

Senior Leadership

1. Please describe how you encourage faculty to use pedagogies of engagement. Pedagogies of engagement are classroom strategies that facilitate activity and involved learning. These can include all forms of classroom interaction, group discussion, collaborative group learning, group projects, experiential activities, experimenting, speaking, and intentional classroom seating arrangements.
 1. I am less involved in my current role than I have been in previous roles. However, I have encourage faculty to use collaborative learning, active learning, and problem-based case studies and scenarios. I have evaluated instructors and visited hundreds of classrooms. The enthusiasm and dedication of instructors come through to students and those are the instructors who utilize various pedagogies most effectively.
 2. Students make up their mind about an instructor the first day they meet. Sometimes within the first three minutes of the first class. This is an amazing challenge and opportunity and should be designed well. Learning is enhanced when it requires students to be responsible partners. Actively engaging students helps. Clear objectives and closely aligned assessments provide a consistent pattern. Multiple asesments help verify "how we know they know." Course construction and classroom management underscore rigor and combine with learning styles to produce deep learning in a meaningful environment. Students don't mind if it's tough. They want to work hard and grow. They want to be treated fairly and supported fully.
 3. Most of my encouragement comes in the form of dialogue with individual faculty members about ideas they have. I share thoughts and ideas that I have read or tried myself. I also suggest ideas in their semester evaluations.
 4. My office does not interact with the faculty in this capacity.
 5. I do classroom observations and appreciative inquiry. I encourage faculty to engage the students, challenging students, and especially building rapport with the students.

2. Please describe how you encourage faculty to understand the institution-wide learning goals for the new students?
 1. In new faculty orientations and in working with new faculty members, I have emphasized the importance of the comprehensive community college philosophy. As a public, open-entry institution, it is important to celebrate all of our students and to help them achieve their goals--whatever they are. It also means that many of our students start in developmental studies courses, and by that very nature may be more "at risk" than students who start in college-level courses.

2. Again, specific course objectives are building blocks designed and measured in such a way that they support program goals. Active assessment and ongoing professional interventions seek continuous improvement in assisting students in meeting their needs. Institution-wide goals may include multiple literacies: language, numbers, technology, civility. For new students, specifically, faculty providing individual attention has been the hallmark of EWC. The best possible career and academic advising is critical to direct students.
 3. I do not believe that I have ever seen the learning goals for the new students, so I am not sure how to answer this.
 4. Not sure since am with EWC for so short a time. This is probably accomplished through print material mainly the view book. However, this is probably not read to any great extent by the faculty.
 5. We do not have institution-wide learning goals. We need to change what we are doing. Ideas include: totally restructure orientation to include cohorts from the very beginning to do college studies, planned activities, learning styles, and ice breakers. Then engage the student right away second semester also.
3. Please describe how you encourage faculty to understand the characteristics of new students at this institution?
1. In the College Studies classes, instructors would indicate that they had more difficulty with the classes when the students were a mixture of technical and academic transfer students. At the same time, those very students could provide an element of diversity to each other and that is what I would encourage the adjunct instructors to think about. I also encouraged them to apply some adult learning theory to their teaching--for example, find out what the experiential base of your students is and then go from there. Do not cover the things that everyone already knows--but take it to the next level and make it pertinent.
 2. More to come, but faculty are encouraged to embrace each student who joins us. We all know there are generation neXters in rural areas as well. If we can adapt to certain traits and capitalize on those, we move forward. Students expect us to know our content, be effective partners in learning, and facilitators of emerging technologies when they are appropriate. Mark Taylor's work on characteristics of students in 2008 may allow us to connect and motivate more effectively
 3. I haven't done a very good job of this except in explaining non-traditional students to our faculty. We have many dialogues about the different needs of these students. I plan to send some newsletters after attending LERN so that all of the coordinators can hand them out to their adjuncts and concurrent teachers. I believe that information from LERN can help them with the changing student bodies that they face daily.
 4. Nothing done so far in this area. I plan to collaborate with the IR Office to create a short "talking points" info sheet about our first year students.

5. Very important. Open possibilities and input is critical. Best environment and the best organizational design are needed. Not creating barriers. Bring integration and hearing all voices.