SRJC Professional Development Plan to Support Faculty and Staff with

Conversion to Online Instruction

Supplement to Emergency Temporary Distance Education Blanket Addendum

May 2020

The District proposes the following plan for providing ongoing professional development for faculty and staff for converting to online instruction in the areas listed below. This plan addresses the Distance Education requirements of the State Chancellors Office and related Title 5 regulations.

1. Resiliency/Capacity Building for entire SRJC District

    a. Connecting faculty, staff, and students to resources
    b. Providing remote opportunities for our college community to stay connected
    c. Addressing mental and physical health issues
    d. Access to faculty mentoring

2. Training in Distance Education for all faculty (see attached Excel spreadsheet)

    Training in Distance Education to be provided based on the following requirements:

    a. Title 5 regulations and SRJC Board Policy 3.28P
        i. Title 5 Section 55208: "Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements."
        ii. 55204. Instructor Contact.
        (a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.
        iii. Title 5 Section 55002: "Instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d). In addition, any locally established requirements applicable to all courses, district governing boards shall ensure that:

    b. Each workshop will have a capacity of 15-25 members; 40 unique workshops currently scheduled; workshops will be repeated throughout summer and fall; new topics added as needed. Anticipate 1000-3000 faculty (duplication expected).

    c. Ongoing training topics
        i. Instruction on how to use existing course materials to create engaging online courses

      ii.   Providing training for accessibility compliance in online courses
1. Training an accessibility team of train-the-trainers
2. Support will be provided for review and correction of accessibility issues
    iii.   Tips for engaging students and providing support services to students in a distance education environment
    iv.   Allied faculty will address distance education training needs by department (Counselors and Librarians)
     v.   Addressing disruptive students in a distance education environment
    vi.   Canvas Training (Course management)
1. Levels 1-4 based on faculty needs survey
   vii.   Other technology tools, examples include:
1. ConferZoom: Meet with students and record lectures
2. Screencast-O-Matic: Create videos to teach and connect with students
3. PlayPosit: Add interactivity to video/PowerPoint lectures, etc.
4. Turnitin: Check for plagiarism
5. Convert lectures into online formats utilizing standard presentation tools
6. Integrate publisher content into Canvas
7. Other as needed

3. Professional Development Day for fall 2020 (August 14, 2020)
Professional Development Day at SRJC is a District-wide activity whereby faculty, classified staff and administrators meet collectively and attend a full array of workshops (60+).

    a.   Outline plan (to be implemented fully online via Zoom)
       i.   Panel of Local Experts to address resiliency and Sonoma County Emergency Response needs (health, environmental, economic) and intervention plans
      ii.   Districtwide workshops (Sample topics, morning sessions):
1. Tips/trainings to assist faculty making a transition to distance learning
2. Pedagogical issues in the midst of change
3. Equity in DE – outside speaker
4. Addressing diverse student populations at risk when working remotely
5. Sustaining our health and well-being
6. Finding hope in challenging times
7. Sustainable gardening
8. Physical and mental wellness
9. Communication and leadership
10. Learning conflict resolution skills in times of change
11. Building community during times of social distancing
12. Technology in the remote classroom
13. Office safety
14. Emergency planning at home and at work
15. Tips for home schooling your children while working
16. Supporting our community by participating in volunteer activities
17. Understanding our community needs and resources

18. Employee & student support when working remotely
19. Students under stress and distress
   iii. Department & Cluster workshops (afternoon sessions)
      1. Workshops designed to address individual department needs
      2. Communication within academic and student service clusters

4. Peer-to-peer faculty mentoring program regarding Distance Education

   a. 140 faculty members available for 1-on-1 coaching to any Full-time or Adjunct faculty
   b. Mentors paid up to 10 hours for mentoring other faculty in technology

5. New Faculty Training (34 new faculty for 2020)

   a. Orientation for adjunct faculty and new tenure-track faculty (2-days, August 13th & 21st, prepared to conduct fully online)
   ~~b.~~ 1-year New Faculty Experience for new continuing-contract faculty (full-year orientation & training)
      i. Includes full-semester Community of Practice faculty groups (3-4)
      ii. New faculty survey: conduct summer 2020
      iii. Individual phone calls to each new faculty: summer 2020
      iv. Department Chairs and Academic Senate input and approval of plans
      v. Based on survey's and input: develop Professional Development New Faculty Experience that meets the need of new faculty and their departments

   c. New Faculty mentor program
      i. Experienced faculty with DE experience matched with 34 new faculty
      ii. Requires 1x/month mentor meetings
      iii. Mentors provide guidance, navigation for campus resources support, adapting to college culture, socially connecting, and providing confidential support

6. Workshops on Curriculum changes for Distance Education training

   a. **Where do we go from here? Curriculum, Distance Education (DE), and Covid-19**
      i. California Community Colleges offer courses online without the typical scrutiny and rigor associated with courses being offered in an online modality. Topics covered will include how to make modifications according to state guidelines.
   b. **Covid - 19, Curriculum, Distance Education (DE), Oh My!**
      i. Are we ready for the next emergency? Beginning in spring 2021, the ACCJC and the Chancellor's Office will no longer allow Blanket Emergency DE Addenda that encompasses a wide number of courses. Instead, we must have a DE Addendum in place for each individual course if we would like to offer it online (emergency or otherwise).

7. Professional Development Budget Needs

Note: SRJC does not pay presenters but offers double flex credit for presenting.

    a. Additional concerns to bring all faculty and staff up to speed with technology:
        i. Assess all faculty on their current skill level to provide additional support for those demonstrating difficulty with online teaching
        ii. Funds needed to compensate lower-skilled faculty and staff to train in technology this summer for fall classes and services online.
        iii. Additional concern for students: additional services and technology needed to support students who are struggling to work from home environments without proper technology, internet access and training.

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