



PROFESSIONAL DEVELOPMENT

April 8, 2019 / 2:30 – 4:30 pm / Room 2410

LPC Mission Statement

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

LPC Planning Priorities

- ❖ Establish regular and ongoing processes to implement best practices to meet ACCJC standards.
- ❖ Provide necessary institutional support for curriculum development and maintenance.
- ❖ Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.
- ❖ Coordinate available resources to address current and future professional development needs of faculty, classified professionals, and administrators in support of educational master plan goals.

Meeting Name

Members Present:

Howard Blumenfeld - STEM
David Powers - STEM
Elena Cole – A & H
Lyndale Garner – SLPC
Gina Webster – BHAWK
Gabriela Discua – Student Services
Carolyn Scott – Classified
Amanda Ingold – Classified

Members Absent:

Tim Druley – Classified/TLC
Bill Eddy – Classified
Roanna Bennie – Administrator

Meeting Minutes

1. **Call to order and establish quorum:** meeting opened at 2:33 pm (Howard)

2. **Approval of agenda:** MOTION TO APPROVE:
moved/seconded/approved

3. **Approval of minutes from March 11, 2019:** MOTION TO APPROVE:
moved/seconded/approved

4. **Review of professional development needs from program review survey from the 2018-2019 PRU data:** two review questions were forwarded (no student services or classified surveys yet):

STEM (David Powers): focus on new faculty training, math compliance with guided pathways and AB 705. Also materials, equipment, facilities was often mentioned.

BHAWK (Gina Webster): a review was made of all the program reviews looking at the PD category (was it checked or not checked). Professional development statement: "New curricular paradigm requires faculty well versed in public health, epidemiology and social justice – including resources and reference materials for faculty." .

BHAWK update sent after the meeting:

Nutrition: The Nutrition faculty noted that both Flex Days and conference funding have been helpful in achieving professional development hours and ensuring that the faculty keeps abreast of the new topics in the field. No needs nor challenges were mentioned.

Health: The Health faculty noted that while developing new knowledge and skills through the various professional development opportunities is great, they need **time** to work with their part-time faculty around course pedagogy, assignments, teaching approaches etc. As they put it "they need time to enhance the collective strength of programs, not just the individual skills of instructors."

Kinesiology: Similarly to the Health faculty, Kinesiology faculty expressed their appreciation of having various professional development opportunities (including College Day and Flex Days), but noted that they need more **time** to collaborate and work as a group.

Business: The Business faculty, many of who desire to attend numerous professional conferences and workshops pointed out that obtaining adequate **funding** is a challenge.

Economics: The Economics faculty, who greatly appreciate the various on-campus professional development opportunities (e.g. *eLumen* and Canvas training sessions), point out that their efforts to expand the Program by establishing partnerships with industry professionals are conditional upon adequate **funding**.

SLPC (Lyndale Garner): Two departments wanted a more qualified faculty pool. Two departments mentioned funding for students to attend conferences with faculty, and an increase in part-time faculty. Five departments mentioned the need for an increase in funding for conferences that cost more than PCD funds provided.

A & H (Elena Cole): Funding for reading apprenticeship; growth mindset training cohort; On Course training; part time faculty funding (three departments); PD for tutors (RAW center) and more conference financial support.

Discussion:

Add more learning community models for areas such as math (and even sub-communities such as trigonometry).

More reassigned time for coordinators of these efforts – which are needed in response to AB 705 - especially for part-time faculty.

Are there funding sources from AB 705, set up by the district or part of the new funding formula?

Consider single-faculty areas where there isn't coverage for PD as no one can take over the duties. This can be brought to Academic Senate.

Do we want to keep adding PD into program review data? The template is being formed this week so a decision needs to be made. If we are advocating for PD, it would be useful to have two years of data, unless it does not change much over two years. We can schedule doing this again in 2 years, seeing if the needs are being met. The long-range goal is a PD center or program and we need data to move this forward as a centralized program across campus. Decision not have a next cycle, but add in in 2 years. We will ask Academic Senate to be a part of advocating for professional development.

5. PDC proposed revised committee charge – chair model:

Currently there is a faculty chair with 3 CAH reassigned time. Discussion about adding an administrator (VP or Dean) as a co-chair to strengthen the administrative advocacy of PDC. The president is not always available to attend meetings and the PDC has had the President only come to one meeting in the past four years. Chabot has tri-chairs: faculty, classified and administrator. David and Howard are meeting with Chabot to discuss this model and other professional development-related items.

The appointment of the classified professional co-chair would happen at classified senate. This charge change would have to be approved by that senate. What are the advantages to having a classified professional co-chair? This would assure CP needs would be met and they would be well-represented.

What administrator might be PDC co-chair – a VP would have more administrative access, but it would be more likely to get a dean. The college president will remain as a voting member. We want to make sure the part-time faculty slot is filled (it is not filled presently, and they have specific needs to be represented – this has come up in the research).

Additionally a student from LPCSG would be added as a non-voting member, to provide a student voice to PDC. Ultimately we are here to support students and need to know what they want. This member would be appointed by Student Senate.

Note that faculty comes from divisions, but where do the classified professionals come from – for example, M&O is not represented.

MOTION ON TRI-CHAIR COMMITTEE CHARGE CHANGE:

- 1) Changing the leadership to a tri-chair model (faculty, administrator and classified representation)
- 2) The faculty tri-chair would be selected by the Academic Senate and college president.
- 3) The administrator tri-chair would be selected by the college president.
- 4) The classified professional would be chosen by Classified Senate.
- 5) A student, selected by the Student Senate, would join as a non-voting student member.
- 6) Faculty members come from each DIVISION rather than naming the divisions as the names have changed.

The above motion regarding the PDC committee charge changes above is MOVED/SECONDED/and APPROVED unanimously.

6. **PDC State Report:** This is the next year's PDC plan:

- Respond to program needs regarding Guided Pathways and AB 705.
- Promote the approved PDC funding for part-time faculty.
- Continue the successful coordination of grant funds for PD across campus.
- Advocate for increased CAH for PD faculty tri-chair.
- Develop a conference protocol for out of country conference travel.
- Explore full-day flex day opportunities.

7. **Spring Flex day:**

7.1 Flex day breakfast and lunch plans going forward: need to eliminate the issues that arose from the spring Flex day – (a) not providing a breakfast and (b) not providing lunch for everyone (it was not publicized for part-time faculty). All attendees need breakfast and lunch to keep the day on schedule.

7.2 Diane Brady has communicated to Howard that the administration does not want to plan Flex day food. This is not in the PDC charge and we don't have the information on what budget increase we would need for adding meals to the Flex days. Without an administrator co-chair this isn't workable.

7.3 Flex day start and end time: the highway was closed due to an accident affecting some presenters. Should the day start later and end later (eliminating 4 pm classes). The data shows that most 8 am sessions are not well attended. This needs to be addressed for Fall Flex day. David could bring this to Academic Senate this fall. Having the keynote speaker speak after lunch was well-received.

7.4 We need to look at the possibility of full-day sessions as one option (such as On Course). We can review the request form and make adjustments if this is approved. There are needs for this next year (Guided Pathways, AB 705, math and English departments) and these will need to be coordinated in advance.

7.5 Flex day keynote discussion: It is difficult for the PDC to find great speakers that are affordable. This search should be widened through the Senates and administrators for ideas.

7.6 Adding department meetings to Flex days: this seems to be necessary for some departments and needs to be explored more. If Flex day was lengthened, there would be more space for meetings and especially involving part-time faculty without taking away from breakout sessions and workshops.

7.7 We need more classified professional offerings.

The evaluation data from the Flex day surveys was reviewed.

8. Informational items:

- Variable FLEX due to Rifka May 15th.
- PDC Budget: \$1081.00 remaining.
- New faculty orientation: April 10th; David will host. There are 4 guest speakers.
- The Teaching Institute: planning fall teaching institute in May.
- Working together: no updates.

9. **Motion to adjourn:** moved/second/approved. Next meeting May 13, 2019