**Faculty Development Committee Meeting**
**Minutes for Tuesday, October 13, 2015, in Teaching and Learning Center,**
**Library Basement, 1-1:50 pm**

| Name | Abbreviation | Division |
|------|--------------|----------|
| Florence Baker (present) | (FB) | Behavioral & Social Sciences |
| Dustin Black (present) | (DB) | Behavioral & Social Sciences |
| Rose Ann Cerofeci (present) | (RC) | Humanities |
| Kristie Daniel-DiGregorio* (present) | (KDD) | Behavioral & Social Sciences |
| Ross Durand (absent) | (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.

**Fall 2015 Meetings:**  September 8 & 22, October 13 & 27, November 10 & 24, December 8 (if needed).
**Spring 2016 Meetings:**  January 26, February 9 & 23, March 8, April 12 & 26, May 10 (if needed).

**AGENDA**
1. **Brief Status Reports on Fall FDC Initiatives**

   Faculty Book Club: (SO) reported that there was a strong showing – 14 faculty -- at the first meeting of the club on 9/25.  The book on neuroscience was well-received.  The club is designed like a graduate seminar with each participant taking responsibility to read and report on a section of the book.  (KDD) commended (SO) and her co-chair Sue Ellen Warren for designing an engaging session, with thought-provoking discussion questions.

   Outstanding Adjunct Faculty Award: (KDD) reminded the team that the deadline for nominations is Friday, 10/16.  Five nominations have been received so far.  The award program is designed to contribute to campus morale which was identified as an area in need of improvement in the 2010 Campus Climate Survey.  Improving morale is also one of the 2015-2016 goals for the Academic Senate.  Each of the nominees is recognized with an Achievement Award for Distinguished Teaching.  (DB) was applauded for being recognized for distinguished teaching at ECC and at the Compton Center.

   Getting the Job: The marketing materials for this event are being developed with assistance from the Professional Development Office.  The team agreed that notices for the workshop should be posted to the listserv after the deadline for the Outstanding Adjunct Faculty Award.

   Academic Technology: Meeting with Pete Marcoux: (KDD) and (LMT) met with Pete to discuss strategies for preparing faculty for future students who are currently in technologically rich learning environments in K-12.  (LMT) applauded Pete's tireless efforts to raise the level of technological resources on campus.  Several topics were discussed, including the migration of faculty websites from OU Educate to OU Campus.  The migration will happen automatically for faculty already using OU Educate.  Because OU Campus is a more complex platform, (LMT) anticipates faculty will benefit from additional training and require assistance troubleshooting once the migration is complete.  She needs to coordinate with Public Relations, Human Resources and the Compton Center on the timing of the migration.

Pete has secured a grant to provide Chromebooks to students in a pilot program. Relatedly, the Professional Development Office will soon have 10 tablets available for training and a set of 30, with a charging station, for classroom use. A reservation and check-out process will be developed. (FB) suggested asking faculty how they might incorporate the tablets into their students' learning. (LMT) will add a question to the faculty needs assessment, a draft of which she will share with the FDC before the next meeting. (EU) suggested not all faculty are knowledgeable about the latest trends in educational technology and that it would be useful to survey faculty about the extent to which they feel prepared to teach the next generation of students. (EU) and (FB) noted that many classes enroll more than 30 students. (LMT) explained that there may be additional funds available to purchase another set of tablets. In the meantime, students would need to double up.

(EU) suggested that learning more about examples of best practices can encourage faculty to incorporate new technology into their teaching. (RC) suggested tablets could be used to connect to library resources and databases. (KDD) noted that tablets could encourage use of the new LibGuides program. (LMT) reported that Math effectively uses tablets to display problem-solving. Uses can vary by division.

(SO), (BH), and (SK) cautioned that the quality of student work completed using tablets or iPads can vary. Editing can be difficult and student work often lacks proofreading and/or spellchecking. In addition, it can be challenging to print from tablets.

(FB) explained that it can also be challenging to utilize tablets with existing projectors in smart classrooms. She suggested considering what technical skills students will learn from using tablets. The workplace requires keyboarding – how might tablets help students develop skills for the workplace? (LMT) suggested that the tablets would be tools to advance understanding of content and not technical skills like keyboarding.

(SO) shared her experience on another campus where iPads were provided for the Liberal Studies program. Because very little training was provided for faculty, the resources are underutilized. (KDD) suggested that any efforts to introduce technology need to address the range of technological skills of faculty.

Title IX Training: In a previous meeting, the team expressed a desire for additional training on the reporting requirements for gender-based and sexual misconduct for faculty. (KDD) explained that faculty responsibilities were discussed at recent Academic Senate meetings and faculty voiced concerns about a need for additional training about the requirements and strategies for proactively addressing the issue. (KDD) approached Jaynie Ishikawa who has a tremendous amount of responsibility communicating expectations, providing training, and investigating incidents for both ECC and the Compton Center. She has offered to visit the next FDC meeting and (KDD) asked the team to consider two questions: 1) what are the issues that need to be addressed? and 2) what format or forum would be most effective? Online training can be cost-effective and quickly reach a large population but Jaynie reported that most are quite general rather than tailored to the faculty context.

(EU) noted the need for clarification regarding which context is covered. For example, if a student writes about being molested as a child when she lived overseas, must it be reported? The team's understanding is that (EU) would be required to report. (BH) commented that a staff member suggested she invite the student to report the incident herself, so the student could feel a sense of ownership over the process. It would then be the faculty member's obligation to confirm that the student did, in fact, report. (FB) had recently needed to report a situation, which required the involvement of the division dean, the Office of Staff and Student Diversity, and the Student Development Office. (FB) appreciated that the Student Diversity and Staff Development professionals contacted (FB) before contacting the student, asking (FB) to request the student's permission to establish contact.

**2. Making Decisions at El Camino College**

(KDD) noted that the Academic and all other collegial consultation committees review the "Making Decisions at El Camino College 2015-2020" document each year. She explained that decisions on our campus are, by law, required to be made in collegial and consultative way. She provided information regarding the "Role of Faculty"

from the document.  Title 5 dictates that the Academic Senate has primary responsibility for decision making in the "10+1" areas which include policies for faculty professional development activities.  This is the reason the FDC is chaired by a faculty member rather than an administrator.  The FDC values and benefits from the support from the administration but the primary decision making is with the Academic Senate.  (EU) shared that, in her experience as VP of Educational Policies for the Academic Senate, her understanding was that decisions were made by "mutual agreement," rather than "relying primarily" on faculty.  (KDD) will follow up with the Senate executive board and report back to the team.  She thanked the team for their commitment to representing faculty interests.  Members of the FDC are not elected yet the team is very effective in advocating for what is in the best interests of the faculty as a whole, regardless of their individual interests.

## 3.  Additional Announcements:

(KDD) reported that Jason Suarez has been approached to help host a 3csn event on "Threshold Concepts" at ECC.  The team expressed interest and (KDD) will liaise with Professor Suarez.

(AV) announced that Professor Hoa Pham has been developing some innovative programs, including an upcoming program for children and parents.  FDC team members were invited to share information with their students and colleagues.  (AV) will provide a copy of the flyer with details.

The meeting was adjourned at 1:55 p.m.

**KDD/10.13.15**