GROSSMONT
COLLEGE

GROSSMONT COLLEGE
Professional Development Committee
March 20, 2019
2:00 p.m. – 3:30 p.m.
Distance Ed – 70-066
MEETING NOTES

Purpose The Professional Development Committee carries out planning and evaluation of professional development programming which enhances the college's readiness to achieve its strategic goals and mission. It also supports the institution's continuous improvement and its diverse personnel. The committee identifies emerging trends from annual unit plans and program review to inform professional development.

CO-CHAIRS	ASSOCIATE STUDENTS OF GROSSMONT COLLEGE	ADVISORY
☒ Lida Rafia, Dean of Student Success and Equity	☐ Student Vacancy	☒ Mike Reese
☒ Ryan Cline, Classified Co-Chair	☐ Student Vacancy	☐ Marsha Gable
		☐ Bill McGreevy

ACADEMIC SENATE	CLASSIFIED SENATE	ADMINISTRATORS' ASSOCIATION
☒ Christen McGaughey-Gilreath	☐ Dawn Heuft	☒ Veronica Romero
☐ Maite Valladolid		☒ Agustin Albarran

EX-OFFICIO	RECORDER
☒ Micah Jendian, Professional Development Coordinator	☒ Bernadette Black
☒ Jennifer Bennett, Professional Development Coordinator	
☒ Lorena Ruggero, Director of College and Community Relations	
☒ Rochelle Weiser, Professional Development Program Specialist	

ROUTINE BUSINESS	
1. Welcome and Introductions	The committee members introduced themselves and responded to the following two questions/statements proposed by the chair: 1) What prompted you to join this committee? 2) Please share a significant professional growth experience.
2. Public Comment	
3. Additions/Deletions to Agenda	
4. Approve Meeting Notes & Follow-up	

NEW BUSINESS	
5. Responsibilities of the Committee	The committee reviewed the committee charge and responsibilities. It was clarified what the committee does and does not review. The committee reviews policy changes, however, does not review professional development budget requests as that is operational. It was noted that professional development opportunities for managers and supervisors are in discussion at Leadership Council. There was discussion about what the student's role is on this committee since professional development for students is handled by Student Affairs. It would be nice to have students share what they wish their faculty and staff can work on to help serve students. Students can also provide anecdotal data. Additionally, it is an opportunity for students to be a mentor and learn how to serve on a committee.
6. Establishing the Norms	The committee reviewed and established their norms. After discussion, the following were approved as committee norms: • Whenever we meet, talk about your latest professional development activity you participated in, or how you are supporting professional development (professional growth for ourselves and others). • Parking lot – Space for items that are not on agenda to be revisited next meeting. • Actively ask for other viewpoints; consider oppositions. Who is benefiting from the viewpoint and who is losing? (Lida will send out the one pager on equity framework to the committee) • Give each person a voice so that it's not the same people talking all the time. • Solution oriented; "Yes, I hear you…". • Invitation for people to speak rather than being called on. Ask if anyone else has anything else to say before moving to next topic. • Provide definitions (e.g. Civility means different things in different communities. Define.) • Provide an icebreaker at every meeting (rather than welcome/introductions). • Review our norms every semester. • Provide talking points at the end of the meeting for constituents to take back to their groups. It was also discussed that collecting professional development opportunities might be helpful for people to know what is available, and have people report back in person. Further, have people who attended professional development conferences be the "train the trainer" on campus. Lastly, people should address those on the committee however they feel to what they are comfortable with, with respect and civility. It was also agreed that the meetings will begin at 2:05PM to allow for a passing period between meetings.
7. Informational Items: • Faculty Professional Development • Classified Staff Professional Development – re-establishing committee • Wellness • District Professional Development	Classified Professional Development has been on hiatus during the governance reorg. Since then, we had the Caring Campus initiative which will morph into Classified Professional Development. This will probably be formalized in the next month or so at Classified Senate. The District Professional Development taskforce is convened of GC and CC representatives. The college's Professional Development office is collaborating with the District's taskforce and understanding their roles.

8. Possible Future Topics:
   • Planning Forum
   • Caring Campus	

COMMITTEE REPORTS

9.	
10.	

DISCUSSION

11.	

FOR CONSENSUS

12.	
13.	

FOLLOW-UP		
Who	**Item**	**Timeline**
Lida Rafia	Equity Framework One Pager	Email to committee members

NEXT MEETING: April 17, 2019 @ 2:00-3:30PM, Distance Ed Room

Committees are to establish norms

In order to create valued outcomes, a commitment to participation, dialogue, and the pursuit of value in the form of useful output by all is necessary. It is acknowledged that there are power dynamics in a room. Work must be done to create the equitable and inclusive environment sought for effective and active participation. To do so, council/committee members will establish behavioral norms that include the following meeting rules of engagement, make use of meeting tools, and respect the roles of each member.

Rules of Engagement
In participatory government, a high level of collegiality, respect, and civility is expected. Those expectations include the following rules:

- There is no rank in the room when at the committee table. All participants are treated as peers, both between constituencies and within constituencies.

- Speakers will be heard one at a time and without interruption. Participants will allow for moments of silence for thought and other viewpoints. In consideration of hearing all feedback, members should be mindful of how often and how long they speak. Equity in consensus building means including diverse perspectives at all levels of the organization.

- Members will be engaged and contribute, and challenge ideas, not people. All meeting attendees will be respectful/civil in their comments, responses, and body language.

- Members will listen to others, and seek to focus on the merits of what is being said, while making a good faith effort to understand the concerns of others. Council/committee members are encouraged to ask questions of clarification.

- Each person reserves the right to disagree with any proposal and accepts responsibility for offering alternatives that accommodate individual interests and the interests of others.

- All members should be mindful of the language used in discussions, including use of "I" statements instead of "they" attributions to relate anecdotal evidence or experiences. Members are encouraged to use an asset-minded approach that focuses on what works and how something can be done. This is in contrast to a deficit-minded approach that focuses on the negative and why an initiative, idea, or project can't get done.

- All council/committee members will be aware of the purpose and responsibility of their committees. When issues arise in discussion that are not supported by the committee's charge, the chair will identify the proper council, committee, or constituency group leadership for review, and forward the issue for consideration.

- Once consensus is reached after deliberation, council/committee members will support the group's recommendation.