

# Professional Development and Training (2019-2020)

## Meeting Notes

<b>NAME OF COUNCIL/TEAM:</b> Professional Development and Training (2019-2020)			
<b>OBJECTIVE OF MEETING:</b> Review & revise draft deliverables			
<b>DATE:</b> 03/06/2020 <b>TIME:</b> 1:30pm		<b>LOCATION/ROOM #:</b> Student Center Board Room <b>CALL-IN NUMBER:</b> <b>CALL-IN CODE:</b>	
<b>FACILITATOR(S):</b> Alisa Shubb & Olga Prizhbilov			
<b>TIMEKEEPER:</b>			
<b>ASSISTANT:</b> Olga Prizhbilov			
<b>MEMBERS PRESENT:</b> Corinne Arrieta Katzorke, Yesenia Castellon, Jennifer Laflam, Emilie Mitchell, Olga Prizhbilov, Alisa Shubb, Christina Wagner, Gary Hartley, Cheri Jones, Kathryn Sorensen,			
<b>SUPPORTING RESOURCES (ITEMS READ IN PREPARATION FOR AND/OR BROUGHT TO MEETING):</b>			
<b>UPDATES AND BRIEF REPORTS:</b>			
<b>Topic</b>	<b>Person(s) Responsible</b>	<b>Notes</b>	
Feedback reports	All	<p>Jen organized 12-15 feedback sessions, starting the week of 3/10 to 4/3 - constituency groups and 2 general sessions. Need to have a consistent process:</p> <ul style="list-style-type: none"> <li>- how will feedback be implemented in the plan?</li> <li>- what metric will be used to decide what gets added?</li> <li>- need to keep all the notes from all the sessions (idea: Cheri could review all notes and find themes and let us know where to add into the plan)</li> <li>- Clear recommendations: Anticipated Next Steps</li> </ul>	
		<p>Emilie and Jen talked about having the opportunity for some quantitative feedback, so that is will be easier to review and show our data proficiency. Will create a Google Form, likert scales to help evaluate the competencies.</p>	
		<p>Potential Questions to ask: To what extent do the competencies apply to your work? What seems to be missing? What kind of professional development you would like to see to help you professionally? What do you want to work on to help you in your job at ARC?</p>	
		<p>We are looking for more open-ended feedback, not necessarily leading by asking about specific competencies.</p>	
		<p>Decision point - there will be an electronic survey that will be given to participants after the feedback session; These are the questions to ask (not verbatim - better verbiage in the final version) What do you want to work on that will help your job at ARC? What characteristics would you want in a staff member at ARC? What characteristics would you want your instructor to have at ARC?</p>	
		<p>Gary suggested creating a checklist of various skills/practices; to help people define what it is that they want to see in support staff, faculty, etc.</p>	
Summary: purpose of feedback sessions is to get buyin and to vet the comprehensiveness of the plan (no missing barriers, voices, competencies).			
<b>ACTION ITEMS:</b>			
<b>Question</b>	<b>Person(s) Responsible</b>	<b>Notes and Decision(s)</b>	<b>Next Steps</b>
Do we add an 8th competency for "specialized expertise"	Alisa	consensus on moving forward with 8 competencies	
<b>DISCUSSION ITEMS:</b>			
<b>Question</b>	<b>Person(s) Responsible</b>	<b>Notes and Next Steps</b>	

Review draft v6 - section by section	Alisa & Olga	<p>Essential Conditions: We need to emphasize that there needs to be one specialized training department. So that we don't get into work creep and don't expect employee educators who currently don't lead training to add this to their work load.</p> <p>For example, when something like Starfish comes along, there is a process in place of how the training will be plugged into governance, individuals positions, etc.</p> <p>In essential conditions, we need to add something along the lines of : if any member of the ARC employee community needs to or has an idea for any type of professional development, who do they go to? Is it the advisory committee? Or PD Coordinator, etc.</p> <p>There are many systems (Ad Astra, Starfish, etc.) that many people across the campus will need training on. There needs to be a process for all this and it should go through the PD Office.</p> <p>Another example would be the CAST system - after rollout, not a lot of people get continuous training. There needs to be continuous training on everything the campus does.</p> <p>Central Coordinating Function A place to go for to address and implement emerging PD needs.</p> <p>Let's take a look at the ITC model - what data do they have to show that they've been working well. We could use the ITC as a model for how to run this new PD center.</p>
Next steps	Alisa	<p>This is where we can include sample professional development.</p> <p>One of the first implementation steps for the plan: Continuous, regularly scheduled "level 1" professional development that is readily available online and/or in person.</p> <p>There needs to be regular evaluation - evaluation of the office of professional development. Also evaluations of our professional development offerings. What is our plan for reviewing the plan? The integrated plan has it listed to review each plan each 7 years.</p>
ITEMS FOR FUTURE CONSIDERATION:		
Topic	Contact Person	
OTHER INFORMATION: Feedback sessions feedback deadline: Before Spring Break.		