

**Faculty Development Committee Meeting**  
**Minutes for Tuesday, February 10, 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 (absent)	(RC)	Humanities
Kristie Daniel-DiGregorio* (present)	(KDD)	Behavioral & Social Sciences
Ross Durand (present)	(RD)	Industry & Technology
Briita Halonen (present)	(BH)	Humanities
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 2014 Meetings:** February 10 & 24, March 10 & 24, April 14 & 28, and May 12 (if needed).

**AGENDA**

**1. Introduction of Lisa Mednick Takami, Professional Development Coordinator:** (LMT) discussed her experiences before joining El Camino College this month. In her most recent position at Harbor College, she was curriculum specialist for a Title V grant which involved a significant training component. Prior to Harbor, she worked on an industry-driven grant at LBCC. She has teaching experience in both the elementary and postsecondary environments, including teaching for the ECC Community Education program when she owned her own communication business. She is in her first year of a doctoral program at CSULB. She noted being drawn to ECC because of the strong professional development program which is distinguished by fact that the college has a full-time coordinator and an established Professional Development Reporter program. At Harbor, she was involved in a cultural equity program for Achieving the Dream and provided culturally responsive training for faculty and staff.

**2. Review Completed Projects: Fall 2014:** (KDD) provided a recap of progress in the fall semester and preview of spring semester events. Flex Day follow-ups included a monthly newsletter highlighting best practices which emerged from faculty-led discussions on student success. The most recent newsletter, distributed at the end of fall semester and again at the start of spring semester, encouraged faculty to utilize classroom strategies for raising students' awareness of campus resources and creating incentives for students to connect and engage.

(KDD) congratulated the committee on a successful fundraising campaign to endow the Academic Senate's Outstanding Adjunct Faculty Award. El Camino faculty and staff contributed approximately \$2500 to help reach the goal of \$10,000. As a result, the award will be funded for \$500 each year, in perpetuity. This year's recipient, Mediha Din (Sociology), was nominated by the Academic Senate for the statewide Hayward Award. The college was informed this week that Ms. Din was selected for the 2015 Hayward Award and will be recognized at the March meeting of the California Community College Board of Governors. This prestigious award recognizes Ms. Din's commitment to student success, the Academic Senate's efforts to support

excellence in teaching and the college. The only other El Camino College faculty member to be honored with a Hayward Award was Mercedes Thompson (Spanish) in 1991.

**3. Review Spring 2015 Projects:** (KDD) recognized Dustin Black (History) for his efforts to help coordinate and moderate the Spring Flex Day program, "It Takes a Village: Campus Safety and Security." The event was timely, given the recent shooting on campus and well-attended. (MS) was in attendance and appreciated the opportunity to connect faces with the names of key resource people on campus. She now has a better understanding of which interventions are appropriate in certain circumstances. From Jaynie Ishikawa, (KDD) was reminded of the importance of documenting student behaviors in class in case intervention becomes necessary.

The team was asked to review evaluations of the Flex Day general session and identify emerging themes. (MS) noted that she would have appreciated an opportunity to attend a follow-up workshop with the keynote speaker, a suggestion which was echoed in the evaluations. (AV) noticed that faculty were pleased to have moved on from the topic of SLOs to other topics. (FB) suggested that Flex Day events address learning how people learn. For example, in her own teaching, she finds that some students struggle to process new information that contradicts long-held beliefs. (SO) reported that a recent book club selection focused on brain research and neuroscience and was well-received. She and Sue Ellen Warren, her co-coordinator for the Faculty Book Club, provided a Flex Day workshop on brain research which generated a lot of interest from faculty. (KDD) suggested the college has, among our faculty, experts on learning who could provide workshops or lectures. A series similar to TED talks – possibly named ED talks -- could be initiated on campus.

(FB) suggested Flex Day programs more effectively appeal to people at all levels of experience, not just new faculty. She would like to hear some new ideas and topics. (KDD) noted that key words such as engaging, energetic, and practical ideas appeared frequently in the evaluations. And that some attendees appreciated being reminded of approaches that were not necessarily new but could be implemented in innovative ways, such as using index cards as alternatives to clickers. (EU) agreed that, in contrast to clickers which can be time-consuming to set up, index cards are an appealing alternative. The speaker inspired (EU) to use name cards this semester, an strategy she has considered before but had not had a chance to implement.

(BH) identified comments suggesting that we rethink the structure of how we approach Flex Day. We often invite outside speakers which involves some risk – some speakers are more effective than others. Given the increase in faculty workload related to assessment and reporting, dedicating a portion of Flex Day to engage in administrative work could be appropriate. Currently, faculty earn flex credit for curriculum development and program review.

(KDD) pointed to faculty interest in learning about campus resources and student support services. Flex Day programs provided by ECC faculty and staff have garnered positive reviews. (FB) suggested a presentation, coupled with a handout summarizing resources, could be very useful. Especially since new full- and part-time faculty arrive on campus every semester and offices and services are reorganized. (BH) suggested that the handout present sample situations or scenarios, matched to the appropriate office or resource.

(FB) suggested new faculty be provided an orientation that includes a campus tour and a faculty handbook. (RD) underscored how useful it is to hear from someone who is familiar with the campus. In his experience, he's always had a colleague who was available as a mentor and (RD) currently mentors a number of adjunct faculty. (MS) noted that Jean Shankweiler, Dean of Natural Sciences, asks full-time faculty to look out for new faculty in an informal mentoring effort. (FB) suggested mentoring adjunct faculty can help combat isolation and provide networks for part-time faculty so they can obtain letters of recommendation for applications. (LMT) asked for

clarification about the process for approving flex credit for an activity such as mentoring and learned that, in the past, the Professional Development Office has consulted with the Faculty Development Committee to establish flex credit guidelines. (EU) suggested that faculty be invited to serve as mentors for fall and that both mentor and mentee be able to earn flex credit. Given the unpredictability of adjunct teaching schedules, it was suggested mentor relationships be established for one semester, with mentor and mentee earning 3-4 hours of flex credit. (SO) noted that some colleges require adjuncts to earn flex credit. At ECC, it's not a requirement, however the Professional Development Office tracks adjunct faculty activities, which can be useful for self-evaluations and job applications. (RD) explained that Professional Development Reporter provides accountability for a mentoring program because it requires a description justifying the flex credit and must be approved by the dean. (LMT) asked that the topic of mentoring be discussed again at a future meeting.

(KDD) reported that invitations would be issued soon for faculty to attend the On Course conference with all registration fees paid for by the Basic Skills Initiative. Attendees will participate in a follow-up workshop to exchange ideas. The Basic Skills Initiative is also exploring ideas for a professional development event in the spring or early summer focused on Reading Apprenticeship, On Course/FIPP or Culturally Responsive Training. The Faculty Book Club will be on hiatus for the spring semester but will return in the fall.

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

KDD/2.10.15