![RCC Rogue Community College logo]

Faculty Senate
Friday, November 22, 2019

Location:	**TRC-123a & Zoom**
Time:	10:00 AM-12:00PM
Chairs:	Marina Whitchurch, Mary Middleton
Attendance in 123a:	Daniel Elash, Kristi Kowalski, Glen Moulton, Tracy Redd, Troy Scevers, Janelle Schofield
Attendance via Zoom:	Karl Brake
Recorder:	Amy Durst
Guests:	Dr. Rene McKenzie, Courtney Rasmussen, Bevin Ricker

Agenda Item	Discussion
1. Approval of Minutes	Tracy Redd motioned to approve the minutes, Troy Scevers seconded. **Minutes approved.**
2. Student Engagement Guest Speakers: • Rene McKenzie, Ph.D, *Director Student Programs* • Courtney Rasmussen, *Institutional Research*	Rene and Courtney came to the meeting to present data/information and to start a conversation about Student Engagement. A few years ago a small team in Student Services came together to build the Student Engagement Team (SET) to help build one another provide activities for students. Since, it has the team has now grown and student engagement is in our Strategic Plan, under Objective 5. **The Student Engagement Team Purpose:** *To support student engagement by coordinating strategic efforts to build college community through curricular and co-curricular involvement.* The SET team spent last year looking at data and getting a better sense of CESSE and SENSE data, Food Insecurities data, and a Spring survey Hope to Registration data. Here are the 2018-2019 SET Outcomes: 1. Review SENSE and CESSE data to educate teams on RCC data coming from the two administered assessments. 2. Review the food insecurities food survey data from winter 2019 and the intake survey data offered online when students registered for spring term, 2019 to better understand student's needs. 3. Make recommendation to the Council for College Effectiveness and the President's E-Team, ideas generated by the SET team. 4. Generate good ideas that could come to fruition and create an engagement model. Examples from 2018-19 included: creating a student handbook with an embedded calendar, offer Ossie Bucks for students what are food insecure at RWC, develop a tool-kit of engagement strategies for faculty and staff. 5. Coordinate campus-based student focus groups, led by Courtney Rasmussen – IR Office, run focus groups, transcribe findings and deliver results in 2019-20 academic year. SET also ran many student focus group using the SENSE data to target questions asked to student. Courtney handed out and discussed documents for review which can be found here: Y:\Faculty Senate\Meeting Minutes\2019-20\3. November 2019\SET Documents for Faculty Senate

Broadly, what they found from the focus groups, the most important thing to students was that in every facet of their college experience, they needed connection and community. In advising, in orientation, in their classes, with their peers – students need to feel that connection to be engaged. There is also a great need for student orientation, a clear academic pathway, and for instructional support. (More detail is in the report) We are currently working on this through the New Student Orientation model, Advising Redesign taskforce, as well as Guided Pathways.

Tool Kit for Faculty & Staff - the idea is to create strategies to engage with students to be used in or out of the classroom. Rene mentioned bringing the Tool Kit to Faculty Senate for input to continue to build on it. We would like to have the kit built so it can be shared across the institution. Janelle relayed some strategies the HPER department is using, which Marina would like to feature in the next newsletter.

PUTTING IT ALL TOGETHER:

- Guided Pathways' work is to streamline program pathways and ***integrate student support services*** and _instruction_.

- Guided Pathways work IS Student Engagement work.

- Strategies must work in concert across the institution, and faculty need to be at the center of sustained, college-wide efforts to improve student success. (Jenkins, 2011)

Guided Pathways Best Practices:
Functional Alignment between Student Support Services and Instruction

- Advisors are embedded in pathways.

- Small group advising sessions "focus on course sequences, prerequisites, expected learning outcomes, and realistic timelines for completion."

- During 1st semester, students complete a course plan to completion. They regularly monitor their progress with their advisors.

- "Academic support is integrated into coursework…syllabi and daily practice incorporate supplemental instruction, required study groups, lab work, and tutoring…ensuring that academic support is an inescapable part of every student's experience."

- Co-curricular activities are connected to programs of study, and integrated into students' educational experiences.

Give SET some feedback:

- What work are faculty already doing to improve student engagement?
- How can SET collaborate with faculty to support student engagement efforts?
- What kind of student engagement toolkit would be most useful to faculty? Who should be involved in putting it together? How and when would be best to put it together?
Send responses to rmckenzie@roguecc.edu or crasmussen@roguecc.edu

6. GIFT (Good Idea For Teaching) – Tracy Redd, *Mathematics Faculty*	Tracy presented her GIFTs: Part I – Groups Part II – Noticing and Wondering Presentation is available in the November 2019 Faculty Senate file on the Y drive or by clicking here.
7. Learning Styles Guest Speaker: • Bevin Ricker, *RCC Student*	Marina introduced her former student, Bevin Ricker. Bevin gave this Learning Styles presentation, which was her project in Marina's class in Spring of 2019. Bevin's full presentation with notes can be viewed here. The Powerpoint is titled Learning Styles – please enable the presentation notes.
8. Discussion on Faculty Senate Goals - Prioritize	• Bylaws subcommittee is already underway. • January's GIFT presentation will be Kristi Kowalski (whomever does the GIFT each month gets to volunteer another person for the next month) • Collaboration with Green Team – have a representative come speak to the group. Perhaps Dorothy Swain or Erika Giesen. The Board of Education has a focus on sustainability as well. • Collaborative Spaces – Redwood Master Plan, Makerspace, etc. Awareness only, not a goal or project. Updates for the newsletter. • Develop a WDYT tool to solicit faculty opinion. This should be a primary priority, and could be in conjunction with the SET team.
9. Work Session – break into goal/priority groups	Comments from the work groups: 1. To what purpose are we creating the faculty survey tool? Who is listening to the results? What is the bigger picture? 2. If we did create the survey tool, here are some possible questions: a. What level of input should administration have in the classroom? (syllabi) b. The relationship between faculty and administration – questions that address that. c. Resources in your classroom – what resources are you not getting? Why? d. How empowered do you feel to teach here at RCC? 3. Scaffolding – what are the expectations of a 100 level class versus 200 level? 4. What are our expectations for ourselves as faculty? 5. Differing departmental needs – lack of orientation in some departments. Developing a mentorship for new faculty. 6. Teaching the expectations of the role of faculty. 7. Balancing the need for academic freedom and consistency/structure. 8. How can your manager help you grow and develop? 9. Surveying for food insecurity in the faculty. 10. Adjunct concerns could be surveyed by the tool. 11. Curricular and Co-curricular involvement.
Announcements	1. Chartering a new Speech Club – Marina 2. **Next meeting:** Friday, January 24 10 a.m. - 12 p.m., RWC, H-2 Zoom: https://roguecc.zoom.us/j/8018334781