



**FOOTHILL COLLEGE**  
**Professional Development Committee Meeting**

**MINUTES**

**Date:** 2/13/17      **Time:** 12:00 p.m. – 1:00 p.m.      **Location:** Library Room (3533)

**Attending**

Jeff Anderson, Judy Baker, Kelaiah Harris, Karen Smith, Heather Garcia, Ben Stefonik, Tiffany Rideau

**Discussion Items**

1. Welcome and introductions
2. Approval of minutes
3. Announcements
  - a. 3CSN Event (Jeff)
    - i. Professional Development Coordinators Event-Northern California Learning Network
    - ii. Friday, February 24, 2017 from 8:30 AM to 2:30 PM at Foothill College
    - iii. To register for this event, go to <https://www.eventbrite.com/e/3csn-professional-development-coordinators-event-northern-california-learning-network-tickets-28544852422>
4. Updates
  - b. Peer Review effort (Ben)
  - c. Reflection Essays (Ben)
5. Spring PD event - how to handle political issues in the classroom and in the workplace (Ben and Karen)
6. PD initiative collaboration with 3SP Advisory Council, Basic Skills Workgroup and Student Equity Workgoup (Elaine)

**Draft minutes** from our Jan. 23rd meeting are posted for your review at <https://foothill.edu/staff/development/PDC.php>

## Discussion Detail

1. Welcome and Introductions
2. Approval of Minutes
  - a. Karen Smith would like to make edits to the meeting minutes. She will contact Judy Baker regarding the changes.
3. Announcements
  - a. 3CSN Event (Jeff)
    - i. Professional Development Coordinators Event-Northern California Learning Network
      1. Jeff will be in contact with Ann Foster regarding the coordination of the professional development event and if further assistance is needed.
      2. The PDC and FTLA have been contacted regarding their interest in attending. This event is intended for professional development leaders and coordinators.
    - ii. Friday, February 24, 2017 from 8:30 AM to 2:30 PM at Foothill College
    - iii. To register for this event, go to <https://www.eventbrite.com/e/3csn-professional-development-coordinators-event-northern-california-learning-network-tickets-28544852422>
  - b. Update on PD plan
    - i. Jeff shared a tutorial for One Drive on Outlook 365 with the PDC.
    - ii. He will be sending a request to Andrew, Elaine, Carolyn and more for feedback and ideas on the PD plan.
    - iii. PDC members should continue to documenting their roles in the committee and consider areas of the PD plan where they can contribute.
4. Updates
  - a. Peer review
    - i. Thuy Nguyen, Andrew LaManque, and the Faculty Association agreed to offer 1 unit of Professional Growth Award (PGA) for participating in the peer review activity.
    - ii. It would be great to offer an additional unit of Professional Achievement Award (PAA), but the PDC does not have the authority to make this decision. The PDC can provide the

- opportunity to retain PGA units, and faculty and staff can apply for PAA.
- iii. Karen Smith will announce the peer review activity at the Academic Senate and Classified Senate meetings.
  - iv. The PDC considered offering an equivalent peer review activity for classified staff to encourage classified staff involvement. The peer review program for classified staff will be offered in a different structure and participation will be based on volunteers.
  - v. The PDC will need to have a discussion with Human Resources and the Association of Classified Employees. Ideally, the program for classified staff would be developed by next spring quarter.
  - vi. The PDC discussed integrating a classified staff and faculty activity. Staff and faculty can share knowledge on services provided by the campus for both employees and students. This could be valuable in establishing support between faculty and staff.
  - vii. Ben Stefonik created a flyer for the faculty peer review program. The flyer will include details of the participation guidelines. All applications will be submitted to Ben via email.
  - viii. Faculty will be placed in groups of three and will be responsible for scheduling and meeting with team members. Faculty can self-select a group of three or be assigned into groups.
  - ix. The peer review program requires a minimum of one hour of observation with another instructor. Once the groups have been organized, participants are responsible for scheduling the observations. Observations will take place weeks three to eight in spring.
  - x. Ben will provide a prompt to guide the discussions of participating members. He will also offer a professional development workshop to outline the following themes of the program: equity, assessment schemes, and teaching techniques.
  - xi. At the end of the activity, participants will be required to write a four page reflective essay on their experience. Ben will also be providing this prompt.
  - xii. The PDC discussed the parameters regarding the reflection essay and considered including a word count in the guideline.
  - xiii. The deadline to sign up for peer review is week two of spring quarter and the deadline to submit the paper is week ten of spring quarter.
  - xiv. This will allow Ben enough time to review papers and send the list of completed participants to Judy Baker so she can send the certificates of completion.

- xv. Ben will update the flyer, emphasizing that the peer review is an observation not an evaluation. Participants will also be notified of the importance of maintaining confidentiality during the program.
- xvi. The PDC discussed having all participants sign a contract agreement for confidentiality.
- xvii. Once Ben receives the reflection essays, he will determine who will earn the units based upon completion of the program.
- xviii. The PDC can send a follow up feedback survey to participants or request for participants to provide testimonials.
- xix. Jeff Anderson reported that UC Davis has a teaching and learning consultation program.
- xx. Participants are provided with a form to complete during the observation. The form provides proof that the observation did occur. The program is available for all UC Davis faculty and offers a summer long training followed by a formal evaluation meeting.
- xxi. The PDC liked the idea of documentation and a pre/post consultation; however, the concern is that the activity would feel like an evaluation and an assessment versus an observation and takeaway of valuable reflection points.

b. Reflection Essays

- i. Ben reported that the reflective writing program has about 15 participants.
- ii. Andrea Hanstein sent a college-wide announcement to encourage participation.
- iii. Further information of this activity can be found on the professional development webpage at <http://www.foothill.edu/staff/development/reflectivewriting.php>
- iv. Karen Smith will also make an announcement at the Classified Staff meeting.

- 5. Spring PD event (April 21, 2017) - how to handle political issues in the classroom and in the workplace (Ben and Karen)
  - i. The spring PD event will focus on how to handle political discussions and how to address politics in the classroom.
  - ii. Ben proposed the following workshop topics to the PDC: 1) Legal guidelines for political speech on campus, 2) The Rise of Authoritarianism, 3) How to appropriately address politics in the classroom, 4) How to support Undocumented Students (or something along those lines), 5) Inspiring Student Activism, and

- 6) Possible workshop on the newly formed Service Leadership Initiative.
- iii. **1) Legal guidelines for political speech on campus.**
1. Someone from the district could provide a short (15 min.) explanation of the legal guidelines for political speech on campus.
  2. There was also a suggestion to provide voter registration forms in the classroom to decrease barriers of registration.
  3. This will need to be further discussed to ensure that the campus policies and procedures regarding voter registration are followed. Jeff will return with more information.
- iv. **2) The rise of authoritarianism.**
1. Ben proposed inviting Marc Hetherington, a political scientist who has studied the rise of American authoritarianism, to address the presidential election.
  2. The goal of this workshop is to provide clarity between conservative policies and the president's authoritarian practices.
  3. There was some discussion on whether this would be an appropriate workshop; however the PDC discussed that this workshop is not a topic on political views, but a discussion on authoritarian techniques and strategies, and how it impacts democracy.
- v. **3) How to appropriately address politics in the classroom.**
1. Ben suggested to invite Diana E Hess or Paula McAvoy, authors of "The Political Classroom", to Foothill Campus.
  2. Their book outlines appropriate techniques for addressing political discussions in the classroom.
- vi. **4) How to support undocumented students (or something along those lines).**
1. Jose Antonio Vargas, Pulitzer Prize-winning writer, activist and founder of Define America can be considered for facilitation.
- vii. **5) Inspiring student activism.**
1. Cynthia Kaufman, Director of the Vasconcellos Institute for Democracy in Action at De Anza has agreed to speak for this workshop.
- viii. **6) Possible workshop on the newly formed service leadership initiative.**
1. The PDC will need to confirm on whether Thuy has arranged a workshop for this topic or if she is interested in hosting this topic for teaching moments. The PDC will

want to make sure that this is not duplicative of Thuy's efforts.

- ix. The PDC recognized that it may be challenging to host all six workshops in one day.
  - x. Jeff will seek information regarding if PGA is available for hosting and coordinating professional development events.
6. PD initiative collaboration with 3SP Advisory Council, Basic Skills Workgroup and Student Equity Workgroup (Elaine)- *POSTPONED*
- a. The state has yet to release the template for the alignment of Basic Skills, 3SP, and the SEP.