



GROSSMONT COLLEGE
Professional Development Committee
February 17, 2021
2:00 p.m. – 3:30 p.m.
Meeting Notes

Join Here: <https://cccconfer.zoom.us/j/99465424965>

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 (Voting Members)	ASSOCIATED STUDENTS OF GROSSMONT COLLEGE (Voting Members)	ADVISORY (Non-voting members)
<input checked="" type="checkbox"/> Lida Rafia, Chair	<input type="checkbox"/> Diego Osuna	<input checked="" type="checkbox"/> Aaron Starck
<input checked="" type="checkbox"/> Maite Valladolid, Faculty Co-Chair	<input type="checkbox"/> Javier Covarruvas	<input type="checkbox"/> Marshall Fulbright
		<input type="checkbox"/> Bill McGreevy

ACADEMIC SENATE (Voting Members)	CLASSIFIED SENATE (Voting Members)	ADMINISTRATORS' ASSOCIATION (Voting Members)
<input checked="" type="checkbox"/> Christen McGaughey-Gilreath	<input checked="" type="checkbox"/> Ryan Cline	<input checked="" type="checkbox"/> Niko Crumpton
	<input checked="" type="checkbox"/> Rachel Benson	<input checked="" type="checkbox"/> Veronica Romero

EX-OFFICIO (Voting Members)	RECORDER (Non-Voting Member)
<input checked="" type="checkbox"/> Sharon Sampson / <input type="checkbox"/> Taneisha Hellon	<input checked="" type="checkbox"/> Bernadette Black
<input type="checkbox"/> Brian Rickel / <input checked="" type="checkbox"/> Karen Hern	
<input checked="" type="checkbox"/> Lorena Ruggero	
<input checked="" type="checkbox"/> Rochelle Weiser	

ROUTINE BUSINESS	
1. Welcome / Public Comments	Song suggestion for next meeting: Durand Jones and the Indications
2. Additions/Deletions to Agenda	No additions to the agenda.
3. Approve Meeting Notes – 1/27/21	The meeting notes from 1/27/21 were approved.

NEW BUSINESS	
4. Other	

DISCUSSION

5. Developing a PD comprehensive plan
- Shared language document
 - Learning observations

At the last meeting, clarification was provided on the structure of the Professional Development committee versus the Professional Development office which creates, develops, and delivers opportunities; the Faculty Professional Development Committee oversees the development of flex week; and the Classified Advisory Committee is more operational. The purpose of the Professional Development committee is to establish goals and activities and moving that forward. Today's meeting is to focus on developing a Professional Development plan with our purpose. The committee needs to put forth goals and a vision to help support our strategic goals and commitments to being an antiracist college. A call to action was sent last summer by the State Chancellor's office. Lida displayed that letter and highlighted the call to action briefly. Specifically:

- 1) A systemwide review of law enforcement officers and first responder training and curriculum
- 2) Campus leaders must host open dialogue and address campus climate
- 3) Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum
- 4) District Boards review and update Equity plans with urgency
- 5) Shorten the time frame for the full implementation of the Diversity, Equity and Inclusion Integration Plan
- 6) Join and engage in the Vision Resource Center "Community Colleges for Change".

The committee had discussions on addressing #3. Lida noted that in the past, we did an “We’re All In” campaign that talked about things faculty and staff can do to retain students in the first few weeks of classes. This was an initiative under the Professional Development office. When we were on campus, the PD committee made a formal recommendation to College Council about creating a teaching and learning center for our college to bring cross functional teams across disciplines together. There was then discussion about faculty and staff participating in a learning observation, which would entail someone, ideally not in their discipline, to attend a class and look at things like engagement by students and faculty, looking at their syllabi and how faculty are delivering content. Lida brought this here for the committee to help this become successful. Rochelle noted that this can be a tool for faculty which can expand out to administrators and classified. She reminded the committee that classified had a similar program called Campus Connect which was designed to create learning opportunities for staff in different areas on campus and understanding what is going on in that area. They were then charged with doing a personal reflection at the end.

It was noted that learning observations is an opportunity for continuous learning from both the observer and the person being observed. Maite asked if this also incorporates counselors and it was stated that this involves everyone on campus. The intent is to not cross constituency lines, meaning only faculty would sit in classrooms and staff would visit staff. Learning observations would also be voluntary and would provide meaningful feedback. However, there was concern about using the term “feedback” as that may change the dynamic of this initiative. Lida noted that part of the role of providing feedback is to frame those questions and guiding folks through what a critical feedback would look like. Christen added that “feedback” seems more evaluative and it would be nice to focus on conversations instead.

Lida asked if this would work for supervisors and managers and Niko responded that it would be informative. There were concerns however from classified as it might be sensitive to ask for feedback. It was suggested following the appreciative inquiry framework to frame questions in a positive tone. Another member liked the idea of having cross-disciplines observe and share any challenges. Lida added that this initiative is to help build trust and relationships. The goal at the end of the learning observations is to bring everyone together into a roundtable discussion.

There was further discussion about starting this effort within departments first; however, one faculty member noted that departments are already having those conversations. Lorena stated that what she has found helpful in the past was participating in a Business Process Analysis (BPA) to help understand processes. It was also suggested rolling this out first to those who are interested in participating.

	<p>There was further discussion about what the purpose is of the learning observations and what are some of the goals, and it was stated that it is about developing behaviors and connecting individuals. One member stated that this feels like micromanagement. Others saw it as beneficial to bring information back that will be helpful in their area.</p> <p>It is important that members walk away today with the same consistent message. Niko stated that he will share with Administrator’s Association that we discussed learning observations as a way for sharing best practices amongst colleagues and focusing heavily on a positive experience that does not evaluate or criticize people involved. It is meant to be a productive learning experience. Sharon added that Academic Senate may ask the question on why this is coming out of the Professional Development Committee and not Senate so we will need to bridge that gap. Lida reminded the group that the PD committee is a governance committee comprised of representatives from all constituent groups and the FPDC co-coordinator. It is important to present this as an opportunity to learn from one another. Aaron added that Professional Development is interested in creating an opportunity for individuals in a peer-to-peer structure to share best practices and will leave out “feedback”.</p>
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COMMITTEE REPORTS	
1. Classified Advisory Committee	Rochelle reported that a proposal was put together for another Classified Equity Institute. They are reaching out to the team organizing this event on timeline. The Institute will be held during the summer 4/10 either at the beginning of June or beginning of August. As a reminder, this Institute was started two years ago when Classified Senate and CSEA approached the Professional Development office asking for their own space to have conversations.
2. Faculty Professional Development Committee	Sharon reported that Dr. Lasana Hotep will be offering three workshop series in March. She will include a flyer with the meeting notes with details.
3. President’s Taskforce on Antiracism Subgroups	No report.

FOR CONSENSUS	
4.	

FOLLOW-UP		
Who	Item	Timeline
Constituent reps	<p>Bring the idea of “learning observations” to their constituent group for feedback.</p> <p><i>Messaging:</i> Learning observations is a way for sharing best practices amongst colleagues and focusing heavily on a positive experience that does not evaluate or criticize people involved. It is meant to be a productive learning experience. The Professional Development committee is interested in creating an opportunity for individuals in a peer-to-peer structure to share best practices and will leave out “feedback”. This would enhance existing professional development workshops through a one-on-one learning experience that is working on supporting a culture of effective equitable practices.</p>	Before next meeting

NEXT MEETING: Wednesday, March 17, 2021 @ 2:00-3:30

Zoom information:

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/99465424965>

Or iPhone one-tap (US Toll): +16699006833,99465424965# or +13462487799,99465424965#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 346 248 7799 (US Toll)

+1 253 215 8782 (US Toll)

Meeting ID: 994 6542 4965

International numbers available: <https://cccconfer.zoom.us/j/99465424965>

Or Skype for Business (Lync):

SIP:99465424965@lync.zoom.us