

Faculty Development Committee Meeting
Minutes for Tuesday, March 8, 2016, in Teaching and Learning Center,
Library Basement, 1-1:50 pm

<u>Name</u>	<u>Abbreviation</u>	<u>Division</u>
Florence Baker (excused)	(FB)	Behavioral & Social Sciences
Dustin Black (excused)	(DB)	Behavioral & Social Sciences
Kristie Daniel-DiGregorio* (present)	(KDD)	Behavioral & Social Sciences
Ross Durand (present)	(RD)	Industry & Technology
Briita Halonen (present)	(BH)	Humanities
Sheryl Kunisaki (present)	(SK)	Learning Resources
Sumino Otsuji (present)	(SO)	Humanities
Margaret Steinberg (present)	(MS)	Natural Sciences
Lisa Mednick Takami (present)	(LMT)	Professional Development
Evelyn Uyemura (present)	(EU)	Humanities
Andree Valdry (present)	(AV)	Learning Resources/Compton Center

*Committee Chair

Mission Statement: The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration.

Spring 2016 Meetings: ~~January 26~~, February 9 & 23, March 8, April 12 & 26, May 10 (if needed).

AGENDA

1. **Campus Safety: Spring PD Day Follow-Up:** (KDD) provided a progress update on the variety of initiatives on which the FDC is working, in response to concerns raised by ECC faculty. The concerns and progress are listed below.
 - a. Concern: The urgent need for faculty to be able to lock their classrooms from inside the class. The college is investigating a mechanism that will address this concern. (LMT) provided information on Lock Blok, a low-cost solution available at www.doorblok.com. (MS) previously provided information regarding Barracuda locks, available from Bilco.
 - b. Concern: The need for faculty to have access to reliable communication in their classrooms. A newsletter, designed to raise awareness of safety and security resources and trainings, will include a link with instructions for enrolling in Nixle. Faculty will be encouraged to suggest that their students enroll in the program. Further efforts are needed to ensure that all faculty have reliable access to communication in their classrooms, e.g., by improving cell coverage, wi-fi, and/or installing classroom phones.
 - c. Concern: The need for campus-wide emergency training exercises. (KDD) reported on a very productive meeting with Chief of Police, Michael Trevis, who identified key questions to consider before implementing a campus-wide training exercise. Notes from the meeting were provided to the FDC team.

First, a scenario would need to be chosen for the training, for example, active shooter, power outage, local emergencies (e.g., at the Standard Oil plant), or a local environmental emergency. (EU) suggested that a realistic, comprehensive earthquake drill should also be considered. The team concurred that the annual earthquake drill is essentially a building evacuation drill but that a substantial earthquake would present much more complex issues.

Second, Chief Trevis noted the campus will need to determine the level of realism for a training exercise. Realistic trainings can generate anxiety; less realistic trainings may not prepare the campus as effectively. (KDD) reported that development of BP/AP 3505, Emergency Response Plan, is being fast-tracked and that Chief Trevis has been asked to help develop the policy, in collaboration with Rocky Bonura. Templates for BP/AP 3505 outline legally required preparations the college needs to make (including training exercises) as well as legally advised preparations. The FDC will continue to advocate

for expanded, campus-wide emergency training. In the meantime, three FDC-sponsored events are designed to respond to faculty requests for additional training:

- i. Mental Health First Aid Training, scheduled for Friday, April 1st.
- ii. Workshop with Chief Michael Trevis, focused on emergency training.
- iii. Newsletter, highlighting training opportunities and campus initiatives underway which address campus readiness.

(RD) reflected on the extensive level of preparation implemented at Coast College when he was on staff at that institution. All classified staff were required to attend CERT (Community Emergency Response Team) training or the college risked losing state funding. The training was full-action, including training on how to establish an incident command and how to mark search areas. The trainings were quite realistic, for example, including overturned filing cabinets and requiring trainees to triage and tag victims. (RD) noted that classified staff were the focus for the CERT training at Coast College, perhaps because they provide the most consistent presence on a college campus. He added that the Children's Center provided a model for emergency preparedness. Surprise drills were implemented on an ongoing basis, after which the performance of the Center was graded. (KDD) suggested it would be useful to have an outside, third party evaluate the design and implementation of the college's emergency training exercises.

The team reiterated the concern that the annual earthquake drill needs to be expanded to better prepare the campus. At the most recent drill, in October 2015, there was significant confusion that resulted from the simultaneous power outage. While disruptive, a power outage doesn't generate the same level of anxiety or panic that would be expected if a truly dangerous event were to occur. The team suggested that the time between now and October be utilized to review and revise the approach to earthquake drills on campus.

(KDD) asked the team for input regarding which topic Chief Trevis should focus on during an upcoming FDC-sponsored workshop. (MS) expressed that how to respond during an active shooter situation seems to be at the top of people's minds. (EU) agreed, suggesting that confidence levels campus-wide could be improved if this "worst case scenario" was addressed effectively.

(RD) suggested that efforts begin with smaller, more focused trainings such as the FDC-sponsored event with Chief Michael Trevis. Faculty know their own areas and it would be useful to start with division-based trainings. There is a need to address the most basic aspects of emergency preparedness such as having access to working radios. In recent earthquake drills, radios were distributed with dead batteries. On other campuses (RD) has observed, each office has a working, two-way radio in the office at all times.

(KDD) suggested that the workshop with Chief Trevis be hosted in the Humanities Building since recent incidents have centered on Humanities faculty. (BH) agreed, emphasizing the importance of focusing on practical guidelines that faculty can implement in their classrooms. It's essential that the training extend beyond the general guidelines that have been discussed at length since the fall 2014 incident, when the topic of active shooters became especially salient for our campus. Discussion and practice for different scenarios would provide the kind of benefit faculty are seeking in emergency training programs.

The team discussed a role play involving an entire building, such as the Humanities Building. Faculty would serve as students in the scenario. The team suggested it would be useful for Campus Police to see how challenging it can be to maintain communication between multiple floors of a large building. (EU) suggested the use of sound effects, infusing some realism in the training exercise. Access to communication would be tested. Real SWAT teams could be utilized for the training. The training could focus on the Humanities or the MAB buildings and it could be offered during one of the breakout sessions at Fall Professional Development Day. The breakout time slot might focus on campus safety, with a variety of options provided so attendees could choose the program that best fit their comfort level. For example:

- realistic, building-wide drills,
- informal discussion of scenarios, and
- workshops identifying resources and trainings available to students and faculty.

- d. Campus Safety and Security Newsletter: Based on concerns and suggestions emerging from previous FDC meetings this semester, (KDD) drafted a newsletter for the faculty listserv. The newsletter highlights a variety of training opportunities and resources, including short-term, self-paced and in-depth programs. She has been working with Chief Trevis (Campus Police), Valerie Wagner (Safety and Health), and Michelle Arthur (AIMS) to compile relevant and updated information. The team expressed support for the newsletter and offered suggestions such as (SK)'s suggestion to include mention of AIMS. (KDD) will work to finalize details for upcoming FDC-sponsored events, including the active shooter workshop with Chief Trevis and Mental Health First Aid Training, and will strive to publish the newsletter by week nine of the semester. (RD) agreed to serve as a co-facilitator with Chief Trevis for the active shooter workshop. (KDD) will organize date, time and location and arrange planning meetings.

(LMT) noted that she has volunteered to serve on the Emergency Response Committee and invited others to consider joining the committee. The first meeting of the reactivated committee will be later in March.

2. Additional FDC/PD Initiatives for Spring 2016 include:

- Update on Master Planning Process
- 2016 Great Teachers Seminar
- Review Faculty Needs Assessment, Spring PD Day Evaluations and Plan Fall PD Day
- Pilot Faculty Professional Development Plans
- Plan Fall Faculty Book Club

Meeting adjourned at 1:50 p.m.