



Faculty Professional Development Committee Agenda	February 26, 2020 2:30 – 4:00 p.m., L-201
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COMMITTEE MEMBERS

Rosa Brambila Fuller, Faculty Co-chair
 Duane Rumsey, Administrative Council Member
 Dr. Irit Gat, Administrative Council Member
 VACANT – Administrative Council Member
 Mark Hoffer, Faculty Member
 Dr. Rona Brynin, Faculty Member
 Dr. De’Nean Coleman-Carew, Faculty Member
 Dr. Zia Nisani, Faculty Member
 Tiesha Klundt, Faculty Member
 Dr. Barbara Fredette, Faculty Member
 Jane Bowers, Faculty Member
 John Wanko, Faculty Member
 Walter Briggs – Faculty Member
 Dr. Jeffery Cooper – Faculty Member
 Dr. Liette Bohler, Tenure Evaluation Coordinator
 Greg Krynen, Technical Liaison
 Nate Dillon, Faculty Union Rep
 Michelle Hernandez, Confidential Management/Supervisory/Administrators
 Rochelle Guardado - Adjunct Representative
 Gwenn Preston, Classified Representative
 VACANT - ASO Member

Items	Action
I. Opening Comments from Faculty Co-chair	
II. Icebreaker – Dr. Liette Bohler	
III. Open comments from the Public	
IV. Approval of Agenda	
V. Approval of Minutes	A. February 12, 2019 FPDC Meeting
VI. Discussion Items	A. FPD Proposals Update – Rosa Fuller (attachment) <ol style="list-style-type: none"> 1. (Statewide committee work + Standard 2) 2. Calendaring Conflicts B. Faculty Engagement Programs – Mark Hoffer <ol style="list-style-type: none"> 1. Mid-term Reports <ul style="list-style-type: none"> • Wendy Rider • Mark Hoffer 2. Program Requirement Revisions 3. FLP Proposed Changes (deliverables schedule) 4. FPD Faculty Engagement Programs pdf (old language) 5. FPD Faculty Engagement Programs 2020 (attachment)

	<ul style="list-style-type: none"> C. FPD Website – Rona/DeNean Workgroup Leads D. FPD Contract System – Greg Krynen E. Spring Survey (attachment)
VII. Action Items	<ul style="list-style-type: none"> A. Professional Milestones Day: 5-15-20. Location and Call for presenters B. Sabbatical proposals – if reviews are available
VII. Information Items	
VIII. Adjournment	
<p>Spring Meeting Dates. Need Icebreaker leaders!</p> <p>3/11/20 2nd Wed Rona Icebreaker</p> <p>3/25/20 4 th Wed Walter Icebreaker</p> <p>4/8/20 2nd Wed</p> <p>4/22/20 4 th Wed</p> <p>5/15/20 Professional Milestones</p> <p>5/13/20 2nd Wed</p> <p>5/27/20 4 th Wed</p>	



**Faculty Professional Development Committee
DRAFT Minutes**

February 12, 2020
2:30 – 4:00 p.m., L-201

COMMITTEE MEMBERS

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Items	Action
I. Opening Comments from Faculty Co-chair	
II. Icebreaker – Dr. Zia Nisani	
III. Open comments from the Public	
IV. Approval of Agenda	Approved – no changes
V. Approval of Minutes	A. November 13, 2019 FPDC Meeting – Approved – no changes
VI. Discussion Items	<p>A. Spring Welcome Back Day debrief and survey requests. The day was well attended with approximately 160 attendees. 134 faculty signed in. Classified attended too, but did not sign in. Lunches were very well received and all but a handful of the 200 ordered were consumed.</p> <p>B. FPD proposals update – Rosa Fuller Only 10 proposals received to date. Need to encourage more submissions and also be thinking about events that come up during the year, that have not been submitted for the Calendar. There was robust discussion about FPD program standards and a look at the current Diagram of alternate ways to get FPD credit. Reviewed activities and criteria for what falls under Standard 1</p>

	<p>and Standard 3. General guidelines are that Standard 1 and 2 take place on campus and are open to all. They promote collegiality. Standard 3 are discipline specific. Discussion will continue.</p> <ul style="list-style-type: none"> C. GPS/AHE Jan 28 debrief – Michelle Hernandez – 32 faculty attended and 10 students among others. All gave great reviews. Regional coordinator was impressed with turnout. The committee compiled a listing of recommendations from a collaborative poster breakout group. The committee will focus on these recommendations. D. Faculty Engagement Programs – Mark Hoffer A definition of Faculty Inquiry Groups (FIGS) needs to be developed. A description of all programs will also be reviewed and brought to committee. Expects there will be 3 teams this upcoming semester for the Instructional Exchange Program. Needs to be determined by the 3rd week. E. FPD website* – Everyone is asked to please review the website once more and provide input to Rona and/or Denean. Greg Krynen has incorporated all of the suggestions he’s heard at meetings. A new link has been put on the page specific to Online Opportunities. F. FPD Contract System- Greg Krynen- Absent.
	<ul style="list-style-type: none"> A. Professional Milestones Day: 5-15-20. Location and Call for presenters. Event was tabled until next meeting B. FPD proposals, getting the word out and upcoming workshops C. Sabbatical proposals – Two proposals were reviewed and comments were made that will be typed up by coordinator and presented to applicants.

VII. Information Items	A. AVID Summer Institute – Michelle Hernandez
VIII. Adjournment	
Spring Meeting Dates. Need Icebreaker leaders! 2/26/20 4 th Wed 3/11/20 2 nd Wed 3/25/20 4 th Wed 4/8/20 2 nd Wed 4/22/20 4 th Wed 5/15/20 Professional Milestones 5/13/20 2 nd Wed 5/27/20 4 th Wed	

Email	Standard	Title
wkitto1@avc.edu	Standard #1: Faculty Academy	The Grammar of Graphics
mjacobs@avc.edu	Standard #2: College Colloquia	demonstration on utilizing Turnitin for academic papers
jwanko@avc.edu	Standard #1: Faculty Academy	Office for Students with Disabilities: A Collaboration with Faculty
jleer@avc.edu	Standard #2: College Colloquia	Become a Referral Agent?
znisani@avc.edu	Standard #2: College Colloquia	Sexual Selection
wkitto1@avc.edu	Standard #1: Faculty Academy	Rstudio cloud and datacamp - free for education
kjohnson89@avc.edu	Standard #2: College Colloquia	UndocuAlly Training (Understanding The Undocumented Student Experience and How You Can Help)
madebayoige@avc.edu	Standard #1: Faculty Academy	Read to Succeed (RtS) Discussions
tschilling2@avc.edu	Standard #1: Faculty Academy	Understanding Your ESL Students
scovell@avc.edu	Standard #2: College Colloquia	1920: A Year in American History, Culture, Literature and Art--Part 1
scovell@avc.edu	Standard #2: College Colloquia	1920: A Year in American History, Culture, Literature and Art--Part 2
jwanko@avc.edu	Standard #1: Faculty Academy	Students on the Spectrum: Strategies for Success

2/18/2020

12 total

Presenters

William Kitto, James Brownlow

Mary Jacobs

Tamira Palmetto Despain, John Wanko

James "Roe" Leer

Zia Nisani

William Kitto and James Brownlow

Kenya Johnson, Director Outreach and Contracted Expert

Several faculty members across disciplines

Tova Schilling

Scott Covell, Nathan Dillon, Dr. Matthew Jaffe, Dr. Ken Shafer, Denise Smith

Scott F Covell, Dr. Matthew Jaffe, Christina Mugnola, Dr. Ken Shafer, John Toth

John Wanko, Tamira Palmetto Despain

Faculty Learning Community Mid-term Update

To be completed by the FLC Facilitator

Your email address (wreader1@avc.edu) was recorded when you submitted this form.

Facilitator *

Wendy Rider

FLC status: (choose one) *

- Continuing (If continuing, please fill out the rest of this form completely.)
- Dissolved (If the FLC is dissolved, skip to "Submit.")

Please list the names of FLC participants who are NO LONGER ACTIVE in the group (if all members are still active, state "none")

Patti Browne Andrew Mashhour, Gabrielle Poorman

FLC name

Reading Apprenticeship Faculty Learning Community

Primary goal of the FLC

Our primary goal is to share and practice active reading strategies that will increase student engagement and promote learning in all academic disciplines.

Outline of accomplishments and challenges

In the first semester of our Faculty Learning Community, the meetings were well organized and generally well attended. Instructors showed interest in the topics and generated productive discussions. Participation on Canvas was much lower, however, which is a question we need to address this semester. When we meet next week, participants will fill out a survey reflecting on their experiences so far. We will discuss ways to improve our FLC this semester with a focus on integrating active reading strategies in the classes we teach. Last semester was about learning basic Reading Apprenticeship strategies; this semester will be about actively engaging our students, giving each other feedback, and refining our techniques together. We also plan to propose FPD events based on our experiences in this Faculty Learning Community.

Remaining steps needed to achieve the FLC goal

Evaluation, planning, and accountability (see accomplishments and challenges above).

Faculty Learning Community Mid-term Update

To be completed by the FLC Facilitator

Your email address (**rfuller@avc.edu**) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

Facilitator: Mark Hoffer *

Your answer

Continuing *

Continuing (If continuing, please fill out the rest of this form completely.)
Dissolved (If the FLC is dissolved, skip to "Submit.")

Changes to membership: none

Your answer

FLC Name: What Light Can Learn from Dark: Understanding Narratives of Fear in Educational and Institutional Settings

Your answer

Primary goal of the FLC: To empower instructors to use narratives and narrative analysis in the teaching of critical thinking and in the reflection on institutional practice

Your answer

Outline the steps taken by the FLC. September 2019: Work groups determined
November 2019: Presentation on culturally responsive curriculum at Rhetoric & Literacy division meeting
November 2019: Group members assigned to craft materials and presentations grounded in either *On Monsters: An Unnatural History of Our Worst*

Fears or The College Fear Factor: How Students and Professors Misunderstand One Another February 2020: Spring Opening Day presentation

Your answer

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Remaining steps needed to achieve the FLC goal: March 2020: FPD proposals submitted May 2020: Present at Professional Milestones Symposium

Your answer

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Faculty Learning Program Deliverable as of 2019-2020

Program Requirements	Deadlines
Participant Applications due to Facilitator, participant list to FPDC Chair via email (Fall, Week 2, Tuesday)	27 August 2019
Program Orientation with FPDC (Fall, Week 3, Friday)	TBD- 6 September 2019
FLC Plan due to FPDC (Fall, Week 4, Friday)	13 September 2019
Mid-term Update due to FPDC (Spring, Week 2, Tuesday)	11 February 2020
Facilitator Proposals for following year due at the close of FPD Event Proposal Period (Spring, Week 5, Tuesday)	3 March 2020
Optional Presentation at Professional Milestones Event for Standard 1 (Spring, Week 5, Friday)	6 May 2020
Reflective Report due to FPDC (Spring, Week 14, Friday)	15 May 2020

Proposal for 2020-2021

Program Requirements	Deadlines
Participant Applications due to Facilitator, participant list to FPDC Chair via email (Fall, Week 2, Tuesday)	27 August 2019
Program Orientation with FPDC (Fall, Week 3, Friday)	TBD- 6 September 2019
FLC Plan due to FPDC (Fall, Week 4, Friday)	13 September 2019
Mid-term Update due to FPDC (Spring, Week 2, Tuesday)	11 February 2020
Facilitator Proposals for following year due at the close of FPD Event Proposal Period (Spring, Week 5, Tuesday)	3 March 2020
Optional Presentation at Professional Milestones Event for Standard 1 (Spring, Week 5, Friday)	6 May 2020
Reflective Report due to FPDC (Spring, Week 14, Friday)	15 May 2020

Faculty Inquiry Groups Program Overview

The Faculty Inquiry Groups (FIGs) Program allows faculty members to collaborate in person or online in order to address a specific topic or question related to student learning or instruction. Participation in a Faculty Inquiry Group is a semester- or a year-long commitment undertaken by a group of 3 to 6 faculty members. A participant who successfully completes a semester-long FIG will earn up to 10 hours of Standard 1 FPD credit, while a participant in a year-long FIG may claim **up to 20 hours** in Standard 1. The FIG Facilitator is entitled to claim an additional 5 hours of Standard 2 credit for a semester-long FIG, and 10 hours for a year-long FIG. A person is allowed to participate in only one FIG at a time.

Program Outcomes (Supported by AVC Institutional Learning Outcomes)

1. Foster college-wide, interdisciplinary, and departmental community through the veneration of teaching, learning, research, and scholarship
2. Investigate and incorporate ways that diversity and innovation can enhance teaching, learning, and assessment methods
3. Expand creative, critical, and communication skills, resulting in greater instructional self-reflection and awareness of student learning
4. Increase instructional responsibility in and connection to institution-wide perspectives, pathways, and narratives, as they impact teaching, learning, and student success

Program Requirements

In this program, three to six faculty members agree to collaborate on the investigation of a pedagogical or educational issue, trend, or innovation with the goal of increasing student success. The FIG members will communicate regularly (**preferably** in person and/or electronically) to discuss strategies and approaches. The findings or outcomes of their work will be identified in the facilitator's reflective report. At least three researched sources will also be critically referenced in this report submitted by the facilitator. Examples of faculty inquiry groups include those focused on innovative learning strategies **that foster student engagement**, distance learning, outcomes assessment, teaching within the framework of Guided Pathways, interdisciplinary approaches to reading and writing, and the fostering of more culturally inclusive learning environments. By participating in this program, AVC faculty members support the Chancellor's Office Vision for Success, specifically the tenets to "Foster the use of data, inquiry, and evidence" and to "Enable action and thoughtful innovation."

In order to learn more about the program, contact the FPDC Chair or the FIG Liaison, Mark Hoffer (mhoffer@avc.edu).

Program Requirements	Fall FIG	Spring FIG	Year-long FIG
Facilitator informs FPDC Chair and FIG Liaison of members and focus via email	Week 3, Tuesday	Week 3, Tuesday	Fall, Week 3, Tuesday
Program Orientation	TBD	TBD	TBD
FIG Plan due to FPDC Chair and FIG Liaison	Week 4, Friday	Week 4, Friday	Fall, Week 4, Friday
Reflective Report due to FPDC Chair and FIG Liaison	Week 14, Friday	Week 14, Friday	Fall/Spr Wk 14, Friday

Faculty Learning Communities Program Overview

*The Faculty Learning Communities (FLCs) Program offers cohort- and topic-based collaboration in order to support, guide, and re-energize faculty members in the enhancement of teaching methods, in the encouragement of scholarly exchange, and in the promotion of institutional engagement and transformation. Participation in a Faculty Learning Community is a year-long, dedicated commitment in a group of 6 to 15 members (with 8 to 12 being the recommended size). A participant who successfully completes the year of FLC will earn **up to** 20 hours Standard 1 FPD credit. The FLC Facilitator is entitled to claim an additional 10 hours of Standard 2 credit hours. A person is allowed to participate in only one FLC per academic year.*

Program Outcomes (Supported by AVC Institutional Learning Outcomes)

1. Build college-wide, cross-discipline, and departmental community through the veneration of teaching, learning, research, and scholarship
2. Investigate and incorporate ways that diversity and innovation can enhance teaching, learning, and assessment methods
3. Expand creative, critical, and communication skills, resulting in greater self-reflection and awareness of others
4. Increase civic responsibility and interest in institution-wide perspectives and cultural narratives, as they impact teaching, learning, and student success

Program Options

There are two types of faculty learning communities: cohort-based and topic-based.

- **Cohort-based learning communities** address the teaching, learning, and developmental needs of a specific group of faculty or staff in a shared stage or phase of their career. The content of such a year-long community is shaped by the participants to include a broad range of teaching and learning areas and topics of interest to them. As a result of their participation in the program, these communities will make a positive impact on the culture of the institution. Four examples of cohort-based communities are those for junior faculty, for mid-career and senior faculty, for preparing future faculty, and for department chairs.
- **Topic-based learning communities** design content to address a special campus or divisional teaching and learning need, issue, or opportunity. Focusing on a specific theme, these FLCs offer membership to and provide opportunities for learning across all faculty ranks and cohorts, and may extend membership to appropriate non-faculty members. Examples of topic-based learning communities include those focused on Guided Pathways, AVID for higher education, social justice and student equity, writing across the curriculum, and undergraduate student research.

In order to learn more about the program and its requirements, including the role of the facilitator, contact the FPDC Chair or the FLC Liaison, Mark Hoffer (mhoffer@avc.edu).

Program Requirements	Deadlines
Facilitator informs FPDC Chair and FLC Liaison via email of FLC member list and focus	Fall, Week 3, Tuesday
Program Orientation	TBD

FLC Plan due to FPDC Chair and FLC Liaison	Fall, Week 4, Friday
First Semester Reflective Report due to FPDC Chair and FLC liaison	Fall, Week 14, Friday
Second Semester Reflective Report due to FPDC Chair and FLC Liaison	Spring, Week 14, Friday

Faculty Mentorship Program Overview

*The Faculty Mentorship Program, which features both semester- and year-long mentorships, offers collaborative pairings in order to support, guide, and inspire faculty members in the enhancement of teaching methods, in the promotion of interdisciplinary exchange and cultural diversity, and in the encouragement of scholarly engagement and lifelong learning. Both mentors and mentees who successfully complete the program will earn **up to** 10 hours of Standard 1 credit for a semester-long mentorship, or **up to** 20 hours for a full year.*

Program Outcomes (Supported by AVC Institutional Learning Outcomes)

1. Maintain college-wide, cross-discipline, and departmental community through the veneration of teaching, learning, research, scholarship, and career guidance
2. Investigate and incorporate ways that diversity and innovation can enhance teaching, learning, and assessment methods
3. Communicate ideas more effectively, with a stronger sense of collaboration, shared research, and critical attention to audience
4. Increase workplace acclimation, civic responsibility, and interest in institutional perspectives and narratives, as they impact teaching, learning, and student success

Program Requirements

The mentor and mentee, once paired, will jointly devise and submit a Mentorship Plan to the FPD Committee. The Plan will establish a focus for the mentorship, as well as an outline of steps or components to the mentoring that will lead to a stated goal. The mentor and mentee may elect to stay in regular professional contact with each other through electronic means, but they must meet in person at least twice per month throughout the term of the program. The mentor and mentee will also jointly develop and submit a Reflective Report at the end of each academic term. The report will identify their goal, provide a description of the research and work that they accomplished over the course of the term, highlight the steps that the participants took in order to complete their project, and establish what they learned as a result of the collaboration and how they have integrated what they learned into their work at the college.

In order to learn more about the program, contact the FPDC Chair or the Faculty Mentorship Liaison, Mark Hoffer (mhoffer@avc.edu).

Program Requirements	Fall Mentorship	Spring Mentorship	Year-long Mentorship
Mentor and Mentee contact FPDC Chair And Faculty Mentorship Liaison via email	Week 3, Tuesday	Week 3, Tuesday	Fall, Week 3, Tuesday
Program Orientation	TBD	TBD	TBD
Mentorship Plan due to FPDC Chair and Liaison	Week 4, Friday	Week 4, Friday	Fall, Week 4, Friday
Reflective Report due to FPDC Chair and Faculty Mentorship Liaison	Week 14, Friday	Week 14, Friday	Fall/Spr Wk 14, Friday

Instructional Exchange Program Overview

*The AVC Instructional Exchange (IE) Program provides full-time and adjunct faculty the opportunity to collaborate on the improvement of their teaching methods through joint class observations, the sharing and revising of assignments, and focused research on pedagogical topics. Participation in an Instructional Exchange is a semester-long commitment agreed upon by two faculty members. Participants who successfully complete the IE will earn **up to 10** hours Standard 1 FPD credit. A person is allowed to participate in only one IE per semester, and two IEs (Fall and Spring) per academic year. An Instructional Exchange must contain different participants each time. Any participant's own paid instructional time will not contribute to the 10 credit hours.*

Program Outcomes (Supported by AVC Institutional Learning Outcomes)

1. Encourage college-wide, interdisciplinary, and departmental community through the veneration of teaching, learning, research, and scholarship
2. Investigate and incorporate ways that diversity and innovation can enhance teaching, learning, and assessment methods
3. Expand creative, critical, and communication skills, resulting in greater instructional self-reflection and awareness of student learning
4. Increase instructional responsibility in and connection to institution-wide perspectives, pathways, and narratives, as they impact teaching, learning, and student success

Program Requirements

In this program, two faculty members agree to observe each other teach at least twice in the semester. The faculty members will communicate regularly and meet frequently to discuss classroom strategies and assignments. The exact focus of their collaboration can develop over the course of the IE and later be identified in each participant's reflective report. Examples of instructional exchanges include those focused on active learning strategies, service learning, assessment techniques, teaching within the framework of Guided Pathways, using technology in the classroom, rethinking approaches to reading and writing, applying rubrics, reducing student attrition, reimagining one's teaching persona, and fostering empathy in the classroom. The faculty members will also conduct research on their agreed-upon focus. At least two researched sources will be critically referenced in the Instructional Exchange Reflective Report submitted individually by the faculty members. By participating in this program, AVC faculty members support the Chancellor's Office guidelines for faculty professional development, specifically "Activities related to the improvement of teaching," as well as the Four Pillars of Guided Pathways: "Ensure incorporation of effective teaching practice throughout the pathways" (4.3).

In order to learn more about the program, contact the FPDC Chair or the IE Liaison, Mark Hoffer (mhoffer@avc.edu).

Program Requirements	Deadlines
Participant informs FPDC Chair and IE Liaison via email of interest in IE	Fall, Week 3, Tuesday
Reflective Report due to FPDC Chair and IE Liaison	Fall, Week 14, Friday
Participant informs FPDC Chair and IE Liaison via email of interest in IE	Spring, Week 3, Tuesday
Reflective Report due to FPDC Chair and IE Liaison	Spring, Week 14, Friday

FPD Faculty Engagement Programs

Rationale: Faculty engagement programs at AVC align with the Chancellor's Office Vision for Success, notably three of its seven tenets:

- **Foster the use of data, inquiry, and evidence.**
- **Enable action and thoughtful innovation.**
- **Lead the work of partnering across systems.**

Instructional Exchange Program

The AVC Instructional Exchange Program provides full-time and part-time faculty the opportunity to collaborate on the improvement of their teaching methods through joint class observations, the sharing and revising of assignments, and focused research on pedagogical topics.

Standard Credit: Standard 1

Duration: Semester

Membership: 2 faculty members

Faculty Mentorship Program

The AVC Faculty Mentorship Program offers peer-to-peer collaboration in order to support, guide, and re-energize faculty members in the enhancement of teaching methods, in the promotion of interdisciplinary exchange, lifelong learning, and cultural diversity, and in the encouragement of scholarly engagement and professional activities.

Standard Credit: Standard 2

Duration: Semester or Year

Membership: 2 faculty members

Faculty Inquiry Groups (FIGs)

Faculty Inquiry Groups (FIGs) allow faculty members to collaborate in person or online in order to address a specific topic or question related to student learning or instruction.

Standard Credit: Standard 1

Duration: Semester or Year

Membership: 3-6 faculty members

Faculty Learning Communities (FLCs)

The AVC Faculty Learning Community (FLC) Program facilitates cohort and topic-based collaboration in order to support, guide, and re-energize faculty members in the enhancement of teaching methods, in the promotion of interdisciplinary exchange, lifelong learning, and cultural diversity, and in the encouragement of scholarly engagement and professional activities.

Standard Credit: Standard 2

Duration: Year

Membership: 6-15 faculty members

Faculty Professional Development Committee Minutes

February 26, 2020
2:30 – 4:00 p.m., L-201

COMMITTEE MEMBERS

Rosa Brambila Fuller, Faculty Co-chair
 Duane Rumsey, Administrative Council Member
 Dr. Irit Gat, Administrative Council Member (absent)
 VACANT – Administrative Council Member
 Mark Hoffer, Faculty Member
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Items	Action
I. Opening Comments from Faculty Co-chair	
II. Icebreaker – Dr. Liette Bohler	
III. Open comments from the Public	
IV. Approval of Agenda	Approved
V. Approval of Minutes A. February 12, 2019 FPDC Meeting	Approved with attendance added – Greg was absent and Irit was absent

<p>VI. Discussion Items</p> <p>A. FPD Proposals Update – Rosa Fuller (attachment).</p> <ol style="list-style-type: none"> 1. (Statewide committee work + Standard 2) 2. Calendaring Conflicts <p>B. Faculty Engagement Programs – Mark Hoffer</p> <ol style="list-style-type: none"> 1. Mid-term Reports <ul style="list-style-type: none"> • Wendy Rider • Mark Hoffer 2. Program Requirement Revisions 3. FLP Proposed Changes (deliverables schedule) 4. FPD Faculty Engagement Programs pdf (old language) <p>FPD Faculty Engagement Programs 2020 (attachment)</p>	<p>A. Another announcement will be sent out, number of proposals is currently low. 1. Self-explanatory. 2. Faculty ask that the Coordinator notify them about scheduling conflicts if several events fall on the same day. Competition for events is not desirable.</p> <p>B. 1. Midterm reports for 2 FLC’s were reviewed. No comments. The third group headed by Dr. Gratton has dissolved. 2. Mid-term reports could be eliminated in favor of just requiring end of semester reports. The report is an opportunity for faculty to reflect. 3 and 4. Description of Faculty Learning Communities (FLCs) has been revised for better clarity. Hours and standards have been updated to reflect they meet Standard 1 criteria. They meet outcomes criteria. Discussion about new wording, new versions will be discussed as well in the future. Discussion about how reports will be submitted and utilized. No action taken. Please review and give any feedback. No feedback was received about the website. Some people have reported missing the calendar on the first page. Discussion was had regarding the web-instructional resources on the FPD website and which Standard each should award. Suggestion for left-hand menu list: <i>Agendas & Minutes</i> <i>Committee Representatives</i> <i>Forms & Documents</i> <i>FPD Events Calendar</i> <i>FPD Online Opportunities</i> <i>Faculty Inquiry Groups</i> <i>Faculty Learning Communities</i> <i>Faculty Mentorship Program</i> <i>Instructional Exchange Program</i></p> <p>C. Reviewed the website as a group and made suggestions</p> <p>D. Nothing to report. Expecting to complete in Summer 2020.</p> <p>E. There were a fair number of responses. Responders polarized over keynote speaker. Presenters will be provided feedback on their sessions via the survey results.</p>
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<p>C. FPD Website – Rona/DeNean Workgroup Leads</p> <p>D. FPD Contract System – Greg Krynen</p> <p>E. Spring Survey (attachment)</p>	
<p>VII. Action Items</p> <p>A. Professional Milestones Day: 5-15-20. Location and Call for presenters</p> <p>B. Sabbatical proposals – if reviews are available</p>	<p>A. UH103 and UH105 are available. A new request for presenters will be sent out after FPD proposal season closes. Zia volunteered, he will present as Scholar in Residence (with newly purchased tie).</p> <p>B. Sabbatical proposal 1 – Approved to move forward.</p>
<p>VII. Information Items</p>	
<p>VIII. Adjournment</p>	<p>4pm</p>

Spring Meeting Dates. Need Icebreaker leaders!

3/11/20 2nd Wed Rona Icebreaker

3/25/20 4 th Wed ??

4/8/20 2nd Wed John

4/22/20 4 th Wed Walter

5/15/20 Professional Milestones

5/13/20 2nd Wed

5/27/20 4 th Wed

Minutes

Approved

3/11/2020

