FYE Department Meeting

Minutes
FYE Department Meeting
January 2, 2014 11:00-1:00 p.m. in Q-128

	Present	Absent	Excused		Present	Absent	Excused
Eileen DeLuca	X			Wanda Day	X		
Martin Tawil	X			Cindy Ewald	X		
Kelly Newhouse	X			Janet Harvey	X		
Kathy Clark			X	Kevin Coughlin	X		
Mary Vaughn			X	Brad Holley	X		
Freida Miller	X			Nancy Costello	X		
Cindy Campbell	X			Dennis Disarro			X
Rebecca Gubitti			X	Terri Heck	X		
Whitney	X			**Guests**	X		
Jacqueline Davis	X			Monica Moore	X		
Gary Rhine	X			Cynthia Lozano	X		
Jessica Bergel			X	Sue Zinderman	X		
Dennis Wright	X						

I. Eileen welcomed the participants and asked faculty to introduce themselves.

II. Monica Moore and Cynthia Lozano provided information about the Lee Campus "*Academic Journal 101*" workshops. The Lee Campus Academic Success Writing Center instructional assistants will facilitate four *Academic Journal 101* workshops. Each session will be offered in Q 128 as follows:

- Wednesday, January 15 at 10:30 AM and 4:30 PM
- Thursday, January 23 at 11 AM and 4:30 PM

The workshops appear on the campus events calendar and will be included in the weekly updates.

III. Monica Moore will resend CCTDI and SmarterMeasure Access data. Monica Moore, Martin, and Eileen are available to come to the pre-test session to help with administration for first-time faculty. Eileen suggested that faculty reserve labs for pre- and post-test sessions now. The CCTDI takes students about 20 minutes. The SmarterMeasure can take up to 45 minutes. Both can be completed in an hour and 15 minute class session. Martin suggested that students take a photo of their password in SmarterMeasure. If possible, have students print their CCTDI results. If printing SmarterMeasure results, choose "Summary Only." *NOTE: Students need a headset for one item on the SmarterMeasure exam. All campuses have headsets available, and some students will have their own that they use with their phones. Since the headset is needed for only one item, headsets can be shared.

IV. Martin reviewed the updated syllabus and the revised assignment guidelines.

    a. Critical Thinking Journal Assignment: 7 topics. Due dates for each should generally fall sometime after the topic has been discussed in class. The students should be encouraged to think critically as they complete the assignments. The Critical Thinking Journals are not just a mere "completion" assignment. Give the students constructive feedback about their use of Critical Thinking as demonstrated in the journal entry. There has been an update to Journal topic #4 to allow students to choose two of the General Education competencies to discuss in terms of significance towards academic and career goals.

b. The Edison GPS Assignment: Most students will create a PPT, but other electronic formats are acceptable. There has been an update to the requirements so that students must attend a minimum of two workshops (FYE, Academic Success, Career, etc.).

c. The Group Project Assignment: Students should be encouraged to be creative. (Discourage the creation of a PPT as the main "product." PPTs are okay, but only if used as part of a creative presentation.) Professors should place students into groups strategically.

V. The faculty discussed the grading weights and late work. Faculty shared ideas about deducting points for late work. Eileen suggested that there be an established system for deducting points for late work. Eileen reminded faculty to score all work on the rubrics to demonstrate actual achievement. If points are to be deducted, they should be deducted by entering the percentage into the grade column, NOT by providing lower scores on the rubric.

VI. Based on the Peer Architect Evaluations and other qualitative feedback, Eileen and Whitney designed a set of guidelines for communicating with and supporting the Peer Architects (see attached guidelines and summary below). Whitney and Eileen reviewed the guidelines with the faculty.

    a. **Communication**
- Provide your Peer Architect with a syllabus of the course by the first day of class.
- Copy your Peer Architect on class-wide emails.
- Add your Peer Architect as an observer for the course in Canvas.
- Include your Peer Architect in the planning of course activities. If you want your Peer Architect to lead any activities or ice breakers, give them advance notice so they can plan and prepare.
- Provide a copy of all handouts to your Peer Architect.
- Let your Peer Architect know what your expectations are for them and provide feedback.
- Any criticism or problems with your Peer Architect should be discussed in private. Ongoing concerns should be shared with the New Student Programs Director.

    b. **Peer Architects and the Classroom**
- Give your Peer Architect 5 minutes towards the beginning of each class to promote campus events, pull up the FYE Events and Activities Webpage and the campus event calendar. Be attentive and let your Peer Architect own this time. This is a great way to highlight and support the GPS assignment.
- Refer to your Peer Architect and all Peer Architects as a resource. Remind students that they can go to the Office of FYE (Lee campus) or the Academic Success Center (Collier, Charlotte, Hendry/Glades) to get help from a Peer Architect when they have questions or need assistance.
- Ask your Peer Architects about their experiences as a way to support lessons (e.g. why time management is important, etc.). A fellow student's personal experience is relevant and has a strong impact on new students.
- Let your Peer Architect know which students are struggling and encourage the Peer Architect to
  - Join that student's group during small group activities.
  - Have a brief conference with the student just before or after class to offer assistance.
  - Reach out to the student to offer out of class support.

    c. **General Guidelines**
- A qualified instructor needs to be present to hold class. Students cannot be required to attend class
- unless that instructor or a qualified substitute is present. Peer Architects are not qualified substitutes

- Under no circumstances should a Peer Architect be asked to conduct class in an instructor's absence. Peer Architects should not be asked to grade assignments. Only a qualified instructor should assess student work. However, Peer Architects do sign a confidentiality agreement which allows them access to view student grades and other sensitive information.
- Only a qualified instructor should report student grades to students. Please be sure that grades are reported within FERPA guidelines.
- While students complete the SIR IIs, both the instructor and the Peer Architects should vacate the room. While students complete the SIR IIs, both the instructor and the Peer Architects should vacate the room.

VII.   Whitney reviewed Peer Architect data. She collects and disseminates "360 Degree" evaluation data from SLS 1515 students, Peer Architects, and Faculty. Areas that Peer Architects across all campuses "Strongly Agreed" and "Agreed" with at the highest rates include the statements: "I have taught others through this experience" as well as "Overall I feel the Peer Architect position was a good experience". 88% of Peer Architect realized gains in their speaking and presentation skills due to the Peer Architect position. SLS 1515 students had high praise for their Peer Architect and wrote many very nice and positive comments. The highest area measured relates to the effectiveness of Peer Architects as a positive role model. 90% of students rated their Peer Architect as "Exceptional" and 8.40% rated their Peer Architect as "Commendable" in this area.

VIII.   Eileen provided updates to scheduling guest speakers:

   a. Advising contact: Contact Tracy House (thouse1@edison.edu) with requests.
   b. Career contact: Lee: Dr. Kevin Kennedy (kkennedy@edison.edu), Collier: Glenn Rhine (grhine@edison.edu), Charlotte: Janice Esdale (jesdale@edison.edu), H/G: Brooke Goehring (bgoehring@edison.edu).
   c. Financial Literacy contact: Cal Majure (cmajure@edison.edu)

IX.   Eileen provided updates to the SLS 1515 staffing process:
        Guidelines are available on the FYE Faculty Resource Web page:
        http://www.edison.edu/fye/facultyresources

        Some highlights:
        - All faculty/staff electing to teach the Cornerstone Experience course must have completed the ten training modules prior to the scheduling of classes for the semester in which they wish to teach and prior to submitting an email to cornerstone@edison.edu and cc'ing their supervisor.
        - Full-time **faculty** must consult with their supervisor prior to scheduling SLS 1515 as part of their base load or overload. The purpose of this consultation is to ensure (among other departmental considerations) that program needs (full-time faculty to part-time faculty ratio) are satisfied. The immediate supervisor will endorse the faculty member's request by submitting an email to cornerstone@edison.edu.
        - Full-time **staff** must consult with their supervisor prior to submitting a request to teach a section of SLS 1515. Only full-time staff with exempt status and qualifications that meet the SLS credentialing guidelines will be considered for staffing. The full-time staff member's supervisor will endorse the staff member's request by submitting an email to cornerstone@edison.edu.

X.   Eileen led a Canvas training session and Q&A session for new faculty. Eileen, Martin, Dobin Anderson and Melissa Rizzuto are available to answer any emergent Canvas questions during the semester.