**MEETINGS WITH YOUR TEAM**Icon

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*In addition to meeting with individual students and faculty, Coordinators commonly conduct meetings with their program and/or discipline/subject area teams. Common meeting purposes typically fall into two categories; information sharing and working. Here are some guidelines and examples for scheduling, facilitating, and documenting team meetings. These guidelines and examples can also be adapted to any meetings Coordinators may organize and facilitate within Fleming College or outside such as academia and industry.*

# Pre-Meeting Preparation

☐Review the **Meeting Effectiveness Guidelines** located in the menu of the [Working at Fleming tab](https://department.flemingcollege.ca/hr/working-at-fleming/meetings/) on the Human

Resources department website before organizing team meetings. Please note that the use of “Chair” in the guideline refers to the facilitator of the meeting and is not exclusive to those who hold Chair positions in the Schools.

☐Consider the goals and objectives of the meeting and whom to invite. The inclusion of participants largely depends on the purpose, type, frequency, and length of each meeting (linked to the goals and objectives too). Please be aware that contract faculty may only receive additional payment for one meeting per semester unless prior approval is granted by their Chair.

☐Present the above information to the Chair when securing approval to schedule team meetings. It’s helpful to do this just prior to the beginning of each semester once most of workloads are verified and timetables are published so that ongoing meetings can be scheduled when the majority of the team can meet regularly for the term.

☐Make a request of your Chair for an official note taker so that you can concentrate on facilitating the meeting.

☐Draft a meeting agenda. A **Meeting Agenda Template**that’s commonly used at Fleming College is located in the menu of the [Working at Fleming tab](https://department.flemingcollege.ca/hr/working-at-fleming/meetings/) on the Human Resources department website and below in this document. Please note this is one

example and that while this template is adapted by different areas of the college for their formal meetings, it can be customized to team meetings.

☐Use the [BookIT@Fleming](https://bookit.flemingcollege.ca/) and perhaps the School Academic Administrative Assistant (AAA) to help locate an appropriate space to meet in-person. However, you may choose to meet as a team online using WebEx or Teams platforms.

☐Ensure that official meeting requests by you are made using Fleming email accounts and include **the purpose, date, and time**. A way to keep track and obtain attendance confirmation is to send your meeting request through the Office Outlook Calendar feature in email (see images below).

**Office Outlook Calendar Feature**

1. **Go to your email>click on the Calendar icon at the bottom of the page…**



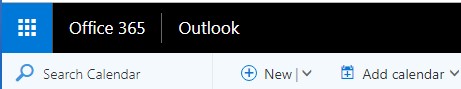
1. **Select the Home tab>click on the New Meeting image…**

# Or…

**1) Go to your email>click on the Calendar icon at the bottom of the page…**

**2)**

**Select the New tab…**



☐Include the meeting agenda in the request. This takes away any possible concerns and allows faculty to prepare.

☐Ask for a volunteer note taker if you are not able to secure someone outside the program or discipline/subject team and provide them with a Meeting Minutes template. A **Meeting Minutes, Notes, Action Summary Template**that’s commonly used at Fleming College is located in the menu of the [Working at Fleming tab](https://department.flemingcollege.ca/hr/working-at-fleming/meetings/) on the Human Resources department website. Please note this is one example and that while this template is adapted by different areas of the college for their formal meetings, it can be customized to team meetings. In addition, this template does not include an Action Summary and so a secondary example used by the Academic Union College Council meetings called **Meeting Notes Template** has been provided at the end of this document.

☐For taking more informal notes, Use a simple format for the documented summary such as the following headings: **strengths**, **concerns**, and **plan** that resulted from meeting.

☐Locate and read over previous and current information related to the agenda prior to the meeting.

☐Address gaps in your knowledge by researching best practices for communicating and working with a diverse group of faculty.

☐Prepare and copy (if needed) any required documents that you plan to refer to or hand out in the meeting.

☐Anticipate and review the College policies, procedures, and processes, as well as links you’ll need to follow and/or share with the faculty.

☐Check that you have the supplies you and the faculty may need to access during the meeting. These could include a computer with internet and D2L access, a desk and chairs, private space to meet, a large enough space to accommodate mobility devices, writing utensils, paper, tissues, and information about resources.

☐Be mindful of faculty feeling hesitant to participate in discussions and think about less verbal ways to include their thoughts and ideas in a working meeting (ie. Creative Problem-Solving Approach).

## Conducting Meetings with your Team

☐Welcome the faculty in a friendly manner and thank them for attending. If online, check to ensure the audio and visual functions are working.

☐Confirm the note taker for the meeting and where a copy of the meeting notes or minutes can be accessed by the team.

☐Inform them that your duty as Coordinator is to advise on processes mostly. You can refer to the following document, [*Procedure # HRF-001: Coordinators - Program and Discipline/Subject*](C://Users/Kirstin/Downloads/HRA-001-Coordinators-Program-and-Subject_Discipline-Revision-5.pdf)(describe the duties) if needed.

☐Share the purpose of the meeting as this allows for transparency from all involved.

☐Clarify with the faculty any discrepancies in the purpose of the meeting. Use a manner that’s direct, yet kind. This allows for you and the faculty to check the accuracy of each of your own perceptions and understanding.

☐Share minimally two strengths you’ve observed about the program and/or discipline/subject area to encourage engagement and to use for any goal planning.

☐Stick to the agenda and the times you’ve allotted. If the discussion is going to take longer than the time granted to the item, you can ask to “park it” for the time being and to be addressed at another time.

☐Use active listening skills to facilitate the discussion and any work. Awareness of your verbal communication and nonverbal communication, as well as biases is important as they influence your responses. Here is a quick reminder of the following:

* **Verbal Skills** 
  + Communicate clearly and directly using simple words. Avoid using colloquialisms (expressions or clichés) to communicate your points as they can be misinterpreted or not understood at all.
  + Use a mix of open/closed questions and reflection skills. Closed questions beget short answers and typically start with “If, Do, Is, Where, How, Are” whereas open questions beget more details from the majority of students and commonly start with “What, Could/Can, Why”. Reflection skills such as paraphrasing, reflection of feeling, reflection of meaning, and summarization communicate that you are listening and you understand the situation from their perspective versus your own.
  + Pause to wait for faculty to respond. Some require more time to reflect and articulate their thoughts, feelings, and decisions.
  + Be transparent and honest about your errors or in some cases, apologize on behalf of the School or College, program or discipline/subject area when someone believes they have been mistreated and/or there have been barriers that prevented their needs from being met.
  + Be kind, yet direct in your communication when you anticipate faculty may have a negative reaction to something – conflict may need to be addressed privately at another time so as not to take time and energy away from others’ contributions.
  + Be aware of your own cultural biases and assumptions and how they might help and hinder **what** you say and influence decision-making.

* **Non-Verbal Skills** 
  + **Due to cultural variances**, use a moderate amount of eye contact and modify as needed.
  + Use head nodding, gestures, and facial expressions to encourage faculty participation and modify as required.
  + Adjust your voice volume, **tone**, pitch, pauses, pace, and cadence to better connect with faculty.
  + For the same reasons, modify your facial expressions, posture, and gestures.

Be aware of your own cultural biases and assumptions and think about **how** they might impact the communication style you use and therefore the level of rapport you achieve with the team.

☐Observe verbal and non-verbal communication during the meeting to help gauge how best your communication can promote understanding and collaboration. This is a bit more difficult if you are meeting online and team members choose to mute their video.

☐Advise and provide links and contact information to encourage faculty to use the College policies, procedures and processes that relate. In particular, you may wish to review with them the [Academic Issue Resolution](https://department.flemingcollege.ca/asa/ar/) steps and [*Policy #5-506 Student*](C://Users/Kirstin/Downloads/OP-5-506-Student-Rights-and-Responsibilities.pdf) [*Rights and Responsibilities*](file://ad-br-fs-staff1/staffvol/kparry/Downloads/5-506%20(2).pdf) within the [Student Rights and Responsibilities w](https://department.flemingcollege.ca/srr/)ebsite.

☐Advise and provide links and contact information to encourage the faculty to refer students to College services as well as outside resources that address needs. These could include, but aren’t limited to: Student Rights and Responsibilities, Counselling Services, Academic Integrity, Accessible Education Services, Indigenous Student Services, International Student Services, etc.

☐Ensure that there is consensus about any goals and plans decided, particularly any further meetings organized and work to be completed between meetings.

☐Document specifically timelines and people’s names and responsibilities related to any work plans for faculty to reference as needed and for accountability.

☐Summarize what has been accomplished in the meeting and outside of meetings to sustain the momentum for the team.

## **Post-Meeting Follow-up Tasks**

☐Contact additional people, services, etc. you have agreed to connect with after the meeting and follow-up with faculty prior to the next meeting to see if they need support for completing items.

☐Ensure the summary of the meeting is completed within a few days so there is record of it and using Fleming email accounts, send it or minimally a notification to the team. This documentation is helpful for refreshing everyone’s memory about discussions and decisions made as well as commitment to any goals or plans.

☐Choose an area to store these summaries and additional work. There are many options available including [Office 365 applications](https://department.flemingcollege.ca/its/services/office-365/) such as Sharepoint, OneNote, Teams, and Groups; requesting a D2L Program or Discipline/Subject Area page be set-up; or using Fleming’s shared directory.

☐Be respectful of people’s level of engagement and participation in team meetings; focus on how all individual faculty contributions strengthen the team and overall goals.

## **Additional Meeting Notes Template**

**Date…**

**Time…**

**Room…, Location…**

**Attendees: Regrets:**

**Guests: Recorder:**

|  |  |  |
| --- | --- | --- |
|  | **ITEM** | **DISCUSSION** |
| **1.** | **Welcome & Approval of Agenda** | The agenda was approved as presented. |
| **2.** | **Review of Minutes from previous meeting** | Minutes were approved with following changes: |
| **3.** | **Topics by any Guest Speakers** |  |
| **4.** | **Business Arising from Previous Meetings** | See Appendix A for action items arising from previous meetings. See Appendix B for a summary of action items arising from the current meeting. |
| **5.** | **Adjournment** |  |

**Update on Incomplete Action Items from Previous Meetings – Appendix A**

|  |  |  |
| --- | --- | --- |
| **Discussion Item** | **Action Items – previous meetings** | **Update - (Date of current meeting)** |
|  |  | Include status such as “complete”, “partially complete, “in progress” |
|  | **Summary of New Actions Arising from the Meeting – Appendix B** | |
| **Discussion Item** | **Action(s)** | |
|  |  | |