives to offer a variety of professional development opportunities for Bakersfield College faculty and staff. In accordance with Strategic Directives Initiative 5.2, "Provide focused professional development academies for each employee group (classified, faculty, and management)," the PDC has proposed a Professional Development Academy, described in detail below.

In accordance with Strategic Directives Initiative 5.4, "Provide training on existing technology," technology-related workshops and trainings are and will continue to be offered for all employees. Examples of trainings include, but are not limited to: DASH (Direct, Accessible, Short, and Helpful), workshops on software such as Audacity and Microsoft Publisher; Excel and Outlook workshops; and Banner trainings.

Scholarship Program

The Scholarship Program is a way for full-time employees to be reimbursed for expenses related to professional development. Typically these will be professional development expenses accrued for seminars, trainings, or online training that directly impacts the mission of the college and the success of our students. As of 2015, the current scholarship award limit is \$500 per person, per academic year. As part of receiving a scholarship, employees agree to give back to the college community by either giving a 20-30 minute presentation to colleagues, creating a hands-on training worksheet, writing a 2-page white paper on what was learned, or other options agreed to ahead of time. The primary method for expanding the Scholarship Program would be an increase in budget. The more money available, the more scholarships the committee can award.

Professional Development Academy

The Professional Development Academy is a new idea and will be developed over the next couple of years. The Academy is an opportunity for employees, regardless of their role in the college, to improve their technical and professional skills. The vision is employees will be able to work their way through various tracks and at the end of the track get a Certificate of Completion for that track. At the end of each academic

year the Professional Development Committee will sponsor an awards ceremony to hand out the various certificates and recognize those employees who have completed a track. Completion of various tracks can assist employees who may want to move to higher positions by demonstrating competencies in various areas.

Note: Below is a list of sample tracks for each employee group. These tracks are just samples and a basic starting point for the academy. Over the course of developing the tracks, tracks may be added, removed or changed.

Example Classified Tracks	Example Faculty Tracks	Example Management Tracks
EXCEL Introduction to Excel Intermediate Excel Advanced Excel	TEACHING ONLINE Introduction to Moodle Pedagogy and the Online Student Student Engagement	MANAGEMENT 101 Understanding contracts Developing Your Employees Time Management
OUTLOOK Introduction to Outlook Intermediate Outlook Advanced Outlook	TECHNOLOGY IN THE CLASSROOM Active Learning with technology Creating a tech supported classroom Technology in the hands of students	

Professional Development Week

Bakersfield College offers a biannual professional development week prior to the fall and spring semesters. A diverse array of professional development sessions are offered over the course of the week, including general sessions relevant to all campus employees, and more specific sessions specifically-targeted to staff, faculty, or administrators. Employees register for professional development sessions via the campus portal InsideBC. The portal emails the participant with a confirmation email for their session.

On-going professional development opportunities

In addition to professional development week, Bakersfield College also provides professional development opportunities during the semester in the form of brown bag sessions, guest speakers, conferences, and targeted professional development sessions. These sessions are also available via the portal InsideBC.

Professional Development Committee Budget

The Professional Development budget was created in a way to make it scalable depending on how much money is available for a particular year. All of the categories are assigned a percentage of the total budget so regardless of whether the budget is \$10,000 or \$100,000, the budget scales appropriately. The budget is re-visited annually and revised as needed. Below is a table with the current percentages for the budget:

Percentage	Description	Explanation
20%	On-campus Activities	This money will be used for on-campus activities for classified, faculty and managers.
50%	Scholarships	These are small (up to \$500) scholarships awarded to classified, staff or managers to offset costs of professional development training, conferences or events.
10%	Food & Beverages	This money is used to provide food and beverages for Professional Development Committee sponsored events.

10%	Professional Development Academy	This is money to be used for anything related to getting the Professional Development Academy off the ground and into implementation. This can be used to purchase awards and other items recognizing employees for professional development achievements.
10%	Misc.	This can be used to augment another existing category, for books, or for other requests that may come to the committee.

AB 2558

Understanding the Assembly Bill

California Assembly Bill (AB 2558) was signed into law on September 19, 2014 (https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB2558). Specifically, this bill eliminated the “Community College Faculty and Staff Development Fund” and instead established the Community College Professional Development Program. This bill establishes a categorical fund directly distributed to the community colleges with an established professional development committee that oversees flex and professional development. The bill would require any funding appropriated for this program to be allocated, in accordance with rules and regulations adopted by the board of governors, to community college districts that provide professional development opportunities for both faculty and staff. The bill would require community college districts receiving this funding to include the employee’s time used participating in the Community College Professional Development Program in the employee’s contractually obligated hours. The bill would also make non-substantive changes to these provisions.

Committee Plan

In order to track, understand, and follow any and all requirements of this new legislation, the Bakersfield College Professional Development Committee establishes the following plan:

- A. Actively engage with other colleges to gain insight into their practices and methods for following the law. Such activities can include attendance at regional conferences and/or involvement in state and regional listservs.
- B. Create a system of better FLEX accountability to meet the state law. Currently, academic deans have been solely responsible for approving of FLEX activities and accounting for all hours. However, the law requires the faculty chair or co-chair for FLEX activities officially sign and submit paperwork affirming these hours have been accounted for and submitted to the chancellor’s office.

Assessment

The Professional Development Committee (PDC) focuses on assessment as a guide for understanding the professional development needs of the college employees. Following the FLEX/Professional Development week offered before each semester, a survey of attendees is sent out to gather feedback on the effectiveness of the sessions offered. The results of the survey are brought back to the PDC and are used as a guide for future professional development sessions. Session popularity is also judged by the amount of attendees at

each session. After each FLEX/Professional Development week a summary report of the sessions and number of attendees is made available and can be found on the Professional Development Committee web site.

Currently we have made great improvements in gathering level 1 assessment. Level 1 assessment is particularly helpful in measuring participants' attitudes and whether they were pleased or not with the session. Such analysis provides an efficient method of determining the types of activities to continue, to add, to modify or to delete. A key piece of being able to quickly survey the session participants is the ability to capture who attends each session. As participants enter the room of their session, they stop at a laptop and provide their email address and session name/number. When the participant hits the "submit" button, the information is saved into an Excel spreadsheet. This has proven to be a quick and effective way of capturing participants attending each session. Once the session is complete, it is very easy to copy and paste the email addresses to use for follow-up surveys measuring participants' attitudes and whether they were pleased or not with the session. Such analysis provides an efficient method of determining the types of activities to continue, to add, to modify or to delete.

Level two analysis measures perceived learning and will become necessary when implementing the various academies. Level two questions can often include pre and post assessments of the activity. These can be captured online in much the same way we currently capture level one questions. Questions may also be short answer to capture any information that helps participants explain what they learned.

Finally, one option the Professional Development Committee would like to investigate is the use of a specific software package to help track attendance in sessions. The committee is aware of two major companies providing software that would track flex activities and employee participation. There currently is not enough budget to purchase software but the committee is planning to review software and then make a recommendation if money becomes available.