

Professional Development Request 2013-2014

Accounting & Business

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

LEONOR CABRERA, Accounting:

- @One Online Teaching
Certification <http://www.onefortraining.org/certification>
 - The addition of professional development in the distance education arena supports the department's SLOs, PLOs and Cañada College's ILOs.

CANDICE NANCE, International Business:

- Certified Global Business Professional (CGBP) Credential
 - Cañada College's International Business Program can work to become a certified CGBP training center with a faculty member holding this credential. This will increase the integrity and enrollment in this online certificate/degree.
- University of North Carolina's Center for International Business Education and Research (CIBER) Conference
 - Networking with other professionals in the field and continuing the work of the CIBER seed grant awarded to Nance
- NAFSA Association of International Educations National and Regional Conferences
 - Networking with professionals in international education and seeking funding and partnership opportunities.
- @One Online Teaching
Certification <http://www.onefortraining.org/certification>
 - Building a credible and efficient online training system for students in the International Business Program, increasing student retention online.
- Structured Teaching Online Training (STOT) I & II Training, SMCCCD District

- Building a credible and efficient online training system for students in the International Business Program, increasing student retention online.

PART-TIME FACULTY:

Two of the part-time faculty professors has completed STOT 1 and will continue with STOT II when offered. (Claire & Fraser)

Professional Development Request 2013-2014

Anthropology

B. Professional Development needs-

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

Professional development is extremely important in the field of Anthropology so that the department stays current in information taught to students. Anthropology is always changing because of new discoveries and applications. Anthropology professors need to contribute to research in Anthropology, as this is what makes us professionals and good Anthropologists. It is essential to be active in the academic world and not “just teach.” Otherwise we are teachers but no longer Anthropologists teaching the most current Anthropology and theory. Staying current allows connections to be made for guest speakers, student internships, publications, and building community within the college as well as connections between colleges. This is essential to the department, students, division, and college. Also, stories of real experiences make ideas of Anthropology stick, so it is important that instructors stay current through being engaged with Anthropology. Professional development activities include anything related to Anthropology and can include conferences, coursework, travel, and research related to Anthropology. Conferences are important to make connections, hear and give papers, and conduct research in the field. Course work is important to continue as ideas and methods change. If Anthropology instructors are not

engaged in their field, Anthropologists will look down upon the college students who are trying to transfer from as the material they learned may be out of date. Faculty professional development plans for the next year for the full-timer in Anthropology include research and completing a dissertation. Anthropology part-time faculty for professional development plan on attending Anthropology conferences and pursuing research interests. The one part-timer will continue to work on writing his PhD.

Professional Development Request 2013-2014

Art

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

- Prof. Erickson attended the Humanities West Program with her students, and acquired new insights into “Verdi’s Masterwork: Opera and the Birth of Modern Italy”, “Constantinople and the Byzantine Millennium”, and “Baghdad in It’s Golden Age”
- Prof. Erickson attended a conference and saw an exhibition on the “St. Albans Psalter and English Medieval Art” at the Getty Museum, and attended an exhibition of “The Influence of Caravaggio and His Followers” at the Los Angeles County Museum of Art, as well as many exhibitions at museums in the bay area
- Prof. Erickson continues to take students on field trips, using the experience she has gained through these professional development activities
- Prof. Erickson attended a conference at CSU Northridge on “Building Pathways: Alternative Approaches to General Education”, concerning GE Thematic Pathways, to bring this initiative to the college with the possibility of creating a pathway on Aesthetics and Culture for the art program
- Prof. Erickson is teaching a course at the Cantor Art Center at Stanford University on the National Gallery, Wash. D.C, and a current exhibition of “Intimate Impressionism” at the Fine Arts Museums of San Francisco
- Prof. Erickson taught a course at the University of Santa Clara for the Osher Foundation on the Art of California

- Prof. Erickson plans on attending the Humanities West Program next year
- Prof. Erickson plans on visiting the Jackson Pollock exhibition, the James Ensor exhibition, and the Hudson River Valley School of Painting exhibition in Los Angeles, as well as the major exhibitions at bay area museums next year
- Prof. Erickson has been asked to teach another course at Stanford next year
- Prof. Erickson will pursue the GE Thematic Pathway for Aesthetics and Culture. This will require funding support.
- All of these activities invest in the enrichment of the knowledge and experience Prof. Erickson brings to the content of the art history classes at Canada College
- Prof. Morales continues to pursue his studies of life drawing by hiring models and attending life drawing sessions at the Palo Alto Art Center and the Mission Cultural Center for Latino Arts.
- All the Studio Art instructors are involved in creating art in their own private studios and exhibiting their work in public venues. Their work in the studio is what gives them fresh insights into the creative working process and problems of artmaking, which is invaluable to our students.

Professional Development Request 2013-2014

Astronomy & Physics

6.1 Professional Development Needs

None at this time

Professional Development Request 2013-2014

Biological Sciences and Health Sciences

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.

- Explain how professional development activities improved student learning outcomes.

Some specific requests of our department faculty for college-wide professional development include the following:

- training in writing more effective exam questions
- training on teaching methods that would serve as alternatives to traditional lecturing (e.g. Flipped Classroom method, inquiry/problem-based learning)

Danielle Behonick (BIOL 250, BIOL 260, HSCI 100, HSCI 116)

Professional development activities 2013-2014

August 6, 2013 - TeamUp/Cengage Learning Webinar: From Icebreakers to Topic Starters

1 hour-long teleconference focusing on making lecture courses more interactive. This course inspired me to brainstorm more “Think/Pair/Share” activities which I have begun to use in my courses this year.

August 11, 2013 - Edcamp SF Bay, Hillsdale High School <http://www.edcampsfbay.org/>

A day-long “un-conference” focusing on current technologies and techniques in teaching, mostly for K-12 teachers. This increased my exposure to the Flipped Classroom model and made me begin thinking about additional use of technology in my courses. This conference convinced me that having an online presence as a professional educator is important and I have since joined the community of educators utilizing Twitter and the blogosphere as part of my teaching.

9/8/13 - 10/13/13 - Coursera Class offered by UCSF School of Nursing: Contraception: Choices, Culture and Consequences

A 5-week-long online course covering background on female reproductive anatomy and physiology as well as current practices and methods in birth control. I took this course to prepare for teaching HSCI 116 Women’s Health Issues during the Spring 2014 semester. This course has influenced my choice of textbook for the course as well as how I will present the material on contraception.

Carol Rhodes (BIOL 130, BIOL 132, BIOL 225)

Professional development activities 2013-2014

June 2013 - Association of Biology Lab Educators Conference

As a result, I plan to add a section on mechanics to a skeletal lab and possibly add a DNA Barcode of Life lab to Bio 225.

Spring 2014 - Introduction to Bioinformatics, UCSC Extension; iPlant seminars

The ultimate goal is to improve my understanding of this expanding field and to incorporate a related activity into Bio 225.

Planned professional development activities

June 2014 - Association of Biology Lab Educators Conference, Genetics or Genomics conference not yet selected.

Nathan Staples (BIOL 230, BIOL 240, BIOL 260)

Professional development activities 2013-2014

January/February 2014 - E-portfolio training

I've participated in two workshops by CIETL and Jane Rice for developing and using E-Portfolios in the classroom for student PLO evaluations, and also spent many hours in March 2014 self-training to develop my own personal e-Portfolio. I now am well-experienced and ready to answer students' questions in developing and managing their own e-Portfolios as required for SLO and PLO evaluation. I've also had Jonathan MacSwain present to my students how to start building their e-Portfolio sites. The e-Portfolio is now a required part of my BIOL 260 and BIOL 230 courses.

Doug Hirzel (BIOL 250, BIOL 260, HSCI 432)

Professional development activities 2013-2014

January 2013 - I provided technical review services for 9 Focus Figure Activities within Pearson's MasteringA&P product.

April 2013 - Renewed certification as BLS Instructor with the American Heart Association so that I can continue to offer HSCI 432.

November 2013 - Academic Senate California Community Colleges Fall Plenary

March 2014 - League for Innovation in Community College, 2014 Innovations Conference

Professional Development Request 2013-2014

Career Center

Resources: Faculty and Staff

Describe your new staff needs:

- Position Title
- FT/PT (%)
- Rationale

Increase our 48% Career Resources Aide to 100%.

Rationale:

Our Career Resources Aide has been a permanent employee for 5 months, but has been at the Career Center since April of 2013. In that time, student traffic at the center has grown, especially in the evening on Tuesdays and Wednesdays when she is there until 7pm. In addition, increasing the Aide's hours would increase the center's ability to perform these and other services listed below:

- Increased coverage when the supervisor is out of the office
- More and varied workshops, with additional times and days
- Outreach into the classroom beyond workshops
- Increased face time with employers
- Increased production of center materials
- Ability to keep the employer contact database current both online and internship database
- Increased student appointments

Professional Development Requests 2013-2014

Chemistry

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

Faculty and staff attend conferences and training to keep current in the discipline. Professional Development activities improve student learning outcomes by allowing faculty and staff to introduce discipline specific concepts and skills utilizing updated pedagogy and methodology that has proven to be successful. In addition, independent study research opportunities can be offered to interested students. Conferences are often a conduit to establish collaborations that will allow our Department offer research experiences to students that a Department of our size can never offer.

Plans for next year:

1. American Chemical Society National Meeting – August 2014 in San Francisco
This is the most authoritative chemistry professional organization. This meeting offers different professional and educational tracks, equipment and publications exhibits, opportunity for networking.
2. Two Year College Chemistry Consortium (2YC3) webinars on pedagogy, chemistry curriculum updates at two-year colleges, grant opportunities at two-year colleges, etc. <http://www.2yc3.org/>
This is a forum for chemistry educators to enhance student learning via professional development.

3. Laboratory Safety Institute
Webinars, http://labsafetystore.org/shop/category_PC02/Webinars.html?shop_param=cid%3D%26 – Flex Day activity
To keep abreast of changes in chemical waste management and disposal.
4. View the February, 2011, ACS webinar “Fundamentals of Effective Scientific Writing – Manuscripts and Grants.” <http://acswebinars.org/sainani>
5. View the “Beyond Benign” webinar and instructional materials designed to implement sustainable greener chemistry into the classroom. http://www.beyondbenign.org/professional/community_college.html

Professional Development Request 2013-2014

Communication Studies

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

The COMM department would benefit from faculty who are certified to teach online. More STOT 1 training opportunities is needed. Consider offering STOT 1 & 2 trainings during Fall AND Spring semesters. Additionally, online instructional training opportunities for faculty in the department would allow more consistent and effective instruction for our online students.

Professional development opportunities for faculty leads, such as department chairs and/or coordinators, is also requested.

Professional Development Request 2013-2014

Computer Business Office Technology

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

In anticipation of the adoption of Windows 8 and Microsoft Office 2013, faculty will need training to learn this new OS and software and recommend that Lynda.com be purchased for the faculty to use for professional training in order to learn the new system and applications. Students will benefit from the new knowledgeable that the instructor will learn.

Professional Development Request 2013-2014

Cooperative Education

B. Professional Development needs

Actions:

- List the professional development activities the faculty and staff participated in this year.
- Explain how professional development activities in the past six years have improved student learning outcomes.
- Describe professional development plans for next year.

Faculty will continue to keep abreast of Title V changes. Faculty is continually updating the Coop website and Student Handbook. Faculty continues to attend various advisory committee meetings and will attend professional development workshops and will attend the Academic Senate Plenary meetings. A new poster and a new recruiting slide were developed and a new brochure is being created. Faculty will continue to attend recruiting events and to speak at employment workshops. Faculty will continue to work with the Career and Internship Center to find students job and internship opportunities. Faculty will continue to work on an online orientation and to utilize WebAccess to help students become better acquainted with the course and will help in the recruiting process.

Professional Development Request 2013-2014

Distance Education

B. Professional Development needs

Guidelines:

List any professional development activities faculty/staff participated in.

- Instructional Designer participated in Moodle 2 training from Moodlerooms.
- Some DE faculty members received training through the STOT program and @One.

Describe professional development requests for next year.

- Continue to encourage faculty to attend workshops and conferences
- Reimburse for registration fees
- Fund trainers to come to campus

Professional Development Request 2013-2014

Early Childhood Education

B. Professional Development needs

The program has an active and professionally oriented team of faculty members and a program services coordinator representative with a wide-range of professional expertise. Faculty from both Skyline and Cañada Colleges jointly meet once each semester and are committed to providing comprehensive, current and rigorous course content in a supportive and professional manner. Faculty attends a wide range of professional development opportunities and are collaborative in sharing what is learned. Recent faculty meetings have been devoted to working collaboratively on developing SLO's and assessment for the entire core ECE/CD courses and reviewing all of the textbooks used for the Basic 8 core courses. "Job-alike" discussions have taken place at joint meetings for the past several years so that faculty teaching the same course can come together to talk with each other about course content, SLO's, assignments, teaching methodologies as well as to support each other and build relationships.

This year First 5/EQuIP has funded the department specifically for faculty professional development. Two workshops were planned to be held at both Canada and Skyline colleges. The first of two workshops was offered last fall of 2013 at Canada. The topic covered was "Strategies for Student Success". Nine faculty members attended this workshop led by Dr. Linda Platas from UC

Berkeley and the Sobrato Foundation. A second workshop is being offered on Friday, April 25th, 2014 at Skyline College. The same topic will be covered.

As a result of revenue generated (above the amount received from our funders) over the past three years from the three conferences hosted by the ECE/CD Department, the department has been able to open a separate Child Development Fund. Approximately \$3000 has been deposited into this account which will be used to provide funds for special professional development opportunities not provided for in specific grants. Other uses of these funds will include the opportunity to pay guest speakers who come into ECE/CD classes honorariums. This is something that the department has not had the funds to do. Having guest speakers in classrooms enriches the education that our students are getting and at the same time our faculty are potentially learning new ideas, concepts, etc. as well.

Each academic year, there are two conferences scheduled that the ECE Department Coordinator is required to attend. One is in the fall and one is in the spring. The anticipated cost for these conferences is \$800 for the year, (and is reimbursed through the grant that the college receives from the Child Development Training Consortium).

Through the college's professional development funding process faculty have taken advantage of this source to attend professional development opportunities including the CAEYC conference, CPIN workshops and in June of 2013 one of our faculty members received funds to attend the NAEYC Leadership Conference in San Francisco.

Faculty are always complimentary of professional development opportunities that they are able to participate in (especially if they are paid!). Faculty often reflect on how what they have learned will be of particular use to them in their teaching and ultimately everyone benefits especially our students.

Professional Development Request 2013-2014

Earth Science

B. Professional Development needs

Professional development is essential to keep current in the discipline and to keep current with effective pedagogy and assessment methods. Susan Mahoney and Kim Kirchoff-Stein have indicated that more training on TracDat would be useful. Susan also plans to attend at least one geology or environmental science conference per semester, likely the National Association of Geoscience Teachers- Far Western Region Field Conference that occurs

twice each year. This conference focusses on local California geology and pedagogy appropriate for community college-level courses. All department faculty need training on TracDat and/or assessment reporting requirements.

Professional Development Request 2013-2014

Economics

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

Need money for attendance economics conferences to discuss teaching and content trends in economics and to stay current with the literature. Additionally, money to support honors courses and conferences would also benefit the social sciences program by keeping abreast of changes in teaching as it relates to honors courses.

Professional Development Request 2013-2014

Engineering and CIS

Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

List of professional development activities for Amelito Enriquez:

- 2014 Alliance of Hispanic-Serving Institution Educators Conference, La Verne, CA, March 16- 19, 2014.
- 2014 NSF I-Corps for Learning Closing Workshop, Crystal City, VA, February 26-28, 2014.

- 2014 California Alliance for Minority Participation Student Symposium, Irvine, CA, February 7- 9, 2014.
- 2014 NSF PAESMEM Review Panel, Arlington, VA, January 27-28, 2014
- 2014 NSF I-Corps for Learning Workshop, Crystal City, VA, January 8-11, 2014
- 2013 STEM Tech Conference, Atlanta, GA, October 27-30, 2013.
- Engineering Liaison Council Fall 2013 Meeting, San Jose, CA, October 24-25, 2013.
- 2013 Society for the Advancement of Chicanos and Native Americans in Science Conference, San Antonio, TX, October 2-6, 2013
- NASA Space Grant Consortium Panel Review, Arlington, VA, July 29-31, 2013.
- 2013 American Society of Engineering Education Conference and Exposition, Atlanta, GA, June 23-26, 2013.
- 2013 American Society of Engineering Education Pacific Southwest Section Conference, Riverside, CA, April 18-28, 2013.
- Engineering Liaison Council Spring 2013 Meeting, Los Angeles, CA, April 11-12, 2013.
- 2013 US Department of Education Higher Education Programs Project Directors Meeting, Washington, DC, March 25-28, 2013.

Professional Development Request 2013-2014

English as a second language - ESL

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

- *On-going ePortfolio trainings*
- *Designing and teaching on-line assignments*
- *Writing center training*
- *Supplemental Instruction effective practices*
- *Rubric development*
- *Supporting students*
 - *International and Immigrant*
 - *Gay and Lesbian*
 - *Special needs*
 - *Immigration status and policies: DACA, Dreamers, and undocumented*

Professional Development Request 2013-2014

English

B. Professional Development needs

- (1) Create workshops (two per semester) via CIETL for basic skills and English 100 instructors to collaborate on effective teaching strategies for thesis development, MLA format, and research strategies. In these workshops, faculty could also clarify expectations for English 100 students, share means of assessment (rubrics, point allocation, etc.) with each other, and discuss peer editing strategies and research expectations for English 100.
- (2) Create a “conversation with colleagues” through CIETL about MLA format--invite librarians to co-facilitate the discussion.
- (3) Provide funding/stipends for professional development activities like the 3CSN Community of Practice in Acceleration, which includes three in-person workshops.
- (4) More training in ways to encourage student retention
- (5) Training in ways to increase success among various student populations (veterans, learning disabled students, African American and Pacific Islander students, etc.)
- (6) Release time and training in statistical/data analysis
- (7) More training on TrakDat (or for the district to adopt a more intuitive system)
- (8) Workshop on best teaching practices
- (9) Workshop on the online reading/writing lab, with pay for adjuncts to participate
- (10) More in-depth grading/norming session
- (11) Attend conferences such as AWP (Association for Writers and Writing Programs)

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

Proposed faculty professional development activities for 2014-15:

See “Professional development needs,” above.

Explanation:

These professional development activities help us to become more proficient educators. We learn about the most recent developments in our fields, the latest teaching strategies, how to employ technology effectively for teaching reading and writing, and how to deal with current challenges in the classroom. We presume that having well-educated and up-to-date faculty correlates with student success.

Professional Development Request 2013-2014

Fashion

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

Professional Development:

This semester the program coordinator and one adjunct faculty, Mary Lou Lange, attended a conference at the University of Washington State. \$660 was provided to each through professional development for the conference. Another adjunct professor, Peggy Perruccio attended a Sacramento conference and received \$372 for her trip. We are requesting a similar financial amount for attending the same conferences next year.

The Program coordinator attends meetings of three professional organizations nearly every month and continuously learns new methods through such organizations. Instructors attend museum exhibits and lectures throughout the United States that apply to their teaching.

Professional development improves student learning outcomes by updating the instructors with teaching methods, trends in our discipline, and the opportunity to network with other industry professionals. Textiles and clothing is a rapidly changing field so that conferences and professional organizations assist in updating our classroom instruction. When we have the opportunity to observe others teaching in our field, we can determine the methods that appear to give the greatest student success.

Professional Development Request 2013-2014

Health and Human Services

B. Professional Development needs

The HMSV faculty would like to participate in additional professional development opportunities and will apply for professional development funding. Some of the things that the faculty would like to participate in are:

- Local conferences related to the field

- Online training for personal/professional growth
- Additional department meetings
- Workshops on Cultural Humility, Psychology of Poverty, etc.

Faculty members have attended the Flex Day Activities which includes, but not limited to:

- SLOs/PLOs
- Annual Program Plan
- E-Portfolios for program planning
- Information competency and ePortfolios
- Accreditation Presentation/results
- WebAccess training for faculty

Faculty members continue to pursue opportunities for personal growth.

Jess Miller achieved a Ed.D in Education Leadership from Mills College in January 2014 and co-facilitated a workshop at CAPED, California Association for Post Secondary Education in October 2013 on Motivational Interviewing.

Carlos Bravo will apply for a Summer Program 2014 funded by the National Endowment for the Humanities to study the African American culture and history. If accepted to this program, the faculty member will apply for professional development funding.

Professional Development Request 2013-2014

History

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

Faculty participated in the following professional development activities this past year:

- The Organization of American Historians (OAH) Annual meeting, incl. Community College Workshop (SP 13; SP14).
- Humanities West conferences on a variety of topics (ongoing).
- International Humanities and Social Sciences Conference (SUM13).
- Cañada College Basic Skills retreat (and committee membership) (SP13; SP14).
- Cañada College Learning Communities retreat (SP13; SP14).

- Educators for Fair Consideration (E4FC) Conference (SP13; SP14) (and the DREAMers Task Force - ongoing).
- ORIAS, World History Working Group, UC Berkeley, Office of Resources for International and Area Studies (ongoing)
- Society for French Historical Studies, panel commentator. (2013)
- Western Society for French History, panel chair and presenter. (2013)
- Co-authored, edited and blogged on European café culture, Simone de Beauvoir, and French cabaret for various publications and “A Woman’s Paris” blog, edited by Barbara Redmond. (2013)

Next year:

- The Organization of American Historians Annual meeting, incl. Community College and Oral History Workshops.
- Conference on Byzantine Art and the History of Constantinople.
- Cañada College Basic Skills retreat.
- Cañada College Learning Communities retreat.
- Educators for Fair Consideration (E4FC) Conference.
- ORIAS, World History Working Group, UC Berkeley, Office of Resources for International and Area Studies (ongoing)
- Latin American Studies Association Annual Meeting.

The benefits of these professional development activities:

Participation in Professional organizations, such as the OAH and the Society for French History, is essential to keeping current in our respective fields of interest and bringing recent scholarship into the curriculum.

Participation in the Basic Skills retreat (and committee) and the Learning Communities retreat (and work) provide crucial training, links and cross-fertilization between basic skills and transfer-level teaching and learning. This facilitates pathways, success, and completion for the more than two-thirds of Cañada students who enter college without the reading and writing skills necessary to succeed in transfer-level history, and other social science classes.

Professional Development Request 2013-2014

Honors Transfer Program

B. Professional Development needs

Activities Year to Date 13-14:

Activity	Date	Number of Participants
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Bay Honors Consortium Roundtable	October 2013	Hall, Harmon
ULCA Transfer Conference	November 2013	Cancelled
Flex Activities	Fall & Spring	Hall & all faculty
UCLA TAP Meeting	Fall	Hall, Mendez
National Collegiate Honors Council Conference	October 2013	Lezlee Ware, Jessica Kaven, Paul Roscelli
PTK National	April 2014	Hall
ePortfolio Training	February 2014	Hall, Michelson
WebACCESS Training	December 2013	Hall, Michelson
CIETL Faculty Workshop Lezlee Ware, Jessica Kaven, Paul Roscelli	April 2014	??

Proposed Activities for Next Year 14-15:

Activity	Date	Number of Participants
ePortfolio Training/Collaboration through CIETL	Fall 2014 - ongoing	Coordinator + interested faculty
Bay Honors Consortium Faculty Roundtable	October 2014	6 faculty members
UCLA Transfer Conference	November 2014	Coordinator + 2 faculty
UCLA TAP Meetings	Fall/Spring	Coordinator
HTCC Meetings	Fall/Spring	Coordinator
National Collegiate Honors Council Conference	October 2014	Coordinator +1 faculty member
PTK National	April 2015	Coordinator
Flex Day Activities CEITL	Fall/Spring	Coordinator + interested faculty

Professional Development Request 2013-2014

Interior Design

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.

- Explain how professional development activities improved student learning outcomes.

Support of professional development for all department faculty members, adjunct as well as full-time is essential to the health and vitality of the department. Interior Design is a fast changing field. It is essential that all faculty be current. These needs include, but are not limited to:

- Continue funding for NKBA Accreditation, currently \$1,100 each year, with anticipated reaccreditation expenses in 2012/2013 of \$1,200.00 to \$1,500.00, all of which is likely to increase in the next few years. This must be planned for and allocated. This accreditation is a vital part of the Cañada College Interior Design Program and its growth and success. This is an extensive self-study formal report and a 1 – 2 day on site visit, either in person or virtual on line. This requires additional release time for the program coordinator to plan, prepare for and execute as mentioned above without jeopardizing other administrative and classroom responsibilities.
- Financial support for attending major conferences, these include but are not limited to:
 - KBIS (Kitchen & Bath Industry Show) (travel costs up to \$500 limit per person as it is generally out of state, registration is free for full time faculty from Accredited NKBA Program),
 - IDEC (about \$500 registration fee plus travel),
 - Green Building Council (~\$500 registration fee plus travel),
 - Green CA Summit (\$600 registration plus travel), Greenbuild sponsored by USGBC (\$500+ registration plus travel), West Coast Green (\$300 registration plus travel), costs vary,
 - Other applicable professional conferences and seminars such as **Annual Sustainability and Green Building Awards (\$100 registration plus travel)**, Green Collar Job Careers Summit, **CA Higher Education Sustainability Conference**,
 - Attendance for professional development (CEU) classes offered by professional organizations (and others), \$100 – 200 average
 - Support of green certification classes and exam (\$1000 plus \$50 annual maintenance fee) for a dedicated faculty member to teach those classes.
 - The costs of conferences and seminars vary from year to year, as the locations change and are difficult to attach a specific cost to. Many of these major conferences are out of state, not in California, which add to travel and lodging costs.
- Continued curriculum development in all areas, but especially Sustainable Design as well as Universal Design. The Cañada Interior Design Program is a leader in these areas.
- Training for selected faculty in developing on-line and hybrid courses and teaching distance education classes to increase enrollment.
- Orientation and mentoring for new faculty, including teaching and classroom management techniques for those who are new to teaching.

Professional Development Request 2013-2014

Kinesiology, Athletics & Dance

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

Completed Faculty and Staff Professional Development:

Cindy Jimenez:	Attended Far West Athletic Trainers' Association Annual Symposium Attended National Athletic Trainers' Association Annual Meeting Attended California Community College Athletic Association Annual Conference- March 2012 Tecnica Gavilan Soft Tissue Workshop – June 2012 BLSPRO CPR Recertification – February 2013
Mike Garcia:	Attended Coast Conference Athletic Directors Meetings Attended California Community College Athletic Association Annual Conference
Kurt Devlin	Attended Coast Conference Athletic Directors Meetings Attended California Community College Athletic Association Annual Conference. Attending US Soccer "A" Renewal Course, Carson, CA – April 2013
Nick Carr	Attended 2 Northern California All-Sports Coaches Clinics, CPR/AED and First Aid Certification, June 2013
Ana Miladinova	NASM Personal Trainer Certification, Spring 2014 and CPR/AED Certification, March 2014
Vera Quijano February 2014	ACSM Personal Trainer Certification, January 2014 and CPR/AED Certification,
Erik Gaspar	CPR/AED Certification, February 2014
Linda Breen	CPR/AED Certification, March 2014
Mike Reynoso	CPR/AED Certification, 2014

Professional Development Plans for next year:

- a. US Soccer Federation C License and Spinning Certification: Erik Gaspar
 - I. Coaching/instruction
- b. Pilates Certification and ACSM CEC: Linda Breen
 - I. Instruction
- c. National Strength and Conditioning Certification - CSCS: Nick Carr

- I. Instruction
- d. Ideafit Conference: Ana Miladinova
 - I. CECs are needed to maintain Ana's Personal Trainer ACSM Certification
- e. American Baseball Coaches Association: Tony Lucca
 - I. Coaching
- f. Functional Movement Screening Conference and TRX Certification: Cindy Jimenez
 - I. Offering new classes in future/instruction

Funds for CECs/CEUs for Cindy Jimenez to maintain her ATC certification, which is required for her position. The ATC certification (maintained through the NATABOC) requires 50 CEUs in each 3 year period. CEUs will and can be obtained via attending conferences/symposiums/workshops, online courses, and completing college coursework.

Professional Development Request 2013-2014

Latin American Studies

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

To date:

Faculty expressed the following serious concerns regarding workload and professional development: Unfortunately, the time used on professional development is now being consumed by so many other activities, such as SLOAC and annual program reviews, that faculty just cannot find the time to do as much traditional professional – development activities, such as attending local workshops and national conferences, as was done in previous years.

MUS: SF Jazz Center offers short courses in Latin American percussion, singing and improvisation. Such a course would be of great benefit to the quality of instruction.

HIST: The International Congress of the Latin American Studies Association (May-June 2014) would provide unique opportunities to improve curricular offerings and also to network with colleagues in this field. (Registration: \$225; location TBA: West Coast).

Additional professional development activities to be determined.

Professional Development Request 2013-2014

Learning Center

B. Professional Development needs

Professional Development needs are addressed in the Annual Program Plan and Review for Learning Center/Student Services Functions

Professional Development Request 2013-2014

Library

1) Service, Professional Development Activities and Needs

Diana Tedone attended the Internet Librarian conference in November of 2013. She brought back resources on eBook marketing, usability testing, and social media outreach. Along with librarians Valeria Estrada and Heather Ott she conducted a flex-day workshop in integrating information literacy using e-portfolios for faculty. She also served on the Curriculum Committee. Valeria Estrada serves on the Instructional Planning Council, the Basic Skills Committee, and the DREAMers Taskforce. She also served on the Pacific Library Partnership Cataloging Standards Taskforce. Along with librarians Diana Tedone and Heather Ott she assisted in a flex-day workshop integrating information literacy using e-portfolios for faculty.

Heather Ott served on the Academic Senate and worked on updating the Institutional Learning Outcomes. Electronic Library Resources conference, one workshop on eBooks. Along with librarians Diana Tedone and Valeria Estrada she assisted in a flex-day workshop integrating information literacy using e-portfolios for faculty.

Mike Ferrari serves on the Information Technology Committee and attended MacWorld expo to learn about new technologies and meet Library vendors such as EBSCO.

Paul Gaskins serves on Committee for Student Equity. He is in his fourth semester of Spanish language study.

Professional Development Request 2013-2014

Mathematics

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

The Math department members routinely attend professional development conferences. There is need to develop the skills of more faculty in distance education, particularly in structuring hybrid classes. Ray Lapuz is currently working on certification for distance education through @one. Michael Hoffman attended 2 math conferences this year and took several students with him.

Both Ray Lapuz and Denise Hum are participating in the 3CSN Community of Practice in Acceleration. This state-wide collaboration is meant to assist in the development of accelerated courses, with the goal of increasing student completion rates. Denise Hum participates in CalPass.

As part of the ongoing ESL/Math collaboration, Michael Hoffman and ESL Instructor Jeanne Gross have participated in a “Reading Apprenticeship” community of practice which has included taking an online course, attending a two-day conference, and presenting their work to colleagues at the ‘3CSN Links 5’ conference. Michael Hoffman is currently attending the “Leading from the Middle” workshops.

Professional Development Request 2013-2014

Medical Assisting

B. Professional Development needs

All adjunct faculty participate in department meetings, Advisory Committee meetings, keeping current in their areas of expertise, updating of curriculum, and developing new courses as needed. Kate Charlton and her clinical students participate in the Health Fair on campus.

It is essential that this participating and updating continues as well as the development of the ICD-10 curriculum.

Professional Development Request 2013-2014

Multimedia

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

Professional development: over the last year, full-time and adjunct faculty have attended:

SIGGRAPH (computer graphics convention/trade show)

CTN Expo (animation convention)

GDC (Game Developer's Conference)

Local SIGGRAPH chapter events

Local ASIFA chapter events (animation society)

Attendance at these events benefits students by keeping faculty current on industry trends and expectations for entry-level employees.

Plans for next year include all of the above, along with additional events that expose faculty to current industry practices and techniques.

Additionally, release time for full-time faculty to do industry outreach would be tremendously beneficial in establishing and nurturing industry contacts. All faculty do this now on a time-available basis; having hours set aside every semester for this purpose would allow Cañada to build stronger ties with the game, animation, and web development industries that are so prevalent in the Bay Area.

Professional Development Request 2013-2014

Music

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.

- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

Prof. Meckler attended a performance of excerpts from his *Apollo 14, A Space Opera*, at the Palm Springs Air Museum, Palm Springs, California, in November 2013. Recordings of this performance and anecdotes about the performance and rehearsal process have been shared in several different classes. Attendance at additional performances of his music is strongly advised.

Professional Development Request 2013-2014

Paralegal

B. Professional Development needs

Actions:

- List the professional development activities the faculty and staff participated in this year.
- Explain how professional development activities in the past six years have improved student learning outcomes.
- Describe professional development plans for next year.

We applaud the college for offering stipends for adjunct faculty to attend Flex Day activities. We learn a great deal about the planning and analysis components of teaching through presentations, group discussions, and individual and group exercises. Our participation in these activities has been minimal, usually one adjunct attending. Our hope is that more department adjunct will attend these activities or there may be another way, perhaps through video-recording, the adjunct faculty members (all with full-time demanding legal day jobs) can avail themselves of this important information.

Professional Development Request 2013-2014

Philosophy

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

Professional development needs for the Philosophy Department is then continuation and support of the Philosophy Club. Currently, we have the only Philosophy club in the district; therefore, we support philosophy students across the three campuses. The club could be better supported financially to include guest speaker costs, printing of promotional materials, and room assignments.

Professional Development Request 2013-2014

Political Science

B. Professional Development needs

Guidelines:

1. List faculty and staff professional development activities.
2. Describe faculty and staff professional development plans for next year.
3. Explain how professional development activities improved student learning outcomes.

1. STOT I and STOT II, UCLA Honors Conference, National Collegiate Honors Conference

2. Discipline Conference

3. They have strengthened the Political Science Distance Education Program and honors course offerings. Currently, there is a 1 unit honors colloquium offered and a Political Theory honors course that has been developed in conjunction with a significant library and research component.

4. Plans were in process to attend a discipline specific conference during Spring 2013, but due to a family tragedy affecting the ONE full-time faculty member this and other goals were not met.

Professional Development Request 2013-2014

Psychology

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

Response: The departments only fulltime faculty member has engaged in many webinars hosted by various publishers, American Psychological Association, and American Psychological Sciences as reported on flex activities forms. Due to the fulltime faculty member heavy load and responsibilities as department chair, webinars, psychological publications, and psychology listservs provided input for continuity of renewal and updates in the field of psychology as well as teaching strategies.

Engaging in webinars where the focus is on assessing student learning outcomes, teaching strategies for in class, online and hybrid instruction as well as understanding the concept of flipped classrooms and flipped instructional technics has help to support SLOs as well as PSLOs. Information regarding online pedagogy to engage students in successfully completing online courses provides a working knowledge to improve online instruction.

With the addition of new fulltime faculty, there will be more opportunities to attend upcoming psychology conferences. Each year APA conference is held in San Francisco and plans are for both faculty to attend. Throughout the year many conferences and seminars will be announced and program faculty will request staff development funds to attend these events.

Professional Development Request 2013-2014

Radiologic Technology

B. Professional Development needs

Actions:

*List the professional development activities the faculty and staff participated in this year.

*Explain how professional development activities in the past six years have improved student learning outcomes.

*Describe professional development plans for next year.

1. By having completed a Master's program in Radiation Health Physics by the program director, the depth and understanding has improved in subjects such as radiobiology, radiographic image production, quality management and radiation protection.
2. The clinical coordinator also completed a Master's program in education which has helped improve the quality of clinical education. This has revealed an improvement in student employment readiness.
3. Program faculty attended California Society of Radiologic Technologists (CSRT) and Radiologic Technology Educators of California (RTEC) conference and Flex Days. These conferences keep us current with developments in the profession which we incorporate into our curriculum.

Note: The clinical coordinator has also mentored adjunct faculty and clinical instructors in assessing students. This has helped the program identify early, students who need assistance. The clinical coordinator is also president of the Radiologic Technology Educators of California (RTEC).

1. Faculty will continue to attend California Society of Radiologic Technologists (CSRT) and Radiologic Technology Educators of California (RTEC) conferences and Flex Days.
2. Program director will be attending a JRCERT workshop on program analysis
3. Clinical coordinator and adjunct clinical staff will participate in-services at our clinical affiliates to learn a variety new state-of-the-art equipment.

Professional Development Request 2013-2014

Sociology

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

This past academic year, the lead sociology faculty attended a series of sociology colloquiums at UC Berkeley. In addition, a variety of sociology journals and new sociology books were analyzed and incorporated into the curriculum.. These activities have broadened and enhanced the expertise of the faculty and kept them up-to-date with new material. These professional development activities facilitated the improvement of student learning outcomes. Specifically, listening to other professional sociologists at conferences and reading new research material helped with the prioritization of SLOs. When you have a better grasp of sociology, you are better able to identify the salient SLOs needed for the program.

This year, the faculty plan on continuing to visit the colloquium series and read more journals and books.

Professional Development Request 2013-2014

Spanish

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

Professional Development Activities:

- Academic Senate:
Monica has attended an Academic Senate Plenary every year in the spring. Last spring, Sarah also attended.
- AP Exam:

Sarah was selected as a Reader for the AP Spanish Language Exam in 2011, 2012, 2013 and 2014 and Monica was also selected for 2013 and 2014.

- AFT National Higher Education Conference:
Monica attended this conference, where professors from all over the U.S. discussed topics of great relevance to our college/district, such as accreditation, MOOCs, the characteristics of quality public education, (un)affordability of and funding for college education.
- Bay Honors Consortium:
Sarah has been a member of the Bay Honors Consortium (BHC) since Fall 2011. The BHC puts on an annual symposium (the Bay Honors Research Symposium) every Spring for honors students at community colleges to present their original research, and an annual round table event for faculty and administrators who want to learn more about honors courses and programs. Sarah has participated in those events as an organizer. Additionally, she is the co-editor of the proceedings of the BHRS: Think You?!; this is an online journal of student submissions.
- Sarah is a member of the Modern Language Associate and serves on the Committee for Community Colleges of the MLA.

None of the activities listed above were funded through the Professional Development Program in our district. The typical activities that faculty used to engage in through this program are difficult to pursue, given the stronger emphasis on reporting, accountability, committee work, and other non-teaching responsibilities placed on faculty nowadays. These tasks are now routinely scheduled on Flex Days, and faculty are pressured to participate in these college-sponsored flex activities, contrary to the intent of Flex Days as days in which faculty could pursue professional activities of their choice during flexible time.

Professional Development Request 2013-2014

Theatre Arts

B. Professional Development needs

Anna Budd needs training in: teaching online, e-portfolios, and creating digital media to support student learning.