Date: September 29, 2022

To: Ajani Byrd, Kurt Hueg, Ram Subramaniam, Lené Whitley-Putz, Bernadine Fong, Janie Garcia, Adrienne Hypolite, Voltaire Villanueva, Eric Kuehnl, Robert Cormia, Kerri Ryer, Kathryn Maurer, Laurie Scolari, Bret Watson

From: Carolyn Holcroft, Faculty Professional Development Coordinator

Re: Foothill College 2022-2023 Professional Development Needs Survey Results

Introduction:

California's state budget allocates money for California Community Colleges to provide professional development to their faculty, staff, and administrators. To access this money the college is required to perform an annual needs assessment and use the results to inform its professional development offerings. At Foothill, professional development opportunities usually come from one of several main places, including but not limited to:

- The Office of the President (College Opening Day, FLEX days)
- The Office of Equity and Professional Development
- The Office of Online Learning
- The Office of Instruction
- FH Student Services division
- Individual divisions and departments

This survey and report are offered to these areas to help inform their 2022-2023 PD offerings.

Methodology:

The survey was adapted from the 2021-2022 FHDA districtwide Professional Development Needs survey. Input regarding survey design and questions was solicited from academic and classified senate leadership, and administrators. The survey was administered online via an Office 365 Form. On June 29, 2022, all employees on the "foothill" email distribution list (n=1206) were emailed an invitation to complete the survey before July 8, 2022.

Results

A total of 46 individuals responded to the survey.

Respondent Demographics: Role at Foothill

The last question of the survey (question 9) asked respondents to indicate their role at the college. Bumping this question to the very end was a deliberate choice intended to avoid reminding respondents of their formal role prior to asking about their needs and interests and potentially subconsciously skewing their answer choices as a result.

About a third of the respondents were classified staff. Administrators were the minority, making up 9% of the respondents. Over half the respondents were faculty (~59%). Most were full time (63% of faculty respondents and about 40% of all respondents) with part time faculty making up 37% of faculty respondents and about 22% of all respondents.

Role at Foothill

administrators N = 4
part time… N = 11
classified professionals N = 15
full time faculty N = 17
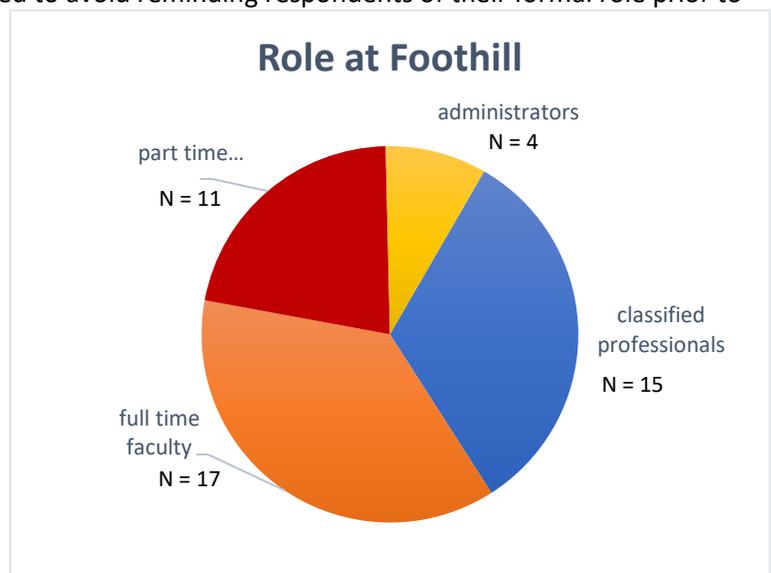
Event coordination/organization

Question 1: "I prefer to participate in locally-organized professional development activities that are organized by (check all that apply)"

Respondents were asked to indicate their preferences about where/who organizes local (i.e., at Foothill College) professional development PD events. The choices presented were the College (e.g., the Office of Professional Development, President's Office, Office of Online Learning, Psych Services), their division, or their department. As an aggregate, about 83% of respondents indicated they like to participate in events organized at the college level, while about 61% like division-organized events and about 54% like division-organized events. The results are disaggregated by employee group below:

Preferences about Who is Organizing the Event
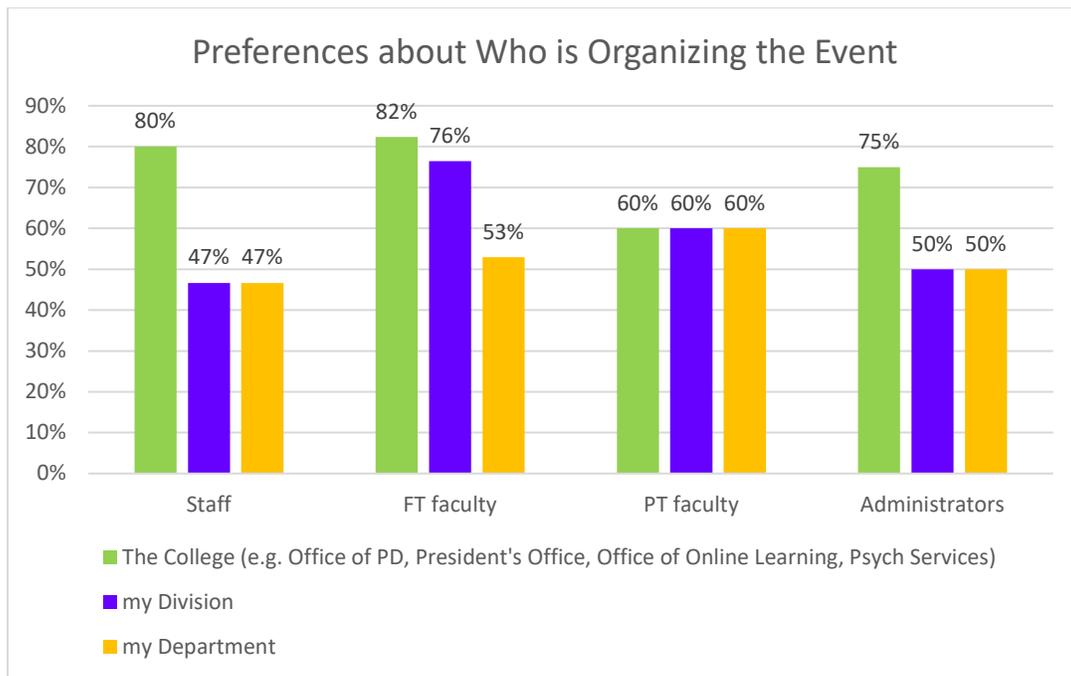
GENERAL OBSERVATIONS: employees who responded generally had some preference for events coordinated by the College rather than their Division or Department. Administrators and staff had a stronger preference for college-organized events than did faculty.

Interest in cohort learning

Question 2: "I'm interested in participating in externally-offered PD events as a member of a Foothill College cohort that attends the event together and then meets afterward to process together and learn from one another as a group."

Respondents could only select one of three choices: yes, no, or undecided.

Interest in Cohort Learning Events
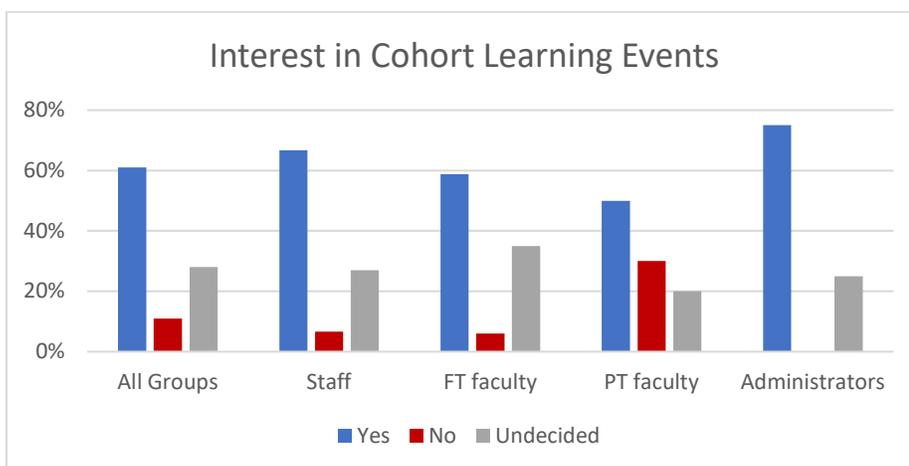
GENERAL OBSERVATIONS: A majority of respondents indicated they are interested in participating in PD as a Foothill cohort. Of those who were not a definite "yes," significantly more were undecided than definite "no's. Given the strong reported interest in cohort events it seems reasonable to pursue planning PD cohort opportunities going forward.

Preferred methods for engaging in professional development

Question 3: *"My preferred method(s) for engaging in professional development at Foothill is/are:"*

Survey respondents were asked how they prefer to engage in professional development offerings in terms of modality and timing. It was possible to select more than one of the five methods listed, which were:

- Face to face events on campus
- Synchronous online events
- Asynchronous online events
- Participating in one-off workshops designed primarily to acquire information
- Participating in workshop series over time to learn new content and build skills together
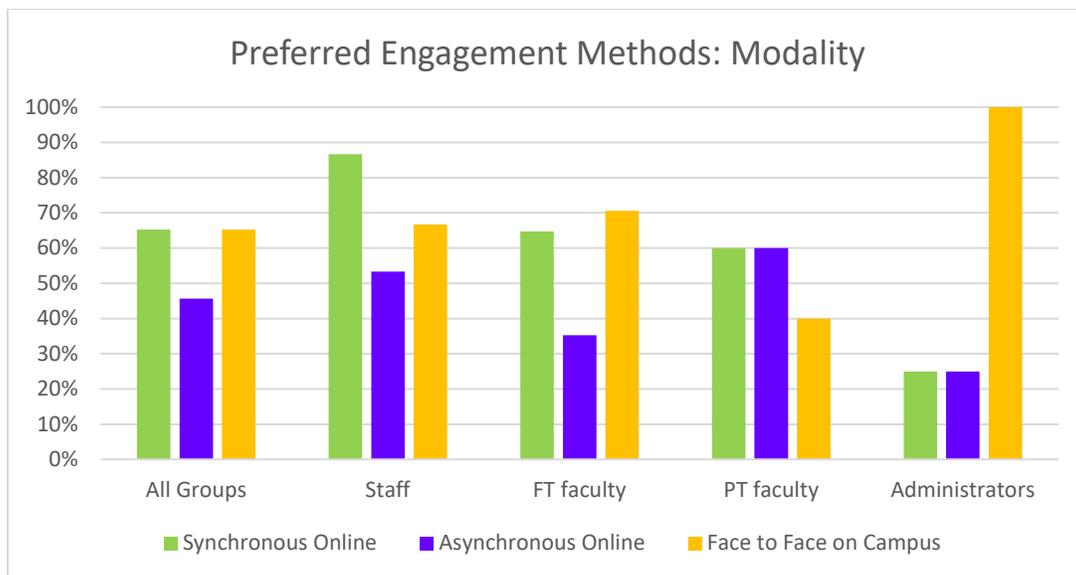
GENERAL OBSERVATIONS: Employees who responded generally preferred synchronous events (either F2F or online) to asynchronous online events, with the caveat that part-time faculty strongly preferred online to F2F. All four administrators indicated preference for face to face on campus. None of the groups had more preference for asynchronous online than they did synchronous online.

Preferred Method of Engaging PD: Timing
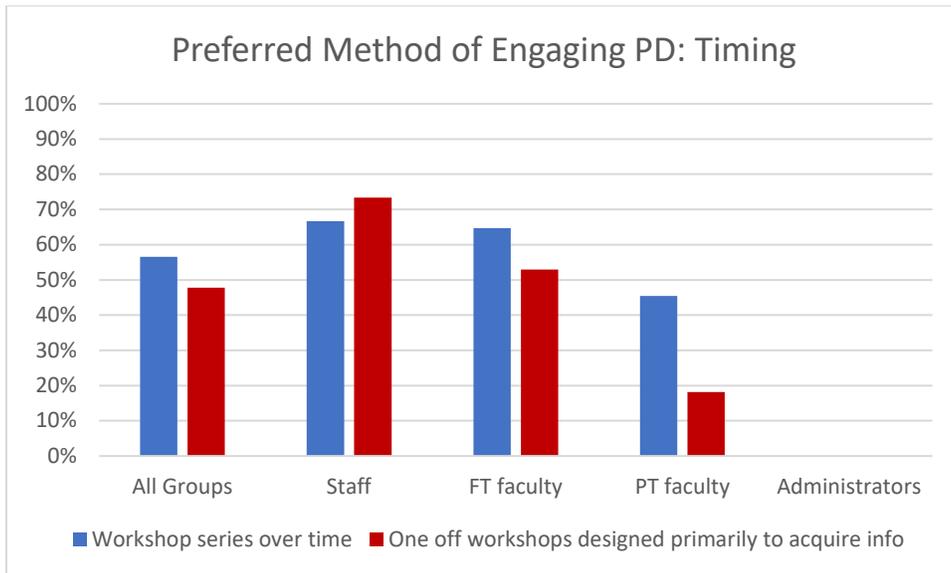
GENERAL OBSERVATIONS: There was generally no strong preference for workshops over time versus one-off workshops, except for part time faculty who had a slight preference for learning over time as opposed to one-off sessions. None of the four administrators who responded to the survey registered an opinion about timing.

Identifying topics of interest

Question 6:" Please rate your ***desire to learn more*** about the topics below. (1=Low 5=High)"

Respondents were presented with a list of topics and asked to rate their interest in learning more about each one on a scale of 1 (low interest) to 5 (high interest). Most topics on the list were taken from those included in FHDA's 2021-2022 district PD needs survey and there were several additions made when input was solicited from Foothill academic and classified senate leadership, and administrators.

All Respondents Ratings of Desire to Learn More About Selected Topics

Legend: ■ 5 ■ 4 ■ 3 ■ 2 ■ 1 ▨ N/A

Topics (top to bottom):
- Using technology in the classroom
- Using technology in my office
- Assessing student learning
- Curriculum and pedagogy design
- Running effective meetings
- Conflict management in the workplace
- Giving effective feedback
- Cultural Humility
- Managing personnel
- Leadership development
- Empathetic Interviewing
- Using Faculty Inquiry Tool or Precision Campus Data Tool
- Implicit Bias
- Effective Practices for Applying and Interviewing
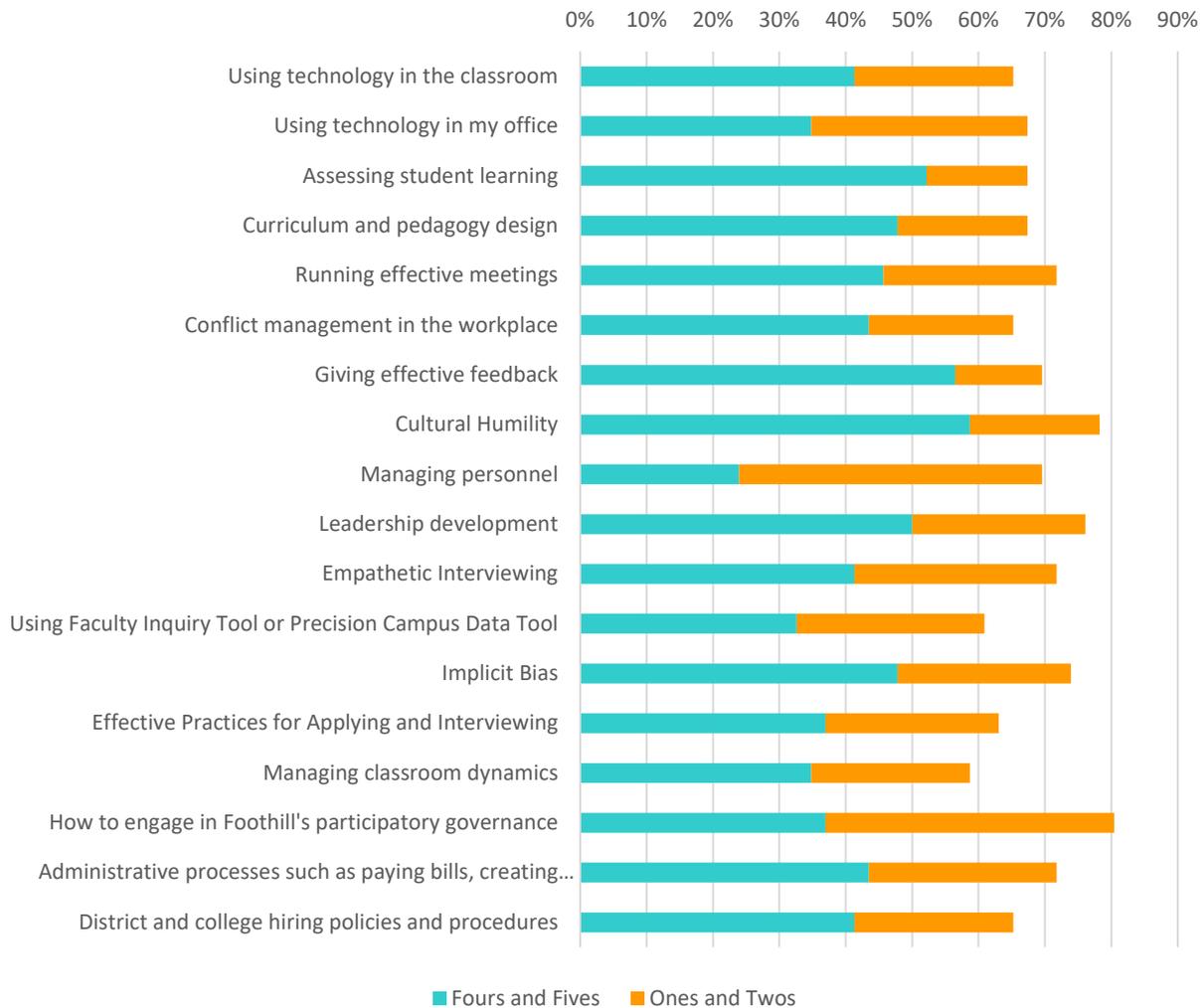- Managing classroom dynamics
- How to engage in Foothill's participatory governance
- Administrative processes such as paying bills, creating…
- District and college hiring policies and procedures

The table above illustrates the number of all responses for specific ratings of 1, 2, 3, 4, 5, or N/A for each topic with a total of **n=46** responses. Where the number of responses for a topic does not reach 46, it is because one or more respondents did not select a rating for that topic. Higher ratings of fives and fours are depicted in blue and green, while lower ratings of ones and twos are shown in yellow and red. Ratings of three may suggest the respondent does not feel strongly one way or the other and are depicted in dark gray.

All Respondents Ratings of Desire to Learn More About Selected Topics

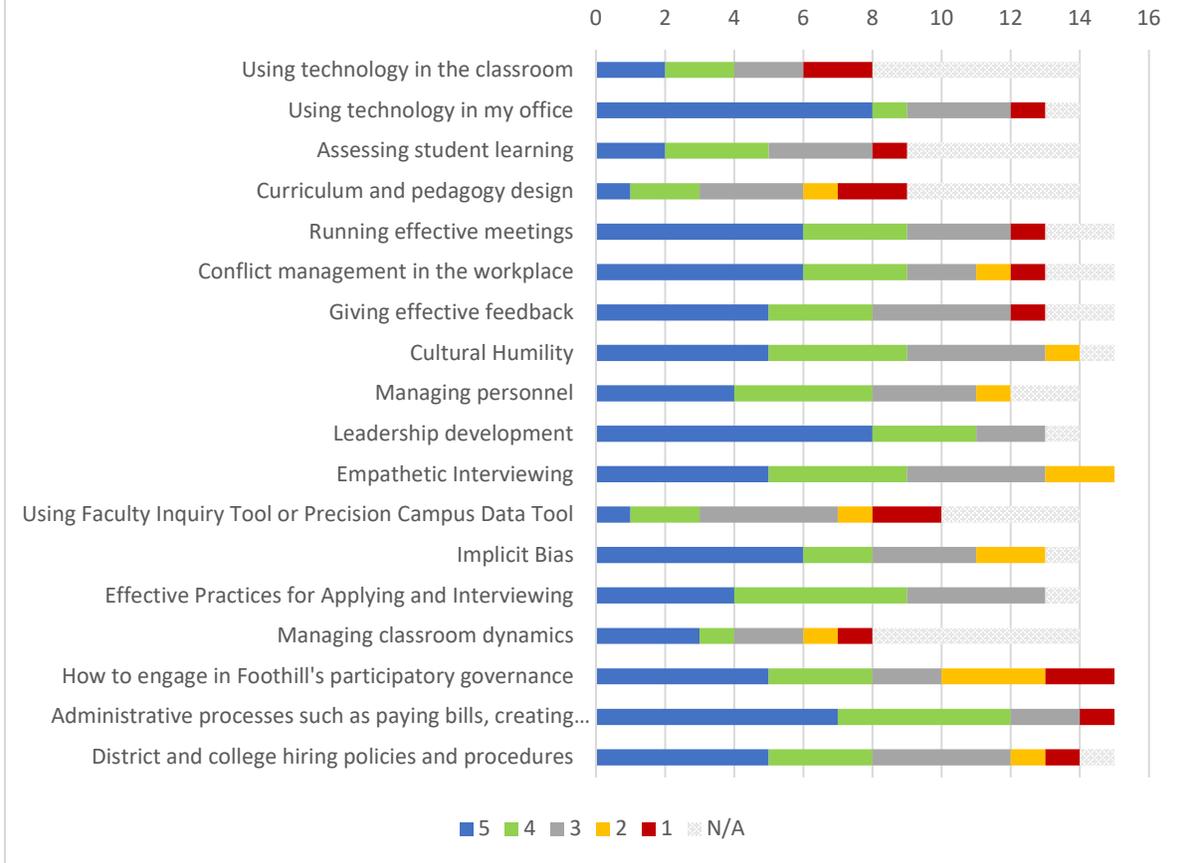| Topic	
Using technology in the classroom	
Using technology in my office	
Assessing student learning	
Curriculum and pedagogy design	
Running effective meetings	
Conflict management in the workplace	
Giving effective feedback	
Cultural Humility	
Managing personnel	
Leadership development	
Empathetic Interviewing	
Using Faculty Inquiry Tool or Precision Campus Data Tool	
Implicit Bias	
Effective Practices for Applying and Interviewing	
Managing classroom dynamics	
How to engage in Foothill's participatory governance	
Administrative processes such as paying bills, creating…	
District and college hiring policies and procedures	

■ Fours and Fives   ■ Ones and Twos

The table above illustrates the percentage of responses indicating higher interest (fours and fives) versus the percentage of responses indicating lower interest (ones and twos) as a percent of the number of responses received for that topic.
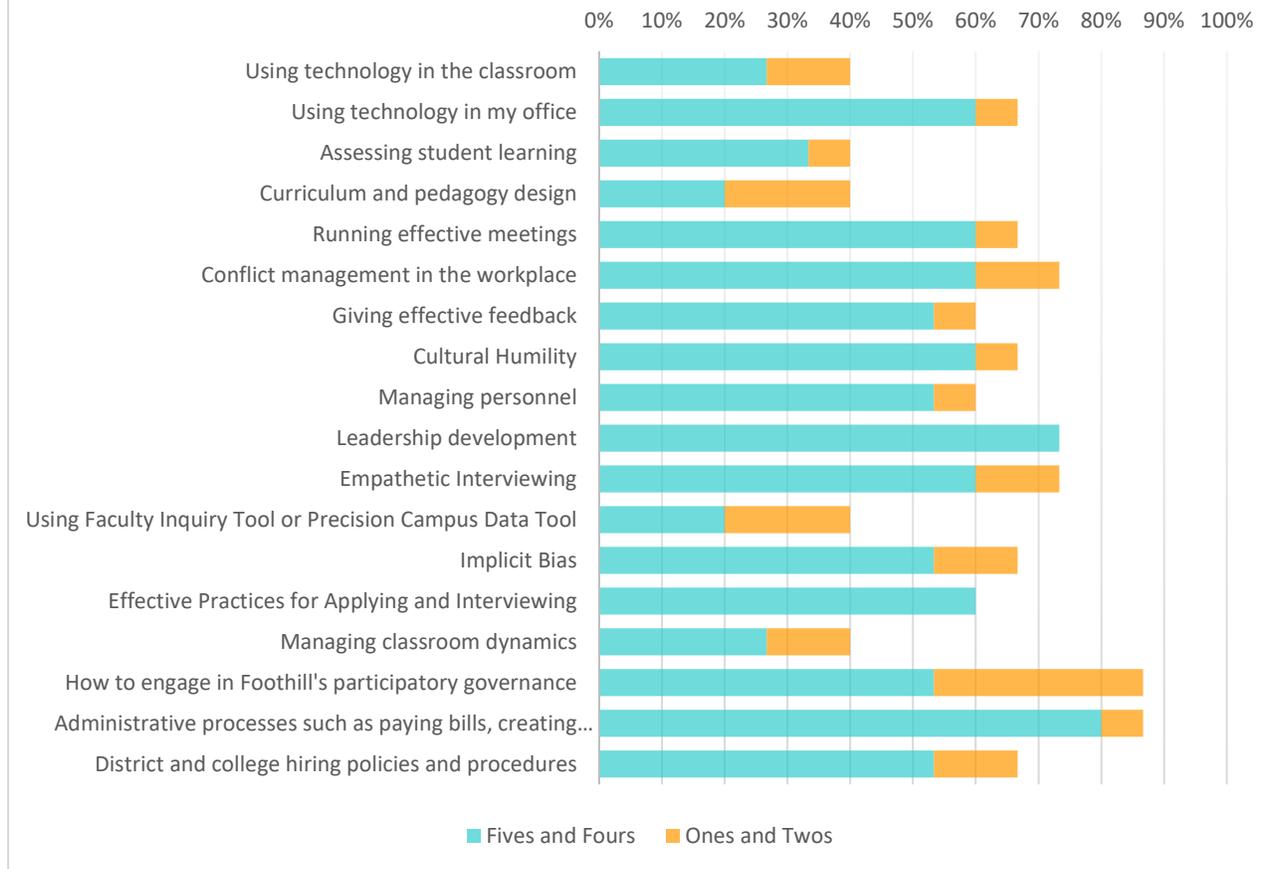
GENERAL OBSERVATIONS:

- **As a college**, respondents are most interested in learning more about **cultural humility, giving effective feedback, assessing student learning, and leadership development**.
- As a college, there is the least amount of interest in learning about managing personnel and how to engage Foothill's participatory governance.

Staff Ratings of their Desire to Learn More about Selected Topics

The table above depicts the number of **classified staff** responses for specific ratings of 1, 2, 3, 4, 5, or N/A for each topic with a total of **n=15** responses. Where the number of responses for a topic does not reach 15, it is because one or more respondents did not select a rating for that topic. Higher ratings of fives and fours are depicted in blue and green, while lower ratings of ones and twos are shown in yellow and red. Ratings of three may suggest the respondent does not feel strongly one way or the other and are depicted in dark gray.

STAFF RATINGS OF HIGH VERSUS LOW DESIRE TO LEARN MORE ABOUT SELECTED TOPICS

Chart categories (top to bottom):

- Using technology in the classroom
- Using technology in my office
- Assessing student learning
- Curriculum and pedagogy design
- Running effective meetings
- Conflict management in the workplace
- Giving effective feedback
- Cultural Humility
- Managing personnel
- Leadership development
- Empathetic Interviewing
- Using Faculty Inquiry Tool or Precision Campus Data Tool
- Implicit Bias
- Effective Practices for Applying and Interviewing
- Managing classroom dynamics
- How to engage in Foothill's participatory governance
- Administrative processes such as paying bills, creating…
- District and college hiring policies and procedures

Legend: ■ Fives and Fours   ■ Ones and Twos

The table above illustrates the percent of responses from **classified staff** indicating higher interest (fours and fives) versus the percent of responses indicating lower interest (ones and twos) as a percent of the number of responses received for that topic.

GENERAL OBSERVATIONS:

- **Classified staff** respondents are most interested in learning more about **administrative processes such as paying bills and creating Smartsheets, and in leadership development.** There was also significant interest in learning more about **using tech in my office, running effective meetings, conflict management in the workplace, and empathetic interviewing.**
- **Classified staff** respondents reported the least amount of interest in learning about how to engage Foothill's participatory governance and in curriculum and pedagogy design.
- Given the number of "N/A" responses it appears many classified staff do not feel the topics of using tech in the classroom, curriculum and pedagogy design, assessing student learning, and managing classroom dynamics are especially relevant to them.

All Faculty Ratings of their Desire to Learn More About Selected Topics
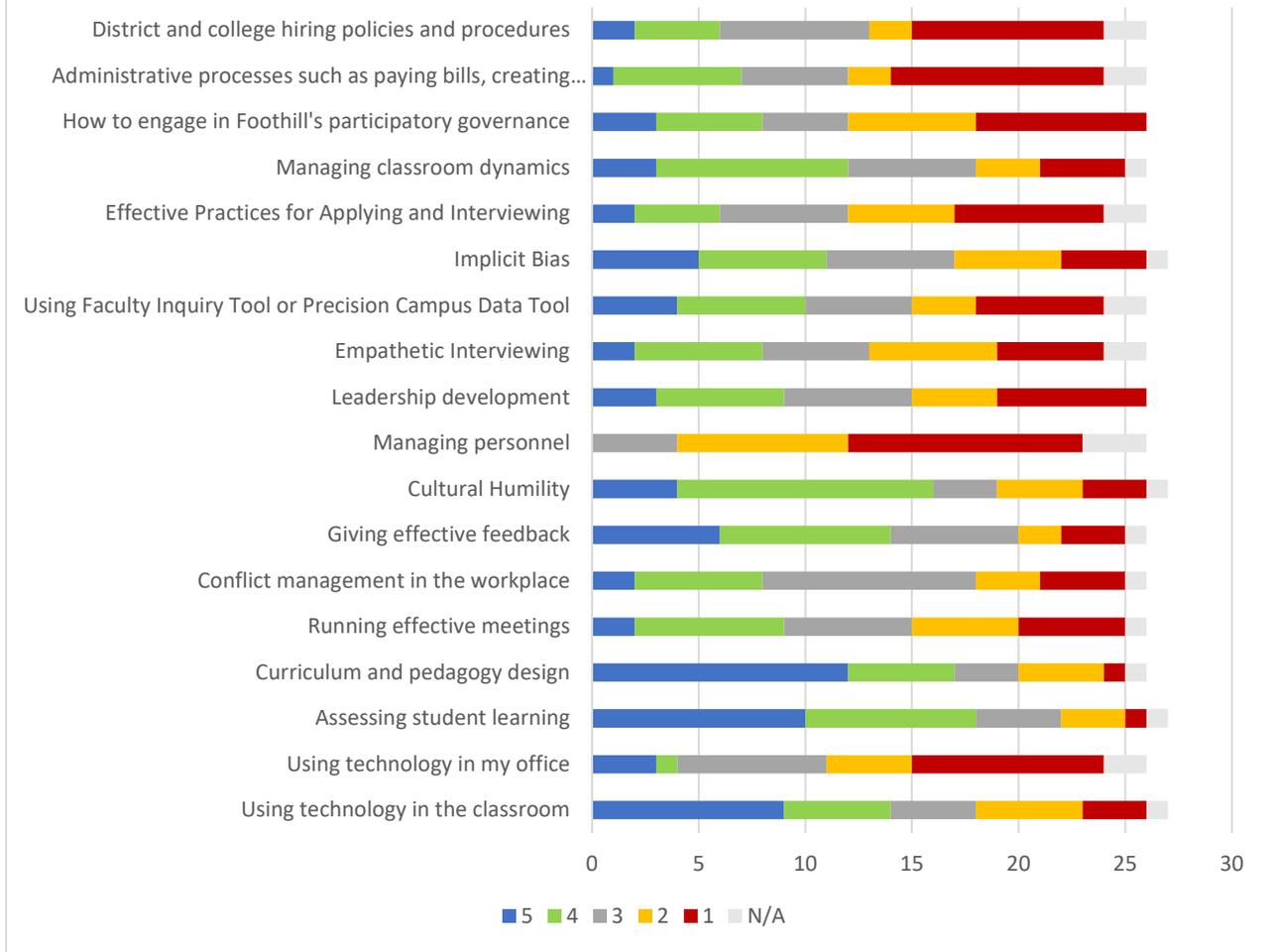
The table above depicts the number of **faculty** responses (full and part time) for specific ratings of 1, 2, 3, 4, 5, or N/A for each topic with a total of **n=28** responses. Where the number of responses for a topic does not reach 28, it is because one or more respondents did not select a rating for that topic. Higher ratings of fives and fours are depicted in blue and green, while lower ratings of ones and twos are shown in yellow and red. Ratings of three may suggest the respondent does not feel strongly one way or the other and are depicted in dark gray.

ALL FACULTY RATINGS OF HIGH VERSUS LOW DESIRE TO LEARN MORE ABOUT SELECTED TOPICS
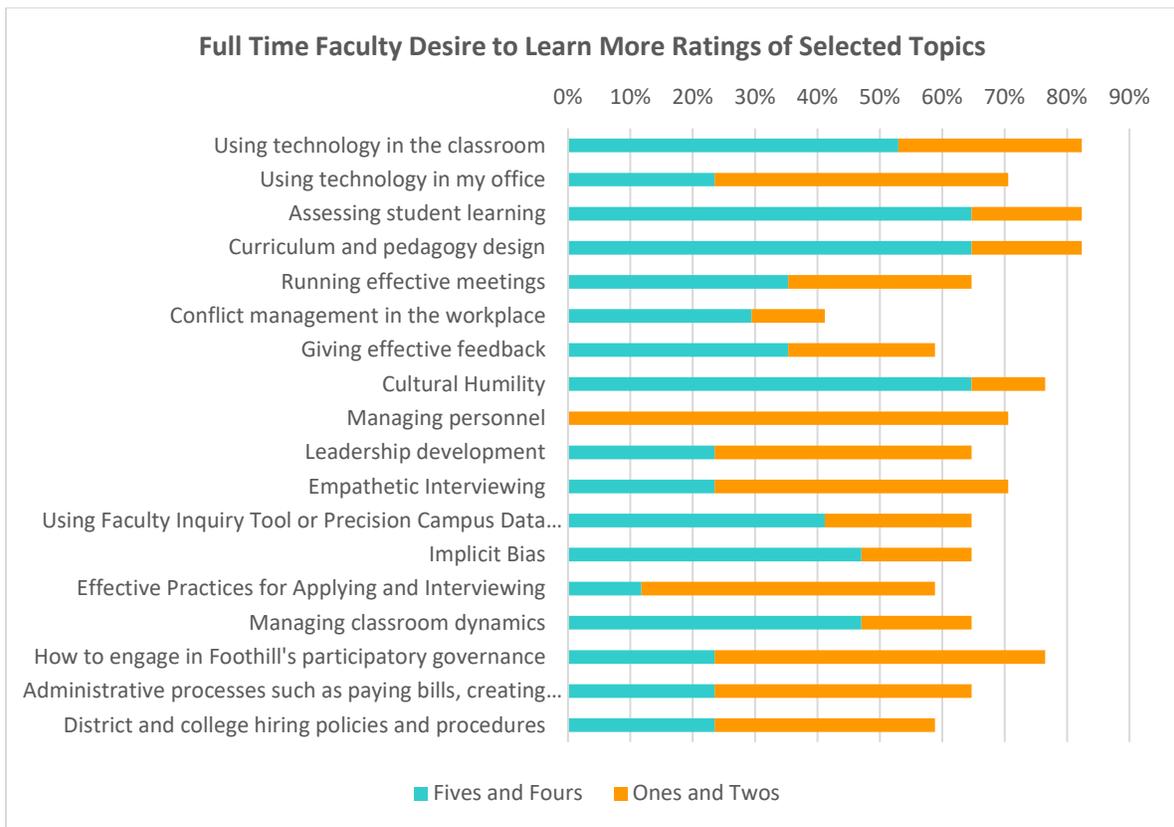
Legend: Fives and Fours | Ones and Twos
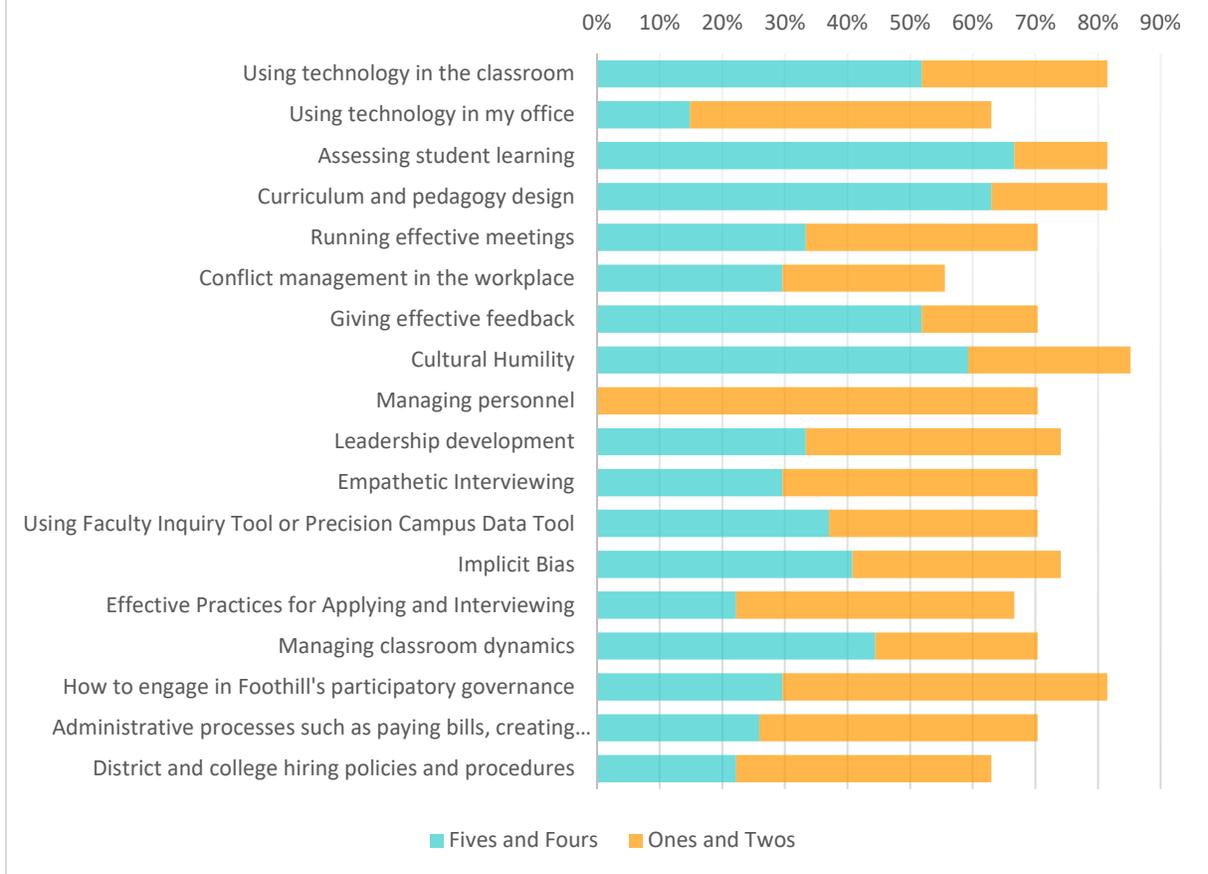
The table above illustrates the percentage of responses from **all faculty** indicating higher interest (fours and fives) versus the percentage of responses indicating lower interest (ones and twos) as a percent of the number of responses received for that topic.

GENERAL OBSERVATIONS:

- **Faculty** respondents are most interested in learning more about **assessing student learning, curriculum and pedagogy design, and cultural humility**. There was also significant interest in learning more about **using tech in the classroom, and in giving effective feedback.**
- **Faculty** respondents reported the least amount of interest in learning about managing personnel, administrative processes such as paying bills and creating Smartsheets, how to engage Foothill's participatory governance, effective practices for applying and interviewing, and in using technology in their office.

Full Time Faculty Ratings of their Desire to Learn More About Selected Topics
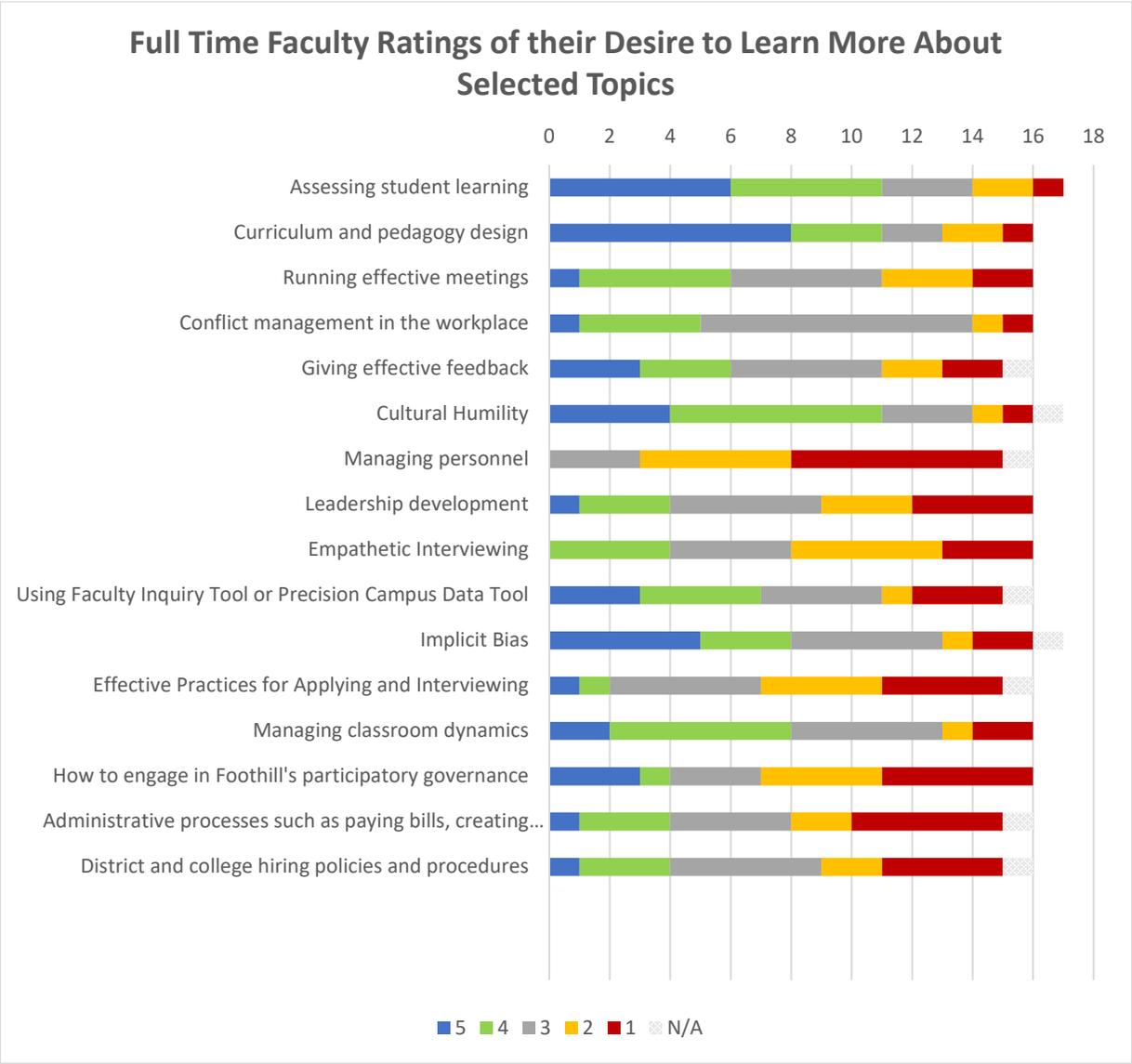
The table above depicts the number of **full-time faculty** responses (full and part time) for specific ratings of 1, 2, 3, 4, 5, or N/A for each topic with a total of **n=17** responses. Where the number of responses for a topic does not reach 17, it is because one or more respondents did not select a rating for that topic. Higher ratings of fives and fours are depicted in blue and green, while lower ratings of ones and twos are shown in yellow and red. Ratings of three may suggest the respondent does not feel strongly one way or the other and are depicted in dark gray.

Full Time Faculty Desire to Learn More Ratings of Selected Topics

The table above illustrates the percent of responses from **full time faculty** (n=17) indicating higher interest (fours and fives) versus the percent of responses indicating lower interest (ones and twos) as a percent of the number of responses received for that topic.

> **GENERAL OBSERVATIONS**:
>
> - **Full time faculty** respondents are most interested in learning more about **assessing student learning, curriculum and pedagogy design, and cultural humility**. There was also significant interest in **using tech in the classroom, implicit bias, managing classroom dynamics, and using the Faculty Inquiry Tool or Precision Campus Data Tool**.
> - **Full time faculty** respondents reported the least amount of interest in learning about managing personnel, administrative processes such as paying bills and creating Smartsheets and in how to engage Foothill's participatory governance. There was also significantly lower interest in using tech in my office, empathetic interviewing, effective practices for applying and interviewing, leadership development, and administrative processes like paying bills and creating Smartsheets.

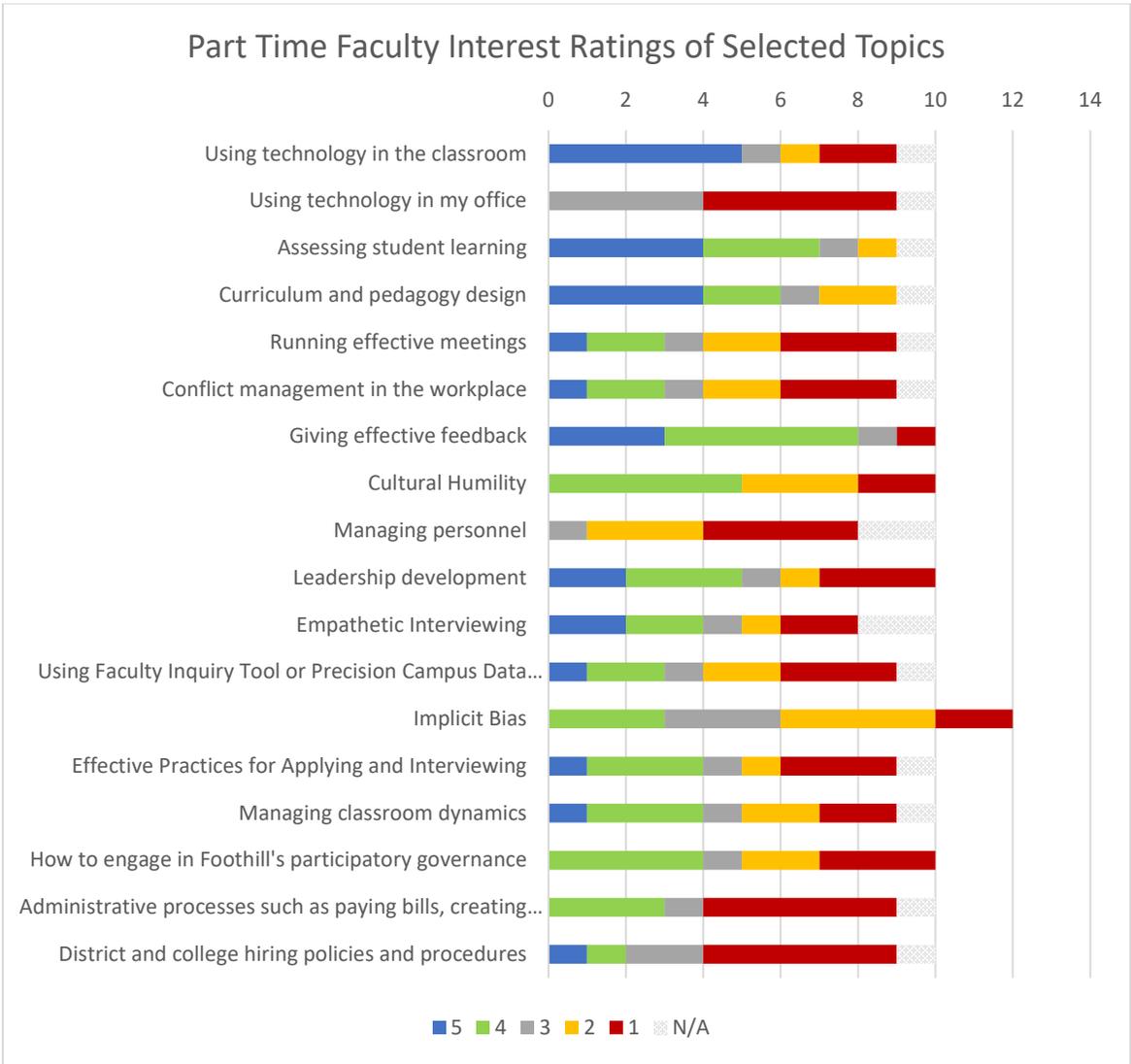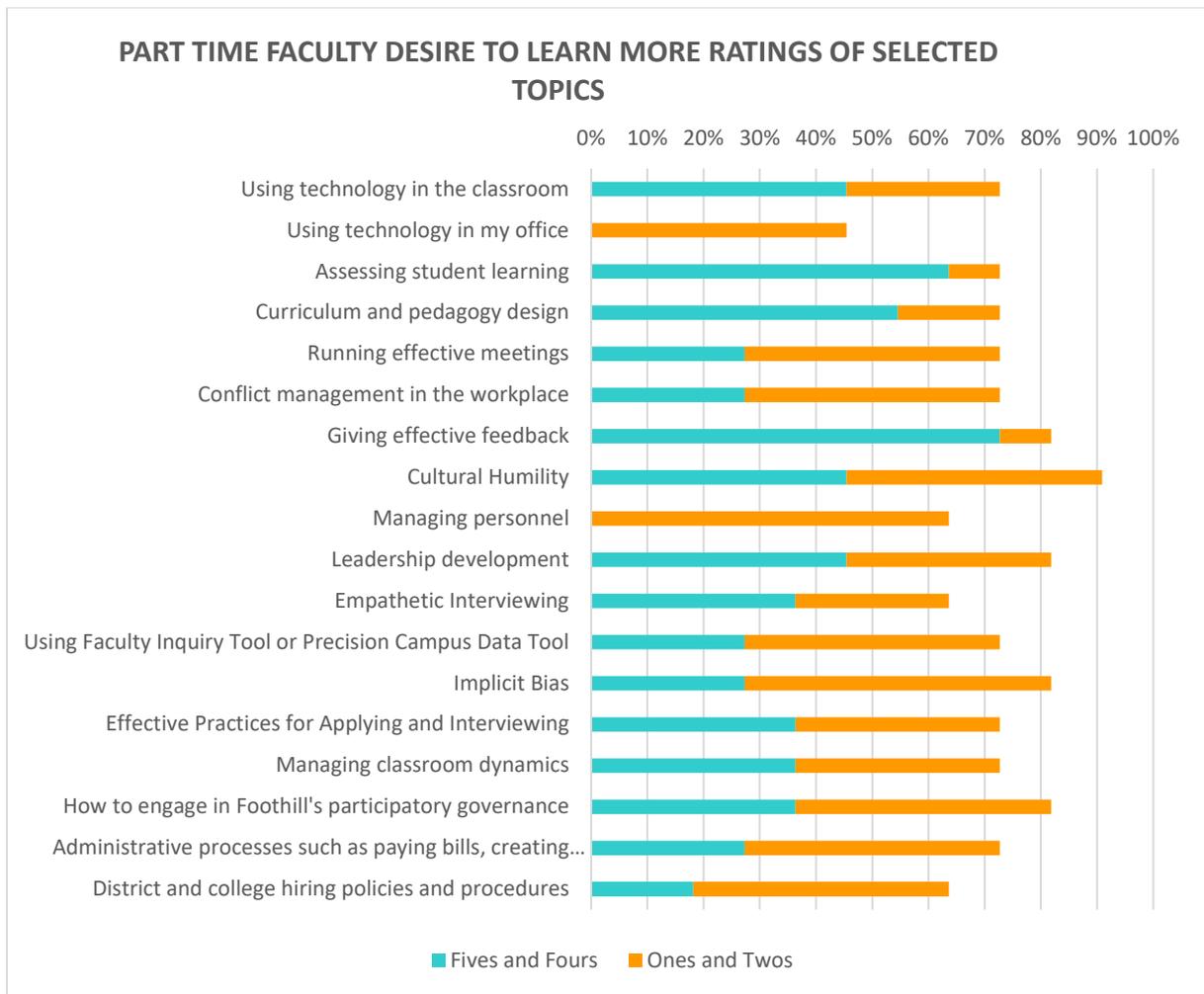## Part Time Faculty Interest Ratings of Selected Topics

The table above depicts the number of **part time faculty** responses (full and part time) for specific ratings of 1, 2, 3, 4, 5, or N/A for each topic with a total of **n=11** responses. Where the number of responses for a topic does not reach 11, it is because one or more respondents did not select a rating for that topic. Higher ratings of fives and fours are depicted in blue and green, while lower ratings of ones and twos are shown in yellow and red. Ratings of three may suggest the respondent does not feel strongly one way or the other and are depicted in dark gray.

PART TIME FACULTY DESIRE TO LEARN MORE RATINGS OF SELECTED TOPICS

Chart categories (top to bottom):
- Using technology in the classroom
- Using technology in my office
- Assessing student learning
- Curriculum and pedagogy design
- Running effective meetings
- Conflict management in the workplace
- Giving effective feedback
- Cultural Humility
- Managing personnel
- Leadership development
- Empathetic Interviewing
- Using Faculty Inquiry Tool or Precision Campus Data Tool
- Implicit Bias
- Effective Practices for Applying and Interviewing
- Managing classroom dynamics
- How to engage in Foothill's participatory governance
- Administrative processes such as paying bills, creating…
- District and college hiring policies and procedures

Legend: ■ Fives and Fours   ■ Ones and Twos

The table above illustrates the percent of responses from **part time faculty** (n=11) indicating higher interest (fours and fives) versus the percent of responses indicating lower interest (ones and twos) as a percent of the number of responses received for that topic.

GENERAL OBSERVATIONS:

- **Part time faculty** respondents indicated the most interest in learning more about **giving effective feedback, assessing student learning, and curriculum and pedagogy design**. There was also significant interest in learning more about **cultural humility, leadership development, and using technology in the classroom**.

- **Part time faculty** respondents reported the least amount of interest in learning about managing personnel, using technology in their office, and in implicit bias. There was also significantly lower interest in learning more about district and college hiring policies and procedures.

OVERALL CONCLUSIONS AND RECOMMENDATIONS

Organization/coordination: The Foothill College community, overall, seems to enjoy having PD options organized and/or offered by the college as well as by their division and department. Administrators and staff had a stronger preference for college-organized events than did faculty. One possibility is that division or department-specific events are attractive to faculty because such events may be more discipline-specific and/or that they are a way to connect and learn with division colleagues. It may also be that administrators and staff prefer college-organized events because they have less bandwidth to coordinate events for their area.

- **Recommendations:** Consider continuing to leverage college-level resources (Office of PD, Office of Instruction, President's Office, and Online Learning) to plan and coordinate most PD offerings, as they are likely to have more bandwidth. To the extent possible, also encourage divisions/departments to consider offering at least one or two opportunities around topics that are of the greatest interest to their area.

Interest in cohort learning: There is strong interest among all employee groups in participating in professional development opportunities as a cohort, where a group attends an event together and then reconvenes afterward to unpack and exchange thoughts with other Foothill colleagues. In recent years there have typically been many professional learning events available in the CCC system offered around a wide variety of topics. Such opportunities are advantageous for many reasons. First and foremost, learning is often deeper when individuals attend together and make meaning with others. Additionally, many of these are low- or no-cost and in general they require less coordination from Foothill employees (only need to coordinate a Foothill cohort to attend and debrief together rather than having to plan, coordinate and implement an entire event), and they still allow Foothill participants to be in community and discuss how new information and ideas are specifically applicable at Foothill.

- **Recommendations**: Given the plethora of excellent PD opportunities made available through the CCC system, including many that have no associated cost, for 22-23 it seems appropriate to take advantage of as many such opportunities as possible.

Preferred modality to engage PD: Many employees prefer participating synchronously, whether online or face to face. The survey occurred in Spring 2022 as the college was emerging from two years of Covid-related social distancing, so it may be that synchronous events are more attractive to many Foothill employees right now simply because they offer an opportunity for more social connection. However, part-time faculty expressed a preference for online PD opportunities (whether synchronous or asynchronous). This is consistent with many years of anecdotal feedback that many of our part-time faculty colleagues are teaching at more than one college. As such they are forced to spend more time commuting and balancing responsibilities to multiple colleges so they logistically can't participate in Foothill PD without the flexibility afforded by the asynchronous modality.

- **Recommendations**: Consider offering the majority of professional opportunities synchronously, whether face to face or virtual. When planning offerings specifically designed to support part-time faculty, though, consider offering the option to participate asynchronously online.

Series events (spaced learning) versus stand-alone workshops: Both part- and full-time faculty prefer learning over time (a.k.a. spaced learning) via a series of workshops than participating in one-off workshops (a.k.a. massed learning).

On the other hand, staff prefer the one-offs. There is much cognitive science research[1] to suggest spaced learning leads to deeper learning and/or retaining learning for longer amounts of time than does massed learning. Logistically, though, spaced learning requires more time and effort for both organizers and participants than do massed learning events.

- **Recommendation**: To best meet the current needs of Foothill staff and faculty, for 22-23 consider offering the majority of PD for topics of most interest to staff as single, stand-alone events, and offering the majority PD for topics of most interest to faculty as a series of events over time.

Topics of interest (or disinterest)

Classified staff expressed the most interest in PD around these topics: administrative processes such as paying bills and creating Smartsheets, and leadership development, using tech in my office, running effective meetings, conflict management in the workplace, and empathetic interviewing. They reported the least amount of interest in learning about how to engage Foothill's participatory governance and in curriculum and pedagogy design.

In the aggregate, **faculty** indicated the most interest in learning opportunities around assessing student learning, curriculum and pedagogy design, cultural humility, using tech in the classroom, and in giving effective feedback. In contrast, faculty in the aggregate expressed *disinterest* in events around managing personnel, using technology in their office, effective practices for applying and interviewing, and how to engage Foothill's governance structure.

Full time faculty expressed interest in **assessing student learning, curriculum and pedagogy design, and cultural humility**. There was also significant interest in **using tech in the classroom, implicit bias, managing classroom dynamics, and using the Faculty Inquiry Tool or Precision Campus Data Tool**. Given that these topics did not rank highly for part-time faculty, when offering events around these topics, consider prioritizing offering them synchronously either online and/or face-to-face.

Part time faculty respondents indicated the most interest in learning more about giving effective feedback, assessing student learning, and curriculum and pedagogy design. There was also significant interest in learning more about cultural humility, leadership development, and using technology in the classroom. Part time faculty respondents reported the *least* amount of interest in learning about managing personnel, using technology in their office, and in implicit bias. There was also significantly lower interest in learning more about district and college hiring policies and procedures.

Overall recommendations

Based on the responses for this survey, the following is suggested to meet PD needs for 2022 – 2023:

- **For Classified Staff**: *College-level planning groups* (President's Office, Office of PD, Office of Online Learning, Office of Instruction, Student Services Division) offer a variety of single *("one-off") synchronous events* to classified staff. Resources allowing, offer them in *both online and face-to-face modalities* but if resources are limited, *err on the side of online synchronous*. Topics to include **administrative processes, leadership**

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[1] For example, see https://pubmed.ncbi.nlm.nih.gov/23565787/

development, using tech in the office, running effective meetings, conflict management in the workplace, and perhaps empathetic interviewing. If and when CCC system partners offer **external events** around one of those topics, provide staff the opportunity to attend the event together and meet synchronously afterward to unpack.

- For **Full Time Faculty**: *College-level planning groups* (President's Office, Office of PD, Office of Online Learning, Office of Instruction, Student Services Division) offer a variety of ***workshop series over time in a synchronous format***. Resources allowing, *offer them in **both online and face-to-face modalities*** but if resources are limited, err on the side of online synchronous to be most inclusive of faculty who commute. Topics to include **assessing student learning, curriculum and pedagogy design, and cultural humility**, **using tech in the classroom, implicit bias, managing classroom dynamics, and using the Faculty Inquiry Tool or Precision Campus Data Tool**. If and when CCC system partners offer external events around one of those topics, provide faculty the opportunity to attend the event together and meet synchronously afterward to unpack.
- For **Part-Time Faculty**: *College-level planning groups* (President's Office, Office of PD, Office of Online Learning, Office of Instruction, Student Services Division) offer a variety of ***workshop series over time in an asynchronous format***. Resources allowing, *offer them in **both online and face-to-face modalities*** but if resources are limited, err on the side of online asynchronous to be most inclusive of faculty who commute. Topics to include **giving effective feedback, assessing student learning, and curriculum and pedagogy design, cultural humility, leadership development, and using technology in the classroom**. If and when CCC system partners offer external events around one of those topics, provide faculty the opportunity to attend the event together and meet synchronously afterward to unpack.

Limitations and Future Directions

The primary limitation here is low participation. The survey link was sent to the "foothill" email distribution list, which is maintained by the college and includes 1206 email addresses. There were 46 responses. The low response rate was not helped by the timing of the survey. Being open at the end of June for a short window (~one week) was not ideal, and it is likely more colleagues would have responded if the survey had been opened earlier in the Spring quarter and for a longer amount of time. Next year we plan to open the survey at the end of May and leave it open for a minimum of two full weeks. Although we would have preferred more responses, we still believe the responses we did receive give us relevant, important information we can use to plan. Responses came from all major employee groups: staff, faculty (both full- and part-time) and administrators.

The Foothill staff who responded to the survey had a significant preference for massed learning events (i.e. "one-offs") as opposed to spaced learning events (learning over time). However, spaced learning is frequently associated with deeper and more sustained learning. For next year it may be valuable to explore whether staff truly prefer one-offs or if it's just that it's logistically difficult for them to participate in spaced learning, and if so, how the college might better support them to participate in spaced learning.

Appendices:

Appendix A Open Ended Feedback

Question 7: Open feedback about topics they'd like offered that were not among the options offered on the list provided:

7. Please list any topics not captured in the options above that you would like to see offered at Foothill:

20 responses20Responses

ID	Name	Responses
1	anonymous	None
2	anonymous	1. Evolution of education models and learning methodologies. 2. How to incorporate AI tools and technologies in your job 3. The future of Foothill College and what should we be teaching?
3	anonymous	How to create effective PowerPoint presentations.
4	anonymous	Active Learning, Building Community Online,
5	anonymous	Hyflex teaching, how to sign virtual paperwork so I don't have to get to a scanner or drive the papers to Foothill-both of which I have done in the past 3 months.
6	anonymous	Open-source course material.
7	anonymous	How to increase office/ team productivity.
8	anonymous	Showcase of Teaching Innovations Work/Life Balance- fewer Meetings more productive staff Less Is More, How Faculty Leaders can Write less in Emails and Communicate Better Innovation Conference at Foothill for faculty from other colleges Silent Retreat on Campus, eat, walk, and silence Division Retreats in Aslimar- Reconnect with your colleagues and innovate
9	anonymous	Becoming involved in state politics as it pertains to education. What is the State Chancellor's Office and why are they sending me emails? The role of unions in education. More topics on critical pedagogy.
10	anonymous	Navigate, and how to use the apps on Office 360
11	anonymous	Mindfulness and self-care
12	anonymous	I would love to see more activities that specifically help people do their jobs, or do their jobs better. Software training, Banner training, process training (submitting work orders, ordering keys, how to buy stuff, who do I contact for....?) Essentially, more onboarding type training as well as refresher training. It seems like a lot of folks just don't know how to do a lot of things simply because they were never trained, and often don't know, what they don't know.
13	anonymous	Rather than have people present on things that are the flavor of the month buzzword laden new pedagogical ideas that they probably just learned in a seminar, why not have people share ideas in which they are experts. We all have areas of expertise, but many of us have to be conversant on a wide range of topics. Having people present on things that would be useful and broaden our understanding of current events for example. I am sure people would love to hear from Econ professors, for example, regarding current state of economy, etc. Experts on ethics, or political issues would also be good to add perspective to

ID	Name	Responses
		current affairs. Biologists and scientists in general could give important information that could help everyone be more informed about a wide range of topics. It has been ages since I heard anything i didn't already know in one of these pd sessions.
14	anonymous	Trends in education for the next 10 years How to work for and with an inexperienced manager/leader without taking on responsibilities outside of your own job
15	anonymous	Tips for student retention All hands on deck: creating a thriving campus life Successful and relevant certificate programs Cohorts for student success
16	anonymous	Building some sort of Intranet or central repository of knowlege of all Foothill administrative procedures. Streamlining processes/procedures. Team building and collaboration tools for support staff (to share knowledge and learn from each other). In-person social gatherings or team building experiences (learning one's communication style, Myers Briggs training, organizational management trainings, or fun workshops, games) to foster relationships. Working on making the campus a happier place aesthetically (adding color, good signage, fun spaces (furniture, swing chairs!), employee lounges, showcase of empoyee arts and crafts?)
17	anonymous	what equity in the COR may look like, differences between Student Learning Outcomes and Course Objectives, a focus on the "warm demander" teacher positionality, academic (dis)honesty in the post-Covid era, video editing for the so so technologically competent.
18	anonymous	Mindfulness in the classroom, meetings, and interpersonal interactions. Restorative Justice training for the classroom, meetings, and interpersonal interactions.
19	anonymous	transitioning to online teaching
20	anonymous	N/A

Question 8. What else would you like folks involved in planning professional development to know?

15 responses 15 Responses

ID	Name	Responses
1	anonymous	Whatever you plan, it's best to have something tangible to take away that can be directly implemented.
2	anonymous	The is not the world's best survey. At least it yourself before sending it out. The topics for the PD are "the same old stuff"
3	anonymous	What future technologies should we incorporate into our curriculums.
4	anonymous	N/A

ID	Name	Responses
5	anonymous	Faculty have more answers among ourselves than you may be aware. Often more answers than the deans to the challenges faculty face.
6	anonymous	It's hard to do training on campus. Very distracting. If the budget ever allows for it, so much better to do off campus training.
7	anonymous	Please do not recreate flex week again. Packing in so many on-campus events was not something that many of us wanted but was imposed on us by those who made the decisions. Do not impose community on us but instead, look to the past when we had community and it was enjoyable to come to work. We need more division community building with deans that support us and care to connect us rather than divide us. We need less PD that sees us as a deficit but instead values our innovations. Have more opportunities where groups of faculty from Foothill present innovations at Conferences outside of our college rather than trying to fix us and see that we are not doing enough. Do not make PD that is on-campus only but instead always have opportunities that are hyflex that include rather than exclude. Have an equal amount of faculty leaders on the committees that make decisions for flex days or PD that are online instructors as much as on-campus.
8	anonymous	We're not all faculty
9	anonymous	PD is pretty narrowly focused. The options listed above show the agenda of the PD office. However, asking us what we want is a good step forward.
10	anonymous	I really appreciate all of your hard work to offer amazing opportunities for us. I always participate as much as I can with my busy schedule and always learn a lot that I can apply in my classroom and my life outside of work
11	anonymous	PD is usually directed towards faculty more so than Classified.
12	anonymous	Working on making the campus a happier place aesthetically by adding color, good signage, fun spaces (modern furniture, swing chairs?), employee lounges, showcase of employee arts and crafts. Allowing divisions to decorate, paint their offices to allow for some diversity, individuality and fun. Thank you for this survey! Looking forward to its outcomes.
13	anonymous	I can help with the mindfulness workshops
14	anonymous	More than anything, I have more ideas in my head than I have had time to try out. Introduction to an idea is fast - a one-hour workshop. Implementation takes time, and the chance to get feedback and assistance.
15	anonymous	Thanks so much for your hard work in offering diverse options for professional development!

Appendix B: Survey

Foothill College 22-23 Professional Development Needs Assessment ⅜

Foothill College offers a robust lineup of in-house professional development opportunities that you can use for PGA/PAA credit. Sent on behalf of the Office of Equity and Professional Development and the Office of Instruction, this survey is intended to help us learn more about your professional development needs for the upcoming academic year so we can best plan our 2022-2023 programming.

All responses are collected anonymously.

* Required

1. I prefer to participate in locally-organized professional development activities that are organized by (check all that apply) *

☐ the College (e.g. Office of PD, President's Office, Office of Online Learning, Psych Services)

☐ my Division

☐ my Department

2. I'm interested in participating in externally-offered PD events as a member of a Foothill College cohort that attends the event together and then meets afterward to process together and learn from one another as a group. *

○ Yes

○ No

○ Undecided

3. My preferred method(s) for engaging in professional development at Foothill is/are: *

☐ Face to Face events on campus

☐ Synchronous online events

☐ Asynchronous online events

☐ Participating in one-off workshops designed primarily to aquire information

☐ Participating in workshop series over time to learn new content and build skill in applying it

4. When an event of interest is offered by Foothill, which (if any) of the following factors prevent you from participating? *

☐ Inconvenient times

☐ Not aware of activities

☐ Lack of office/class coverage

☐ Too busy with my other job duties

☐ Feeling burned out

5. If you have other factors beyond those listed in the previous question, please describe below

[   ]

6. Please rate your *desire to learn more* about the topics below. (1=Low 5=High)

	1	2	3	4	5	N/A
Using technology in the classroom	○	○	○	○	○	○
Using technology in my office	○	○	○	○	○	○
Assessing student learning	○	○	○	○	○	○
Curriculum and pedagogy design	○	○	○	○	○	○
	1	2	3	4	5	N/A

Running effective meetings	◯	◯	◯	◯	◯	◯
Conflict management in the workplace	◯	◯	◯	◯	◯	◯
Giving effective feedback	◯	◯	◯	◯	◯	◯
Cultural Humility	◯	◯	◯	◯	◯	◯
Managing personnel	◯	◯	◯	◯	◯	◯
Leadership development	◯	◯	◯	◯	◯	◯
Empathetic Interviewing	◯	◯	◯	◯	◯	◯
Using Faculty Inquiry Tool or Precision Campus Data Tool	◯	◯	◯	◯	◯	◯
Implicit Bias	◯	◯	◯	◯	◯	◯
Effective Practices for Applying and Interviewing	◯	◯	◯	◯	◯	◯
Managing classroom dynamics	◯	◯	◯	◯	◯	◯
How to engage in Foothill's participatory governance	◯	◯	◯	◯	◯	◯
Administrative processes such as paying bills, creating Smartsheets	◯	◯	◯	◯	◯	◯
District and college hiring policies and procedures	◯	◯	◯	◯	◯	◯

7. Please list any topics not captured in the options above that you would like to see offered at Foothill:

8. What else would you like folks involved in planning professional development to know?

9. What is your primary role at Foothill? *

- ◯ Classified Professional
- ◯ Full time faculty
- ◯ Part time faculty
- ◯ Supervisor
- ◯ Administrator
- ◯ Other Role

10. If Other Role, please describe:

11. How long have you been employed at Foothill? *

- ◯ New - 3 years
- ◯ 4 to 7 years
- ◯ 8 - 11 years
- ◯ More than 12 years