

Faculty Development Committee Meeting
Minutes for Tuesday, April 26, 2016, in Teaching and Learning Center,
Library Basement, 1-1:50 pm

<u>Name</u>	<u>Abbreviation</u>	<u>Division</u>
Stacey Allen** (present)	(SA)	Behavioral & Social Sciences
Florence Baker (present)	(FB)	Behavioral & Social Sciences
Dustin Black (present)	(DB)	Behavioral & Social Sciences
Kristie Daniel-DiGregorio* (present)	(KDD)	Behavioral & Social Sciences
Ross Durand (present)	(RD)	Industry & Technology
Diaa Eldanaf (present)	(ED)	Mathematics
Briita Halonen (present)	(BH)	Humanities
Sheryl Kunisaki (present)	(SK)	Learning Resources
Sumino Otsuji (present)	(SO)	Humanities
Margaret Steinberg (excused)	(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 2015-2016 **Committee Chair 2016-2017

Mission Statement: The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration.

Spring 2016 Meetings: ~~January 26~~, February 9 & 23, March 8, April 12 & 26, May 10 (if needed).

AGENDA

- 1. Introductions:** To recognize (FB)'s last meeting on the FDC before she retires, the team organized a small celebration and thanked her for her many years of service. (KDD) noted that, over the years, the committee benefitted from her expertise, experience and insights. She has made valuable contributions to discussions and was always willing to help, whether it was at Professional Development Day or attending off-campus conferences and reporting back to the team. (FB) reflected that she enjoyed being part of the FDC and that she appreciated the positive energy and collaboration that characterizes the FDC. She is looking forward to having "and endless summer" and to traveling to India again. (KDD) shared that Trustee Ken Brown mentioned (FB) by name at the most recent Board of Trustees meeting, recognizing her many years of distinguished service.

As evidence of (FB)'s tremendous impact on the committee, four new additions will be made to the FDC to balance her departure: (SA), the incoming Vice President, Claudia Striepe, who has agreed to rejoin the committee after finishing her term as Co-President of the Academic Senate, a new instructor from Natural Sciences, and Diaa Eldanaf, from Mathematics. (KDD) remarked that she was impressed that, despite being relatively new to the college, (DE) was willing to serve on the Master Planning Committee this semester. (DE) attributed some of her success in the faculty application process to the insights she gathered from the FDC's "Getting the Job" workshop series. (KDD) pointed out that (BH) was responsible for creation of the program in its current format which includes a panel of faculty and administrators as well as cv reviews and mock interviews.

- 2. Campus Safety: Spring PD Day Follow-Up:** (RD) reported on the FDC event, "Effective Responses to an Active Shooter," on April 21st. Despite the fact that 3 or 4 large divisions had mandatory meetings at the same time, attendance was strong and represented many areas on campus. The session was highly interactive and attendees were very appreciative. The goal was to minimize the presentation portion of the program so that attendees could have a chance to practice the strategies. Topics included how to use a belt to secure a door and using everyday objects like water bottles and papers to create distractions during an emergency situation.

(SA) attended and remarked that the more role playing opportunities faculty have, the more prepared they will feel should there be an emergency. She previously attended an active shooter training and found that the workshop on the 21st provided a review of strategies that she may have otherwise forgotten. She thinks the workshop would be useful to offer every semester. She appreciated learning about the different types of phones on campus and learning what's happening regarding campus safety improvements. (RD) underscored that information can be very reassuring. Even when Chief Trevis responded that buildings slated for demolition may not receive all updates, attendees seemed to still find reassurance in having answers to their questions. (KDD) provided copies of the folder of handouts distributed by the FDC, which included a checklist of "Suggested Next Steps," campus safety information from the ECC website which can easily be distributed to students, an AIMS brochure, and information about psychological services provided by Student Health.

(RD) suggested that all faculty include on their syllabi information about registering for Nixle. (LMT) noted that at a recent training for building and floor captains, the speaker suggested that Nixle subscribers periodically confirm they are still subscribed by attempting to sign up for Nixle. When she did so, she received a message saying she was already enrolled.

(KDD) reported that she was working closely with Christina Nagao who has arranged a repeat the "Effective Responses to an Active Shooter" training for Humanities on April 28th. (RD) will again co-present with Chief Trevis.

(KDD) reminded the team about the Mental Health First Aid Training being offered May 6th. This event, co-sponsored by the FDC, was most recently provided to faculty on April 1st. Feedback was overwhelmingly positive and as (KDD) and Michelle Arthur coordinated the day-long program, they were impressed that all but one of the attendees stayed for all eight hours of the training. (AV) was referred to Michelle Arthur (marthur@elcamino.edu) when she expressed interest in arranging a similar training for the Compton Center. The organizers require at least 15 registrants and no more than 25.

- 3. Fall Professional Development Day:** (LMT) reported that Dr. Maloney was considering revising the structure for the day to better incorporate managers and classified staff. The team discussed a number of possibilities for keynote speakers, including Pamela Cox-Otto, communications consultant, Jackie Reza, of DeAnza College, and Rebecca Cox, author of *The College Fear Factor: How Students and Professors Misunderstand Each Other*. Cox-Otto has an engaging approach and addresses paradigm shifts in customer service. Rebecca Cox's research focuses on the assumptions that community college students and faculty make about learning, college, and student success and how these can prevent students from getting the help they need. A number of faculty on campus have read the book and found it to be relevant. (LMT) noted that Justin Tibeaux, from University of Ottawa, speaks about developing a new approach to customer service on his campus. He has experience addressing a heterogeneous crowd composed of faculty, classified staff and managers.

(BH) commented that Rebecca Cox would be most appropriate for faculty because she would be providing insights that were able to be implemented right away and were classroom-oriented. The concept of "customer service," doesn't feel salient to many faculty, especially as it involves bringing students into the institution. It could feel like a more corporate topic. (LMT) remarked that the college is concerned about declining enrollments and FTES. (KDD) shared that Dr. Maloney commented at the most recent Board of Trustees that the challenge might be better viewed as the institution not meeting its mission because we are funded for more students than we are serving. (LMT) noted that all faculty provide customer service though they may not call it that.

(EU) noted that the topic of enrollments was explored at length at a recent faculty meeting and that it could be more effective to summarize the key issues and then shift to topics relevant to faculty, such as success and retention. (SA) cautioned that discussion of declining enrollments could be perceived as a downer and that a more productive focus could be on best practices that are helping our students succeed. (BH) emphasized that the language used to discuss enrollment management will affect how invested faculty are in the process. And that one risk in focusing on customer service is that a speaker may come in with the assumption that faculty are

not customer service-oriented, for example, that they don't learn their students' names. Some do not but they are a small minority and no PD Day program will persuade them. The key is to not alienate those who are open to considering ways that the experience for our students can be more positive.

A decision will be made in the near future regarding the PD Day program. (BH) asked how the decision is made, for example, is it made unilaterally? (KDD) reported that it was typically a collaborative process involving the administration and FDC leadership. (EU) said that those programs that are more effective are those that give us a new perspective on our students. (DB) concurred, saying that it's important to remember that faculty will be most attentive to programs that focus on what faculty like talking about: student success and learning. Programs that seem to focus on a business perspective will be less likely to engage faculty. For most faculty, the business functions are behind-the-scenes. (BH) added that discussions of the business model and of customer service may lead some to feel that faculty are being encouraged to lower standards. We should be clear on what we mean linguistically when we use terms like "customer service." (FB) remarked that students are not "customers" and that faculty are not here to please students but to prepare them. Discussions of customer service may raise issues of why we don't provide funding for adjunct faculty to hold office hours and why we don't have places for students to meet with their instructors.

4. **FDC Achievements.** (KDD) provided a listing of FDC initiatives and a summary of recent Professional Development Day programs. She highlighted a number of new initiatives over the past two years, including: a focus on action and goal-setting during PD Day, extensive follow-up activities for PD Day such as the Spotlight on Student Success newsletter series and workshops, a fully funded endowment which provides \$500 annually for the Outstanding Adjunct Faculty Award, an overhaul of the academic rank system and recognition for those promoted to a new rank, integrated learning opportunities such as FIPP. These are in addition to ongoing programs such as PD Day planning, the "Getting the Job" workshop series, and the Faculty Book Club. Each of these initiatives provides testimony to the innovation and student-centered focus of the members of the FDC. She thanked them for several productive, educational, and enjoyable years. And emphasized that (SA) was ideally suited to lead the team given her experience, her creativity and her strong commitment to student success.

Meeting was adjourned at 1:55 pm.