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FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE MINUTES

Date: February 8, 2022

Location: Zoom

Call to Order: 1:06 p.m.

Quorum Met: Yes

Facilitator: Chad Greene

Present

Kristine Aslanyan, Counseling
Valeria Christensen, HO
Chad Greene, CTX Coordinator/Chair
Whitney Griffin, PT Faculty
Kari Hemmerling, HPEDA
Joana Mootz Gonzales, LA
Asma Said, SEM
Kaitlin Scott, Library
Monique Valencia, CSEA
Wendy Wright, BE
Nicholas Matthews, DE (Guest)

Absent

Shawna Baskette, Dean of Academic Success
David Betancourt, FA
Judi Holmes, SAS
Fernando Jimenez, HSS
Sarah Pirtle, CSEA
Frank Vega, Technology

Agenda Items

- 1. Approving: Minutes for January 11 Faculty Professional Development Committee (FPDC) Meeting**
 - a. Joana Mootz Gonzales made a motion to approve the minutes for the January 11 FPDC meeting; Valeria Christensen seconded the motion. The minutes were approved unanimously.
- 2. Exploring: Data-Driven Method for Programming Professional Development Events**
 - a. During the FPDC's January meeting, Whitney Griffin volunteered to present on a data-driven method for programming professional development events for the committee to consider.
 - b. During the February meeting, Griffin shared a presentation on the ADDIE Method, which stands for Analyze, Design, Develop, Implement, Evaluate. Griffin suggested that, in its



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work with faculty professional development, the FPDC might initially concentrate on the steps of analyzing and evaluating.

- c. During the discussion of the ADDIE Method, several committee members made contributions. For example, Christensen suggested working with the Office of Institutional Effectiveness, Research, and Planning (IERP); Chad Greene suggested that the method might first be applied to an event with a substantial time commitment, such as a summer institute; and Monique Valencia pointed out the currently low rate of response on the Center for Teaching Excellence's existing surveys of participants should be taken into consideration.
- d. We will explore possibilities for implementing at least parts of the ADDIE Method – perhaps through a Faculty Inquiry Group (FIG).

3. Sharing: Data from Our Faculty Professional Development Survey

- a. After receiving feedback from the committee members during our January meeting, the CTX constructed a survey for our faculty, to see what professional development topics would be of interest to them at this time as well as what times/days and delivery methods they would prefer.
- b. During the February meeting, Greene and Valencia shared the results of the survey with the committee. There were a total of 84 responses – 49 from part-time faculty and 35 from full-time faculty. The respondents' top five topics of interest were, in order: online teaching and learning; equity, diversity, and inclusion; accessibility; software/technology; and open educational resources. The top preferences for times and days for professional development were, in order: late morning/early afternoon on Friday; mid-day on Tuesday; mid-day on Thursday; and evening on Thursday. Before a return to face-to-face events becomes possible, the preferences for delivery methods were, in order: synchronous remote events and asynchronous online modules. After a return to face-to-face events becomes possible, the preferences would be, in order: synchronous remote events, asynchronous online modules, and face-to-face events.
- c. The committee discussed what the survey results suggested, in terms of our future professional-development offerings. Valencia pointed out that, although remote events are convenient for participants, they do not always seem fully engaged in them. Mootz Gonzales spoke to the anxiety that many faculty feel about whether they have made their course materials accessible, citing that as a likely cause for that topic's popularity in the survey responses.

4. Informing: Nominations Open for Our Award for Outstanding Contributor(s) to Professional Development

- a. In early February, Greene emailed the faculty and deans to solicit nominations for our award for Outstanding Contributor(s) to Professional Development. Monica Acuna in Staff Development also emailed classified staff and confidential staff to solicit nominations.
- b. Greene reviewed the timeline for the award: Nominations will close at the end of spring break, on Sunday, March 20; Valencia will email the nominations to the committee in advance of our meeting on April 12, when we will vote for the winner(s); and we will



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present the award during our meeting on May 10. Physical plaque(s) will be mailed to winner(s) during the summer.

- c. Greene asked the committee members to share the link to the online nomination form during their respective division meetings: <https://www.cerritos.edu/ic/professional-development-award.htm>

5. Sharing: Professional Development Related to Distance Education (DE)

- a. Nicholas Matthews, who is attending our Faculty Professional Development Committee meetings this year to serve as our liaison to the Distance Education Program, previewed upcoming professional development opportunities. Highlights included the Video Club, the Project-Based Learning Series, the "Take a Deep Dive" Series, and the *Small Teaching Online* Book Seminar.

6. Promoting: Selected Events – All on Cornerstone

- a. Greene asked the committee members to help spread the word about selected professional-development events scheduled to take place between the committee's meetings in February and March, including "Course Design: Organizing a Course with UDL in Mind," "Guided Pathways Presents: Ensure Student Learning by Designing Meaningful Project-Based Assessments," "Creating Interactive Digital Lesson Plans Using Google," "Restorative Justice Book Club: *The Little Book of Racial Healing*," and "President's Spring 2022 Speaker Series."

7. Items from the Floor

- a. Greene and Valencia, who were working with the Employee Development Committee to put together a "Mindful March" series of professional-development opportunities, encouraged the FPDC members to keep an eye out for an upcoming announcement about those events.