


**FACULTY SENATE
MEETING MINUTES
February 7, 2020**

Location: Riverside Campus, G-15
Time: 10:00 AM-12:00PM
Chairs: Marina Whitchurch (SR) and Mary Middleton (JR)
Attendance: Andy Childress, Tiffany Clarkin, Allison Fahrner, Kristi Kowalski, Glen Moulton, Jennifer Richards, Troy Scevers, Tina Weyland
Guests: NA
Recorder: Amy Durst

Agenda Item	Discussion		
Approval of Minutes:	Troy Scevers motioned to approve the minutes, Kristi Kowalski seconded. Minutes approved.		
<p>G.I.F.T – Marina Whitchurch, <i>Faculty Senate Co-Chair/Adjunct Faculty - Humanities</i></p>	<p>Marina discuss a portion of the packet she presents in her Public Speaking class. The packet is lengthy and Marina offered to go through the full packet to anyone interested at a later time.</p> <p>Focus of this presentation: FEEDFORWARD</p> <div data-bbox="451 982 1446 1969" style="background-color: #333; color: #fff; padding: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p style="text-align: center; font-weight: bold; margin: 0;">TRADITIONAL FEEDBACK</p> <p>Affirms what the person already knows. <i>"You're really good at that."</i></p> <p>Points out problems. <i>That idea won't work because...</i></p> <p>Is an "information dump." <i>Think rubrics with 10-20 different measurements.</i></p> <p>Tries not to be mean. <i>"Praise sandwiches" hide criticism inside gauzy praise.</i></p> <p>Doesn't always offer a plan of action. <i>Focus is on measurement, not a plan for change.</i></p> <p>Comes from the top down. <i>Delivered within a strict hierarchy, from people on the same team.</i></p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p style="text-align: center; font-weight: bold; margin: 0;">THE FEEDFORWARD APPROACH</p> <p>Regenerates talent. <i>"Would you lead a training on that?"</i></p> <p>Expands possibilities. <i>What if we added this?</i></p> <p>Is Particular. <i>Is ongoing, embedded in instruction, and focuses on just a few things.</i></p> <p>Is Authentic. <i>Describes the problem and its impact, then prompts the person for a solution.</i></p> <p>Has an Impact. <i>Has the person create a specific, step-by-step plan for improvement.</i></p> <p>Refines group dynamics. <i>Rich, varied input comes from people with different viewpoints and skill sets.</i></p> </td> </tr> </table> <p style="font-size: small; margin-top: 10px;">From <i>The Feedback Fix: Dump the Past, Embrace the Future, and Lead the Way to Change</i> by Joe Hirsch</p>  </div>	<p style="text-align: center; font-weight: bold; margin: 0;">TRADITIONAL FEEDBACK</p> <p>Affirms what the person already knows. <i>"You're really good at that."</i></p> <p>Points out problems. <i>That idea won't work because...</i></p> <p>Is an "information dump." <i>Think rubrics with 10-20 different measurements.</i></p> <p>Tries not to be mean. <i>"Praise sandwiches" hide criticism inside gauzy praise.</i></p> <p>Doesn't always offer a plan of action. <i>Focus is on measurement, not a plan for change.</i></p> <p>Comes from the top down. <i>Delivered within a strict hierarchy, from people on the same team.</i></p>	<p style="text-align: center; font-weight: bold; margin: 0;">THE FEEDFORWARD APPROACH</p> <p>Regenerates talent. <i>"Would you lead a training on that?"</i></p> <p>Expands possibilities. <i>What if we added this?</i></p> <p>Is Particular. <i>Is ongoing, embedded in instruction, and focuses on just a few things.</i></p> <p>Is Authentic. <i>Describes the problem and its impact, then prompts the person for a solution.</i></p> <p>Has an Impact. <i>Has the person create a specific, step-by-step plan for improvement.</i></p> <p>Refines group dynamics. <i>Rich, varied input comes from people with different viewpoints and skill sets.</i></p>
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	<p>FEEDFORWARD is a constant and important part of our course work. Giving and receiving of detailed, constructive, and productive information is not just a skill that we need to hone for this class, but to learn for future classes and for employment and family/social life.</p> <p>First...this type of “feedback” is NOT personal. It should not be personal. And it should not be a repeating of the presentation. And it should not ‘hide’ negative comments. It is about your speech...which might FEEL personal because it is important to you and you wrote it and delivered it, but if framed the correct way, the information that you read below will not feel so personal and will, hopefully, help you take your presentation to the next level.</p>
<p>Working group updates and discussions</p>	<ul style="list-style-type: none"> • Faculty Survey Tool: The original intent was how to get a sense about how faculty feel about various issues. Tiffany Clarkin, Kristi Kowalski, and Tracy Redd are working on the survey tool (likely it will be Survey Monkey). Feedback from the Senate: the surveys should be short, limited to no more than five sentences and/or five minutes. Potential topics could be: GIFTS at Inservice, • Inservice Ideas: Faculty Senate would like to have two sessions to present 2-3 different gifts in each one. We would also like to record the GIFTS at Inservice. <ul style="list-style-type: none"> - Poster Session – All GIFTS would get posters and a few GIFTS would be presented in a session. • RCCEA is looking to hold more social events to get faculty together. • Collaborative Spaces: Discussion of <i>collaborative spaces versus collaborative partnerships</i>. Where are come collaborative spaces for team building on campuses? The Senate also discussed having local school officials (ex. A rep from Logos) come and speak about collaborations with RCC. • Professional Growth: A questions was raised about Professional Growth and who monitors it, schedules it, etc. A rich discussion followed about ways that different departments create their own Pro Growth opportunities and ways that Faculty Senate can promote Teaching and Learning Centers for each campus where we could store G.I.F.T.s and more. This would mean creating a “learning hub” for faculty at each campus (or virtual). More discussion/planning is needed.
<p>Announcements/Closing discussion:</p>	<ul style="list-style-type: none"> • Accreditation Update – report is due on Feb 14. The site team visit will be on April 15-17. During those days they will be asking to meet with various groups within the college. • Vice President of Instruction update: February 25, 26, 27 are the days the candidates will be on all three campuses for the candidates. • Faculty Senate Awards Luncheon this year are at Table Rock on May 15 starting at 11am. The Senate would like to record the luncheon this year to put them on the webpage. Andy will send an email to Jess McLoud in media to ask if he can record the awards. Deb Murphy is interested in serving on the committee again; if anyone else is please contact Deb. • Deb Murphy will do the GIFT in April.
<p>Next Meetings:</p>	<p style="text-align: center;"> Next meeting: Friday, March 6 10 a.m. - 12 p.m. TRC 123a Zoom: https://roguecc.zoom.us/j/8018334781 </p>

