

**Faculty Development Committee Meeting**  
**Minutes for Tuesday, March 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 (present)	(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 (excused)	(MS)	Natural Sciences
Lisa Mednick Takami (excused)	(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.

**Fall 2014 Meetings:** February 10 & 24, March 10 & 24, April 14 & 28, and May 12 (if needed).

**AGENDA**

**1. Brief Reports on Recent/Upcoming Events:**

**Getting the Job, Part II: The Interview and Teaching Demo.** (KDD) reported on the recent FDC event, held on February 27<sup>th</sup> in the Alondra Room, 12:30-3. (KDD) reported that there were six panelists, including Mary Beth Barrios (Counseling), Kevin Degnan (English), Renee Galbavy (Psychology), Elise Geraghty (Humanities), Megan Granich (Mathematics), and Ryan Turner (Chemistry). Four of the panelists assisted with the post session mock interviews including M. Barrios, K. Degnan, R. Galbavy, and M. Granich. Thirty-six faculty and staff attended the panel and eleven remained for the post session. (KDD) suggested following advice from (BH) that the panel be limited to four or five to allow more time for questions.

**On Course National Conference.** (KDD) noted that Basic Skills was generously funding 20 attendees for the On Course Conference (4/16-18/15). Those funded are being asked to choose one strategy from the conference that they will use or adapt in their own practice and to prepare an activity report they will present at the follow-up workshop on May 1<sup>st</sup> in the Teaching and Learning Center. There may be additional spaces available so (KDD) asked FDC members to let her know if they are interested. (BH) may be interested in attending. (FB) reported that she found the pre-conference sessions particularly worthwhile when she attended the On Course conference several years ago.

**2015 Hayward Award & Board of Governor's Presentation.** In fall 2014, Mediha Din, adjunct assistant professor of Sociology, was selected by the ECC Academic Senate to receive the 2014 Outstanding Adjunct Faculty Award. At the state level, she was chosen by the Academic Senate for California Community Colleges to receive the 2015 Hayward Award. The ASCCC is paying for her travel and accommodations to Sacramento so she can receive her award at the March 17<sup>th</sup> Board of Governor's meeting. She will have breakfast with the president and vice president of the ASCCC and has been asked to speak to the Board of Governors.

**2. The Community College Faculty Survey of Student Engagement: Carolyn Pineda.** (KDD) invited Ms. Pineda to the FDC meeting to provide highlights from the recent study. The following link to the report

was provided to the FDC members before the meeting (<http://www.elcamino.edu/administration/ir/docs/survey/CCFSSE%20EI%20Camino.pdf>) and hard copies were available at the meeting. Ms. Pineda explained that ECC was among 262 community colleges participating in the national study, which is coordinated by the University of Texas. Faculty were asked to focus on one of their classes when completing the survey. Their responses were compared to student responses to similar questions. Highlights include:

- a. On most items related to active and collaborative learning items, faculty perceived higher frequencies of active learning inside and outside the classroom than students. In most cases, differences between student and faculty responses were statistically significant.
- b. ECC students indicated higher frequencies of academic challenge than other colleges in the study cohort.
- c. Faculty reported higher rates of interaction than students did. (EU) noted that the key difference may be perspective. Each faculty member has many students enrolled in their classes. A small percentage of enrolled students may contact the instructor. But, for a single instructor, this yields a high frequency of interactions. (RC) added that, when discussing assignments and grades, an instructor may see a small number of students but the time commitment required is significant.
- d. Students work and support families much less, on average, than faculty perceived they did.
- e. Roughly equal percentages of full- and part-time faculty spent 1-12 hours per week preparing for classes and reflecting on how to improve their teaching.
- f. ECC faculty report spending more time lecturing, compared to the national cohort. (BH) noted that the range with the highest percentage was quite broad, 50-74% and that dedicating half of class time to lecture suggests that half of the class involves other engagement-related activities.
- g. (FB) pointed out that students and faculty both indicated that modest percentages of faculty and students reported that ECC emphasizes helping students cope with their non-academic responsibilities. This could be addressed in the Fall Professional Development Day. She emphasized that there are a variety of supports of which students may not be aware.

The team discussed how some questions that may have been open to different interpretations by those being surveyed. (RD) asked how the results would be utilized. Ms. Pineda noted that her purpose in attending the FDC meeting was to help disseminate the results. (KDD) reported that a link to the study was provided to attendees of the Getting the Job workshop as a useful resource for researching the campus context. Others suggested the results be shared with students.

### **3. Continuing Projects: Fall Professional Development (Flex) Day.**

**Tentative Topic: *The Student Success Act: What it means for faculty and students at El Camino and the Compton Center.***

(KDD) indicated that a key theme that emerged from faculty at Fall Professional Development Day was the need to help connect students to resources. This need is becoming even more imperative given the changes occurring in California community colleges as a result of the Student Success Act. The state has mandated increased support and accountability for community college students. Because of our regular and ongoing contact with students in the classroom, faculty are ideally situated to play a key role in raising student awareness about changes and services and supports that will help students succeed.

(KDD) reminded the team of the format for Fall Professional Development (Flex) Day: introductions of new faculty and division/department meetings in the morning, following by a brief general session and two breakout sessions. She suggested that, in the afternoon, the brief general session provide faculty with an overview of key elements of the changes. Breakout sessions could then focus on student supports and resources such as SSTARs. She suggested that the objectives for the general session would be:

- Increase faculty awareness of state-mandated changes.

- Enlist faculty to help raise student awareness of changes.
- Increase faculty interest in strategies for building connections to campus resources.

Using clickers, she demonstrated how the general session could use an audience response system to gauge the current levels of faculty awareness and increase faculty understandings of changes. The sample was quite small (6 respondents). However, because the respondents are all involved on campus committees (and, therefore, may be more informed than the average faculty member), the results suggested the need to raise faculty awareness:

- 86% of respondents were aware of the core services required of all new students.
- 17% correctly identified 15 units as the threshold for students to declare a major
- 33% were able to correctly identify the number of students at ECC and Compton who may be impacted by changes to BOG fee waivers.

(FB) suggested that students be provided with resources and supports to assist them in choosing their majors. She suggested a mass personality test could be useful.

(KDD) suggested that, whenever possible, breakout sessions pair campus resource people with faculty who have successfully integrated the services into their teaching. And that all sessions allow time for faculty to generate ideas for how they might use or adapt ideas discussed and to plan their next actions. Topics would include:

- Student Support Resources (academic and student services)
- Strategies for Integrating Student Support and Teaching
- Addressing Sexual Harassment

(SO) shared how she incorporates career search topics into her English classes. Students complete the True Colors personality spectrum assessment. Based on their results, they choose one career that interests them and research that career, meet with a career counselor, and complete an informational interview. She reported that Ken Gaines has been highly collaborative and helpful with this project. The team expressed strong support for her creative, rigorous approach to career search.

(BH) suggested students would benefit from materials helping them understand the connections between academic disciplines and careers.

The team felt that there is an urgent need to help faculty understand the impacts of the Student Success Act. (RC) reported that much of the discussion has been in general terms and that it's essential to address the specifics at Fall Professional Development (Flex) Day. (EU) concurred, noting that faculty need to understand that a significant percentage of our students – possibly 13%, based on projections – may not be at the college once changes to BOG fee waivers go into effect. (FB) noted that the changes raise a number of issues, including that students may withdraw to maintain their GPA, faculty may be tempted to dumb down classes, nonessential classes may be lost, and what responsibility do faculty have for FTES? The team expressed the need to make an impactful, digestible presentation regarding the Student Success Act.

The meeting adjourned at 1:55 p.m.