



Merritt College  
Professional Development Days  
Wednesday, August 17, 2016 – Friday, August 19, 2016  
**Strengthening OUR College Together: Time for Action**



**Wednesday, August 17, 2016 – Laney College**

Time	Activity
8:30 AM – 4:00 PM	See District Professional Development Day Schedule

**Thursday, August 18, 2016 Morning Session – Newton/ Seale Lounge – R 110**

8:15 – 9:00 AM	Breakfast
9:00 – 10:10 AM	<b>Opening Remarks:</b> Peralta Colleges Chancellor – Dr. Jowel Laguerre Merritt College President – Dr. Marie Elaine Burns ASMC President – Anita R. Johnson Academic Senate President – Dr. Mario Rivas Classified Senate President – Waaduda Karim PFT Union Representative – TBD SEIU 1021 Union Representative – Molly Sealund
10:15 – 11:45 AM	<b>Keynote Address: Strengthening OUR College Together: Time for Action</b> Contra Costa Community College District Chancellor – Dr. Helen Benjamin
10:00 – 10:15 AM	<b>Read and Reflect: The Ethics of Inclusion: Three Common Delusions</b>
12:00 – 1:00 PM	Lunch: <b>Raffle Prize Winner:</b> Ronda Johnson

**Thursday, August 18, 2016 Afternoon Sessions**

Time	Activity	Location
1:00 – 1:50 PM	<b>How to Communicate Better</b> - Waaduda Karim	S 110
	<b>CurricUNET META Training</b> - Dr. Arja McCray	L 131
	<b>InterviewStream: Give your Students a Competitive Edge</b> Dr. Steve Pantell	S 449
	<b>Setting up your Moodle for Fall:</b> Alexis Alexander	P 103
2:00 – 2:50 PM	<b>Empowering our Students with Advocacy, Writing Policy, Research Skills and Tobacco Prevention – The Tobacco Less Club</b> Marlene C. Hurd, Camillo Cipolla	S 106
	<b>Institutional Research &amp; Data 101</b> Samantha Kessler	P 218
	<b>Faculty Collaboration with Student Services for Student Success</b> Dr. Charity Clay	S 305
	<b>Curriculum Development Approval Process</b> Dr. Arja McCray	L 131

Thursday, August 18, 2016

Afternoon Sessions (continued)

3:00 – 3:50 PM	<b>Smart Classroom Orientation &amp; Application</b> Jason Holloway	S 111
	<b>ASMC Workshop</b> Marquita Price	S 309
	<b>Assessment: Where We Are, Where We Are Going and How We'll Get There</b> Heather Casale	S 331
4:00 – 4:50 PM	<b>New Faculty Orientation</b> Dr. Mario Rivas	S 455
	<b>Interest-Based Relational Approach to Conflict Resolution</b> Maria Spencer	S 211

Friday, August 19, 2016 – Morning Sessions: Newton Seale Lounge – R 110

Time	Activity	Location
8:15 – 8:45 AM	<b>Breakfast</b> <b>Study Abroad: The China Experience – Student Testimonials</b> <b>Announcements:</b> Frances Moy Others	R 110
8:45 – 9:00 AM	<b>Title IX update / Office of Civil Rights Mandates</b> Merritt College President – Dr. Marie – Elaine Burns	R 110
9:00 – 9:25 AM	<b>SSSP / Equity Fund</b> Dr. Arnulfo Cedillo	R 110
9:25 – 9:50 AM	<b>Institutional Effectiveness Update</b> Dr. Jeff Lamb	R 110
9:50 – 10:15 AM	<b>Integrated Planning and Budgeting Model</b> Dr. Dettie Del Rosario	R 110
10:15 – 10:30 AM	<b>BREAK</b>	
10:30 – 12:15 PM	<b>Accreditation Findings Report</b> Dr. Mia Kelly	R 110
12:15 – 1:15 PM	<b>Lunch</b>	

Friday, August 19, 2016

Afternoon Sessions

Time	Activity	
1:15 – 1:45 PM	<b>Division I and II Combined Meeting</b> – Dr. Rosemary Delia, Dr. Siri Brown, Dean Robbie Kunkel	S 449
1:15 – 3:00 PM	<b>Student Services Division Meeting</b> – Dr. Arnulfo Cedillo	R 112
1:45 – 4:00 PM	<b>Division I with Department Meeting Breakouts</b> – Dr. Siri Brown	S 449
	<b>Division II and Department Meeting Breakouts</b> – Dr. Rosemary Delia	S 455

## **Keynote Speaker: Dr. Helen Benjamin, Chancellor – Contra Costa Community College District**



*Helen Benjamin* is in her eleventh year as Chancellor of the Contra Costa Community College District (District). She began her career at the District in 1990 when she joined Los Medanos College as Dean of Language Arts and Humanistic Studies and Related Occupations, and has held progressively higher level positions including District Vice Chancellor, Educational Programs and Services, interim President of Los Medanos College and President of Contra Costa College.

Dr. Benjamin has a B.S. degree in English and Spanish from Bishop College in Texas where she graduated magna cum laude and earned her master's and doctoral degrees from Texas Woman's University in Denton, Texas. She has never lost sight of her roots as a teacher, having taught high school English in the Dallas Independent School District and looks for opportunities to turn challenges into teachable moments.

Dr. Benjamin is passionate about maintaining an active role in a wide variety of professional and community organizations. At the local level, she is a board member of the Kennedy-King Scholarship Memorial College Scholarship Fund, a county-wide effort to provide District students financial support to continue their educational goals at a four-year or graduate institution. At the state level, Dr. Benjamin serves as the immediate Past Chair of the California Community College League Board of Directors. At the national level, she is a member of the Presidents' Round Table, an affiliate organization of the National Council on Black American Affairs, and is a member of President Obama's Commission on the Future. In addition, Chancellor Benjamin serves on the board of Excelsior College, located in Albany, New York.

Headquartered in Martinez, California, the District was the first county-wide college district in the state and began serving students in 1949. The District consists of Contra Costa College, Diablo Valley College, Los Medanos College, San Ramon Campus, and the Brentwood Center. With a county population of over one million people, the District serves an annual enrollment greater than 51,000 students.

### **Workshop Descriptions**

#### **CurricUNET META Training**

**Dr. Arja McCray**

Come learn the new features of CurricUNET META, our new curriculum management system. This workshop will cover the basics of curriculum building, the approvals process, and what's new in curriculum.

#### **New Faculty Orientation**

**Dr. Mario Rivas**

If you are new to Merritt College, please attend this workshop to learn about important faculty procedures such as how to make copies, submit census rosters/grades, and obtain keys. You will also become more familiar with evaluation procedures.

#### **Setting up your Moodle for Fall**

**Alexis Alexander**

Attendees will be able to set up their Moodle shell for fall to make it student friendly, provide orientation materials, add their syllabus, handouts or any other materials, etc.

## **Empowering our Students with Advocacy Skills and Tobacco Prevention**

**Marlene Hurd, Camillo Cipolla**

Marlene C Hurd, President, Merritt Tobacco Less Club, Camillo Cipollo Vice - President Tobacco Less Club Berkeley City College and student advocates will report on the role policy plays in creating change towards healthy communities. Topics of discussion, "Effects of Nicotine on Cognitive Thinking Functions of the Brain". Menthol as a health, social justice and economic issue, and the effects of e-cigarette use. They will also discuss their work with Chancellor Laguerre, the Associated Students, student advocates, Health & Safety Committee, Student Health Center, faculty, administrators, California Department of Public Health, Alameda County Tobacco Control, Alameda County, Policy Leadership Institute, Community Health Education Institute, UCSF LOOP and their new grant with the Truth Initiative.

## **Interest – Based Relational Approach to Conflict Resolution**

**Maria Spencer**

Conflict in the workplace can be incredibly destructive to good teamwork. Managed in the wrong way, real and legitimate differences between people can quickly spiral out of control, resulting in situations where co-operation breaks down and the team's mission is threatened. This is particularly the case where the wrong approaches to conflict resolution are used. To calm these situations down, it helps to take a positive approach to conflict resolution, where discussion is courteous and non-confrontational, and the focus is on issues rather than on individuals. If this is done, then, as long as people listen carefully and explore facts, issues and possible solutions properly, conflict can often be resolved effectively.

## **Assessment: Where We Are, Where We're Going, and How We'll Get There**

**Heather Casale**

Attendees will understand:

- Why assessment is important
- How the process of assessment functions on campus

You will also get to see high quality assessment work from some of your colleagues and, gain awareness of our current campus wide assessment status/ACCJC expectations/goals for 2016-2017. This will be a useful tool if you are looking for easy ways to complete your assessment work and gain meaningful information from the data.

## **InterviewStream: Give your Students a Competitive Edge!**

**Dr. Steve Pantell**

Faculty members will be able to access and implement InterviewStream in their curriculum immediately upon leaving the workshop. Students will benefit by developing their interview and presentation skills, greatly improving their chances of receiving employment offers, scholarships, college admission—anywhere they're required to present themselves in an effective way.

## **Faculty Collaboration with Student Services for Student Success**

**Dr. Charity Clay**

This workshop is aimed at providing faculty with basic ways to be more supportive to students outside of the classroom. Studies show that students' ability to perform in class is directly correlated with their lives outside our classrooms, primarily: financial stability, balancing other life commitments, college readiness. As a result, if we want students to perform to their potential in our classes, we must invest in them holistically. With many issues that our students face outside of the classroom, attempts to assist students may seem overwhelming or confusing when it comes to our roles as faculty, so this workshop will provide some best practices for the following:

- Encouraging students to take advantage of student services on campus
- Improve faculty support of current students services staff and programs
- Collaboration between faculty and staff to improve current and bring new opportunities to student support service

Ultimately we want to create a culture on campus where both faculty and student support services staff are in sync in their efforts to benefit students inside and outside of the classroom in ways that will serve them long after they matriculate from Merritt so we can be true to the statement "Merritt College: We Change Lives"

## **Institutional Research and Data 101**

**Samantha Kessler**

After attending this workshop, participants will be able to:

- Define institutional research and understand why it is important
- Find Merritt College data on the Peralta website, BI tool and the CCCO website.
- Recognize how the college has used data in planning and decision making in recent semesters.
- Brainstorm how they can use data in their immediate department or service unit.

## **Smart Classroom Training**

**Jason Holloway**

Participants will become familiar with the setup of the smart classroom. By the end of the session, faculty will be able to use the basic features of the classroom: document camera, audio – video equipment, and the use of auxiliary connections to interface personal equipment.

Participants will also gain exposure to popular tools which are currently being used in the classroom (i.e. Kahoot, MyMathLab, Goodnotes).

## **ASMC Workshop**

**Marquita Price**

The Associated Students of Merritt College will update faculty and staff of student concerns on campus. Participants will hear about opportunities to participate in student led groups and organizations.

### **Accreditation Findings Report**

**Dr. Jeffrey Lamb, Dr. Mia Kelly, Dinh Troung**

The overarching goal of the AFR Flex Day Workshop is to prepare all College constituents for the ACCJC External Team visit scheduled during the month of October. The AFR Workshop will provide updated information to the College community regarding the “Current Status of the Accreditation Follow-Up Report” as well as “What to Expect during the Team Visit”. Additionally, the Four Critical Institutional Processes that have been previously highlighted will be reviewed: Integrated Planning and Budgeting, College Educational Master Plan, Student learning Outcomes, and the use of Data in Institutional Planning. The AFR Flex Day Workshop will reinforce concepts previously introduced and will serve as a prelude to the September Planning Summit where there will be a final opportunity for the College community to engage in robust discussion and showcase knowledge. At the September Planning Summit all will be encouraged to bring their competitive spirits to win fun prizes!

### **How to Communicate Better**

**Waaduda Karim**

If you attend this workshop, you will learn:

- How to be assertive not aggressive, being confident and persuasive
- How humor can be used as an effective tool in the work environment
- How different cultural backgrounds and heritages affect how we communicate.

### **College Budget and the IPB Cycle – Where are We?**

**Dr. Dettie Del Rosario**

Integrated Planning and Budgeting (IPB) is an important component for the health and sustainability of our College.

Participants will:

- Gain exposure to the current Merritt College budget
- Understand how planning is integrated with budgeting
- What to expect in the coming fiscal year

Please use the information gained in this workshop in your future planning and budgeting efforts.

### **SSSP / Student Equity Fund**

**Dr. Arnulfo Cedillo**

Please join in a discussion of what is in the plans for the Student Support and Success Program (SSSP) at Merritt this year. Your input will contribute to the development of new student success initiatives for the upcoming 2016 – 2017 academic year and beyond.



**The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills and develop the appreciation, attitudes, and values needed to succeed and participate responsibly in a democratic society and a global economy.**

for larger font: use the following link:

[The Ethics of Inclusion: Three Common Delusions](#)

## **The Ethics of Inclusion: Three Common Delusions**

**by John O'Brien, Marsha Forest, Jack Pearpoint, Shafik Asante & Judith Snow**

We want to begin a dialogue on the expectations about personal behavior that go along with a commitment to Inclusion. Unattainable expectations confuse good people and fragment efforts for change into factions organized around hurt feelings. We who care about Inclusion can reduce this drain on the energy necessary to work for justice by being clear about three delusions which are common, but mostly unconscious among advocates for Inclusion. When we replace these false and destructive beliefs with simpler expectations of decency and working constructively in common, we will all be better able to live out the real meaning of Inclusion by honoring and growing from our shared struggle with our diverse gifts, differences, and weaknesses.

[In writing this article, we have struggled for clarity. We talked about whether to use "delusion" or "illusion". Delusion means "a mistaken idea or belief". Illusion a "false appearance or deceptive impression of reality". They are synonyms - but we have chosen "delusion" because it is stronger.]

### **Delusion 1**

Inclusion means that everybody must love everybody else or "We must all be one big, happy family!" (OBHF) This delusion is at work when people who care about Inclusion feel shocked and offended to discover that other Inclusion advocates don't really like one another. Sometimes this delusion pushes people into pretending, or wanting others to pretend, that real differences of opinion and personality don't exist or don't really matter. The roots of this delusion may be in a desire to make up for painful experiences by finally becoming part of "one big happy family," (OBHF) where there is continual harmony and peace. The "one big happy family" (OBHF) delusion is the exact opposite of Inclusion. The real challenge of Inclusion is to find common cause for important work that cannot be done effectively if we isolate ourselves from one another along the many differences of race, culture, nationality, gender, class, ability, and personality that truly do divide us. Educating our children is one such common task. The reward of Inclusion comes in the harvest of creative action and new understanding that follows the hard work of finding common ground and tilling it by confronting and finding creative ways through real differences.

The "one big happy family" (OBHF) delusion destroys the possibilities for Inclusion in a complex community by seducing people into burying differences by denying their significance or even their existence. People in schools or agencies or associations which promote this delusion lose vividness and energy because they have to swallow the feelings of dislike and conflict they experience and deny the differences they see and hear. Denial makes a sandy foundation for inclusive schools and communities. Community grows when people honor a commitment to laugh, shout, cry, argue, sing, and scream with, and at, one another without destroying one another or the earth in the process. We can't ever honestly celebrate diversity if we pretend to bring in the harvest before we have tilled the ground together.

### **Delusion 2**

Inclusion means everyone must always be happy and satisfied or "Inclusion cures all ills." A group of good people came together to study inclusive community in an intensive course. One person, Anne, angrily announced her dissatisfaction from the group's first meeting on. She acted hostile to everyone else and to the group's common project.

At first, the group organized itself around Anne's dissatisfaction. A number of members anguished over her participation. It was hard for the group to sustain attention on anything for very long before the topic of how to satisfy Anne took over. The group acted as if it could not include Anne unless she was happy. And, they assumed, if they could not be an inclusive group (that is, make Anne happy) they would be failing to live up

to their values. Two other members dropped out the group, frustrated by their inability to overcome the power of this delusion and move on to issues of concern to them.

The group broke through when they recognized that true community includes people who are angry and anguished as well as those who are happy and satisfied. After overcoming the delusion of cure, the group gave Anne room to be angry and dissatisfied without being the focus of the whole group. Let out of the center of the group's concern, Anne found solidarity with several other members, whom she chose as a support circle for herself. In this circle of support her real pain emerged as she told her story of being an abused child and a beaten wife. She did not go home cured or happy, but she did find real support and direction for dealing with the issues in her life.

The delusion that Inclusion equals happiness leads to its opposite: a pseudo-community in which people who are disagreeable or suffering have no place unless the group has the magic to cure them. Groups trapped in this delusion hold up a false kind of status difference that values people who act happy more than people who suffer. This delusion creates disappointment that Inclusion is not the panacea.

Real community members get over the wish for a cure-all and look for ways to focus on promoting one another's gifts and capacities in the service of justice. They support, and often must endure, one another's weaknesses by learning ways to forgive, to reconcile, and to rediscover shared purpose. Out of this hard work comes a measure of healing.

### **Delusion 3**

Inclusion is the same as friendship or "We are really all the same"

Friendship grows mysteriously between people as a mutual gift. It shouldn't be assumed and it can't be legislated. But people can choose to work for inclusive schools and communities, and schools and agencies and associations can carefully build up norms and customs that communicate the expectation that people will work hard to recognize, honor, and find common cause for action in their differences.

This hard work includes embracing dissent and disagreement and sometimes even outright dislike of one person for another. The question at the root of Inclusion is not "Can't we be friends?" but, in Rodney King's hard won words, "Can we all just learn to get along - to live with one another?" We can't get along if we simply avoid others who are different and include only those with whom we feel comfortable and similar. Once we openly recognize difference, we can begin to look for something worth working together to do. Once we begin working together, conflicts and difficulties will teach us more about our differences. If we can face and explore them our actions and our mutual understanding will be enriched and strengthened. To carry out this work, our standard must be stronger than the friendly feelings that come from being with someone we think likes and is like us. To understand and grow through including difference we must risk the comfortable feeling of being just like each other. The question that can guide us in the search for better understanding through shared action is not "Do we like each other?" but "Can we live with each other?" We can discover things worth our joint effort even if we seem strange to one another, even if we dislike one another, and it is through this working together that we can learn to get along.

The delusion of sameness leads away from the values of Inclusion. It blurs differences and covers over discomfort and the sense of strangeness or even threat that goes with confronting actual human differences. Strangely, it is only when the assumption of friendship fades away that the space opens up for friendship to flower.

An ethic of decency and common labor, Inclusion doesn't call on us to live in a fairy tale. It doesn't require that we begin with a new kind of human being who is always friendly, unselfish, and unafraid and never dislikes or feels strange with anyone. We can start with who we are. And it doesn't call for some kind of super group that can make everyone happy, satisfied, and healed. We can and must start with the schools, and agencies, and associations we have now.



The way to Inclusion calls for more modest, and probably more difficult, virtues. We must simply be willing to learn to get along while recognizing our differences, our faults and foibles, and our gifts.

This begins with a commitment to decency: a commitment not to behave in ways that demean others and an openness to notice and change when our behavior is demeaning, even when this is unintentional. This ethical boundary - upheld as a standard in human rights tribunals around the globe - defines the social space within which the work of Inclusion can go on. This work calls on each of us to discover and contribute our gifts through a common labor of building worthy means to create justice for ourselves and for the earth through the ways we educate each other, through the ways we care for one another's health and welfare, and through the ways we produce the things we need to live good lives together.

In this common labor we will find people we love and people we dislike; we will find friends and people we can barely stand. We will sometimes be astonished at our strengths and sometimes be overcome by our weaknesses. Through this work of Inclusion we will, haltingly, become new people capable of building new and more human communities.

**Questions to consider for Merritt College FLEX day:**

- Identify three behaviors you will change in reference to your interactions with your students and colleagues.
- Write one behavior you will change and/or one conscious action you will take in the fall 2016.
- Identify something mentioned in the article that you had not thought of before.