Sunday, Opening Session Keynote **"Why Higher Education is More Important than Ever"** Eduardo Padrón, President, Miami Dade
Monday 10:00/11:15 Mark and Craig Presented on **Zero Week and** **Continuous Orientations**
 Lunch

Monday 1:30 **It takes more than Pizza: Engaging the Faculty in Shared Governance**
Garth Euridge and Tom Waller, Tallahassee, FL
Concerned Shared Governance

- Causes (real or imaginary)
    - The usual suspects
        - Faculty wonder if representative or antagonistic
        - House divided
            - No raises, staff reduction, class size… Faculty senate looked inefficient
        - Poisoned environment
        - The U word (Union)
- Some solutions
    - Got institutional investment
        - chair was allowed release time, and chair elect shadowed
        - hospitality budget for snacks
        - sent chair to NISOD
    - limited to 4 meetings per year
    - stressed transparency
    - included chair in budget talks
    - Selection to election not part of meeting,
      and all faculty vote for representation, no just members
    - Administrative reform of group
        - Staggered terms to improve continuity, and chair elect in place to shadow
        - Clearer statement of duties
        - Got divisional representation
        - Sort of 'ignored' Roberts rules of order to avoid being bogged down
    - Marketing
        - New faculty seminar
        - Use technology; use calendar to post dates and topics
        - Allow proxy communications
        - De-Silo-ification, not use vs. them
    - Agenda
        - Move from reactive to proactive

Closing thoughts, what is the role of the chair? Conduit? Officers run as a ticket?
My questions to them:
Dues? No
Selection? Anyone can server, anyone can vote.
Allow online component? yes

Monday 2:45 Rote to Riches, Developmental Math
Janet Teegarden, Ivy Tech, Indianapolis, IN
Developmental Mathematics Programs – What's Out There?
In preparation for revising our entire developmental curriculum at Ivy Tech Community College in Indiana, I asked the members of the AMATYC Developmental Math Committee for input. The questions I asked concerned developmental math enrollments (which ranged from 120 – 4500 per semester or quarter), how many and which developmental courses were offered, and the credits/class hours involved. We started by researching what other colleges do for remediation, and I give a big thanks to all of you who responded so quickly and to Jack Rotman for getting the message out for me. In the few days I had before the task force meeting, I received 23 responses from 18 states. All but three were from 2-year colleges.
This quick survey was prompted by the upcoming change in high school graduation requirements in Indiana to include second year algebra. The changes will go into effect in 2010. With Intermediate Algebra becoming a high school course, Ivy Tech will no longer give college credit for the course. The state task force, of which I am a member, is charged with revising the state's developmental curriculum to include the necessary content of intermediate algebra, but NOT to just add one more course to our list of developmental courses.

Below is a table showing which courses are considered as developmental in the 23 colleges who responded.
Basic Math 12
Pre-Algebra 22
Begin. Algebra 22
Int. Algebra 14

As you can see, nearly all the colleges who responded offer developmental courses in Pre-Algebra and Beginning (Basic, Intro) Algebra. About half offer a course below Pre-Algebra, and about half offer Intermediate Algebra as a developmental course. In some of these cases however, Intermediate Algebra earns elective college credit, but does not fulfill the general education math requirement for graduation. A pattern seemed to emerge regarding credits as well. In many cases Beginning and/or Intermediate Algebra were 4 or 5-credit courses, while Basic Math and Pre-Algebra were usually 3 credits. Some campuses reported more hours a week in class than the credits would indicate, possibly a lab component.

Several campuses had options of "combo" courses, where for example, two three-credit courses might also be offered as one five-credit course. Some campuses, Ivy Tech included, also offered the courses in an accelerated format, where students can complete one course (usually three credits) the first half of the semester and then a second course the second half. The success rates in these classes seem to be extremely high and worth taking a closer look.

Several colleges indicated that they too are investigating or are in the beginning stages of revising their developmental courses, and some mentioned Beyond Crossroads as a guiding document.
So the task at hand in Indiana, it seems, is to "cover" all of mathematics from kindergarten through intermediate algebra in as few courses as possible, delivered as quickly as possible, and end up with students ready to succeed in college level math courses. Developmental programs need to have a true 21st century curriculum (whatever that is), not something that looks like the 1950's with computer homework thrown in.

Tuesday 9:30 **Hybrids** Lynne Lyon, Durham Uses reverse lecture for her hybrid class, lecturing online and using class time for lab.
Tuesday 10:45 **In-process Formative Feedback** Heather Kent and Diane Belshaw, Toronto This session was mainly theatre people describing how their students needed to build a vocabulary to communicate and problem solve and different groups interacted.
Lunch, John Rouche
Tuesday 2:00 **Basic Computer Skills, reaching & retaining at risk students** Chattanooga State College They use an assessment They found it in NOT the 40+ population A lot of people didn't learn math OR computers, can't use a thumb drive, can't use text book account They found "Intro to Computers" starts too high, and workshops are too short… they need time and hands on. They developed a Computer Course that counts as an elective, to get it by financial aid. Offered 6 sections, couldn't offer as many as needed. Had to hand pick faculty for quality and ability to work at that level… not all adjunct could deliver results. Met three times a week, with lots of hands on.
Tuesday 3:15 **CASE luncheons (Copy And Steal Everything)** Valencia This group meets via the web, with one speaker on screen sharing info, on a periodic basis. Sessions are recorded for later access. (Similar to my YouTube workshops.) They pointed out people don't memorize anymore, they look it up. This becomes a trans-active memory or collective memory. Check out Brain Rules.org Good Fire Starter exercise: Google Search operators http://www.googleguide.com/sharpening_queries.html
Wednesday 8:15 **Start Smart, Creating an Online Orientation for Adjuncts** Robin Adams, Henry Ford CC, Center for Teaching Excellence Why was there a need? Ratios often 80% adjunct 20% full-time; and many have no teaching experience. Why is there a need for online orientations? Many adjuncts make a living teaching, but teach at several institutions to do so, or teach at a distance, or not on campus when traditional orientations take place. They did NOT want an HR clone, but instead one that focused on teaching and learning: classroom management, active teaching, assessment, etc. They used their school's learning management tool, and coordinated with face to face. Big deal on getting permission to use online material that are out there Strongly related to *Seven Principles for Good Practice in Education* (see below) and *Getting Results* (http://www.league.org/gettingresults/web/)
Wednesday 9:30 **Faculty Development that nurtures Teaching Culture** Sharon Silverman Olive Harvey College, IL The best teachers expect their students to succeed. If your teaching fails, do you need to take some ownership of that failure because of your methods? Referenced *Seven Research-Based Principles for Smart Teaching*, by Ken Bain (see below)

Principles for Good Practice in Education Athur Chickering and Zelda Gamson, (1991)

1. Good Practice Encourages Student-Faculty Contact

   Frequent student-faculty contact in and out of classes is an important factor in student motivation and involvement.
   Faculty concern and assistance helps students deal with learning problems and keep on working.
   Interacting frequently with faculty may enhance students' intellectual commitment and encourage them to think about their own values and future plans.

2. Good Practice Encourages Cooperation Among Students Learning is enhanced when students collaborate and cooperate in learning experiences.

   Good learning, like good work, is collaborative and social, not competitive and isolated.
   Working with others often increases involvement in learning.
   Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

3. Good Practice Encourages Active Learning

   Learning is not a spectator process.
   Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers.
   Learners must talk about what they are learning, write about it, discuss it, relate it
   They must make what they learn part of themselves

4. Good Practice Gives Prompt Feedback

   Knowing what you know and don't know focuses learning.
   Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers.
   In getting started, students need help in assessing existing knowledge and competence.
   In classes, students need frequent opportunities to perform and receive suggestions for improvement in performance.
   Students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. Good Practice Emphasizes Time on Task

   Time plus energy equals learning.
   Time on task should be efficient and effective/productive.
   Students need to learn to manage their time
   Students need help in effective time management.
   Allocating realistic amounts of time means effective learning for students and effective teaching for faculty.
   How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

6. Good Practice Communicates High Expectations

   Expect more and help students achieve more.
   High expectations are important for everyone--for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated.
   Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. Good Practice Respects Diverse Talents and Ways of Learning

   There are many roads to learning.
   People bring different talents and styles of learning.
   Students need the opportunity to show their talents and learn in ways that work for them. Then they may be directed to learning in new ways that do not come so easily

Seven Research-Based Principles for Smart Teaching, by Ken Bain

First Principle: Create a natural critical learning environment
Embed the skills, concepts and information you wish to teach in tasks-projects and experiences-that the students will find fascinating.
* Create opportunities for students to work together, to collaborate, to struggle with problems and issues.

Second Principle: Get their attention and keep it
* Consciously try to get students' attention with some provocative act, question, or statement-at the beginning of the term and at the beginning of each class.
* Teaching is about "commanding attention and holding it."

Third Principle: Start with the students rather than with the discipline
* Start with something students care about, know, or think they know.
* Ask students to begin struggling with an issue from their own perspective even before they know much about it, getting them to take a position.

Fourth Principle: Seek commitments
* "I tell my students the first day of class that the decision to take the class," one professor explained, "is the decision to attend the class every time it meets."
* "I also tell them that my decision to teach the class includes the commitment to offer sessions worth attending, and I ask them to let me know if they think I'm not doing that."
* Approach each class as if you expect students to listen, think, and respond, and engage them through enthusiasm, eye contact, questions!

Fifth Principle: Help Students learn outside of class
* Give students meaningful study guides or worksheets to complete between classes.
* Assign a group project that requires collaboration and hands-on learning.

Sixth Principle: Engage students in thinking, not just in memorizing
* Think about how to teach students to understand, apply, analyze, synthesize, and evaluate.
* Ask questions that will help students grapple with concepts and invent ways to solve problems.

Seventh Principle: Create diverse learning experiences
* Sometimes offer visual information (pictures, diagrams, flow charts, time lines, films, demonstration)
* Other times, offer auditory input (speech or visual symbols of auditory information— written words and mathematical notations).
* Allow students to talk things out, to interact with each other.
* Also give them a chance to reflect independently or to hear someone else's explanations