



**FACULTY SENATE  
MEETING MINUTES  
January 24, 2020**

**Location:** Redwood Campus, H-2 & Zoom  
**Time:** 10:00 AM-12:00PM  
**Chairs:** Marina Whitchurch (SR) and Mary Middleton (JR)  
**Attendance:** Karl Brake, Tiffany Clarkin, Daniel Elash, Curt Erikson, Kristi Kowalski, Glen Moulton, Deborah Murphy, Tracy Redd, Jennifer Richards, Tom Pike, Tina Weyland  
**Attendance via Zoom:** Donna Fiore and Troy Severs  
**Guests:** NA  
**Recorder:** Chelsea Kelsey

Agenda Item	Discussion
<b>Approval of Minutes:</b>	Tom Pike motioned to approve the minutes, Karl Brake seconded. <b>Minutes approved.</b>
<b>Guest Speaker:</b> Tom Pike  FT Faculty – Counseling	<p>Tom spoke to the senate today about faculty burnout and how we identify the signs, our personal and work risk factors, and what we can do to combat this using self-care. We identified the physical, emotional, and spiritual signs. Personal risk factors included, perfectionism, being pessimistic or negative, quick to find fault, and controlling. Working risk factors included, but were not limited to working extended periods without breaks, unclear or poorly defined expectations, working in a disorganized or chaotic environment, working with little or no recognition or support, and a sense of failure or fear of losing our jobs.</p> <p>We then broke out into small working groups and identified what issues were at hand for ourselves:</p> <ul style="list-style-type: none"> <li>• Low salaries</li> <li>• No mentoring</li> <li>• Poor classrooms</li> <li>• Students not prepared for college or responsibilities</li> <li>• Additional responsibilities like accreditation</li> <li>• Extended travel time to and from work/campuses</li> </ul> <p>Tom reminded us that burnout is a process and it does not just happen overnight and challenged us to make little changes daily with intention. We ended this exercise with introduction to a 32-day commitment exercise.</p> <p>Here is a link to an Inc.com article suggesting ways to overcome burnout. The last link is to the Prezi presentation from which Tom borrowed some slides.</p> <p><a href="https://www.inc.com/john-rampton/8-ways-to-get-over-job-burnout-without-leaving.html">https://www.inc.com/john-rampton/8-ways-to-get-over-job-burnout-without-leaving.html</a></p>

	<a href="https://prezi.com/9zooi8jkkw_o/i-love-myself/">https://prezi.com/9zooi8jkkw_o/i-love-myself/</a>
<p><b>G.I.F.T:</b> Kristi Kowalski, FT Faculty – Adult Basic Skills</p>	<p>Adult Basic Skills (ABS) adopted Mockingbird Methodology, which includes teaching strategies and solutions for managing struggling learners. Approximately, four-five years ago ABS started implementing and training for at-risk students with the mission of student engagement with purpose, not power. Purpose is to disrupt the resist, retreat, and disengage academic subculture.</p> <p>Kristi walked us through a quick exercise of the following principles in instruction for engagement and participation:</p> <ul style="list-style-type: none"> <li>• Callbacks: Inconsequential voice-low-risk verbal responses - ask students to repeat today’s topic.</li> <li>• State Change: Students asked to move around the classroom often-especially getting handouts. This promotes getting up – change and movement.</li> <li>• Frame and cue the question: Provides the silence required for quality thinking.</li> <li>• Think-time cue: Gives the student time to think and deepens the quality of responses.</li> <li>• Go: Write down the framed question.</li> <li>• Pause: As you moved your students through the above, pause while students are at their peak – this seems to keep that momentum going.</li> <li>• Share Out: use a fill in the blank cue, with the prompt “What do you think about ____ blank?”</li> <li>• Applause: Roundhouse applause for those who participated.</li> </ul> <p>For more information see <a href="https://mockingbirdeducation.com/">https://mockingbirdeducation.com/</a></p>
<p><b>Working Groups:</b></p>	<ul style="list-style-type: none"> <li>• <b>Bylaws Committee</b> – They have not met since the holiday closure.</li> <li>• <b>Faculty Survey Tool Construction</b> – Faculty felt the need for consistency in how the polls are being circulated. Use one polling instrument instead of e-mails, survey-monkey, or RCC links. The preference would be an e-mail with:           <ul style="list-style-type: none"> <li>✚ clear and obvious subject line</li> <li>✚ clear and obvious deadline</li> <li>✚ reminder before deadline</li> <li>✚ high priority flag</li> <li>✚ email can have a link to an external survey instrument</li> </ul> </li> </ul>

	<p>The senate would like to create a working group that would first clearly define its goal, what it wants to achieve and its mission. Tiffany Clarkin, Tracy Redd and Kristi Kowalski agreed to assignment.</p> <ul style="list-style-type: none"> <li>• <b>Collaborative Spaces</b> – Faculty feel that they are to have a roll in development and decision regarding these spaces, but do not necessarily have representation; an example being the makers-space. Karl Brake and Marina Whitchurch have volunteered to follow up with the senate’s concerns of faculty representation.</li> </ul>
<p><b>Announcements/Closing discussion:</b></p>	<ul style="list-style-type: none"> <li>• Marina Whitchurch will do the next G.I.F.T. at February 7 meeting.</li> <li>• Glen Moulton has agreed to be the faculty representative for BAT</li> </ul>
<p><b>Adjournment/Next Meetings:</b></p>	<ul style="list-style-type: none"> <li>• Meeting adjourned at 12:00 P.M. PST</li> </ul> <p style="text-align: center;"> <b>Next meeting:</b>  <b>Friday, February 7</b>  <b>10 a.m. - 12 p.m.</b>  <b>RVC, G15</b>  <b>Zoom: <a href="https://rogecc.zoom.us/j/8018334781">https://rogecc.zoom.us/j/8018334781</a></b> </p>