

**Faculty Development Committee Meeting**  
**Minutes for Tuesday, September 8, 2015, 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 (present)	(DB)	Behavioral & Social Sciences
Rose Ann Cerofeci (present)	(RC)	Humanities
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 (excused)	(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).

**1. Fall Professional Development (PD) Day:** Attendees reviewed summaries of PD Day evaluations, compiled by Brian Hayden, Professional Development Assistant. (EU) noted that the cellphone polling worked better than expected. (KDD) credited the Professional Development team, especially Elana Azose, Brian Hayden, and Lisa Mednick Takami, for anticipating and addressing any possible issues. (RD) noted that the polling generated positive energy and effectively engaged attendees.

(BH) pointed out that several comments on the evaluation requested discipline-specific programs, during which materials or tools could be developed and easily integrated into teaching. The emphasis in recent years has been on campus-wide topics. (RD) noted that some departments are quite small, creating logistical challenges in offering department-specific programs. (MS) noted that brown bag programs are useful for department-level collaboration and learning. Her department has already organized two brown bags this semester. (BH) suggested department-specific events could be sprinkled among other, campus-wide topics. (RC) concurred, noting that national conferences take a similar approach.

(RD) expressed appreciation for the yellow cardstock listing of campus resources provided at PD Day. The heavy cardstock and easy-to-read format made it especially useful. (EU) added that it can be challenging to find phone numbers since the college longer provides a printed campus directory. (SK) reflected that she's able to locate staff at an out-of-state institution more easily than on campus because of the challenges accessing the campus directory. The team expressed concern about how these challenges impact our current and prospective students. Because our students often prefer texting, (DB) provides his students a Google Voice phone number which accepts text messages.

The evaluations indicated strong interest in training with the audience-response system, Poll Everywhere. (KDD) noted that the Professional Development and Learning Department is offering trainings. (BH) suggested training also be offered in the afternoon on Spring PD Day. (EU) raised a concern about the timing of the technology training offered on campus. Rather than trainings offered in the morning when many faculty are in class, it would be useful for training to be offered in the afternoons (starting 3 or 3:30). Fridays offer more flexibility for faculty but those who commute long distances may be reluctant to travel in for a brief training.

Several FDC members had questions about the Title IX mandates and training. There is a need for more guidance on what to do with the information provided at PD Day. It was suggested that training be provided for English and Human Development faculty, since students self-disclose in writing assignments for these classes.

There is a need to clarify how faculty should respond as responsible parties and what training is required of faculty. (DB) shared his experiences with an online training program at Rio Hondo and will provide information about the host for that training.

The team identified breakout sessions that were well-attended and/or highly rated in considering which might be useful to repeat as stand-alone workshops in the fall or as breakout sessions at Spring PD Day. The sessions that were rated 4.50 or higher and emerged as candidates included:

- The Student, Faculty and Academic Support Connection
- Librarian and Faculty Connections: Extending Our Reach to Improve Student Information Competencies and Success
- Veteran Student Success: Understanding the Academic and Transitional Needs of Student Veterans
- Help! There's an Interpreter and Deaf Student in My Class! What Do I Do?!
- Supporting Foster Youth's Educational Success at El Camino College
- How to Help Your Students with Issues of Sexual Assault

Comments for the TracDat session included requests for more hands-on learning. Given the strong interest in the topic, (SK) suggested that alternate locations be considered like the Humanities Foreign Language Lab (45 workstations) or the Basic Skills Study Center. She would need advance notice to arrange for the BSSC to be available.

If PD Day sessions are repeated as follow-up workshops, the team had a number of suggestions:

- Note that the sessions are "back by popular demand," and that seating is limited to 15-20.
- If fewer than 6 enroll, cancel the session to be respectful of the presenters' time.
- Emphasize that the workshops are flex eligible.
- Indicate that these are repeat sessions (with the same content), rather than new sessions.
- If follow-ups are offered, it's essential that they be high quality so faculty know professional development offerings will be a good use of their time.

(KDD) noted that the proposed theme for Spring PD Day is the Student Equity Program (SEP), the companion program to SSSP. In addition, (KDD) and (LMT) will meet with Pete Marcoux to gather ideas for equipping faculty to effectively serve future generations of students. Many current K-12 students are utilizing tools like iPads and laptops in their classes.

## **2. Flexible Calendar**

(KDD) indicated there's a need to tighten up how flex is implemented on our campus to ensure consistency across divisions and alignment with flex objectives. Faculty need more clarity on what is and is not eligible for flex. There are efforts to provide more information and to build in accountability. Professional development is among the 10 + 1 items, indicating that the college must "rely primarily" on faculty in decision-making. So, any adjustments must be developed in a consultative way. The FDC has established a subcommittee, the Flex Calendar Advisory, to clarify guidelines and consider requests for flex. The following faculty are currently serving on the advisory: F. Baker, K. Daniel-DiGregorio, C. Gold, C. Jeffries, L. Mednick Takami and C. Striepe.

## **3. Getting the Job Workshop Series**

(KDD) announced that Part 1: The Application will be offered Friday, November 6<sup>th</sup>, 12:30-3 in the Alondra Room. The workshop is earlier than in past years because the college plans to begin academic searches earlier this year. The team agreed that the best time for Part 2: The Interview is Friday January 29<sup>th</sup>.

## **4. Faculty Book Club**

(SO) announced that the book club will be revived this semester, featuring *Mind, Brain and Education: Neuroscience Implications for the Classroom* by David Sousa. The club will meet 9/25, 10/30 and 12/4 from 12:30-2. Watch the listserv for more information. FDC members were asked to talk up the book club and post information in their divisions. A similar topic was covered several years ago and generated strong interest. Ideally, the topic will draw in some colleagues from the sciences.

#### **5. FDC Collaboration with the Compton Center.**

(KDD) announced that (AV) agreed to serve as a liaison between the ECC FDC and the Compton Center. She will investigate further whether to liaise with Compton's Professional Development Committee or their Faculty Development Committee which is just getting started.

#### **FDC Initiatives: Fall 2015**

- Faculty Book Club, Coordinated by Sumino Otsuji and Sue Ellen Warren 12:30-2 on 9/25, 10/30, 12/4.
- Academic Rank Certificates: Distributed September
- Outstanding Adjunct Award: application deadline mid-October, committee convenes early November, awards and certificates presented at December Academic Senate meeting
- Getting the Job Workshop Series:
  - Part 1: The Application: Friday, November 6<sup>th</sup>, 12:30-3:00, Alondra Room
  - Part 2: The Interview: January 29<sup>th</sup>
- Planning for Spring PD Day: November-December
- Flexible Calendar Advisory: Ongoing

Meeting adjourned at 1:55

**KDD/9.9.15**