

**Faculty Development Committee Meeting**  
**Agenda for Tuesday, February 23, 2016, 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
Kristie Daniel-DiGregorio* (present)	(KDD)	Behavioral & Social Sciences
Ross Durand (absent)	(RD)	Industry & Technology
Briita Halonen (excused)	(BH)	Humanities
Sheryl Kunisaki (present)	(SK)	Learning Resources
Sumino Otsuji (excused)	(SO)	Humanities
Margaret Steinberg (present)	(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.

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

**AGENDA**

1. **Introductions:** (KDD) introduced Professor Stacey Allen (SA), who has been a long-term supporter of FDC initiatives. Professor Allen nominated Mediha Din who received the 2014 Outstanding Adjunct Faculty Award, as well as the Hayward Award, given by the Academic Senate for the California Community Colleges. Professor Allen actively mentors her adjunct colleagues on effective teaching strategies and the job search process. She advises the Sociology Club which is among the most active student organizations on campus. She has arranged a Sociology Club event focused on campus safety this week, a topic which echoes one of the FDC's top priorities for the semester. (KDD) has asked Professor Allen to consider being appointed to succeed her as Vice President for Faculty Development.
2. **Campus Safety: Spring PD Day Follow-Up.** (KDD) reported that the Academic Senate co-presidents have effectively communicated the concerns that arose at the last FDC meeting. They have discussed campus safety concerns with the Dean's Council and College Council and they invited (KDD) to address the topic at the most recent Academic Senate meeting, in which Dr. Maloney was in attendance. (KDD) has also discussed concerns with members of the AIMS team and with the union. The three key concerns are:
  - a. The urgent need for faculty to be able to physically secure their classrooms.
  - b. The need for faculty to have access to reliable communication in their classrooms.
  - c. The need for expanded emergency preparedness training, campus-wide.

Nina Velasquez confirmed by email that the union will address campus safety in the next round of negotiations, using as their theme "Security: Financial and Physical." She indicated that Board Policies would need to be rewritten and/or developed to address the issue of faculty/employee safety. Specific guidelines regarding facilities and procedures will need to be established. (EU), a member of the executive board for the union, explained that contracts are legal documents, must apply across the board, and must be enforceable. Many of the board policies focus on protecting students from harm. It is important for the policies to also address faculty and staff safety. She explained that there are templates for board policies, approved at the state level. It will be important for the college to research how other colleges are addressing this issue.

(FB) pointed out that if faculty have expressed in a public and official way the problems and concerns regarding campus safety then the college could be liable for negligence if an incident occurs and proper precautions had not been taken. (KDD) affirmed that campus safety resources such as those from the Alice Training Institute (<http://www.alicetraining.com/wp-content/uploads/2016/01/University-Case-Study-12.22.2015.pdf>) indicate that higher ed institutions have significant responsibility for the welfare students, faculty and staff on campus.

Agencies such as the US Department of Education and the US Department of Homeland Security make it clear that campuses are expected to take a proactive approach to developing comprehensive safeguards and policies.

(MS) asked if the FDC should develop a resolution to submit to the Academic Senate. (KDD) noted that this suggestion was made at the previous FDC meeting and she consulted with the Academic Senate co-presidents. They felt that raising the issue in a variety of campus forums (e.g., Dean's Council, College Council, Academic Senate) would be a more effective first step.

(LMT) reported that her consultation with colleagues on other campuses suggests ECC is in the "middle of the road" in our approach to campus safety and security. Some campuses have taken a more comprehensive and thorough approach while others have done less than our college. A facilities expert at Coast College referred her to a \$10 mechanism that would secure doors in an emergency. She will provide more details at the next meeting.

The team discussed the purposes of AIMS (Assessment, Intervention and Management of Safety) and the ERC, the Emergency Response Committee. AIMS focuses more on psychological issues while ERC would focus on physical safety. (LMT) indicated that the ERC will soon be revived by Rocky Bonura, who chairs the committee.

(MS) spoke with Rocky Bonura recently and asked whether he received her message six weeks ago at the in which she suggested that the college consider purchasing Barracuda Door Locks, produced by Bilco. He wasn't certain whether or not he received the email so (MS) will resend it. (MS) mentioned that she is enrolled in the training program for CERT (Community Emergency Response Team). She suggested that encouraging faculty and staff to complete the CERT training can increase confidence in our level of preparedness as a college.

(KDD) noted that some of the safety issues are beyond the purview of the FDC, such as door locks and classroom phones. Certainly, the FDC and Senate will continue to advocate for these improvements. At the same time, it can be useful to consider what learning opportunities the FDC can provide to faculty. She proposed a number of ideas to address concerns raised at the previous FDC meeting. The suggestions included:

- Nixle trainings: guidance on set-up, strategies for encouraging students to subscribe
- Workshops to develop strategies for addressing safety in class: use of active shooter video, discussion questions, presentations by campus police.
  - (KDD) provided a brief synopsis of the video and discussion questions from (FB), which is included.
- Mental Health First Aid Training: Tentatively scheduled April 1<sup>st</sup>, 8 hours of flex credit, maximum 25 attendees.
  - Team members were provided with materials about the program and referred to the website: [www.mentalhealthfirstaid.org](http://www.mentalhealthfirstaid.org).
- Listserv "newsletter" with links and resources (e.g., active shooter video, Nixle, AIMS resources).

(LMT) indicated her office is working with (KDD) on the Mental Health First Aid Training and that her team could assist with one additional event this semester. (MS) indicated that CERT has provided online resources which could be useful to share with faculty and staff. (KDD) suggested that faculty be offered a menu of opportunities ranging from those requiring short-term to long-term time commitments.

(DB) indicated that offering options could encourage faculty to feel a sense of agency. The team concurred that a newsletter or newsletter series that offer select resources and links would be appreciated by faculty. Some possible resources to highlight:

- Information on CERT Training and links online resources on the website.
- An invitation to enroll in the Mental Health First Aid Training.
- Links and strategies for utilizing the active shooter video shown at PD Day: <https://www.youtube.com/watch?v=9Z9zkU--FLQ&feature=youtu.be>

- Information about Kognito which provides online simulations of interactions with students.
- Online resources or courses which faculty could take over the summer.
- A reminder that Jan Caldwell and her colleagues at Campus Police are available to make classroom visits.

(FB) advocated for clear directives for what to do and who to contact in the case of an emergency. She indicated that when faculty are addressing a crisis, they won't have time to consult websites or trainings. Not all faculty are equipped to manage a crisis situation so they need to have one number they can call to refer the student to the appropriate professional(s). (SK) noted that she has 63 student workers, whom she trains extensively. Still, it's hard to provide them with a clear directive because so many of the situations are different. Despite the volume of problematic behaviors (SK) has addressed over the years, she continues to encounter novel situations. (FB) offered the analogy that we don't want faculty trying to diffuse a bomb. They are not equipped to do so. (EU) agreed, noting that much of the training focuses on helping faculty understand how to tell the difference between a bomb and a backpack.

(SA) agreed that it can be very reassuring for faculty to know that trainings are ongoing and the level of preparedness is improving. (EU) commented that some may know of the variety of offerings but that most faculty aren't aware of the many initiatives underway on our campus.

(SK) suggested a workshop, with specific strategies that faculty can use, would be very helpful. Campus Police provided training for library staff and it was very useful. (KDD) suggested that case studies would be especially helpful by allowing faculty to prepare for a variety of scenarios.

(EU) emphasized the importance of incorporating active learning opportunities. For example, with CPR training, trainees often have a false sense of confidence when they view a demonstration. When they must apply what they've observed, it quickly becomes clear where the gaps are in understanding.

(KDD) will reach out to Campus Police about planning an event and will begin drafting a newsletter for faculty. She will report back at the next meeting.

**3. Additional FDC/PD Initiatives, Spring 2016:** (KDD) highlighted some of the ongoing projects for the FDC and the campus as a whole.

FDC/PD Initiatives, Spring 2016:

- Summer 2016 Great Teachers Recruitment and Registration
- Workshop on Faculty Engagement on Campus: Strategies for New Faculty
- Pilot Faculty Professional Development Plans
- Review Faculty Needs Assessment, Spring PD Day Evaluations, IGD Evaluations
- Plan Fall Professional Development Day
- Plan Fall Faculty Book Club

Additional ECC Initiatives for Spring 2016

- Technology Conference & Vendor Fair (Friday, February 26<sup>th</sup>)
- 3csn: Threshold Concepts (Sponsored by Behavioral and Social Science, Friday, March 25th)

Meeting adjourned at 1:55 p.m.

**KDD/2.24.16**

## **Surviving an Active Shooter:** (Ohio State University)

<https://www.youtube.com/watch?v=9Z9zkU--FLQ&feature=youtu.be>

### Video Summary:

A key message is that you can survive an active shooter. There are three steps to remember:

1. **Run.** If you receive a notice that there's an active shooter, evacuate the building, scatter and call 911 once you are safe.
2. **Hide.** If you hear gunshots, barricade yourself in a room, turning off lights, locking doors, and silencing cell phones.
3. **Fight.** This is a last resort if you're unable to run or hide. Keep in mind that emergency personnel typically arrive within five minutes of the start of an emergency. So you only need to fight until emergency personnel arrive on the scene.

### General suggestions:

- Know your surroundings, including exits.
- Become familiar with multiple ways to enter and exit buildings.
- Look around for possible hiding spots or possible weapons.

### **Possible Discussion Questions:**

- What would you do if you were walking along the quad and heard something that sounded like gunshots or saw a person with a gun?
- What would you do if you heard something that sounded like gunshots or saw a person with a gun in the hallway?
- What would you do if a person with a gun entered the classroom (we have two doors)?
- What would you do if a person with a gun entered the classroom and you could not run away?