

Learning College Summit Sessions and Events

Please note that this document contains a list of events and sessions for the 2006 Learning College Summit, current as of June 6, 2006. The full program, which also includes Learning College resources, will be provided to registered participants on site.

Sunday, June 11, 2006

Learning College Summit Workshops (additional fee required)

8:00 a.m. – 4:00 p.m. LENS: Learning Exchange Networks
ROOM: Zurich, Lower Level

New faculty across North America are learning together using the LENS (Learning Exchange Networks) materials, available online through the League's iStream or on CD through the League Store. These rich resources are supporting faculty development initiatives as well as helping to build learning communities among experienced faculty. This session is designed for faculty and professional development professionals who are currently using the LENS materials or are considering their use. A collaborative interactive approach will be used to explore models of delivery and innovative applications. Learning how to use the LENS materials is essential if you want to maximize their potential. Experienced LENS facilitators will host this session and work with participants to better understand and implement LENS on their campuses. As part of registration, participants will receive a CD-ROM version of the LENS program and ancillary materials.

*Pat Hedley, Director, Centre for Learner Support
Humber Institute of Technology and Advanced Learning (ON)*

12:45 – 4:00 p.m. Creating a Learning-Centered Environment Through
Collaboration on Using Assessment Techniques
ROOM: Geneva, Lobby Level

In 2004, the coordinator of the Medical Terminology course realized that there was a lack of coordination among the adjunct faculty in teaching a consistent curriculum and developing assessment techniques. Also, there was a need to provide a mechanism to communicate with the adjunct faculty and bring them in line with full-time faculty assessment practices. With the support of the dean and the director of academic assessment, an audit was done of the existing organizational structure in this particular course. In collaboration with the adjunct faculty, a new system of using assessment results to encourage communication with the adjuncts was developed. This organizational audit resulted in many outcomes that have proved beneficial to the department and

provided better success rates for the students. This session will be beneficial to faculty and administrators looking for ways to more effectively coordinate the use of assessment with adjunct faculty. The model could also be adapted at other colleges.

Sylvia Jenkins, Dean, Academic Affairs

David Deitemyer, Dean, Academic Affairs

Sharon Kennedy, Dean, Career Programs

Collette Shrank, Instructor, Phlebotomy and Medical Terminology

Moraine Valley Community College (IL)

Pre-Summit Session (no additional fee required)

3:00 – 4:00 A Learning College Primer
ROOM: Basel/Interlaken, Lower Level

This session for individuals new to the Learning College presents an overview of the history, development, and principles of the concept, as well as examples of the principles in practice.

Cynthia Wilson, Vice President, Learning and Research

League for Innovation in the Community College

4:30 – 5:30 p.m. Opening Session

ROOM: Versailles Ballroom, Lower Level

Introduction Cynthia Wilson, Vice President, Learning and Research
League for Innovation in the Community College

Welcome Henry Shannon, Chancellor
St. Louis Community College (MO)

Keynote Address Mary Spilde, President
Lane Community College (OR)

5:30 – 6:30 p.m. Reception

ROOM: Versailles Ballroom Foyer, Lower Level

Monday, June 12, 2006

7:00 – 7:45 a.m. Continental Breakfast (included with registration)

ROOM: Versailles Ballroom Foyer, Lower Level

8:00 – 9:15 a.m. Symposium: Accreditation

- Ronald L. Baker, Executive Vice President, Northwest Commission on Colleges and Universities
- Robert Froh, Associate Director of the Commission, New England Association of Schools and Colleges, Commission on Institutions of Higher Education
- Robert Schneider, Executive Associate Director, Middle States Commission on Higher Education
- John Taylor, Director, Program to Evaluate and Advance Quality, the Higher Learning Commission, A Commission of the North Central Association of Colleges and Schools

9:30 – 10:45 a.m. Forums: Accreditation

Are We There Yet? Creating a Faculty-Driven Assessment System

ROOM: Alpine 2, Lobby Level

Faced with a Focused Visit on Assessment, stemming in part from lack of faculty involvement, Sauk Valley Community College found itself challenged to create a sustainable assessment system that maximized faculty engagement, embedded assessment and discussion about findings into the organizational culture, and required minimal clerical support. Members of the SVCC Faculty Core Team will provide practical advice about how other small institutions might achieve the accomplishment of 100 percent full-time faculty contribution of classroom data.

Jane Hamilton, Assistant Professor, Reading and English

Amanda Vos, Associate Professor, English and Education

Sauk Valley Community College (IL)

Reflections From a Theme-Based Accreditation Approach

ROOM: Bern, Lobby Level

Numerous accreditation agencies have opened the door on innovative alternative approaches to accreditation reports and have encouraged schools to take a more horizontal and self-reflective focus. Foothill College met this challenge with a theme-based paradigm culminating in a fall 2005 site visit. Participants will learn the benefits and challenges of such an approach and will engage in a discussion of how to help visiting accreditation teams interact with such innovative self-studies.

Robert Johnstone, Vice President, Instruction and Institutional Research

Foothill College (CA)

Collegewide Engagement in the Self-Study Process

ROOM: Alpine I, Lobby Level

The self-study process evaluates how well the college lives its mission and adheres to criteria for excellence in teaching and learning. Identifying true strengths and opportunities for improvement calls for the involvement of all college faculty and staff in the exploration process. This session will especially benefit those facing accreditation, and presents successful strategies and lessons in gathering and sustaining engagement across the campus.

Sharon Halford, Associate Dean, Academic Affairs

Brent Jameson, Self-Study Co-Chair

Marian Gibney, Self-Study Co-Chair

Phoenix College (AZ)

Driving Lessons: Mapping Out a Multicampus Self-Study

ROOM: Geneva, Lobby Level

This session will describe how a small group of self-study coordinators from four different college sites planned and implemented a shared leadership self-study project that will culminate in a Higher Learning Commission comprehensive accreditation visit in January 2008. This session will discuss fits and starts along the way with some unique strategies for reaching goals. These include the 4D's document, steering committee leadership, training sessions, writing coaches, and faculty and staff engagement activities.

Nancy Adams, District Self-Study Coordinator

Donna Dare, Self-Study Coordinator, Cosand Center

Darlaine Gardetto, Self-Study Coordinator, Meramec

Jeffrey Jones, Self-Study Coordinator, Forest Park

Cindy Shanks Brueggjenjohann, Self-Study Coordinator, Florissant Valley

Tim Roach, Writer

St. Louis Community College (MO)

Conversations With Accreditation Association Staff

- Ronald L. Baker, Executive Vice President, Northwest Commission on Colleges and Universities
ROOM: Davos, Lobby Level
- Robert Froh, Associate Director of the Commission, New England Association of Schools and Colleges, Commission on Institutions of Higher Education
ROOM: St. Moritz, Lobby Level
- Robert Schneider, Executive Associate Director, Middle States Commission on Higher Education
ROOM: Zurich, Lower Level

- John Taylor, Director, Program to Evaluate and Advance Quality, the Higher Learning Commission, A Commission of the North Central Association of Colleges and Schools
ROOM: Basel/Interlaken, Lower Level

11:00 am – Noon Conversations About Learning: Accreditation
Team time for reflection and conversation

Summit participants who are the only representative from their college, and other participants who are interested, are invited to join John Ganio, Vice Chancellor of Education, St. Louis Community College, in the Zurich Room (Lower Level), for the conversation session.

12:00 – 1:00 p.m. Lunch (included with registration)
ROOM: Versailles Ballroom, Lower Level

1:15 – 2:30 p.m. Symposium: Accountability

- Katherine Boswell, Bridges Project Initiative Consultant, Community College Bridges to Opportunity Initiative, The University of Texas at Austin
- Earl Hale, Executive Director, Washington State Board for Community and Technical Colleges (Ret.), Consultant, Community College Bridges to Opportunity Initiative, The University of Texas at Austin

2:45 – 4:00 p.m. Forums: Accountability

The Moraine Valley Math Alignment Journey: Is This Model Sustainable and Measurable?

ROOM: Zurich, Lower Level

After a review of remediation figures revealed that the rate of remediation for all high school students taking developmental math was 50 percent in 2000 and rose to 54-55 percent by 2004, Moraine Valley Community College began asking questions concerning the placement test, high school faculty awareness of the test's content, and Moraine Valley faculty awareness of high school math sequencing. When MVCC learned of a math practice test at another Illinois community college, they organized the First Math Alignment Dialogue and Dinner, a gathering of high school and college math faculty to explore collaborative methods for improving student success and retention. Come hear a progress report on this effort to create a sustainable system of articulation between our high school and community college math faculty that could be replicated in other disciplines.

Sharon Kennedy, Dean, Career Programs

Nancy Curé, Dean of Enrichment Programs and Services

Moraine Valley Community College (IL)

The KISS Principle: Keep it Simple Strategically

ROOM: Alpine 1, Lobby Level

Strategic planning at its worst is a costly, time-consuming academic exercise that looks good but provides little of substance to those who do the work of the college. At its best, a strategic plan is a living, breathing roadmap that guides the activity of everyone at the college. This session will describe how one college developed a strategic plan focused on learning and how all college employees are responsible for its implementation. College employees in top leadership positions, professional development departments, planning and research, or those who just want to know about strategic planning should attend.

Debbie Bouton, Associate Dean, Instructional Development

Susan Oleson, Assistant to the President

Central Piedmont Community College (NC)

Integrating Academic and Student Services Support for First-Year Students

ROOM: St. Moritz, Lobby Level

Hillsborough Community College is committed to a comprehensive approach in enhancing student success. Thanks to the combining of a number of classroom strategies to enhance both academic achievement and student services in the classroom, first-year students at the college are exposed to multiple layers of support. This session will include the research data used to create the enhanced support services, the models used, and results to date.

Elena Solomon, Project Manager, Title III

Dana Livesay, FYE Student Information Coordinator, Title III

Charity Freeman, Student Success Director, Achieving the Dream

Hillsborough Community College (FL)

Return on Investment: A Winning Strategy

ROOM: Alpine 2, Lobby Level

Community college leaders struggle with decreasing allocation, increased stakeholder accountability, and multiple priorities. The need to show value as it pertains to new initiatives, organizational development, and streamlining services is critical. Using an ROI methodology approach provides a winning strategy for colleges across the nation. Understanding a few simple processes provides pivotal information for strategic decision making. Join this session and learn techniques applicable to converting monetary value to your institution.

Judith Cardenas, Interim President

Delicia Lockhart, Coordinator, Quality Initiatives

Lansing Community College (MI)

Developmental Education: Findings, Implications, and Systemwide Change

ROOM: Basel/Interlaken, Lower Level

Developing, evaluating, and improving developmental education programs is arguably the single most difficult curricular issue facing community colleges. This session will focus on research from seven community colleges in California that clearly outlines the issues and potential solutions in a systemic fashion. Participants will take home a common understanding that they are not alone with the problems they face in the developmental education arena; an understanding of what factors have been identified in a host of successful solutions; and a discussion of how to take solutions from expensive programs and scale them to larger populations.

*Robert Johnstone, Vice President, Instruction and Institutional Research
Foothill College (CA)*

Leadership for Creating a Learning College: A Review of a National Study of Perceived Leadership Styles

ROOM: Geneva, Lobby Level

This session is of special interest to those in leadership positions who are charged with creating and maintaining a learning college. Participants will learn how the perceived leadership styles and characteristics of the chief executive officer affect creating or maintaining a learning college. Presenters will share results from a recent national study that explored the relationships between leadership styles and characteristics related to the implementation of learning-centered practices at two-year and four-year public colleges and universities.

*Carole Goldsmith, Director of Title V and Workforce Development
West Hills Community College District (CA)*

The Aging Education Continuum: Grand Theory for Institutional Growth

ROOM: Bern, Lobby Level

In this session, the presenter will describe the continuum of educational options in types of service, instructional strategies, course content, and curriculum. The session also includes a discussion of disciplinary and organizational resources available to faculty and staff for program and curriculum development, and identification of public and private funding sources supportive of program and service development in the field of aging. An explanation of the distinctions between the respective fields of aging, gerontology, geriatrics, prolongevity, and anti-aging will also be provided.

*David Demko, Honors Professor, Social Sciences
Miami Dade College-North Campus (FL)*

4:00 – 5:00 p.m. Conversations About Learning: Accountability
Team time for reflection and conversation

Summit participants who are the only representative from their college, and other participants who are interested, are invited to join Morris Johnson, President, St. Louis Community College at Forest Park, in the Zurich Room (Lower Level), for the conversation session.

5:00 – 5:30 p.m. Ancillary Session Leave the Grading to Us™
(Basel/Interlaken, Lower Level)

Tuesday, June 13, 2006

7:00 – 7:45 a.m. Continental Breakfast (included with registration)
ROOM: Versailles Ballroom Foyer, Lower Level

8:00 – 9:15 a.m. Symposium: Learning Outcomes

- Tara Ebersole, Assistant to the Vice Chancellor, Learning and Student Development, Community College of Baltimore County (MD)
- Jean Hernandez, Executive Vice President for Student Learning, Cascadia Community College (WA)
- Dana Grove, Executive Vice President for Academic Affairs, Johnson County Community College (KS)

9:30 – 10:45 a.m. Forums: Learning Outcomes

Chunking Curriculum to Create Pathways to Degree Completion

ROOM: Geneva, Lobby Level

Many community colleges are looking for effective ways to build pathways to employment and degree completion. One promising practice is to break the associate's degree into smaller pieces, or chunks, and communicate to students a clear roadmap of how a degree can be completed through the systematic completion of these chunks. This session will present the results of research on three community colleges that have implemented curriculum chunking. The study examined what issues arise, how those issues are resolved, and what strategies should guide community colleges that implement this practice.

*Kate Dins, Dean, Business Technology and Public Services
Portland Community College (OR)*

Learning Outcomes? Don't You Mean Objectives? Do You Know What You Mean?

ROOM: Alpine 1, Lobby Level

Colorado Mountain College is a multicampus institution. We will present our path to creating learning outcomes, our celebrations, and our challenges. Colorado Mountain College embraced the learning college philosophy in the summer of 2004. We've sent teams to three learning conferences and two Vanguard Learning Colleges. We've learned a lot about ourselves and our campuses. We've learned invaluable lessons from listening to others. We would like to share our experience with you, so that you might learn from us.

Deborah Loper, Assistant Dean, Instruction

David Jordan, Associate Professor, English

Kathy Kiser-Miller, Professor

Colorado Mountain College (CO)

Driving Forces: Why the IT Skills Gap?

ROOM: Bern, Lobby Level

The U.S. will be experiencing a labor shortage because of the retirement of baby boomers. Additionally, more and more jobs require some technical skills. Job functions are not just IT specialists, but traditional non-IT-focused activities, such as retail sales, manufacturing, accounting, and mining that require an understanding of the basics of computing in order to be productive.

Julie Allen, Global Marketing Manager

Certiport

Lessons From the Field: Systematically Focusing on Student Learning Outcomes

ROOM: Zurich, Lower Level

Nine colleges have begun to introduce an academic process of systematic attention to learning outcomes and are generating data on actual educational results out of their existing curriculum, wherever and whenever they are choosing. They are making different choices and are learning different lessons. Colleges considering a similar approach will learn what has worked well and what has not.

David Shupe, Director

eLumen Collaborative

Using SI as a Strategy to Enhance Barrier Course Performance

ROOM: Basel/Interlaken, Lower Level

This session will provide information about the Lumina Achieving the Dream work at HCC; the use of state and institutional data to determine achievement gaps; the expansion and alignment of supplemental instruction (SI) as a measure to enhance barrier course performance at a multicampus institution; and the measures used to track long- and short-term course and student outcomes. This session is of particular benefit to faculty, staff, student services

personnel, administrators, and others interested in learning more about the work of one first-round Achieving the Dream institution, SI, or data-driven approaches to institutional change.

Charity Freeman, Student Success Director, Achieving the Dream Hillsborough Community College (FL)

Online Assessment of Learning Outcomes

ROOM: Alpine 2, Lobby Level

The presentation will provide a sample study of TaskStream (www.taskstream.com) to support outcomes-based assessment initiatives across single or multiple campuses. Highlights include planning, delivery, online assessment, and robust reporting capabilities to readily demonstrate individual, programmatic, and institutional success.

Webster Thompson, Executive Vice President TaskStream

Learning Outcomes Management: From Grading to Assessment

ROOM: St. Moritz, Lobby Level

In this age of accountability, many colleges are grappling with direct measurement of learning. Learning Outcomes Management – the design, measurement, monitoring, and continuous improvement of student learning – starts easily with learning objectives; the difficulty comes with translating learning objectives into effective learning activities. Focusing on learning outcome dimensions can ensure that learning activities result in desired learning outcomes. This session will show that classroom assessment can generate the data necessary for program-outcomes assessment

Chandru Rajam, CEO EduMetry, Inc.

11:00 a.m. – Noon Conversations About Learning: Learning Outcomes

Team time for reflection and conversation

Summit participants who are the only representative from their college, and other participants who are interested, are invited to join Lynn Suydam, President, St. Louis Community College at Meramec, in the Zurich Room (Lower Level), for the conversation session.

12:00 – 1:00 p.m. Lunch (included in registration)

Versailles Ballroom, Lower Level

1:15 – 2:30 p.m. Symposium: Assessment

- David Deitemyer, Dean, Moraine Valley Community College (IL)
- Rose Mince, Assistant to the Vice Chancellor, Learning and Student Development, Community College of Baltimore County (MD)
- Marcia Pfeiffer, President, St. Louis Community College at Florissant Valley (MO)

2:45 – 4:00 p.m. Forums: Assessment

Reassessing Assessment: How Student Portfolios Have Changed Instruction

ROOM: Alpine 2, Lobby Level

Degree portfolios have been a requirement for Kishwaukee graduates since 1998. While reviewing the degree portfolio process, the requirement, and how it changed instruction at the college, this presentation will demonstrate how student portfolios can affect change in the classroom and throughout the institution when assessing the college instead of the students.

*Ann Tucker, Dean, Arts, Communications, and Social Sciences
Kishwaukee College (IL)*

CCSSE: Building Bridges for Student Success

ROOM: Zurich, Lower Level

CCSSE was launched in 2001 through the Community College Leadership Program based at The University of Texas at Austin. Stimulating dialogue about defining and measuring quality, CCSSE provides an appropriate assessment tool for community colleges. Anchored in research pertaining to student learning and persistence, CCSSE defined five benchmarks of educational practice. Seminole Community College is using CCSSE to assess practices and build the literacy and collaboration of academic and student affairs staff, with the goal of improving student success.

*Marcia Roman, Director, Student Services Initiative
Laura Ross, Coordinator, Faculty Institute
Seminole Community College (FL)*

Creating the Framework for Global Education: Assessment in Action

ROOM: Alpine 1, Lobby Level

The Community College of Baltimore County uses a formative, experimental model of assessment providing evidence that faculty participation, individualized assessment, and a nonpunitive approach to assessment paves the way for improved learning. Review of assessment data has resulted in creative interventions for development and expansion of new and existing programs. One such example is the use of assessing institutionalized goals of cultural perspectives and appreciation in engaging a collegewide vision and mission of global education.

Tara Ebersole, Assistant to the Vice Chancellor, Learning and Student Development

*Rose Mince, Assistant to the Vice Chancellor, Learning and Student Development
Community College of Baltimore County (MD)*

Remodeling Assessment: Building a Culture of Inquiry

ROOM: Geneva, Lobby Level

Presenters will show how St. Louis Community College remodeled its assessment plan from infrastructure (assessment model) to power plant (assessment software), as seen in its blueprints for support services assessment as well as the layout of academic inquiry in SLCC's First-Year Experience, Career and Technical Education, Developmental Education, and General Education. Participants will discover firsthand how an institution may rehabilitate an existing assessment program.

Ray Eberly-Mayse, Coordinator

John Cosgrove, Director, Institutional Research and Planning

Larry McDoniel, Professor, English

*Diane Savoca, Coordinator of Student Transition, Student Development Division
St. Louis Community College at Meramec (MO)*

Active Learning Strategies That Produce Student Career Success

ROOM: Basel/Interlaken, Lower Level

This session will show how the use of active learning strategies across the curriculum has enhanced Sullivan University-Lexington's longtime goal of preparing students for job readiness. During our universitywide active learning implementation, computer instructors at Sullivan-Lexington have discovered many strategies that have assisted students in entering the computer workforce before graduation and upon graduation. Among other factors, the presenters will discuss the use of local computer advisory boards and the quick conversion of their advice into classroom practice.

Annaliese Bratcher, Chair, Technology, Sullivan University-Lexington (KY)

Erskine Clinton, Manager of Instructional Technology, Teaching and Academic Support Center, University of Kentucky (KY)

Connecting the Dots: Assessment in Context

ROOM: St. Moritz, Lobby Level

This session is designed to provoke thought and promote dialogue on assessment as an essential, naturally occurring element of community college practice. In particular, we will focus on the role of assessment in alignment of intentions, actions, and outcomes to enable meaningful evaluation and documentation of achievements. We will also examine assessment in informing decisions that lead to improvements in quality and effectiveness.

Ronald L. Baker, Executive Vice President

Northwest Commission on Colleges and Universities

4:00 – 5:00 p.m. Conversations About Learning: Assessment
Team time for reflection and conversation

Summit participants who are the only representative from their college, and other participants who are interested, are invited to join John Cosgrove, Director of Institutional Research and Planning, St. Louis Community College, in the Zurich Room (Lower Level), for the conversation session.

Wednesday, June 14, 2006

7:00 – 7:45 a.m. Continental Breakfast (included with registration)
Versailles Ballroom Foyer, Lower Level

8:00 – 9:00 a.m. Symposium: Professional Development
ROOM: Versailles Ballroom, Lower Level

- Allatia Harris, District Director, Faculty Development and Core Curriculum Evaluation, Dallas County Community College District (TX)
- Sylvia Jenkins, Dean, Academic Development and Learning Resources, Moraine Valley Community College (IL)

9:15 – 10:15 a.m. Forums: Professional Development

Creating a Culture of Professional Growth and Innovation

ROOM: Basel/Interlaken

From its beginning, Cascadia Community College has made a commitment to lifelong learning through the creation of the Teaching and Learning Academy and the Employee Learning Institute. Both groups offer in-house training opportunities that focus on such areas as communication, pedagogy, technology, diversity, and assessment. The college also has developed the Innovations Fund, which supports pilot projects, on a competitive basis, for implementing new ideas and programs that expand resources or improve services. We will explore issues of sustainability and areas for expansion. The session will benefit staff and faculty at all levels of the college. A handout describing Cascadia's programs in more detail will be available.

Bill Christopher, President

Janice Jackson-Haley, Executive Director of Human Resources

*Jean Hernandez, Executive Vice President for Student Learning
Cascadia Community College (WA)*

Learning Communities for Faculty: Connecting Teaching, Learning, Leadership, Renewal, Succession

ROOM: St. Moritz, Lobby Level

The Community College of Baltimore County provides a year-long learning community to support and provide networking for new faculty. The New Faculty

Learning Community not only addresses the special needs of new faculty, but also helps nurture leadership potential so that new faculty quickly become involved in the college's Vanguard Council on Innovation and Student Learning and assume other collegewide leadership roles. Professional learning communities have become so beneficial to CCBC that we will soon launch a new community for veteran faculty.

Rose Mince, Assistant to the Vice Chancellor, Learning and Student Development
Tara Ebersole, Assistant to the Vice Chancellor, Learning and Student Development
The Community College of Baltimore County (MD)

Virtual Worlds and the Virtual Faculty Development Center

ROOM: Alpine 1, Lobby Level

Many of our students live in an entirely different world from ours: a digital world. This session introduces the use of 3D virtual world technology to help bring faculty to this new environment for learning and, in doing so, make new connections with learners.

John Jamison, Director, Learning Technologies
Colorado Mountain College (CO)

Successful Faculty Support: Fostering Internal Relationships

ROOM: Geneva, Lobby Level

Participants will receive a visual map of how Illinois Central College supports faculty through service areas such as the Teaching and Learning Center, Technology Services, and Learning Resources. The forum's focus will be on the importance of these relationships and how they connect to successful faculty support. Participants will map their own institutional relationships and look for opportunities to build new or develop existing relationships at their colleges. Administrators, faculty support personnel, and faculty will benefit from this session.

Janice Kinsinger, Director, Instructional Innovation, Faculty Development, and Learning Resources
Patrice Hess, Coordinator, Instructional Innovation, Faculty Development, and Learning Resources
Illinois Central College (IL)

People First: Organizational Change and Professional Development in a Learning College

ROOM: Bern, Lobby Level

New and experienced staff development leaders and others will learn how, with strong leadership support from the president and senior administrators, a Center for Organizational Success was developed to facilitate strategic planning, promote organizational change, and advance faculty and staff development at Delta College. In this session, faculty, administrators, and support staff will

discuss the mission, vision, purpose, programs, and services of the center to document its comprehensive nature and its contribution to a learning-centered college.

Donald Halog, Vice President, Academic Services

Elaine Karls, Director, Academic Services

Leslie Prast, Director, Academic Services

Delta College (MI)

Stop Preaching to the Choir: Student Participation in Staff Development

ROOM: Zurich, Lower Level

Why is it that the stakeholders who have the most at risk often have the least input into the direction that their learning takes? What happens when students also shoulder responsibility for helping to create innovative, student-centered teaching and learning practices? The session participants will be given a hands-on demonstration of how professional development activities that bring together faculty, staff, and students significantly increase access, retention, and program completion rates across the curriculum.

Sally Raskoff, Chair, Sociology and Ethnic Studies

Scott Weigand, Tutor Coordinator, Writing Center

Deborah Harrington, Director, Writing Center

Los Angeles Valley College (CA)

Adjunct Professional Development: Competencies, Community, and Connectedness

ROOM: Alpine 2, Lobby Level

This session will focus on the quarter-long blended educational program designed to respond to professional development needs of experienced adjunct faculty. In addition to increased competencies in the physical and virtual classroom, a lasting outcome reported by participants included an increased sense of connectedness to the college, to their fellow adjuncts, and to their respective departments. Presenters will share the basic tools and processes required in setting up a similar program to suit your institutional context.

Antoinette Baldin, Chair, Construction Sciences

Karen Muir, Chair, Social and Behavioral Sciences

Kate Harkin, Coordinator, Human Capacity Development

Columbus State Community College (OH)

10:30 – 11:00 a.m. Conversations About Learning: Professional Development

Team time for reflection and conversation

Summit participants who are the only representative from their college, and other participants who are interested, are invited to join Marcia Pfeiffer, President, St. Louis Community College at Florissant Valley, in the Zurich Room (Lower Level), for the conversation session.

11:15 a.m. – Noon Closing Session and Summit Evaluation

- Cynthia Wilson, Vice President, Learning and Research League for Innovation in the Community College
- Allatia Harris, District Director of Faculty Development Dallas County Community College District