

Staff Development Committee Nominee Statements

Full-Time Positions (vote for four)

Deidre Hughes, Reading

Good afternoon, I would like to serve on the Staff Development Committee because I believe my professional qualifications and educational values align well with the vision and creativity necessary to fulfill the responsibilities of the position. I feel that a collaborative effort is key to developing a comprehensive staff development program that serves all constituencies, working together to ensure student success, and I would like to be a part of this effort. Despite my good intentions and academic preparation, as an instructor, I have greatly benefited from ongoing pedagogical training in order to hone my teaching skills, keep pace with Fullerton College's changing student demographic, and integrate educational innovations into my existing curriculum. Professional learning has dramatically augmented my teaching practice and positively affected the many students in my classes. My interest in professional learning and leadership has been sustained throughout my tenure at Fullerton College. A sampling of my recent professional learning and leadership include the following:

- Mindfulness: Participating in year-long certification program for integrating mindfulness into educational curriculum and teaching. Presented several workshops and seminars at Fullerton College and other 3CSN events on using mindfulness to improve student learning. Through the Habits of Mind Initiative, leading Fullerton College constituents to learn about mindfulness practices and their use in higher education.
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- Growth Mindset: Participant with a Fullerton College faculty team in California Community Colleges Success Network (3CSN) Growth Mindset Community of Practice and implemented five classroom applications of intelligent practice (growth mindset) in reading courses. Presented on growth mindset at Strengthening Student Success Conference.
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- Reading Faculty Training to Address the Achievement Gap: With equity funding, organized and led reading faculty training to address the achievement gap. Training modules on **instructional technologies/blended learning, student learning outcomes and assessments, project-based learning, and reading lab pedagogy**.
- Educational Technology: Blended Learning: Presented at Fullerton College on integrating mobile devices in the classroom for Educational Technology Series, led seminar for Basic Skills Certificate for Teaching and Learning outlining how to use WebQuest pedagogy for curriculum design and completed a sabbatical on cultivating digital and media literacy for educational purposes.
- Basic Skills Initiative: Introduced Humanities Division Faculty to the Basic Skills Blog created by the Humanities Division Basic Skills Committee, including videos, tips, and resources focused on effective pedagogy for basic skills classes. Presented to Fullerton College New Faculty on basic considerations and current research for working successfully with basic skills students.

Marianna Jagodina, Math

I would like to serve on the Staff Development Committee because I am interested in enhancing my teaching practice, developing new teaching strategies such as flipped classroom, and improving my students' learning. A significant improvement in students' success is impossible without instructor's professional development. Anyone interested in being a better and more effective instructor will benefit from learning from her colleagues and sharing her knowledge in a collaborative community within the campus. The Staff Development Committee selects and funds motivated faculty (and classified staff) to attend conferences and workshops thus promoting lifelong learning and improving students' success on the entire campus by requiring attendees to share their knowledge with colleagues. While I attended only a small number of workshops facilitated by faculty that were sponsored by the Staff Development Committee, I found them all very helpful and informative and I learned a lot. I wish there were a lot more workshops and breakout sessions available throughout the academic year and I strongly feel that the Staff Development Committee should look into developing instructional development courses similar to those offered by the Office of Faculty Development at Valencia College. I took two TLC courses as an adjunct instructor at Long Beach City College and at Cerritos College in 2008 and 2009. Both courses had a huge impact on my teaching. One course helped me to improve my teaching practices and have a better understanding of disabled students' needs. The other course was about SLO assessments, in particular how to write and grade SLO questions. At Fullerton College I was a part of the TAP program for 3 years and now I am participating in the SI program. Mareike Claassen and I presented a workshop on metacognitive learning in fall 2012.

Thank you,
Marianna

Miguel Powers, English

Please consider my nomination for the Staff Development Committee. Having been engaged in professional learning at Fullerton College, both as a participant in and a facilitator of numerous workshops, I am eager to join the committee and engage in conversations to shape the direction of a comprehensive professional learning program that genuinely serves the whole campus. Engaging in professional learning, particularly my graduate work on growth mindset, has influenced my teaching practice considerably, from how I design my courses to how I provide feedback on student work. I have also enjoyed opportunities to provide leadership in professional learning, even beyond our college. For example, based on a regional workshop and presentation at the Strengthening Student Success Conference that I gave with Mary-Jo Apigo from West LA College, we were invited by the California Community Colleges' Success Network (3CSN) to create and facilitate the Fostering Growth Mindset Institute, a program now in its second year.

The following is a select list of some additional professional learning that I have facilitated:

1. Teaching and Learning Certificate Workshops on topics such as
 - Growth Mindset
 - Brain Research Implications for Teaching
2. Basic Skills-Supported Faculty Inquiry Group on Growth Mindset Interventions (Lead)
3. Habits of Mind Initiative
 - Participated in ongoing meetings and events since 2013
 - Helped plan and conduct a breakout session on persistence for Fall 2014 Convocation
 - Planned and lead the Habits of Mind in the Disciplines event at FC in April 2015
4. AAC&U Faculty Collaborative Project
 - Working with CSU and CCC faculty to investigate resources for sharing learning about

degree outcomes and equity-minded completion initiatives

5. Transfer Achievement Program

- Designed and conducted new Summer Academy Program (with Deidre Hughes)
- Trained Student Facilitators

Nicole Rossi, Math

Dear Faculty Senate Members,

I, Nicole Rossi, would be happy to serve on the Staff Development Committee. I was in the first cohort of full-time faculty that had semimonthly full-time faculty seminars. I found these helpful as an instructor that was new to Fullerton College. I know about mathematics, but these seminars opened my eyes to the complexity of the community college and connected me to the campus as a whole. As an instructor, it is common to speak with instructors of the same discipline about teaching, but working with individuals outside my department has given my insight into other ways of further connecting with and engaging my students. Overall, the most important thing I gained from my seminars was meeting faculty outside my department who are committed to helping other instructors professionally. I would like to serve on this committee to help others further their education and dedication to this institution. I am fortunate enough to be co-chairing the Adjunct Academy with Kristy Richardson and have first-hand seen the impact that it has made on the part-time faculty who participate in it. I have also learned new information from the academy and am grateful that I was able to participate in such an activity. I hope to help fellow faculty and staff members as much as I have been helped by the staff development I have taken part of at Fullerton College.

Regards,

Nicole Rossi

Adjunct Position (vote for one)

Lisa Bates, Dance

I would be honored to represent the adjunct faculty on the Staff Development Committee for a variety of reasons. I think it is important to have the perspective of an adjunct faculty member to further explore the possibilities, options, and viewpoints pertaining to staff development. I am always in search of ways to expand my involvement in the Fullerton College community and how I can support the growth and progress of the campus. As a dance professor I am constantly committed to researching and educating myself further in the field of dance. It is of utmost importance in my career to stay present and relevant in my teaching and techniques. By having the opportunity to take classes, attend workshops, festivals, showcases, and conferences, I am able to maintain and improve my skills as a teacher, dancer, and choreographer. Through Fullerton College, I have had the incredible opportunity to attend the American College Dance Association's yearly Baja regional conference. The conference takes place over a few days, once a year, and includes a large variety of classes taught by other faculty and professionals from all over the country. Throughout the week, the colleges attending have the opportunity to present one or two choreographic works to be adjudicated by highly respected professionals in the field of dance. I have had the pleasure of teaching numerous classes over the past four years at this event. In the Spring of 2011, I presented a contemporary hip hop piece titled, *Overtime*, performed by twelve Fullerton College students. My piece received extremely positive feedback and was one of only twelve pieces selected to perform again at the conference's closing Gala. The entire week is an incredible experience for both faculty and students alike. Everyone has the opportunity to take a variety of classes that they

wouldn't normally have the chance to take. The students are able to perform in front of their peers from all across the country. The conference is such an educational, career inspiring week that could not happen without the support of the department and Fullerton College. Each semester, the dance department hosts the Fullerton College High School Dance Day. I have been in charge of organizing this event for the past few years. I am responsible for reaching out to all of the local high schools to invite them to come visit us and learn more about our dance program. We hold three master classes taught by different Fullerton College faculty members. We also organize a lunch time informal dance showing, where we invite the high schools to present a finished dance piece to give them a chance to perform in an open and supportive environment, to bond with each other, and to show support for the other schools in attendance. We close out the dance day by inviting the students and their teachers to attend the matinee performance of the Fullerton College Faculty Dance Concert. Throughout the day the students are encouraged to ask questions and gather information about being a part of the dance department. Current FC dance department students are invited to attend the entire event as well to help promote the department and to interact with the high school students. It is always an extremely successful and inspiring day for everyone involved. The event serves as a major fundraiser for the dance department. My most recent project has been with the Fullerton College Dance Ensemble. I have reached out to local high school's to see who might be interested in having us perform for their department. I have choreographed a series of pieces for the students to present throughout this coming year. At each performance, the students and I will host a question and answer session for participants to learn more about what it is like being a part of FC dance. The response has been amazing. We have four high school performances already booked between now and the end of October, and more in the works. This has proved to be a wonderful addition to our dance day, since some schools are not able to come visit us for that fundraising event. We are now able to go to them which allows us to promote the department to a larger variety of students. All of this has proved to be incredibly rewarding for me.

Nicole Neitzke, English

My name is Nicole Neitzke, and I am a first-year English Adjunct here at Fullerton College. I would like to serve on the Staff Development Committee because I would like to become more involved on this campus and become a valuable asset to other adjunct faculty. Furthermore, I am an alumni here at Fullerton College and want to give back to the college that shaped me into the teacher I am today. Professional learning is important for my own practice as a teacher because it is my belief that one never stops learning. The field of humanities is one that is constantly changing and developing for the better, so as I teacher I believe it is my responsibility to stay current with different teaching perspectives and be vigilant in my own and others' professional development. While I am a new faculty member, I was an intern here prior and have attended workshops that were geared towards professional learning. I have found the workshops to be so helpful that I have even changed up my style of teaching to match those who presented, such as employing Growth Mindset practices and pedagogy in the classroom. While I have not facilitated any professional learning on this campus, I did have a hand in creating and facilitating professional development workshops during my grad work at Cal State Fullerton. Those workshops were focused on teaching development and helped those interested in receiving the Professional Teaching and Writing Certificate check off required workshop hours. This task was achieved through the Teaching Writing Club, where I served as Vice President. I thank you for your consideration and hope that I proved to be an attractive candidate for this position.

Marianne O'Barr, Art

No written statement submitted

Chris Paquette, English

I'd like to fill the adjunct position on the Staff Development Committee because students at Fullerton College must have highly skilled instructors who are committed to their success—and for many teachers, professional development activities make this possible. I also want to help prop up instructors who need support and encouragement or who might be on the verge of burnout. I'd like to also bring the unique voice of the adjunct faculty member and serve the school in ways that go beyond my classroom. It's difficult to overstate the importance of professional learning in my own experience. The developmental activities I've attended have connected me with inspirational luminaries in my content area; given me the confidence to publish teaching-related articles; allowed me to implement new, research-based methodologies; and given me a sense of pride, resolution and drive that I need to keep going. Recently I participated in the English 99 training and have begun observing English 99 instructors. I also attend teaching and learning certificate workshops and district-wide staff development workshops. Also, over the summer, I attended an On Course and a CAP conference. Last month I attended a Student Equity workshop at Santiago Canyon College and a few semesters ago I went to a conference at IVC where a representative from the RP Group spoke. Additionally, Kristine Nikkhoo has just told me that Basic Skills is securing me a spot at the RP Group conference next month in Oakland. I am also wrapping up an online certificate through @ONE—I'm currently taking an online course on accessibility and universal design. This comes just in time, as this semester I have a student who is blind. A couple semesters ago I facilitated a workshop on bringing social justice discussions into the classroom through dystopian fiction and satire at a CATE conference.

Frank Perez, Paralegal Studies

No written statement submitted

Eric Rodriguez, English

I would like to serve on the Staff Development Committee to contribute my voice to the ongoing conversation of what adjunct instructors want to learn and how they want to learn it. As a new instructor on campus, I feel I have the insight required to make these difficult and necessary judgments: I know what would be immediately beneficial to myself and other adjuncts who have not had as much on-the-job training. Additionally, as a former graduate student intern here at Fullerton College, I have utilized much of what I learned from instructors here at staff development workshops to be a more successful instructor. For example, workshops on technology based lecture techniques and syllabus formation have been particularly helpful this semester. Finally, I served as a workshop coordinator for the Teaching Writing Club at California State University, Fullerton and produced four highly attended and well-regarded professional development workshops (focusing on aspects such as campus involvement, literacy awareness,

and linguistic prejudice). My experience on campus, my attendance at the staff development workshops, developing my own staff development workshops, and my perspective would make me an exceptional candidate for this position, and I look forward to being provided the opportunity to demonstrate that.

Ned Weidner, English

No written statement submitted