

Date: June 6, 2012
To: Dr. Eileen DeLuca
From: Dr. Rebecca Gubitti
Re: Feedback on Cornerstone Experience Certification Modules
-compiled Fall 2011 and Spring 2012

Comments on Previous 10 Modules:

- 1) QEP Course Overview and Objectives
 - information could be provided via VIDEO
 - different presenter
- 2) QEP Course Assignments and Assessments
 - was not offered in Spring 2012
 - IN CLASS module – not video
 - need SPECIFICS of course, examples, pre-made worksheets, pacing schedules, Assessment explanation, samples to view, hand-on lesson on “how” to administer assessments (especially SmartMeasure, CCTDT, Myers Briggs, etc)
- 3) Universal Design in Higher Education
 - IN CLASS module – not video
 - examples that relate to class / content - the “how to apply the theory” to SLS course specifically
- 4) Understanding the First Year Student
 - REDO – focus more on 1st year student behaviors, skills, levels, requirements...
 - use current updated data for presentation purpose – not past statistics
 - use information from Mary Stuart Hunter’s presentation
 - IN CLASS module – not video
 - offer additional workshop by Amanda Pollitt on her “pagoda” technology focus
- 5) Diversity of the College Campus and Beyond
 - IN CLASS module – not video
 - longer time frame for workshop to complete hands on activities / ask questions
- 6) The Way I Learn
 - IN CLASS module – not video
 - longer time frame for workshop to complete hands on activities / ask questions

- 7) Introduction to College Services, Programs and Support
 - could be VIDEO
 - if IN CLASS – offer side tour for those new to campus or if office space moves have occurred on campus to update faculty on service locations

- 8) Critical Thinking
 - was not offered in Spring 2012
 - needs to be HUGE, ONGOING, more FOCUSED and not so general
 - Community of Practice on this topic
 - a continued requirement for all faculty
 - specific application to course examples
 - a CONFERENCE regularly each year – IN CLASS only – not video opt out

- 9) Constructivist Pedagogy and the Student Centered Classroom
 - need to discuss relevancy to SLS class and not “Education” classes / students
 - focus on 1st year students – not education students further along in process

- 10) Discipline Paradigms and Career Goals
 - could be Video
 - if IN CLASS – needs to be more interactive – was “dry”

Suggestions for Future Workshops:

- 1) Amanda Pollitt – Technology (Facebook / Twitter / Portal / etc) – “Pollitt’s Pagoda”
- 2) Drew Macy – services available to disability students / policy / procedures
- 3) SmartBoard (Beginning, Intermediate, Advanced)
- 4) Canvas
- 5) All SLS instructors – full time / part time / all campuses / feedback opportunity
- 6) Setting up classroom atmosphere for a safe and engaging learning environment early on – how to engage students from day 1 of class
- 7) How to deal with student behavioral issues
- 8) Campus police / security – how can they assist
- 9) Community Services: what’s out there for students to participate in? how can it fit into their schedules?
- 10) How to use a rubric? How to create a rubric? How to use the specific SLS rubric?
- 11) Myers Briggs – hands-on workshop to learn how to do this as a class activity

General Suggestions:

- 1) Needs to be a “follow up” process in place for evaluating SLS instructors to ensure module information is being utilized and any requirements of the course are being followed
- 2) Coordination of the Experience – a specific method of faculty evaluation for this course – maybe in addition to / or a part of the faculty portfolio
- 3) Need more hands on activities that relate to the class – not so “generic” in information, but heavier in practical applications and given activities that have proven to work
- 4) Workshops need to be 1 ½ to 2 hours long – provide time for more “hands – on” practice provide actual experience at how to “teach” a particular course topic / provide examples
- 5) Community of Practice established for Cornerstone Experience
- 6) Community of Practice established for Critical Thinking
- 7) Modules need to “continue” and “must be” a requirement for all instructors of SLS – modules need to be continually updated with revised course material, activities, student requirements, etc. and faculty must continue to attend modules for updates
- 8) For “where are resources” session in classes – require faculty to take class to get ID’s, schedule library tours as a class, schedule lab visits as a class – don’t talk about these resources but take students to them as a class during first week
- 9) Develop a “list” or resource person for all guest speakers’ names / community members willing to participate - schedule guest speakers from community and have multiple classes meet in one room (i.e. banker, financial aid advisor, accountant to discuss budgeting/saving, etc.)
- 10) Establish a “resource area” on campus for materials to be stored, lists of information, handouts, etc. that instructors can access immediately – i.e. information or availability of movies/lecture materials/videos faculty can check out to use in class – such as: Randy Pausch (The Last Lecture) video; Akeelah and The Bee, Steve Jobs (commencement speech); SpongeBob (procrastination video), etc.
- 11) Allow for faculty to be guest speakers in each others classes if they are stronger or more comfortable presenting certain topics – allow faculty to get credit for this sharing of knowledge and service to the college
- 12) Training needs to be for faculty AND STAFF – so the connection / relationship is established and improved upon

- 13) Better communication from TLC regarding workshop opportunities, times, materials provided to other campuses for video hook up PRIOR to workshop starting

Additional Comments / Expressed Concerns:

- 1) we have many adjuncts that took all the modules, but have no idea how to really teach the course, no experience, and no hands on opportunities for “trials” (teaching demos)
- 2) many faculty not knowledgeable on critical thinking – especially adjuncts – as they don’t get exposed the opportunities for workshops, conferences, etc. like full time faculty do
- 3) marketing to faculty members needs to be different – NOT that SLS is lesser, but that SLS is MORE - just because you have multiple degrees, does not mean you can teach it – it is not a lesser (“easy”) class to teach and that it is “below” their level - it is a harder class and requires dedicated instructors that understand and promote its importance
- 4) what is administrations “follow through” to ensure faculty are following the format of the class and ensuring some consistency – not intruding on instructor freedom, but that some “consistency and equity” exists across all sections of the course and all campuses
- 5) How can we “train” the “trainers?”
- 6) *****(NOT RELATED TO SLS COURSE SPECIFICALLY – but still a good idea) – establish a “support group” / community of practice for faculty working on advanced degrees and those that have completed them – allow for question and answer periods – so those that have gone through a Master’s or PhD process can assist those that are currently in one or those thinking about starting one