

Faculty Development Committee Meeting
Minutes for Tuesday, February 24, 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
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 2015 Meetings: February 10 & 24, March 10 & 24, April 14 & 28, and May 12 (if needed).

AGENDA

1. Reports on Recent Events:

Reading (RA) Apprenticeship: (FB) attended a one-day, three-hour event entitled “Multiple Disciplines, A Common Approach” on February 20th at Orange Coast College. Her purpose was to learn more about the program so the FDC could consider how RA could be incorporated into learning opportunities at ECC. (FB) reported that the workshop was presented by three instructors from Santa Ana College, including faculty from Math and Anthropology. The presenters were excellent and the event was well-planned. However, (FB) felt the event didn’t quite achieve its stated objective to equip faculty from all disciplines to help students become more effective readers. She felt the program may have been more appropriate for reading instructors or that the extended programs (6- and 9-week online courses which cost approximately \$750) may be more useful.

An excellent video (<https://www.youtube.com/watch?v=zOZ9IrriYUE>) was shown in which students described the confusion and frustration that results when faculty assign reading without providing further guidance on how students should approach the reading or the intended learning objectives. (FB) thought RA would be especially useful at the high school level because the pace for instruction is more moderate or with new faculty who may not have advanced degrees in education. She suggested a college hour or Flex Day workshop could be offered introducing the program and interested faculty could follow up on their own.

(LMT) reported that her experience with a one-hour, introductory program was quite effective in helping faculty appreciate the intimidation students feel when grappling with college-level reading.

(EU) expressed interest in the publication that (FB) discussed entitled, *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*. (KDD) will

request that copies be purchased by the library and made available in the Teaching and Learning Center. (EU) reported that inexpensive copies can be found on Amazon.

(KDD) asked whether a half-day program could be a more effective way than a one-hour program for introducing ECC faculty to RA. (FB) emphasized the importance of letting faculty know it is most appropriate for faculty interested in mastering the RA framework and that it won't present tips that can be implemented immediately. Occasionally, she has a student who requires one-on-one assistance because they are having difficulty with the course texts or need help applying annotating strategies. She feels RA could prepare faculty to offer this type of assistance. She also felt it could be useful for faculty in the Reading Success Center. She expressed appreciation for the Center and the assistance it provides.

(KDD) asked the team to consider options between the two ends of the spectrum: a one-day event and a six-week commitment.

(BH) reported that she completed the six-week RA program and felt it had a lot of value. (At the time, the cost was more modest, just \$150.) She felt there was a strong emphasis on how the methods could be useful for all disciplines not just those related to English, ESL and Reading. She felt it was strongly geared toward reading in the disciplines outside of English. Someone trained in reading may not benefit. Many English faculty hold advanced degrees in composition or literature and would certainly benefit. She suggested a series of ½-day, Friday events once/month to allow time for faculty to implement what they are learning. She agreed that the program would benefit tutors in the Reading Success Center.

(LMT) felt the program was very useful. Reading is a lifelong skill that many people – not just students -- are still developing. (MS) reported that she'd be more interested in a RA event that was tailored to her discipline, Natural Sciences. (FB) underscored the importance of helping students understand that different disciplines will have different demands. (KDD) recalled that a number of ECC faculty have completed RA and it may be useful to convene that group to ask for input and suggestions for how RA might be utilized at ECC. (BH) remarked that few incoming students are reading at college level and that many classes do not have specific reading pre-requisites, both of which suggest a need for a program such as RA.

(MS) raised a related issue: the fact that so many students fail to purchase the textbooks. This led her to develop an e-reader she provides free of charge to her students. Developing the e-reader was very time-consuming so it's not possible to create one for each class. (KDD) acknowledged that this is a common issue and one that should be addressed. She suggested that the topic related to the proposed theme for Fall Flex Day, which is to equip faculty with resources and information to effectively refer students to resources such as those that provide funding for textbooks.

ECC Planning Summit: (KDD) and (LMT) attended the event held on February 20th which focused on the college's implementation of the Student Success and Support Program (SSSP). (KDD) reported that one topic that was especially relevant for the FDC was key role faculty can play in helping inform students of key changes resulting from the passage of the Student Success Act and the SSSP. (KDD) shared with the team an overview of the SSSP, provided by William Garcia, Dean of Enrollment Services. The overview includes history and background for the SSSP as well as objectives established by the college for implementation. (KDD) reminded the team that the December/January issue of "Spotlight on Great Ideas" encouraged faculty to include on their syllabi a reference to campus support programs. Similarly, faculty could include on their syllabi information (and reference to an appropriate link) about new policies for priority registration and consequences for students whose GPAs are below 2.0.

(RC) shared that Elise Geraghty, Associate Dean for Humanities, provides all Humanities faculty with a template which includes current SLO statements, proposed wording for student conduct, a statement regarding academic integrity, etc. There is an effort to enhance consistency among syllabi in the division. Faculty are encouraged but not mandated to use the template. Faculty evaluators are required to review carefully faculty syllabi and materials to be certain they include key information. This effort supports the college's goal to maintain accreditation. The templates streamline the process of updating syllabi. The team noted that it would be important for such initiatives to be faculty-driven but that deans could encourage faculty to incorporate this information into their syllabi.

(BH) noted that the statement should be brief yet concrete. (RC) suggested a statement such as "Don't lose your financial aid. Click here to learn more" would be effective in attracting students' attention. (EU) suggested something like the campaign, "Wrong address? No money" would be simple yet effective. (FB) remarked that students are uninformed that courses in which they earn a "D" do not transfer. (KDD) reflected that the "Smoke free and proud to be" campaign was very eye-catching and that it had been mirrored on the Compton campaign where the campus has been smoke-free for approximately 18 months.

2. Status Updates:

Culturally Responsive Teaching: (LMT) met with President Fallo to discuss the program and he was very supportive of the idea of implementing such a program at ECC. As she reviewed past evaluations from classified staff, (LMT) noted they included expressions of interest in training on cultural responsiveness. (FB) asked for clarification about the program. (LMT) explained that it's not culture-specific. Rather, the program incorporates research, theory and practice into raising self-awareness regarding culture and developing strategies for developing inclusive learning environments. The objective is to enhance student success and retention.

Academic Rank. (KDD) reported that the Academic Senate executive board met with the VPs for Human Resources, Academic Affairs and Student Services, as well as Quajuana Chapman and Portia Rushin Sorunke to discuss the implementation process for the changes to academic rank. Quajuana and Portia have worked diligently to update the catalog for fall 2015, applying the new academic rank. (KDD) congratulated the FDC team for being so thorough and forward-thinking in their work to develop the new system. She asked that the team express their thanks to Quajuana and Portia for their hard work supporting the initiatives of the FDC.

Upcoming Events: (KDD) reported a number of events are in the planning stages. For the On Course National Conference, the Basic Skills Initiative is sponsoring 15 spots and 18 faculty have applied. The deadline to apply is March 2nd. For the Great Teachers Seminar, one full-time and one part-time faculty member have been selected to attend. The full-timer, Kevin Degnan, has confirmed that he will attend and be available to participate in a Flex Day workshop sharing what he's learned. The part-time faculty member has not yet responded. Since there was one space available for a full-time faculty member, (KDD) will attend this summer. This coming Friday, February 27th is the Getting the Job Workshop, Part 2: The Interview and Teaching Demonstration. Approximately 50 faculty have registered and 24 will be invited to the post session which will include mock interviews. This event clearly meets a need on our campus.

Remaining agenda items will be addressed at the next meeting. The meeting was adjourned at 1:50 p.m.

KDD 2.24.15