

Faculty Development Committee Meeting
Minutes for Tuesday, September 22, 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 (excused)	(MS)	Natural Sciences
Lisa Mednick Takami (present)	(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.

AGENDA

(KDD) introduced Dr. Jean Shankweiler (JS) who was invited to the meeting to provide an overview of the Student Equity Program and to discuss the role of professional development in the college's efforts.

1. Status Reports on Fall FDC Initiatives

Academic Rank Certificates. (KDD) reported that 83 faculty were recognized with certificates and letters from the Senate leadership. Faculty were commended for their ongoing commitment to teaching and student learning. The recipients included (RD) and (MS), who were recognized for achieving the rank of Professor. The rank system recognizes the experience and training of ECC faculty. Among the goals for this initiative is that it will contribute to improving morale on campus.

(RC) asked if business cards are still provided for new faculty and how the changes to the rank will affect how often faculty must reorder cards. (LMT) confirmed that cards are provided, at a cost of \$65 for 500 cards. (RC) and (BH) indicated they do not use their cards, in part because they still reflect their original rank as Instructors. (KDD) reported that she frequently uses business cards when she refers students to colleagues or to campus resources. The business card helps facilitate the introduction for students. (BH) asked if faculty could request cards with the rank omitted. (RD) commented that he ordered his cards without including rank. (DB) asked if business cards are provided for part-time faculty. (LMT) reported that it would be cost prohibitive to do so. (DB) reported that he has always taken the initiative to develop his own business cards. (KDD) asked if division or department cards could be developed with general details, to which part-time faculty could add their own contact information. (JS) reported that the first set of business cards are provided by the college. Subsequent sets must be paid for by the division so the decision of whether to reorder cards is determined by the division. (EU) reported that she doesn't use her cards because they are so outdated and include the old email extension before the ".edu" was implemented. (KDD) asked if orders could be placed for fewer than 500 cards, making it more likely faculty would be able to use all of their cards before the next change in rank. (LMT) noted that the college is switching vendors so this is a good time to follow up on these questions. She expects the price will be lower with a new vendor, for example, \$40/500 cards. (EU) asked if the college's print shop could produce the cards. (JS) reported that the print shop has closed. [Update: Sidney Smith replied that the Copy Center is unable to produce high-quality business cards.]

Faculty Book Club. (SO) provided a report on her efforts with Sue Ellen Warren. The dates for the club are 9/25, 10/30 and 12/4. The book, *Mind, Brain and Education: Neuroscience Implications for the Classroom* by David Sousa, has drawn a strong response: 17 faculty have enrolled, including six or seven from the Compton Center. Participants won't receive the book until the first meeting, so (SO) and Professor Warren have devised some creative strategies for beginning the conversation and providing networking opportunities for participating faculty. Because the book focuses on individual disciplines, (SO) plans to ask faculty to take responsibility for chapters relevant to their discipline and provide summaries to the group. (KDD) recalled that the (SO) and Professor Warren chose to place the FBC on hiatus in the spring semester in order to generate stronger interest. (SO) confirmed that, based on the response, the strategy was effective.

Outstanding Adjunct Faculty Award. (KDD) reported the following timeline for the award: nomination deadline, 10/16; application deadline 10/30; selection committee meets 11/13. Jennifer Annick (English) and Mediha Din (Sociology) have agreed to serve on the selection committee. (KDD) will recruit a dean and student leader. (KDD) asked FDC members to consider nominating a deserving adjunct colleague. Nominators need only provide a letter of nomination – all of the other supporting documentation is provided by the nominee. (BH) asked if deans were asked to nominate faculty. (KDD) reported that she's approached deans but none have submitted nominations in recent years. (JS) suggested deans may feel a conflict of interest in singling out one of their adjunct instructors for recognition. (SK) reported that when she was nominated she didn't see the letter of nomination and had the sense that the office worked together to submit her nomination. There was some discussion of collecting names of deserving adjuncts which could be forwarded to the committee. However, (KDD) reported that the letters of nomination become part of the application materials and provide useful data to support the nominee's candidacy. (LMT) suggested (JS) ask the deans to announce the award deadlines in their division meetings and to encourage their faculty to nominate a colleague. (KDD) noted she will also reach out to the deans to suggest the same.

Getting the Job: (KDD) reported that plans are underway for the fall and spring events. The details are as follows:

- Part 1: The Application, November 6, 12:30-3, Alondra Room. Panelists: Dean Connie Fitzsimons (Fine Arts), Chris Page (English), Ambika Silva (Math), Xocoyotzin Herrera (History), HR Representative.
- Part 2: The Interview, January 29, 12:30-3, Alondra Room. Panelists: Yun Chu (HDEV), Rhea Lewitzki (English).

She thanked (BH) for her help recruiting recent hires from English for the panels. (DB) offered to recruit one of the new History faculty to participate in the spring panel. (KDD) asked if it might be advantageous to add someone from the sciences. (BH) recommended inviting only three faculty panelists to allow enough time for questions and reduce redundancy in the comments. She suggested waiting to recruit additional faculty for the spring until the end of October, when the new positions for 2016-17 would be announced.

Academic Technology. (KDD) announced that she and (LMT) would be meeting with Pete Marcoux, Academic Senate Vice President for Academic Technology and would report back. Professor Marcoux has expressed an interest in providing additional training for faculty to prepare for future students who are currently in technology-rich learning environments in the K-12 system. (BH) and (RA) reported that Pete Marcoux offered a very informative brown bag on Chrome books.

Flexible Calendar Advisory Subcommittee. (KDD) thanked (EU) for joining the advisory to represent the union perspective. The members are: F. Baker, K. Daniel-DiGregorio, C. Gold, C. Jeffries, L. Mednick Takami, C. Striepe and E. Uyemura. (LMT) reported that the advisory has been very helpful and provided a resource for the consistent inquiries made by faculty about flex and the need to ensure compliance. The issues that have been considered by the advisory this semester include:

- Revisions to the flex calendar matrix, which should be sent to faculty later this week.
- New Faculty Learning Academy. If an emergency prevents a new instructor from attending, a videotape of the session will be provided on Etudes.

- Brown bags focused on follow-ups and implementation of recommendations that emerged from the assessment progress are flex-eligible. These activities would need to occur after reporting and assessment.
- The group is clarifying definitions for brown bags. It's essential for faculty submitting proposals to provide details, including potential impact.
- Graduate-level coursework, as long as it is not contributing to a salary increase, is flex-eligible as long as the work is being completed in the instructor's discipline. Flex credit would be calculated on a one-to-one ratio (one hour in class = 1 hour of flex credit).
- Scholarly publications, if uncompensated, are flex-eligible.
- The language in the introduction to the matrix will be revised to enhance clarity.
- Webinars and online conferences will require documentation.
- Faculty attending conferences need to be reminded that, regardless of the content, conferences are submitted as conferences and not Individual Project Proposals (IPPs).

(RC) reported that she attended a conference on Saturday but was not clear on how to submit the conference in PD reporter. Several questions arose and (KDD) suggested that communication regarding flex credit be a topic at the next FDC meeting, given the need to explore the topic thoroughly.

2. Student Equity Initiatives at ECC.

(JS) reported that much focus has been on the Student Success and Support Program (SSSP) and that there's a need to make progress on the Student Equity Plan (SEP). The original report was prepared quickly and there was little time for campus-wide dialogue. As a result, many colleges were asked to revise their plans. Idania Reyes is the director for the Student Equity Program on campus and she is working with an advisory committee. The revised plan must be approved by 12/18/15 and will need to be approved by the Senate, the student body, and the Board of Trustees. Indicators for SEP include:

- Student Success and Support
- Professional Development
- Course Completion
- Basic Skills
- ESL Transfer
- Access

Programs and services will focus on the following groups: Veterans, foster youth, racial or ethnic groups disproportionately impacted, and students with disabilities (DSPS). A team from El Camino attended training last week provided by the Chancellor's Office and the Center for Urban Education (CUE) at USC. The team discussed how to calculate and address the equity gap. (JS) reported that the Title 5 Graduation Initiative was successful in meeting all objectives. The difficulty is that specific populations were not targeted. As a result, all students improved, however the gap widened.

A former instructor, who is Caucasian, shared at the conference his success rates, disaggregated by at-risk groups. His white students performed better than other students.

(JS) noted that professional development is a component of student equity efforts. Already, there are a number of supports for students. Offering intensive professional development can be an effective way to make progress toward our goals for student equity. (JS) shared information about degree-applicable course completion rates for ECC students in Spring 2015. It indicates that Native American/Alaskan Native, African American, Native Hawaiian/Pacific Islander and Hispanic/Latino students perform below average regarding pass rates.

(LMT) reported that a tangible way to implement change is through syllabus review. Alicia C. Dowd and Estela Mara Bensimon have developed a syllabus review protocol and an equity scorecard. Faculty would review their own syllabi and the focus is on inquiry. The questions are very specific and include whether diverse materials or perspectives are

offered. The syllabus can be a good place to begin the equity conversation. These programs have been very successful, giving a faculty a chance to consider what they may be able to change or modify.

(RD) asked how the SSSP and SEP interact. (JS) explained that there's limited overlap. The SSSP focuses on access and accountability. The SEP is focused on equity groups. Where they do interact is in a new program being developed called SOAR. Struggling students would be referred to the center and a case management approach would be utilized.

(SK) and (RA) reported that the speaker at the Diversity Conference was exceptionally effective, and grounded his comments in data. (JS) reported on a Cultural Intelligence presentation she attended at Cerritos.

The team expressed strong support for the campus to expand discussions of topics related to student equity and for the focus for Spring Professional Development Day to be student equity.

(BH) suggested that faculty will be most receptive to the SEP efforts if the focus is on what they can do differently rather than doing more work. Already faculty are feeling overloaded with work. To add to their workload will generate resistance.

(SK) noted that it's important for faculty to engage in self-reflection on privilege and to raise awareness of how privilege impacts their teaching, demeanor and/or perspectives in the classroom.

(DB) suggested that how faculty respond to the SEP will depend on how it's couched. If the topic is broached in terms of best practices to improve outcomes for all, it will be received well. Adjuncts are aware that if their students don't do well, they may not be asked back. He has been conducting research on target populations. Some of most crucial coursework for these students is taught by adjuncts. He is interested in initiating brown bags to share research and build community among adjunct colleagues; lots of informal mentoring/partnerships take place at the division level. Brown bags would be geared to part-time faculty but open to all.