



PROFESSIONAL DEVELOPMENT COMMITTEE

FRIDAY, OCTOBER 17, 2014

1:00P.M-2:30P.M

ROOM: C-217

1570 EAST COLORADO BOULEVARD, PASADENA, CALIFORNIA 91106

Members present: Kathy Scott (co-chair), Lynn Wright (co-chair), Manny Perea, Pat Rose, Dave Douglass, Matt Kiaman, Theresa Reed

Guests: Yajaira De La Paz, Brock Klein, Cecilia Medina

I. CALL TO ORDER:

Dr. Kathleen Scott convened the meeting at 1:07 p.m. in C-217.

Dr. Kathleen Scott welcomed everyone.

II. APPROVAL OF SEPTEMBER 26, 2014 MINUTES:

MOTION to approve Minutes as submitted made and seconded by M. Perea and P. Rose. VOTE: Motion carried.

III. PUBLIC COMMENT

A question was asked about whether a diversity representative would be appointed for the committee because of the importance of diversity to the campus. This issue had been discussed at the previous meeting where Equity was added into the areas of focus because of its importance. In this same discussion, Learning Assessment was also added. However, as stated, work is continuing on this document, and once it is done, it will go to the constituent groups for approval.

IV. 3CSN CONFERENCE ON PROFESSIONAL DEVELOPMENT

-Three committee members attended the 3CSN conference on Professional Development at Citrus College earlier that day. The attendees briefly reported out:

- At the conference, three passages were distributed to discuss major themes within the area of professional development. There was an emphasis on professional development being more about a frame of mind than a series of workshops. We need to find a way for the campus to embrace it to a greater degree. It needs to be integrated into our campus more.

-There is a feeling of isolation among many faculty members. Often there is not much dialogue or sharing about what people are doing in classes. A committee member noted that on Flex Day, faculty and classified were completely separate. They were given different set of instructions, invitations and locations. It was not integrated and should be brought together.

-Professional learning is not things that we add on but is an integrated part of who and what we are. There is an identity shift that comes with it; individuals are not just experts in their field but facilitators of learning.

-Metacognition was discussed. A person's thinking is incomplete until he/she has articulated it with others.

-Professional development extends our professional identity and allows us to think of ourselves in a broader context.

-The *On Course* strategy/movement was also raised in relation to the conference (although not directly discussed there). It is about student empowerment, about how faculty can help students be responsible for their own learning. Many PCC faculty members, at one time, went through the *On Course* training.

V. POLICY 6030

Committee members agreed that the policy as it had been written previously was acceptable as is and should go to the constituency groups for approval.

Feedback about the policy from individual constituency groups are expected at our next meeting.

VI. PROCEDURE 6030.10

The committee continued to review the procedure and the work that had been done at the last meeting. There was agreement that descriptive paragraph was fine as is:

The Comprehensive Professional Development Committee will guide the college's comprehensive professional development program and activities in support of the Educational Master Plan. This guidance includes identifying professional learning needs, developing and/or commissioning strategies or activities to add/or commissioning strategies or activities to address needs, determining, criteria to evaluate professional learning proposals, allocating funding for approved activities, and overseeing the evaluation and assessment of professional learning.

Proposed changes were made to the areas of focus, and the areas now reflect the following:

- Ongoing professional learning for classified staff, faculty, and managers
- New employee orientation
- Mentoring
- Career advancement activities
- Learning assessment
- Equity
- State and federally mandated training
- Other college-wide employee training

We agreed with new employee orientation but also felt there should be a mentoring aspect. From our previous meeting we changed career ladder into career advancement activities. Learning assessment and Equity were added into areas of focus. A member expressed concern with the term equity and diversity, whether the two should be integrated or separate. This committee member felt that equity does not look at diversity in the same way and that equity is driven by data. In response, members agree that equity and diversity are different things and do not have a problem with adding the two into areas of focus.

State and federally mandated training is also still needed.

The committee will also need to discuss how APL would fit into the procedure.

There was also some discussion about having a full time Professional Development Coordinator, and we may also need a clerical person. We went over the proposed changes that were made to the committee membership, with the membership as follows:

1. Co-chair – Associate vice President of Academic Affairs
2. Co-chair – Chair of the Academic Senate Faculty Development Committee
3. Faculty – Appointed by Academic Senate
4. Faculty – Appointed by the Academic Senate
5. Manager – Appointed by the Management Association
6. Manager – Appointed by the Management Association
7. Classified – Appointed by the Classified Senate
8. Classified – Appointed by the Classified Senate
9. Student – Appointed by the Associated Students
10. Professional Development Coordinator

Terms will be staggered to ensure continuity among the group.

The committee will produce an annual professional learning calendar. The term “Living document” was removed. In terms of refining the definition, the plan would delineate the areas of focus that will be mapped to learning activities scheduled across the calendar. Assessment results will drive future plans and will inform planning. It was suggested that we ask the Learning Assessment faculty and the IEC Committee to make recommendations to us. It was also suggested to use formative and summative assessment to ensure planning.

VII. NEEDS ASSESSMENT FOR CONSTITUENCY GROUPS

It is important for the various representatives to go back to their groups to start planning within those groups in terms of what they need.

VIII. PROFESSIONAL DEVELOPMENT PLANNING FOR SPRING 2015

Plans for spring are currently unclear. The committee's larger goal is to put a plan together for fall and the next academic year. However, plans need to be made for spring prior to that. The faculty group is meeting next week. There had been discussions previously about APL working collaboratively with Faculty Development Professional Committee to see what people's ideas were for spring.

The issue of funding was brought up. For the Academic Senate, funding is only available for conference travel. There was general agreement that going forward there should be one budget and that is up to this group to decide how that works.

IX. MEETING SCHEDULE FOR REMAINDER OF THE SEMESTER

November 10, 2014-4:00pm-5:30pm

November 12, 2014-2:00pm-3:00pm

November 24, 2014-4:00pm-5:00pm

X. ADJOURNMENT

The meeting was adjourned at 2:31pm