FACTC Spring Meeting #1

## April 28, 2022 from 3-5pm in Zoom

### *Representatives Present*

Karen Halpern, Jody Peterson, Mohandas Raj, Andi Zamora, Jim Drinkwine, Franklin Hsu, Michael Goode (GRC sub for Aaron), Rob Vogel, Amy Kinsel, Sangeeta Sangha, Sam Alkhalili, Claudine Richardson, Lauren Zavrel, Anne Brackett

### *Discussion*

#### Support for new faculty members in the age of SB 5194

* Asynchronous Canvas modules with onboarding information including campus resource lists, syllabus examples/templates, how to’s of canvas, ctcLink, etc. (Green River, EvCC, others)
* Targeted professional development onboarding experience for full time/tenured faculty. These include a one day workshop covering the basics to a year long cohort model (EvCC, HC, SVC, WCC) to a cohort for the entire ARC process (SPSCC). Characteristics of strong models include:
  + Building a cohort to foster a sense of belonging with folks outside of the new faculty member’s department and appointment review committee (ARC)
  + Leaders of the workshops who are Center for Teaching and Learning administrators or faculty given release time who are not serving on an ARC. At one college monthly meetings are led by the faculty union.
  + Mutual teaching/classroom observations and experiential learning combined with building organizational engagement.
* Mentoring is a critical component of successful onboarding and retention. Some examples include:
  + The evaluative duties of the ARC are held by one common committee for all ARCs. This allows the ARC to be primarily a mentorship group. (GRC)
  + A stipended two year faculty mentorship program for full time faculty and a two quarter mentor for associate faculty assigns a faculty mentor to each new faculty. (BTC)
  + A mentor assigned to each faculty member whose role is to connect the new person to the campus community
  + Suggested in our meeting: a mentor/mentee relationship which involves regular visits to each other’s classrooms. ARC members might be making regular visits, or there might be only one visit per quarter, but these are rarely reciprocal in nature.
* Associate faculty request
  + In depth coverage of the contract, unpacking with the goal of understanding opportunities and impact on your position
* Pre-onboarding connection to the community in recognition that healthy employees need a strong connection to the community as well as the college.
  + Minimal action: Create a list of organizations in the community like the [Snohomish County Black Heritage Committee](https://www.scbhcwa.org/about), [Tulalip Tribe](https://www.tulaliptribes-nsn.gov/), [The People’s Institute Northwest](https://www.pinwseattle.org/what-we-do.php), etc. to connect black and brown folks to communities of interest.
  + Bigger Step: Community fair with organizations from the community

#### Guided Pathways (GP)

* Judgemental and blaming language has been used (students are “off track”, prescribing behaviors so that students “wouldn’t”). As we move forward we’re realizing that we need to reset our language.
* Program maps are super helpful. Cross disciplinary advising has been a win for students
* Universal method of assessment has come out of GP work at some colleges
* Guided self placement for both english and math is an emerging trend
* Some colleges are moving towards 2 credit support classes + college level math or english with no developmental course work.