



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.

Professional Development

Members Present (voting): David Powers (MSEPS), Elena Cole (A&H), Ernest Jones (CATSS), Gina Webster (BHAWK), Gabriela Discua (Student Services), Tim Druley (Classified), Bill Eddy (Classified), Carolyn Scott (Classified), Ana Del Aguila (Classified)

Members Present (non-voting):
Howard Blumenfeld (Chair/MSEPS)

Members Absent: Frances DeNisco (Classified), Roanna Bennie (Administrator)

Meeting Guests: David Rodriguez (IRP)

Professional Development

October 9, 2017 | 2:30 PM – 4:30 PM | Room 2410

Meeting Minutes

1. Call to Order

The meeting was called to order at 2:34 PM.

2. Review and Approval of Agenda

A motion to approve the agenda was approved by the committee.

(Tim motioned to approve and Gina seconded). Ernie Jones abstained.

3. Review and Approval of Minutes (date)

A motion to approve the agenda was approved by the committee.

(Tim motioned to approve and Gina seconded). Ernie Jones abstained.

4. (Old Business)

a. FLEX Day Signage

Ana agreed to take care of placing signs on the doorways prior to FLEX Day indicating the times and sessions for each room.

b. Classified Staff Plans for FLEX Day

Carolyn mentioned that an administrative directive is preventing them from forming a cohesive schedule for classified staff. She told Howard to leave the 8 AM and 10 AM sessions for now, but she will update him on status of classified plans soon. If classified professional staff wish to attend seminars, they will need to first be granted permission from their immediate supervisor.

c. Update on Statewide PD Survey

Carolyn sent in information to Leslie Carr at College of the Canyons about some of the Professional Development activities

Classified Staff have been involved in, including CLIP and new employee orientation.

5. (New Business)

a. FLEX Day Surveys (Global and Individual)

David suggested we utilize the same individual event surveys (with very slight modifications) as we did last Spring and honing in on Question #3 like we did last time too. He also suggested adding more “actionable” questions in the future and mentioned that he could try to visualize our data differently, but did not elaborate on exactly how or why. Most likely, the Global FLEX Day survey will look very similar to the one from last year as well. The Spring 2018 FLEX Day global survey will have a question asking constituents about the timing of FLEX days (i.e. is later in the year better?)

b. Integrated TLC Research and Planning

Howard’s idea was to start the new TLC in Room 2410 and then plan for inclusion in the new 2100 building. Roanna mentioned (in a meeting with Howard) that at a previous college she worked at, some faculty abused grant and stipend funds; but that happened at *another* college and not here. An atmosphere of distrust among faculty and administrators is counterproductive to the mission we are hoping to accomplish. Roanna also mentioned that it takes years to build the right culture around such a TLC, the funding from the state can disappear in tough budget times, it will take campus-wide involvement to get a new space, and people can abuse the time they use while outside the classroom. She praised the work

that has already happened on campus including Working Together, the Teaching Institute, and various professional development initiatives. There is also a need for proper coordination of such a center. A job description for a coordinator would need to be developed and funding for such a position sourced from SSSP/Equity or Professional Development Funds, should the line item in the budget be funded for next year. Ideas were also given out at Academic Senate and from division feedback (CATSS and A&H). CATSS members expressed that a “needs survey” ought to be done for faculty to identify what the new TLC should include; however, David warned against making the survey too open-ended. CATSS also wanted to make sure that everything in the new TLC would get utilized. The A&H division members were very supportive of this idea and suggested that the new TLC be a place where faculty could report out on conferences they attended or sabbaticals that they participated in. They suggested having more online teacher training and a repository for videos after training. More online live chats would be nice too as well as online workshops where people might submit syllabi and essay topics. The TLC could also be a place for social and fun faculty & staff appreciation events. The center could also serve as a centralized place to meet to discuss curriculum. Some of the Senate-specific feedback included a need to support evening faculty, brown bag lunch sessions, and doing something similar to “Help Desk at Your Desk.” There was also a suggestion to use the 2nd Hour of Town Hall for activities like this, as was the case during the Presidency of Karen Halliday. David mentioned that one of the challenges with grants is the

measure of progress. We should link our plans for the TLC with the content of the Educational Master Plan. Overall, there was a lack of Professional Development noticed during the Accreditation research and reporting, and the hope was that with Professional Development being a planning priority this year, we could change that. David suggested the following framework for researching a PDC:

- Some sense of the core things that are needed
- Collect feedback from campus constituent groups (still need feedback from BHAWK, Counseling, and MSEPS)
- Provide basic framework of what center could be
- Identify parameters and hesitations

Roanna also suggested that we form a task force to explore existing TLC centers, especially the one operating out of Berkeley City College. **Howard will form such a task force at the next PDC meeting.** Bill Eddy also mentioned that it would be nice if the TLC space could also support faculty and staff leadership training opportunities.

c. Conference Proposals (approval needed)

i. Titian Lish – KCACTF Region 8 Theater Festival

(approved)

ii. Keith Level – Engineering Liaison Council Conference

(approved)

6. (Informational Items)

a. Change to Fall 2017 FLEX Day Program

Howard modified the schedule to include a keynote on campus safety led by Dayna Barbero, William Garcia, Sean

**Prather, and Mark Tarte (presided over by Roanna Bennie).
The PLN session will be moved to a general session in Room
2414 from 3-3:50 PM and will be presented as a live webinar
facilitated by Howard.**

- b. New State Rules about the Number of FLEX Days
**Districts must have identical numbers of Flexible Calendar
days across each of the colleges within them. The State wants
it reported uniformly.**

- c. State Audit of District FLEX
**Chabot and LPC were audited by the state for not being in
compliance with Flexible Calendar guidelines during the past
few years, but both colleges corrected their erroneously
reported data and all is well now.**

- d. Spring 2018 FLEX Day Plans
**There will be a room dedicated to housing campus safety &
health events & seminars. The keynote may focus on Guided
Pathways, depending of what happens with them. **David
Powers mentioned he will keep us updated on the status of
Guided Pathways which will guide (no pun intended) our path
to the Spring 2018 keynote.****

- e. Classified Support for PDC
**The first interviews for the Foundation Center Administrative
Assistant concluded today. More updates next time.**

- f. Proposed FA Contract Language Changes for PD
Howard proposed some contractual revisions to Article 29 of the faculty contract, including revisiting the issue of faculty only getting 5 days maximum of conference leave annually, the necessity of including language about an “honorary leave of absence,” and changing the need for submissions to the PDC coordinator to occur from 45 days in advance to one week in advance of the PDC meeting during the month for which the conference is scheduled. These changes have been communicated to the FA.

- g. General Fund Budget for 2017-2018
Due to the September Board meeting cancellation, no confirmation has been given concerning our proposed \$10,000 budget at \$350 per faculty/staff member. All attempts to confirm this amount have been systematically ignored.

- h. Additional Funding Sources for 2017-2018
BSI and CTE have funded many conferences and greatly helped leverage conference funding. SSSP/Equity has not been as transparent or forthcoming with a budget, but Howard is working with Nessa and William to help pave the way for better communication concerning that grant. Vicki Shipman is working on identifying how she might be able to utilize remaining grant funds for other disciplines besides Science and Math who were well represented in the first round of funding. Having a good flow of communication between workgroups is essential for continued funding

success.

i. New Professional Development Website

Howard showcased the new PDC website which he created using the Omni CMS on lpcazure. Tim mentioned that in the release of the new LPC website all references to “lpcazure” will be removed.

j. New Faculty Orientation

The next topic for the NFO is “Payroll and Benefits” presented by Lori Benetti of the District. They will also meet informally for lunch in November.

k. Teaching Institute

The September Teaching institute on “Improv in the Classroom/Great Teachers Seminar” was a tremendous success. Their next meeting is on November 15.

l. Working Together

The WT team continues to plan for their FLEX day seminar on Grading Theories and Practices, as well as follow-up conversations in November. They will also most likely plan a Spring FLEX day seminar.

m. Reading Apprenticeship (new agenda item)

The RA application was submitted recently. The idea is that it would be interdisciplinary and help students read more effectively. The idea of it surfaced in Basic Skills/SSSP/BSSOT grant. The idea would be to institutionalize it using

BSI/SSSP/Equity funds and it needs to be sustainable (possibly integrated with the new TLC). There is a \$3500 fee and an 8 month commitment which includes online curriculum for training RA trainers who would then be able to train other faculty to do RA. There would be support for two trainers here, with one focused exclusively on STEM. The next RA institute is in the summer and the earliest the program could come into fruition would be Spring 2019. The idea would be to have a cohort of faculty in a discipline to then learn RA and implement it in the classroom, possibly using FIGS as a tool. The RA leaders would report out to the PD Coordinator and possibly attend PDC meetings.

7. Good of the Order

Howard reminded people to solicit feedback from their divisions (specifically BHAWK, MSEPS, and Counseling) about the new TLC. He also mentioned to think about whether or not committee members wanted to serve on a TLC task force, which may be formed at the November PDC meeting.

8. Adjournment

The meeting was adjourned at 4:30 PM. (David Powers & Carolyn Williams)

9. Next Regular Meeting

November 13, 2017 from 2:30 PM – 4:30 PM in the TLC (Room 2410)