



FOOTHILL COLLEGE
Professional Development Committee Meeting

MINUTES

Date: 12/05/16 **Time:** 12:00 p.m. – 1:30 p.m. **Location:** Library Room (3533)

Attending

Jeff Anderson, Judy Baker, Kelaiah Harris, Karen Smith, Heather Garcia, Elaine Kuo

Discussion Items

1. Welcome and introductions
2. Review and approval of minutes (available at <http://www.foothill.edu/staff/development/PDC.php>)
3. Announcements
 - a. Status of position for Coordinator of Equity Scholarship and Professional Development
 - b. Status of "Peer to Peer PD" proposal - Ben Stefonik will coordinate for Spring 2017 Quarter
4. Winter Quarter PD
 - a. Reflective Writing Challenge in 2017 (Ben Stefonik)
 - b. College-wide event scheduled for Feb. 3 (Elaine Kuo)
 - c. Outlook Email and Calendar training - coordination in progress (Judy Baker)
5. PD Plan
 - a. Review of PD Plan draft
 - b. Include LINC and KCI offerings
 - c. Review existing SLOs from Program Review
 - **AU-SLO Outcome #5** - Faculty are informed of new and emerging educational technologies and provided with professional development opportunities to develop the skills and expertise necessary for effective technology-mediated instruction.
 - **AU-SLO Outcome #6** - After participating in professional development offerings at Foothill College, participants will feel that they will use the information or training from the event in their work
6. PDC input for Accreditation Standard III.A. items regarding professional development
 - **Standard III.A.8. Resources.** An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.
 - **Evidence:** Attendance records of PD events
 - **Standard III.A.14. Resources.** The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.
 - **Evidence:** Reports on results of feedback surveys for PD events

Discussion Detail

1. Welcome and Introductions

Members of the committee introduced themselves.

2. Review and approval of minutes (available at <http://www.foothill.edu/staff/development/PDC.php>)

a. Meeting minutes from November 14th were approved by consensus.

3. Announcements

a. Status of position for Coordinator of Equity Scholarship and Professional Development

- i. The Non-Instructional Faculty description feedback from PDC and SEW was submitted to the hiring committee.
- ii. Some concern was expressed by the hiring committee that the job description was too much for one person and given the status of the Director of Equity Programs position, there was a recommendation for both positions to be crafted simultaneously or to write the Director of Equity Programs position first.
- iii. The hiring committee submitted this recommendation to Thuy Nguyen and Andrew LaManque. Thuy Nguyen agreed for the hiring committee to search for a faculty reassign time position in the interim. Based on the hiring committee feedback, Elaine Kuo and Paul Starer will work to revise the job description.
- iv. Thuy Nguyen and the hiring committee may be willing to have a full-time position for the faculty reassign time, depending on the interests from faculty.
- v. The hiring committee hopes to start recruiting for the Director of Equity Programs position in spring 2017.

b. Status of "Peer to Peer PD" proposal - Spring 2017 Quarter

- i. Ben Stefonik will coordinate the "Peer to Peer" professional development activity. The proposal will impact a number of stakeholders at the college and district level; therefore, a larger conversation will be needed regarding the coordination of the event.
- ii. Karen Smith will discuss with Ben Stefonik how classified staff can get involved with this activity. The Administrative Management Association (AMA) and Association of Classified Employees (ACE) may also want to get involved with this activity.
- iii. The PDC will discuss with faculty and staff the allocation of time needed for the activity. Ideally, the "Peer to Peer" mentoring activity should be 2-3 hours.
- iv. There was a concern that the feedback provided by the faculty in the "peer to peer" review activity could be misused unintentionally. There was a suggestion to require that the feedback be positive; however, this may not serve the purpose to provide valuable feedback.
- v. Jeff Anderson shared an example of a UC Davis professional development activity, which offered fellowships for faculty to participate in the faculty peer mentoring program. There were three types of peer evaluations and the evaluations were written as an internal document for the moderators and could not be shared with anyone. This process could be a resource to create a peer to peer activity at Foothill. The PDC will continue this conversation when Ben Stefonik returns.

4. Winter Quarter PD

a. Reflective Writing Challenge in 2017 (Ben Stefonik)

- i. In winter 2017, Ben Stefonik will coordinate the Reflective Writing Challenge. The dates will be changed and volunteers are needed for the event. The PDC will receive an update from Ben Stefonik.

b. College-wide event scheduled for Feb. 3 (Elaine Kuo)

- i. The college-wide event is scheduled for February 3rd from 9am to 12pm. The coordination and planning is still in process.
- ii. In light of the election, the event will support conversations on civic engagement and outcomes, as identified in the EMP (community goal) and Institutional Learning Outcomes (community ILO).

- iii. This event has not been discussed as mandatory; however, Thuy Nguyen is considering compensating part-time faculty for attending. The college will need to decide quickly if attendance is mandatory in order for departments/division units to plan accordingly.
- iv. The goal is to catalog the college's efforts in civic engagement and create suggestions for projects and initiatives that Foothill can adopt. Ideally, this would be a defined effort/project. Judy Baker will send some ideas to Elaine Kuo to share with Thuy Nguyen
- v. If there are any suggestions for the college wide event, please share your ideas with Thuy Nguyen.
- c. Outlook Email and Calendar training - coordination in progress (Judy Baker)
 - i. Judy Baker left a voicemail for Sharon Luciw regarding the Outlook training.
 - ii. There was a suggestion to offer the training in the library computer room due to the fact that there was a high attendance at the previous training. The room location will be determined by the presenter.

5. PD Plan

- a. Review of PD Plan draft
 - i. Professional development has a fundamental role in planning documents such as the EMP, SEP, SHEA (goals), and district strategic plan. Note there is no mandate to have a PD plan.
 - ii. The PDC proposes the creation of a PD plan to address expectations and needs of professional development at Foothill.
 - iii. The PD plan should help clarify the process of professional development and outline goals, metrics, and outcomes.
 - iv. The PDC hopes to engage stakeholders to initiate and maintain these conversations.
 - v. There was a needs assessment survey completed for professional development and included in the 2013 accreditation. This needs assessment could be a helpful resource for the PD plan, although the PDC should consider completing a new needs assessment survey.
 - vi. Once the college has committed to the PD plan, the plan will be used internally.
 - vii. The PDC reviewed the first four pages of the draft document. There was clarification on the text referring to the non-instructional faculty professional development position. The position is currently categorically funded; therefore, there is no guarantee that the position will be sustained if there is a loss of categorical funding.
 - viii. The PD plan should also be written for easy access to professional development information. Ideally, all professional development information should be centralized on the website; however, the professional development entities do not always consult one another, resulting in a loss of centralized information. The PD plan will assist in correcting this process.
 - ix. Every California community college should have a structure for shared governance and it's up to each college to determine how faculty and staff should consult in the decision-making process.
 - x. The PDC should review the integrated budget prioritization policy and consider key factors of integration that can be included in the PD plan.
 - xi. Staff should also have an opportunity to consult on professional development activities. The PD plan will also include the participation of classified staff; however, the PDC will need to consider what the staff contribution should look like.
 - xii. There was a request to differentiate professional development that applies to pedagogy and curriculum, and the professional development that applies to staff.
 - xiii. Jeff Anderson will discuss the vetting process of the campus with Elaine Kuo.
- b. Include LINC and KCI offerings
- c. Review existing SLOs from Program Review
 - i. The Office of Instruction and Institutional Research will need to write a program review. There are two administrative SLOs and the PDC will need to decide whether to replace, add, or eliminate them. Once the PDC has decided, the committee will need to notify Andrew LaManque. If there are no suggestions, Judy Baker will do the write up and submit it to Andrew.
 - o **AU-SLO Outcome #5** - Faculty are informed of new and emerging educational technologies and provided with professional development opportunities to develop the skills and expertise necessary for effective technology-mediated instruction.
 - o **AU-SLO Outcome #6** - After participating in professional development offerings at Foothill

College, participants will feel that they will use the information or training from the event in their work

7. PDC input for Accreditation Standard III.A. items regarding professional development

- a. Judy Baker is in the process of writing accreditation standards. Two of the standards relate to professional development so if anyone is interested in adding their input, please contact Judy. Typically, the professional development report includes the number attendees for each event and the response from the college as reported in each survey. The PDC may want to consider adding some text on staff orientation. For any suggestions regarding the two standards, please contact Judy before Friday, December 9th.
 - o **Standard III.A.8. Resources.** An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.
 - **Evidence:** Attendance records of PD events
 - o **Standard III.A.14. Resources.** The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.
 - **Evidence:** Reports on results of feedback surveys for PD events