PROFESSIONAL DEVELOPMENT HANDBOOK

Solano Community College

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Adopted 2020
Updated 2023

Overview

Professional Development for All Employees

Professional development (PD) is the continuous process of building knowledge, skills, and abilities as related to one's role in the institution. Not only does professional development benefit the individual with enhanced expertise and sharpened skills but it also supports the mission of the entire organization. Solano Community College supports the professional development of its administrators, faculty, and staff.

Full-time Faculty Requirement

The traditional academic calendar consists of at least 175 days of instruction per academic year. The Flexible (Flex) Calendar program allows participating colleges to provide opportunities for professional development *in lieu of* regular instruction. The number of flexible calendar days may vary by academic year; however, the faculty contract states there will be no more than seven (7) total flex days with no more than two (2) required days and no more than five (5) optional days (2023-2026 CTA Contract Article 23.2). A work day is considered six (6) hours (2023-2026 CTA Contract Article 23.2.4). Therefore, full-time faculty are required to complete six (6) hours of flex activities for each designated flex day in the academic calendar. Activities are based on criteria as identified in [Title 5, § 55724](#) of the California Code of Regulations (2023-2026 CTA Contract Article 23.2.2). Full-time faculty that do not complete the required number of flex hours may use appropriate leave, complete an appropriate substitute activity with approval of the District, or receive a loss of pay (2023-2026 CTA Contract Article 23.3).

Part-time Faculty Eligibility

Part-time (PT) faculty are not required to complete Flex Cal activities at Solano. However, PT faculty are welcomed and encouraged to participate in Flex Cal activities. Furthermore, PT faculty may be compensated for a maximum of six (6) hours of Category 3 pay in each semester of employment for participation in any combination of District-sponsored Flex activities (on-campus or online), department meetings, and division meetings completed within the respective manner (2023-2026 CTA Contract Article 23.2.5A). Additionally, PT faculty are eligible for three (3) hours of Category 3 pay per 0.20 FTEF of load assignment, per semester, for participation in any combination Flex-eligible activities (2023-2026 CTA Contract Article 23.2.5B).

Classified Staff and Administration Eligibility

All Solano employees are encouraged to participate in professional development. While most administrators and staff are not required to complete professional development activities, some specific positions may have certain requirements. For example, some employees are required to complete Hazardous Materials Training on an annual basis. Please contact your immediate supervisor for details.

Professional Growth is the enhancement or upgrading of job skills and abilities through completion of courses or participation in workshops, seminars, or professional experiences. Classified staff may participate in the Professional Growth Program as specified in their contract.

Flex: Professional Development for Faculty

Full-time faculty are required to complete six (6) hours of flex activities for each flex day designated in the academic calendar. Full-time faculty that do not complete the required number of flex hours may use appropriate leave, complete an appropriate substitute activity with approval of the District, or receive a loss of pay (2023-2026 CTA Contract Article 23.3). Part-time faculty do not have required flex hours although they may receive reimbursement for hours reported through the Professional Development System (2023-2026 CTA Contract Article 23.2.5).

Faculty members earn flex credit for the number of hours engaged in staff, student, and instructional improvement activities as identified in Title 5, § 55724 of the California Code of Regulations. Participants earn one (1) hour of Flex credit for each hour of flex activity. Presenters earn double credit, for example, two (2) hours of Flex credit for each hour of flex activity. If a faculty member elects to complete an individual activity, then they must submit the "External Training" form (Appendix A) through the Professional Development System (2023-2026 CTA Contract Article 23.3).

Faculty members document their flex hours through the Professional Development System. Documentation *must* be completed no later than June 30 of an academic year (2023-2026 CTA Contract Article 23.3). Full-time faculty that do not complete the required number of flex hours may use appropriate leave, complete an appropriate substitute activity with approval of the District, or receive a loss of pay (2023-2026 CTA Article 23.3).

Acceptable Flex Activities

Professional Development activities are outlined in [Title V Section 55724](#) of the California Code of Regulations:

> The activities which college personnel will be engaged in during their designated staff, student and instructional improvement days. Activities for college personnel may also include, but need not be limited to, the following:
>
> (A) course instruction and evaluation;
>
> (B) staff development, in-service training and instructional improvement.
>
> (C) program and course curriculum or learning resource development and evaluation;
>
> (D) student personnel services;
>
> (E) learning resource services;
>
> (F) related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity;
>
> (G) departmental or division meetings, conferences and workshops, and institutional research;
>
> (H) other duties as assigned by the district;
>
> (I) the necessary supporting activities for the above;

Further details on permissible activities are provided by the Chancellor's Office in the [Guidelines for the Implementation of the Flexible Calendar Program](#):

> The following list of development and instructional improvement activities are intended as a guide and not intended to be limited to these activities. It should be noted that some activities can address more than one category.
>
> 1. STAFF IMPROVEMENT
>   - Developing new programs (e.g., a workshop on designing curriculum/programs)
>   - Faculty and counselor meetings to address areas of concern (e.g., academic advising, prerequisites, referring students for services)

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- Faculty and staff (e.g., tutors, lab assistants) meetings to improve learning resource support services to students
- Workshops on how to mentor students or how to mentor faculty
- Orientation/education (e.g., new faculty; role of the academic senates; training students, staff, and faculty to serve on committees; changing role of technology in education)
- Student, faculty, and staff diversity (e.g., sexual harassment workshops, affirmative action conferences, cultural diversity seminars, multicultural activities)
- Meetings designed to improve a cohesive working relationship among members of the group (e.g., departments, divisions, committees, mixture of college constituencies)
- Workshops on how to write grants
- Workshops or individually designed activities to improve or enhance a person's skills or knowledge in his/her own discipline
- Wellness activities that assist individuals to be physically and mentally better able to perform their jobs (e.g., humor in the workplace, stress reduction, self-defense, nutrition, exercise, weight reduction)
- Disaster preparedness (e.g., district procedures, first aid, review of facilities to determine areas of need)
- Improving or learning how to deal with computers and technology

2. STUDENT IMPROVEMENT
- Teaching a class in shortened format during a flex period
- Developing a new program to meet changing student needs
- Faculty and staff (e.g., tutors, lab assistants) meetings to improve services to students
- Review of learning resource materials to eliminate outdated items and make recommendations for additions
- Creating self-study modules and/or computer-assisted instruction
- Student advising (e.g., academic advising of students by faculty)
- Mentoring of students
- Faculty participation in student orientation programs
- Matriculation services (e.g., special orientation for ESL students, workshops in specific disciplines for students with undecided majors)
- Meetings (department/division/college-wide) specifically to discuss strategies for improving service to students
- Institutional research focused on meeting the needs of the students (e.g., job market surveys, transfer ratios, ethnicity data on students, gender equity, campus climate)
- Writing grants aimed to improve services to students
- Articulation to improve transfer processes
- Outreach for special projects (e.g., Math, Engineering, and Science Achievement [MESA] program)

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- Conducting special workshops for students (e.g., understanding the college schedule, transfer requirements, setting academic goals)

3. INSTRUCTIONAL IMPROVEMENT
    - Attending workshops on teaching methods or techniques (e.g., classroom-based research training; Instructional Skills Workshops (ISW); local, regional, national Great Teachers Seminars)
    - Development or revision of programs, course curriculum, learning resources and evaluation.
    - Developing a new course
    - Modifying an existing course to comply with changing institutional or discipline requirements (e.g., changing theories in a discipline, articulation with transfer institutions, critical thinking, multiculturalism, writing across the curriculum)
    - Significant modification of a course to address the learning needs of diverse students (e.g., creating self-paced learning modules)
    - Developing student readiness programs specific to course disciplines
    - Faculty and counselor meetings to address areas of curriculum
    - Review of learning resource materials to eliminate outdated items and recommend additions
    - Creating self-study modules and computer-assisted instruction modules
    - Student, faculty, and staff diversity (e.g., sexual harassment workshops, affirmative action conferences, cultural diversity seminars, multicultural activities)
    - Departmental or division meetings to discuss overall curriculum and program review
    - Institutional research (e.g., job skill requirements, research on transfer ratios, ethnicity data on students and staff. gender equity, campus climate)
    - Grant writing to secure funds for improvement of instruction

Flex Test

The PDFC committee created the "Flex Test" to help individuals determine whether or not an activity may count as flex credit.

1. Does the activity contribute to staff, student, and/or instructional improvement?

    a. *Staff improvement* – Activities to improve job-related knowledge, skills, or abilities.

    b. *Student improvement* – Activities to improve services to students.

    c. *Instructional improvement* – Activities to improve teaching and learning.

2. Is the activity voluntary and without compensation?

    a. *Voluntary* – The activity **cannot** be required for completion of essential job-related duties and responsibilities.

    b. *Without compensation* – The activity **cannot** provide compensation of any kind, e.g., honoraria, pay advancement, stipend, etc.

3. Would the taxpayers approve of this use of funding?

    a. *Public employees* – As public employees, we are accountable to the taxpayers. Would the taxpayers approve of their tax dollars being used for this activity instead of regular job-related duties?

    b. *Review/audit* – Professional development/Flex Cal reports are records that are subject to review and/or audit by any member of the public until disposal as determined by Title 5 (Section 59025).

If the answers to all of the above questions are affirmative, then the activity may be considered as flex credit.

Pre-Approved Flex Activities

The following are activities that qualify as Flex credit:

Articulation

[Coursera](#)

Curriculum development/review

[@ONE](#) trainings

Committee meetings

[FERPA 101](#)

Brown Card Training (*if uncompensated*)

[Keenan SafeColleges](#) Trainings

Lynda.com trainings

Mentoring colleagues

Program review

SLO Assessments (*part-time faculty only*)

Student club advising

[Vision Resource Center](#) trainings

[3C Media](#) Webinars

Please note the above activities are pre-approved for Flex credit *only*. Activities that are fee-based require a professional development application prior to registration if reimbursement *is requested*.

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Unacceptable Flex Activities

An activity that does not meet criteria as specified in [Title V Section 55724](#) of the California Code of Regulations or the [Guidelines for the Implementation of the Flexible Calendar Program](#) may not count as flex credit. Furthermore, any activities that provide compensation (e.g., stipend, pay advancement, etc.), are considered regular contractual duties (e.g., grading, preparing class materials, etc.), or that take place during normally scheduled instructional hours may not count as flex credit.

Regular school meetings do not count as flex credit for full-time faculty since it is considered a contractual duty; however, part-time faculty may request compensation for their participation in school or department meetings for a maximum of six (6) hours plus three (3) hours per 0.20 FTEF of load assignment per semester (2023-2026 CTA Contract Article 23.2.5). Conversely, full-time faculty representatives on the Academic Senate may count meetings as flex credit since they do not receive compensation whereas part-time faculty representatives may not count meetings as flex credit since they do receive compensation.

Professional Development Funds Application

Professional Development Grants provide funds for participation in conferences, workshops, or other activities that develop or renew professional skills as stipulated by California Education Code.

Authorized Uses of Funds

California Education Code ([Section 87153](#)) states that professional development funding may be used as follows:

> The authorized uses of funds allocated under this article shall include all of the following:
>
> > (a) Improvement of teaching.
> >
> > (b) Maintenance of current academic and technical knowledge and skills.
> >
> > (c) In-service training for vocational education and employment preparation programs.
> >
> > (d) Retraining to meet changing institutional needs.
> >
> > (e) Intersegmental exchange programs.
> >
> > (f) Development of innovations in instructional and administrative techniques and program effectiveness.
> >
> > (g) Computer and technological proficiency programs.
> >
> > (h) Courses and training implementing affirmative action and upward mobility programs.
> >
> > (i) Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem.

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Following are definitions and examples of the nine authorized uses of Faculty and Staff Development funds as prescribed in Section 87153 of the Education Code:

1. **Improvement of teaching:** activities designed to change instructional processes so that increased student learning is affected.
   Examples: (a) Instructional development grants or fellowships awarded on a competitive basis that encourage instructors to build objectives, media, or measures that promote positive student outcomes. (b) Seminars in instructional leadership for instructional administrators.
   Activities: Instructional Skills Workshops, Great Teachers Seminars, classroom-based research projects.

2. **Maintenance of current academic and technical knowledge and skills:** activities that assist instructors in sustaining knowledge pertinent to their teaching specialties.
   Examples: (a) Tuition reimbursement for university study (b) Workshops in skill development for laboratory assistants, paraprofessional aides, and other classified1ersonnel.
   Activities: Curriculum development, discipline-based activities.

3. **In-service training for vocational education and employment preparation programs:** activities to facilitate curricular and instructional revisions in occupational education.
   Examples: (a) Workshops conducted jointly for employers and occupational program staff members. (b) Faculty training at employer sites and on-campus workshop for community economic development.
   Activities: Vocational Education, curriculum development, exchange programs between business/industry and the college.

4. **Retraining to meet changing institutional needs:** activities that promote staff awareness of evolving clientele preferences and program possibilities.
   Examples: (a) Training to assist classified staff members in understanding to accommodate students from different cultural backgrounds (b) Tuition reimbursements for courses to assist administrators in preparing for newly emerging needs.
   Activities: Staff Development Training, Academic Senate, ISW Facilitator Training, Classroom-Based Research Training.

5. **Intersegmental exchange programs:** activities that link staff members with their counterparts in secondary schools, universities and the Chancellor's Office.
   Examples: (a) Staff exchanges that promote curriculum articulation between high school and college and between college and university. (b) Classified staff exchanges that assist in the development of compatible Admissions and Records systems.
   Activities: Intersegmental Coordinating Council, any cluster activities and/or projects with shared activities among California State University, University of California, K-12 and the California Community Colleges.

6. **Development of innovations in instructional and administrative techniques and program effectiveness:** activities designed to stimulate staff in assessing outcomes of courses and programs.
   Examples: (a) Seminars to prepare employees to design student and program measures. (b) Sessions that demonstrate how computer systems can be designed so that users have more rapid access to pertinent information.
   Activities: Shared governance activities, Educational Leadership Colloquia, Total Quality Management.

7. **Computer and technological proficiency program:** activities to build staff usage of computers and other technologies.
   Examples: (a) Training by computer and media staff members especially for employee needs. (b) Sessions that demonstrate how computer systems can be designed so that users have more rapid access to pertinent information.
   Activities: Computer classes or workshops, interactive media workshops or seminars.

8. **Courses and training implementing affirmative action and upward mobility programs:** activities that assist women and minority group staff members in changing their occupational status within the instruction.

   Examples: (a) Reassigned time or grants to enable minority classified staff members to pursue training opportunities for upward mobility. (b) Tuition reimbursement for minority administrators to gain graduate credits.

   Activities: The Leaders Program, Latina Leadership Network Conference, Asian-Pacific Americans in Higher Education Annual Conference, Black Women's Leadership Conference, Asilomar Woman's Leadership Skills Seminar, Classified Staff Career Development.

9. **Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including but not necessarily limited to, programs designed to develop self-esteem:** activities designed to assist staff members in gaining awareness of their own professional possibilities and potential.

   Examples: (a) Funds for travel to conferences and professional meetings. (b) Training that assists classified staff members to become aware of their own potential for personal growth.

   Activities: Workshops on professionalism, ethics, safety, CPR, wellness

Application Process

Employees that plan to participate in an activity that meets the Authorized uses of Faculty and Staff Development funds as stated in California Education Code (Section 87153) may apply for professional development funding by completing the following:

1. Travel Authorization and Reimbursement Claim - Part I - Request to participate

   o   Include copies of estimates for allowable expenses

   o   Sign and date form

   o   Obtain supervisor's signature and date

2. Professional Development Grant Application

   o   Provide a description explaining how the activity meets the California Education Code Authorized Uses and Solano Community College's Strategic Goals

   o   Attach a descriptive brochure of the event with relevant information including date(s), location, schedule, etc.

   o   Indicate the total amount requested

   o   Sign and date application

3. Submit electronic copies of the forms and supporting documents via the application at least two (2) weeks prior to registration for in-state, four (4) weeks prior to registration for cash advance, or six (6) weeks prior to registration for out-of-state

The PDFC committee reviews applications as follows:

1. PD Admin Reviews Application
   a) Checks application for accuracy, completeness
      o   Corrects total estimated expenses *if necessary*
   b) Emails applicant to confirm receipt of application
      o   Requests missing items from applicant *if necessary*
   c) Forwards completed packet to PD coordinator
   d) Enters data into Tracking Ledger
2. PD Coordinator Reviews Application
   a) Checks application for accuracy, completeness
      o   Makes corrections/requests *if necessary*
   b) Adds application request to PDFC agenda of next meeting
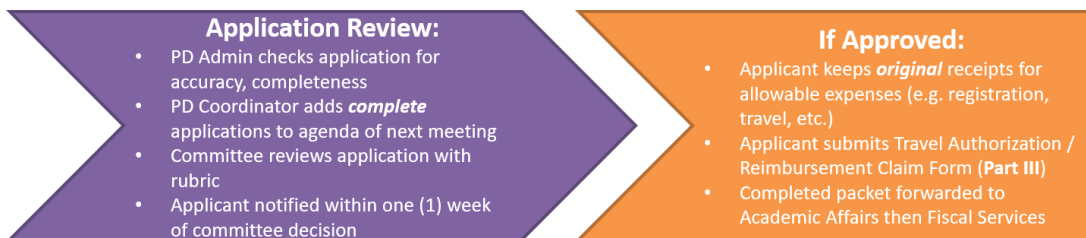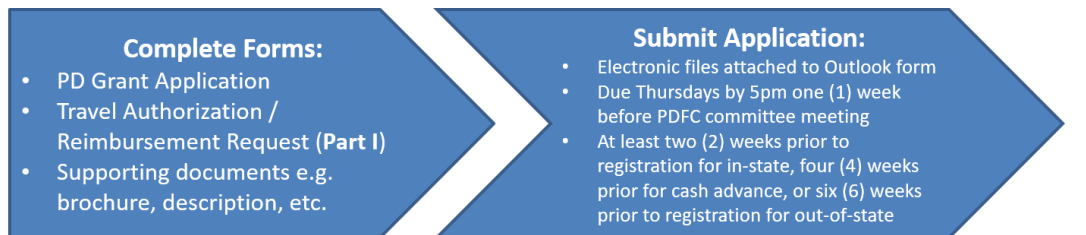
    c) Forwards application packet and rubric to PDFC committee

3. Committee Reviews Application
    a) Checks application for accuracy, completeness
        o Makes corrections/requests *if necessary*
    b) Evaluates application with standard rubric (Appendix B)
    c) Determines whether application is approved, denied, or pending

4. Follow-up
    a) PD Coordinator notifies applicant of committee decision within one (1) week
    b) PD Admin enters data into Tracking Ledger

If pending, then:

5. PD Coordinator requests supplemental information from applicant

If approved, then:

6. PD Admin Processes Application
    a) Forwards packet to applicant to Accounts Payable for approval by Fiscal Services
    b) Communicates with applicant to complete "Part III – Request for Reimbursement" within seven (7) days of return
    c) Forwards completed packet to VP of Academic Affairs, then to VP of Finance for final approvals and signatures

Complete Forms:
- PD Grant Application
- Travel Authorization / Reimbursement Request (**Part I**)
- Supporting documents e.g. brochure, description, etc.

Submit Application:
- Electronic files attached to Outlook form
- Due Thursdays by 5pm one (1) week before PDFC committee meeting
- At least two (2) weeks prior to registration for in-state, four (4) weeks prior for cash advance, or six (6) weeks prior to registration for out-of-state

Application Review:
- PD Admin checks application for accuracy, completeness
- PD Coordinator adds **complete** applications to agenda of next meeting
- Committee reviews application with rubric
- Applicant notified within one (1) week of committee decision

If Approved:
- Applicant keeps *original* receipts for allowable expenses (e.g. registration, travel, etc.)
- Applicant submits Travel Authorization / Reimbursement Claim Form (**Part III**)
- Completed packet forwarded to Academic Affairs then Fiscal Services

Responsibility

The Professional Development/Flexible Calendar Committee supports the Solano Community College Code of Ethics in that it embodies and promotes:

- Professional development activities of the highest quality for all employees.

- Maintenance and support of transparency, communication, and equity in professional development.

- Advancement and protection of academic freedom for all members of the institution.

All presenters and participants in professional development activities are expected to act with uncompromising integrity, dignity, respect, and fairness, and promote a spirit of collegiality campus-wide.

Professional Development Plan

Mission Statement

To promote professional development opportunities for faculty and staff to broaden their knowledge, expand their skills, and enhance their abilities to benefit the college as well as the greater community.

Committee Roles & Responsibilities

The charge of the PDFC committee is two-fold. First, the committee is responsible for providing professional development opportunities to all Solano Community College employees. This entails the processing of professional development fund applications. Second, the committee is responsible for planning and implementing the Flexible Calendar at Solano Community College.

Objectives & Strategies

- Honors and empowers all Solano Community College employees by offering professional development activities for administrators, faculty, and staff.
- Promotes equity-minded professional development by collaborating with the Student Equity and Success Council as well as other campus groups to offer activities related to equity such as conferences, trainings, and workshops.
- Promotes a campus culture that honors and empowers teaching and learning by providing robust offerings of professional development.
- Promotes the equitable and judicious allocation of available resources for professional development by scheduling a variety of professional development activities, inviting a diverse pool of professional speakers, and using standardized rubrics to evaluate funds applications.
- Ensures the integrity of Authorized Uses as outlined by Title V and the Chancellor's Office guidelines with a standardized rubric that aligns with the law and guidelines.

Committee Membership

The PDFC committee consists of eight (8) members: two (2) co-chairs (one administrator, one faculty member), four (4) faculty representatives including at least one (1) part-time faculty member, and two (2) staff representatives.

Selection

The co-chairs consist of an administrator and a faculty member. The administrator co-chair is selected by the Vice President of Academic Affairs. The faculty co-chair is the Professional Development Coordinator that is recommended by a hiring committee. The four (4) faculty representatives (including at least one part-time faculty) are appointed by the president of the Academic Senate. The staff representatives are appointed by the president of the California Employees School Association (CSEA). Each representative serves for a two (2) year term on an alternating cycle.

Voting Rights

Faculty and staff are voting members of the committee. Managers serve in advisory capacity and give casting votes in the event of ties.

Member Duties

The PDFC committee members are responsible for the following:

- Attending meetings
- Participating in meetings
- Reviewing materials prior to meetings
- Providing feedback on professional development matters
- Representing the professional development to the campus community

Committee Co-Chairs

The PDFC committee co-chairs are responsible for the following:

- Scheduling and facilitating meetings
- Distributing agendas and minutes for meetings in a timely manner
- Distributing professional development funding application materials
- Communicating with applicants regarding the status of the funds request
- Preparing professional development programs and schedules
- Surveying the campus community for professional development needs
- Reporting to Academic Senate
- Reporting to the Superintendent/President
- Reporting to Chancellor's Office
- Coordinating with other subcommittees of the Academic Senate
- Ensuring adherence to Brown Act

Committee Meetings

PDFC committee meetings are held on dates and times mutually agreed upon by continuing committee members at the end of the academic year. Generally, committee meetings are held bimonthly with adjustments for holidays and breaks. Additional meetings may be scheduled *as necessary*. The committee must reach in-person quorum in order to hold any meetings.

Appendix A External Training Form

Language

English (US)

Title *

Native Bee Identification Workshop

Description: *

The goal of the project is to engage students in undergraduate research by supporting faculty and students in their efforts. The focus of these research opportunities is to explore native bee biodiversity on community college campuses and nearby locations.

Location: *

Zoom

Date(s): *

1/7/2022   1/8/2022

Time Requested: *

Hours

12

Minutes

0

How does this training lead to student, instructional, or staff improvement? *

Instructors will learn native bee collection and identification techniques to establish student research opportunities on campus. Undergraduate research opportunities are invaluable for the student experience and this project contributes to important research on essential pollinators.

TITLE 5 Category *

Staff development, in-service training and instructional improvement

Attachment(s)

Drag and drop files here or   Select a file

Cancel   Submit

Appendix B Evaluation Rubric for Professional Development Funding Requests

Evaluation Rubic for Professional Development Funding Requests

Description	0 Point	1 Point	2 Points	Total
Proposal meets one or more of the Authorized uses for PD funds.	Meets none of the authorized uses	Meets one of the authorized uses	Meets more than one of the authorized uses	
Proposal meets one or more of the SCC Strategic Goals.	Meets none of the strategic goals	Meets one of the strategic goals	Meets more than one of the strategic goals	
Proposal provides a narrative that explicitly connects the activity to the Authorized Uses & SCC Strategic Goals.	No connection	Connection is weak, implicit, or unclear	Connection is strong and explicit with clear details	
Must have scored at least 4 points total between the first three items to continue with evaluation.				
Previously approved PD funding.	Applicant received funding in the current fiscal year and/or the previous fiscal year. No justification has been provided.	Applicant received funding in the current fiscal year and/or the previous fiscal year. A justification has been provided.	Applicant has not received funding within the past two (2) fiscal years	
Amount:				
Collaboration.	Activity benefits the individual	Activity benefits the individual plus others at the college	Activity benefits the district and/or greater community	
Narrative explains how applicant anticipates activity will promote their professional development in their role at SCC.	Narrative provides insufficient explanation	Narrative provides general explanation with some examples	Narrative provides clear explanation with detailed examples	
Planned Dissemination of Information.	Narrative does not provide a plan for sharing experience or applying knowledge	Narrative provides a general plan for sharing experience and/or applying knowledge	Narrative provides a detailed plan for sharing experience and applying knowledge	
Bonus points (2): applicant presented previously PD funded activity to others on campus				
Bonus points (2): applicant is presenting at event as Solano employee				
			Total Points:	**0**

SCORING
8-14 points = Approval
6-7 points = Additional information required
0-5 points = Denied

SUMMARY/RESULTS:

Applicant Name:	
Grant Number:	
Grant Approval/Denial:	☐ Approved ☐ Denied
Grant Amount (if approved):	$0.00
Date of Grant Approval/Denial:	
Date of Applicant Notification:	
Comment:	

Professional Development Coordinator (Signature & Date):

Out-of-State Travel:
☐ N/A
☐ Approved
☐ Denied
Superintendent/President (Signature & Date):