

Faculty Development Committee Meeting
Minutes for Tuesday, April 14, 2015, in Teaching and Learning Center,
Library Basement, 1-1:50 pm

<u>Name</u>	<u>Abbreviation</u>	<u>Division</u>
Florence Baker (present)	(FB)	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 (excused)	(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 2015 Meetings: February 10 & 24, March 10 & 24, April 14 ~~& 28~~, and May 12 (if needed).

The meeting commenced at 1:05 p.m.

AGENDA

Sheryl Kunisaki, Assistant Director for Learning Resources, was welcomed as a new member of the FDC team. (KDD) shared a video of Mediha Din receiving the Hayward Award from the California Community Colleges' Board of Governors. Ms. Din's recognition would not have been possible without the efforts of the Faculty Development Committee to establish the Outstanding Adjunct Faculty Award in 2010. Ms. Din was the ECC Academic Senate's 2014 recipient. Other examples of FDC efforts in the news include a recent article about Ms. Din in ECC Matters and the publication of the most recent edition of "Spotlight on Great Ideas," featuring best practices from the Fall Professional Development (Flex) Day. (KDD) noted that the final issue of "Spotlight" will be posted before the end of the semester, as well as a request for faculty to include information on their syllabi regarding state-mandated changes and student support resources.

1. Scheduling Conflict for April 28th FDC meeting: Faculty/Staff Appreciation Day Reception. The team agreed to cancel the April 28th meeting of the FDC and to rely on the May 12th meeting to address any open issues regarding Fall Professional Development (Flex) Day. (KDD) and (LMT) indicated that one or more smartphone-based audience response systems will be trialed at the May meeting.

2. Fall Professional Development (Flex) Day

a. Call for Proposals: (KDD) directed the team to copies of the Call for Proposals which has been posted to the faculty listserv. Based on feedback from the previous meeting, the theme is, "Strengthening Partnerships to Support Student Success." Ideas for sessions include:

- Tutoring: A panel representing the variety of sources of tutoring on campus (Math Study Center, Learning Resources Center, Reading Success Center, Writing Center).
- Cohort Programs: FYE, Project Success, Puente (discuss which students have access to which programs).
- Progress Reporting: Athletics, EOPS (if informed about the services these programs offer, faculty can encourage students to utilize the services).

- Counseling Interventions: Basic Skills classes with embedded counselors who visit class and arrange educational planning appointments.
- Note: Proposals have been received for sessions on sexual harassment and foster youth.

(BH) suggested that the counseling interventions be advertised specifically to faculty who teach Basic Skills courses. She has participated in the program for several semesters and suggested that, to have a broader appeal, it would be important for counselors to be flexible in the length of the presentations. Faculty would be more likely to invite counselor visits if presentations were as brief as 5-20 minutes, eliminating instructors' concerns about losing class time for course content. (MS) concurred and indicated she would be most likely to engage counselors if visits were no more than 20 minutes. (BH) reported that the quality of the presentations varied with the presenters and that topics included time management and financial aid. (KDD) reported that more extensive classroom visits which incorporate homework and reading assignments risk overlapping with existing curriculum. Students would then be completing work without earning proper credit. (BH) suggested that five-minute presentations at the end of class, with the counselor making her/himself available to schedule appointments after would be very useful for students. It would allow students to see a counselor who could convey approachability and an eagerness to help. This would be especially useful given the difficulties students have scheduling counseling appointments.

(KDD) invited suggestions for examples of effective academic/support services partnerships. (FB) described a learning community she and Professor Matt Ebner taught, linking World History and World Geography. After several attempts they determined that the weak performance of the class made it difficult to sustain the link. Perhaps such linkages could be revived. (EU) suggested that, given the soft enrollments, faculty may be reluctant to link classes for fear their classes wouldn't make. (FB) reported that she and Professor Ebner wanted to design large, integrative assignments but were discouraged from doing so.

(SK) described a new initiative for student athletes, funded by the Student Equity Program. Tutoring is being provided and the program may be expanded to include counseling interventions so student can obtain educational plans. (SO) mentioned the Career Advancement Academy, a collaboration between Industry and Technology, Humanities and Behavioral and Social Sciences for students in Welding and Machine Tool Technology.

(SK) highlighted the challenges faculty face in trying to connect students to intervention programs. Many programs are already full by the time the student needs assistance. (FB) explained how she photocopies flyers from programs such as the Writing Center and the Reading Success Center, leaving space at the top to write a personal note to the student and describing the areas in which the student most needs assistance. (RC) suggested it would be useful for faculty to have a referral tool, similar to a prescription pad, on which they could direct students to specific services. (SK) noted it could be a similar tool to progress reports required of EOPS students. (FB) suggested that the referral form direct students not only to the service but provide an address, contact information and the specific help needed by the student since students don't always know what to ask for when seeking help. (RC) agreed, suggesting a "prescription" for the Writing Center list the aspects of writing in which the student was struggling. (LMT) explained that the college has the capacity to create pads. She offered that, as a doctoral student, she finds written information from her instructors particularly effective in communicating an investment in student success. At her request, the team identified key SSTARs programs that might be included on a "prescription pad," including: the Math Study Center, the Reading Success Center and the Career Center.

(KDD) noted that any referral effort needs to complement the college's efforts to implement an early alert system. The system will be trialed next year with programs like EOPS, student athletes and FYE. It would allow faculty to make an electronic referral to a student retention specialist who would then connect the student to the appropriate resources. Referrals would be more frequent and comprehensive than forecasting to include referrals such as when students miss multiple classes, need assistance with financial aid, or seem to be dealing with emotional issues. Both the student and the instructor would receive follow-up. (BH) noted that students may not receive communications if they are sent by email. (KDD) indicated the system may have the capacity to text students. In (SK)'s experience, software programs can take a long time to implement. The team agreed that the two approaches could be complementary with the "prescription" strategy encouraging faculty buy-in which could effectively transition to the early alert system.

(RC) mentioned a STEM-related collaboration with UCLA and a summer bridge program with LMU as possible best practice examples. She noted that the UCLA program was very successful and that the LMU program continues even though the funding has been expended.

b. Tentative Schedule and Topics: The team agreed that beginning and ending the general session with videos could be effective. (KDD) is collaborating with Howard Story and Cheryl Clemons with the tentative plan to:

1. Begin with a video of students talking about success. (Why are you in college? What challenges do you face as a student? What helps you succeed?)
2. Close with video of faculty/support services partnerships, including commentary from those involved, some action shots in classroom/lab/center, comments from students about their experiences.

(SO) indicated she'd be willing to participate with Ken Gaines of Counseling for the closing video. (KDD) will invite her current students to be interviewed. (RC) discussed how her son and some of his classmates have developed some creative videos that have been well-received on campus and beyond. She will forward the Tech Conference video they created to (KDD).

The meeting was adjourned at 1:50 p.m.

KDD/4.9.15