Professinal Development Committee Meeting Minutes

April 1st, 2015

Location: F3-210

Attendees: Brenda Chan, Barbara Dunsheath, Evelyn Escatiola, Alex Immerblum, Harry Lord, Richard Moyer, Oscar Pena, James Ross, Amanda Ryan-Romo

I. Call to order
Meeting was called to order at 12:15.

II. Approve Agenda
Agenda was approved by members present.

III. Review last meeting minutes
Meeting minutes of March 3rd 2015 was approved unanimously.

IV. Action/Discussion Items

Opening Day 2015 – General Discussion

B. Chan spoke to President Martinez to gauge his vision for Opening Day 2015. President Martinez is seeking an hour to introduce Board members, new faculty, and to discuss the budget and student transfers.

A. Ryan-Romo and A. Immerblum opposed this idea, stating that it is too long. A. Ryan-Romo suggested instead having a break-out session for an hour, and then regrouping in the auditorium afterwards.

Dr. Moyer said we need a 15-20 minute welcome before any break-out sessions.

A. Ryan-Romo suggested that we should block-off the last several rows in the auditorium to encourage people to sit closer to the stage.

A. Immerblum said there must be breakout sessions on campus accreditation and self-study, and suggested they run from 9:00am-10:30am. After a short break, A. Immerblum said we should reconvene in the auditorium at 11:00.

Dr. Moyer asked whether there should be few large break-out sessions or many small break-out sessions. He continued to ask whether the participants in these break-out sessions should do work or just listen to presentations?

A. Immerblum replied by saying that we need to engage the campus with the self-study report. This should be launched at Opening Day to make faculty aware of the self-study report.
A. Ryan-Romo suggested having four morning break-out sessions on best practices relating to accreditation work on Opening Day.

A. Ryan-Romo said we need to inform faculty of their role during the accreditation process, not just the fact that it is coming and that it is important.

A. Immerblum added that the primary goal is to promote faculty’s role during the accreditation process.

E. Escatiola recommended a comprehensive PR campaign to promote faculty’s role during accreditation by allocating resources such as visual training/showing videos.

A. Immerblum asked whether we should (a) first present the role of faculty in the accreditation process, then break-out and do activities towards it, or (b) have break-out sessions wherein faculty do activities towards accreditation, then we regroup and discuss what was done. A. Immerblum favored the latter approach.

E. Escatiola asked O. Pena and J. Ross for their opinion about options (a) and (b) presented by A. Immerblum, above.

O. Pena and J. Ross both agreed that option (b) would be best.

B. Dunsheath stated that accreditation looks at quality-focused essay.

Dr. Moyer reminded us that we’re already getting money for 3CSN and equity, and that we should link these together with accreditation.

B. Dunsheath suggested we give a summary of the self-study to faculty.

A. Immerblum said that this won’t engage the faculty. He continued saying that we need to be proactive in engaging faculty with accreditation.

B. Dunsheath suggested that faculty select parts of the self-study and relate their own work with certain accreditation standards.

Dr. Moyer suggested that some faculty through their practice create a barrier to student success by showing that they don’t care (in the eyes of the student). He stated that students need to know that their professors care.

A. Ryan-Romo stated that Opening Day should focus on students first.

E. Escatiola voiced concern that we currently have no way to keep the momentum of Opening Day work ongoing through the academic year.

A. Immerblum said we need to make sure we’re not scolding faculty. Rather, we should highlight different ways that effective teaching might happen.

**Opening Day 2015 – Theme**
A. Ryan-Romo reiterated the theme should be, “Students First – Effective Practices.”

A. Ryan-Romo suggested the subtheme should be, “Accreditation.”

J. Ross suggested that we could save time during Opening Day by having faculty stay put in breakout rooms and having presenters move from room to room, rather than the other way around.

B. Dunsheath suggested that break-out sessions could use the ‘Jigsaw’ technique during their activities.

A. Immerblum again asked if we should alert faculty to a process or actively engage faculty in the process during the break-out sessions?

J. Ross suggested that faculty might not know what they can do to help accreditation, or might lack concrete examples of what they can do. He suggested that department chairs might not disseminate clearly the roles of faculty during the accreditation process.

B. Dunsheath asked if faculty know the process for improving their practice on campus? B. Dunsheath also commented that faculty doesn’t always associate improving their practice with accreditation.

A. Immerblum stated that B. Chan needs to submit a draft agenda for Senate approval.

Minutes recorded by J. Ross.

See draft agenda to Senate on the following pages.
ELAC 2015 Opening Day Tentative Agenda (Version 1)

August 27th, 2015

Students First: Effective Practices

0800-0900  Breakfast & Registration (G1, G3 Courtyard)

0900-1100  Breakout 1 (Auditorium & S2)

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<td>The Learning Environment</td>
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1100-1200  Welcome & Campus Updates (Auditorium)

1200-1300  Lunch (P2, S2 Courtyard, Auditorium Foyer)

1300-1500  Breakout 2 (Auditorium & S2)

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1500-1530  Closing Remarks & Raffle (Auditorium)

1530       Adjourn

Standard I: What We Know About Students

Standard II: In the Classroom and On-Campus

Standard III: The Learning Environment

Standard IV: Leadership and Governance
ELAC 2015 Opening Day Tentative Agenda (Version 2)

August 27th, 2015

*Students First: Effective Practices*

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*Standard I: What We Know About Students*

*Standard IIa: Effective Practices in the Classroom*

*Standard IIb: Effective Practices in other service areas*

*Standard III: The Learning Environment*