



Teaching & Learning Committee Minutes

Date: 12:50pm-1:50pm

Location: ST 107

Dr. Dominique Hitchcock and Quinton Bemiller chaired the meeting.

Present: Dan Reade (Comm); Dr. Monica Gutiérrez (Science & Kinesiology); Dr. Jody W. Tyler (Science & Kinesiology); Jessica Dobson (Comm); Beverly Wimer (Science & Kinesiology); Dr. Dominique Hitchcock (AHWL); Quinton Bemiller (AHWL); Peggy Campo (Science & Kinesiology); Rex Beck (BEIT); Megan Lindeman (AHWL); Dr. Margarita Shirinian (Comm); Suzanne Witmer (Science & Kinesiology); Tracy Kazsuk (SBS Sociology); Janet Frewing (Math)

Absent: Dr. Tim Russell, Dr. Virgil Lee, Dr. Kara Zamiska, Jethro H. Midgett IV, José M. Sentmanat, Starlene Justice, Dr. Teresa Friedrich Finnern, Araceli Covarrubias, Dr. Lorena Newson, Patty Worsham

Visitors: Dr. Diane Dieckmeyer (VPAA)

I. Approval of the Agenda and Minutes

Motion to approve by Dr. Dominique Hitchcock; Second Dan Reade; Approved Unanimously

Abstentions: 3

II. Review TLC Answers from Umoja Reflection Activity

Recap: Wanted to hear a student's (Omar Avalos) experience with the program and some of the strengths of the program that helped him succeed. Last meeting, meeting attendees gave some thought to the categories touched on by Mr. Avalos and reflected and recorded their own experiences as teachers in order to share some ideas and spark discussion. This document was typed up by Dr. Hitchcock and disbursed to the members today.

Members were given a few moments to look through the document; then, we discussed the first half of the categories:

- SELECTION OF COURSE MATERIALS: The first section was dominated by comments on pricing, but the point by the Umoja student was not about the price but about the content. We should think about how content can engage the student in a meaningful way.
- INSTRUCTOR: Discussed the comment "Have empathy and high standards." It's about how you approach students: use "and" and not "but" with students and be genuine—mean it (Wimer). Clear pathways and cohorts, having the same instructor for more than one class can be very beneficial. Understanding that you are working with adults that have jobs and children—the more you can involve them in the learning process the better they will feel engaged and a part of the community. Maintain contact with recent transfer students so that you can connect them with students getting ready to transfer now (Hitchcock). Create a cohort by connecting people with similar interests.
- CONNECTING INSTRUCTOR / STUDENTS: This brought up the discussion of social media and how to interact with students on this interface as well as what kinds of policies or best practices need to be developed. When will we decide as an institution what is appropriate conduct online and how it can impact your professional career—we have different ideas as to what is okay and not okay. This is a territory that is worthy of a

conversation in regards to how to engage in this new world and formulating some best practices as well as policies. There is a clear policy regarding students not being allowed to film and it would be nice to have some clear guidelines for faculty. We would like to come back to the topic of social media and technology and faculty at a later date.

Creating meaningful connections in large lecture hall classes is difficult—how do we improve our connection with the students in this kind of environment? Some feel the large lecture does not seem to serve our students well. Others pointed out that perhaps the large lecture better prepares students for a four-year college—but it was brought up again that if this connection to students has a huge impact on the success, then it would be nice if the classes were smaller. We decided this topic needs more time for discussion.

- CONNECTING STUDENTS / STUDENTS: Supplemental Instruction (SI) needs a better instructor and student connection. The process has to work with the instructor in order for it to be effective. There needs to be a process that improves how the SI is working with the instructor—ongoing communication with tutors. Dr. Dieckmeyer recommended speaking with the new LRC director (Albert Jimenez): he should be invited to collaborate and to follow-up with this. He is eager to improve the process and work with faculty.
- TABLE THE REST OF THE SECTIONS FOR THE NEXT MEETING

III. Discussion: Planning TLC's "Take Care Summit"

Dr. Dieckmeyer's vision: how amazing would it be to have a sort of summit where the faculty is sharing their expertise with a sense of collaboration and sharing of scholarship. We could allow faculty to apply to create presentations with different topics that can be shared with others. It could be about building community and cohorts here at Norco. Then, eventually possibly we could open it up to other colleges in the district. It would be an annual fall event for a day after the semester kicks off and sometime in September. She wants to help us secure funds this semester. People expressed interest of keeping the event for Norco only, but some also would like to see us open it up to the district and even more so that we can continue to grow as educators. There would be a keynote speaker. Please consider what some of these topics would be and who we would want to open it up to?

- Date (Sept. 2017)
- Summit Theme/Scope
- Categories for Proposals and Process
- Keynote Speaker
- Open vs. Closed to Other Colleges
- Associate Faculty Involvement
- ASNC

IV. Information Item: Completion Initiative Faculty Advisement Workshops:

Tue. April 25 and Tue. May 23 during College Hour→ if you are interested in faculty advisement, these meetings are coming up and are great opportunities for involvement and helping students navigate our college and their degrees.

V. Good of the Order

WHAT NEXT? We will discuss the rest of the UMOJA responses. Bring topic ideas for the summit. We want to settle on 5. Part of this should be about promoting equity in the classroom. Implicit bias as a talk would be interesting.