

Faculty Development Committee Meeting
Minutes for Tuesday, November 11, 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
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).

AGENDA

Brief Status Reports on Fall FDC/PD Initiatives

Outstanding Adjunct Faculty Award: (DB) was commended for nominating Kim Nguyen, Adjunct Assistant Professor of Psychology, who was selected for this year's award. Presentations will occur Tuesday December 1st 1 p.m. in the Alondra Room. (KDD) encouraged the FDC team to attend to lend support. She reported that six faculty will be recognized with Achievement Awards for Distinguished teaching, including (DB) who will be receiving his second award in two years.

Getting the Job, Part I: The Application Process: (KDD) reported strong attendance, with 35 people at the event. The panelists -- Constance Fitzsimons, Xocoyotzin Herrera, Roxanne McCoy, Chris Page, and Ambika Silva -- were insightful and very helpful. The event was filmed and will be available on the Professional Development website, along with links to articles and resources which were provided to attendees. (SK) reported that what she learned about cover letters at the workshops organized by (BH) were key in her obtaining her current position. For Part II: The Interview, the panelists include representatives of departments hiring for 2015-2016: Yun Chu (HDEV), Rhea Lewitzki (English), and Danielle Roman (Kinesiology). Professor Roman credits the workshop series with her success obtaining a full-time position. A dean will be added to the panel and the event is scheduled for January 29, 12:30-3 in the Alondra Room.

Distance Education Institute: (KDD) asked the team to help promote the event which will be Friday, November 20, 8:00 am – 3:00 pm in the East Dining Room. She clarified that the event is appropriate for online and face-to-face instructors and shared a copy of the updated agenda.

Making Decisions at El Camino College: Follow-Up: The team reviewed an overview of the collegial consultation process which was developed by (KDD), with input from Academic Senate leadership. The Board will “normally accept the recommendations” of the Academic Senate and faculty “take primary responsibility” for decision making on topics of academic and professional matters, including policies for faculty professional development activities. Questions and comments that arose regarding collegial consultation and the functioning of the Faculty Development Committee, included:

- The importance of revising the Professional Development Committee organizational chart to clarify that the FDC represents faculty as a subcommittee of the Academic Senate and does not report to the administration. Rather, the FDC works collegially with various administrative entities, including Professional Development.
- Faculty acknowledged the need for clarification regarding appropriate flex activities (e.g., cooking classes should not be approved for those outside the discipline of culinary arts). However, decision-making and messaging should reflect the fact that most faculty comply and are committed to professional learning.

- To maximize faculty cooperation and buy-in, efforts to administer the flexible calendar should demonstrate flexibility in managing faculty and the process.
- Questions were raised about the source of planning and decision-making for Professional Development Days. Practical considerations (i.e., faculty are off campus during the intensive summer planning process) should be balanced with faculty consultation and involvement in planning. External (state-level) mandates can be necessary topics for PD Day topics, however it's important to balance these with faculty interests in topics related to classroom management and other practical aspects of teaching and learning.
- The team underscored the importance of faculty leadership and direction for the Faculty Development Committee and the initiatives of the FDC.

Flexible Calendar and Faculty Contracts: Questions arose regarding the need and purpose of faculty contracts. (KDD) explained that, in anticipation of increased professional development funding, the administration is eager to comply with flexible calendar guidelines from the Chancellor's Office which note, "Each faculty member is responsible for the development of his or her individual plan for professional and/or personal growth for the purpose of instructional improvement" (p. 22). http://extranet.cccco.edu/Portals/1/AA/FlexCalendar/Flex_Calendar_Guidelines_04-07.docx.pdf

The team reviewed three examples, the first two of which appeared to be flex hours reports rather than contracts. The team expressed surprise that the College of the Canyons example included six hours of flex for discussing getting involved in committees. The third example, which appeared to be from PD Reporter, seemed most appropriate as a contract. The team raised the following questions about implementing contracts:

- Might this be perceived as another administrative task that doesn't benefit the individual instructor?
- Faculty value flexibility – some members of the team reported that having to plan ahead can be impractical (as some opportunities don't arise until mid-year), restrictive, and demotivating.
- Will faculty know what on-campus professional development is going to be offered before the deadline to develop a plan?
- What happens if faculty want/need to change their plans? Will they be penalized for not attending events they planned to attend?
- The sample document closes with, "will result in the docking of my pay." How can we ensure the process remains focused on learning and growth and not compliance and punitive measures?
- Will faculty have to plan for the year and also submit plans for individual proposals? How can we avoid redundancy?
- What are the differences between instructional improvement, staff improvement and student improvement? Aren't instructional improvement and student improvement the same thing?

The team agreed to serve as a test group to pilot plans so plans can be refined before rolling out campus-wide. Key qualities to include:

- Plans that are broad and open-ended. For example, ask faculty to approximate hours in each of the overarching flex activities (instructional improvement, staff improvement, student improvement). A drop-down menu could provide sample topics in these categories, including "miscellaneous" and/or "other." (Include text box for faculty to briefly describe what other activities faculty have in mind?)
- Allow space for faculty to indicate if they are willing to present and, if so, on what topics.
- A focus on generating excitement and enthusiasm regarding flex activities rather than compliance.
- Plans should assist faculty in the quantities of mandatory and faculty-selected activities they will complete each year. For example, Fall PD Day = 6 hours, Spring PD Day = 3 hours. Remaining hours = 15.
- Consider sending periodic reminders (not just in late spring) for faculty to monitor flex credit balance, with links to possible activities. (This approach is used with success in Industry and Technology. Those who have completed hours simply disregard the reminders.)

(DB) reported that Rio Hondo's system is user-friendly and seems effective: faculty receive email at the start of the semester, they select activities in approved categories (which also includes a miscellaneous category) and report at the end of the process.

Proposed Title IX Syllabus Statement: Discussions of proposed syllabus statements, including notation regarding reporting requirements for Title IX will be discussed at the next FDC meeting on November 24th.

Meeting was adjourned at 1:55 pm.

KDD/11.11.15