

Meeting Notes – Courageous Conversations #2

Note: All proposals mentioned during the Courageous Conversations represent brainstorming ideas and works-in-progress. No final decisions have been made regarding these ideas; input and participation is welcomed from all interested parties connected to the HCC Ybor City campus.

The meeting took place on Feb. 19, 2010 at 1:30 pm in the Ybor Room

The meeting began with attendees introducing themselves and providing an example of something good that had happened recently. Following introductions, Dr. Robinson recapped the previous sessions and gave an overview of the purposes of the conversations.

Dr. Robinson gave an example of the questions that are being used to stimulate the conversations. He answered one question – Why are you here? – by stating that for him he had reached a professional plateau where he couldn't do anymore and was looking for a new challenge. The next question was, "Which is more important, providing students with access to higher education or making sure those students that are here are successful?"

Responses:

- We talked in a committee for two years about the definition of success. Success is different for each student; success for one student might be getting that one class he or she needs to get a better job.
- We need to ask the students what they think success is. Do we ever ask them? Do we follow students after they leave (to get their feedback)?

Robinson: "We don't do it well enough, if at all."

- What success is depends on the individual student's goals are. Many students don't even know their graduation dates.

Robinson: We'll have to find out what their goals are.

- Every year we have this alumni luncheon and it amazing how successful our former students are.
- Some students are successful but you won't hear about it because they go through other types of graduation here on campus.
- In EAP, some students have no intention of getting a degree; they just want to improve their English so they can improve their businesses or maybe to become citizens.
- What do we mean by "access?" In art the students want access to the lab – to other campus labs and facilities.

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Robinson: Maybe we need to add another person to that program to allow access – we recently had a situation where a student wanted access to a lab to use some specific software.

- Does the state evaluate success the same for the universities and community colleges?

Robinson: There are some differences.

- In a university you are expected to graduate; we are different.
- Students come in one day, disappear, come back for a test, and we never see them again. If we could drop them, then they wouldn't be counted as a failure.

Robinson: In some institutions, the instructor can withdraw students for any reason – usually non-attendance.

- Many times a student gets sick, but doesn't want us to drop them or give them an FX.
- Students often find themselves using up financial aid to bring up F grades.
- Check the catalog, the catalog says you (the instructor) can initiate withdraws.

Next Question: "What are some of the barrier we put up that makes it harder for our students to finish?"

Responses:

- Expenses – lab fees and materials.
- Developmental math – we tell them if you fail a test two times you can't finish

Robinson: Part of the committee work could be the development of guidelines that would allow students to finish.

- There is no longer an EAP tutor, we send students to other tutors and there have been some real disasters. We need an EAP-specific tutor.
- Anxiety – students have a lot of anxiety.
- We should make videos that we show at the start of class that explains student services, dealing with anxiety; have Dean Alford explain classroom policies...
- We could have monitors around campus explaining policies and students could put faces to the people in charge of different student services.
- I give students with anxiety problems more time to finish test by letting them finish in the testing center. Writing or taking tests under time pressure is a problem for a lot of students.

After a brief discussion of the some of the tasks for the different committees, the Courageous Conversation ended and attendees reassembled into committees. Committee notes to follow.

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Campus President's Community Forum

Feb. 19, 2010

Present: Susan McClung, Carol Zavarella, Alicia Fragoso, and Tracy Reller

Ideas:

- Urban Charettes: (promotes Ybor)- awareness of Community Events/ HCC events
- List of Ybor businesses that offer HCC students a discount (Streetcar Charlie, Joffreys do now)
- United Nations Association involvement
- A "Career Day" for business students to ask questions of and observe Ybor businesses
- Art in Classrooms- (follow-up with the CAC idea) check with local artists for donations, reproductions, or loans of artwork
- Carlos Groom is an area employer who wants to send workers to HCC EAP program- offer guidance
- WMNF- "Art in your Ear" program with JoEllen— Hawkradio and journalism students
- Creative Loafing- Mentoring / blog writing for journalism students
- Hat-trick /Silver Meteor and Stageworks theaters- additional opportunities for theater majors to participate and/or observe
- Magnet schools- HCC student volunteers
- Community Stepping Stones- kids and HCC students collaborate to create an on-campus tile mural

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Campus Learning Council

Feb. 19, 2010

Tentative Members present: Susan Miletta, Margaret Petway, Don Modesto, Linda Prescott, Jody Weaver, Leslie Eckstein, Francis Cox

From the Courageous Conversations Agenda the following were discussed:

- Members decided to participate in e-mail discussions prior to the next official meeting on 3/12/10.
- Members decided to create sub-committees after the permanent members of the Council have been determined.
- This point is obviously the Council's important task. Many ideas were brought forth, among them:
- Would meeting these goals involve a lot of number-crunching (testing, analysis, etc.)? It was brought up that more testing and evaluation would not be readily accepted by the faculty.
- How could successful projects/practices be taught to other instructors? Faculty Success Seminars (similar to the current Student Success Seminars) were suggested. Also instructors who are currently having success with a technique could invite other instructors to observe the class. Full-time faculty and seasoned part-time faculty could mentor new and adjunct faculty.
- It was noted that the climate of the campus needs to be changed. We should cultivate a campus atmosphere of being comfortable with change and new ideas.
- It was suggested that there be consequences for instructors who don't "keep up" (e.g. with advances in technology, new developments in their respective disciplines). It was suggested that faculty who have less than a 50% pass rate should not be allowed to teach an overload.
- It was suggested that the faculty be sent surveys to inquire what would help them to improve their classes. Sensitivity training, workshops on text anxiety, and dealing with students with disabilities were brought up.
- It was suggested that an archive of "Best Practices" be created and become available.
- As time was limited, it was decided to continue the discussion via e-mail.
- It was decided that the Council membership should include: one dean (perhaps Dean Alford?), at least one program manager, one or two full-time faculty members, one or two adjunct faculty members, one or two students, a counselor, a financial aid person, and perhaps a lab staff member.
- The Council will be co-chaired by David Liller, Academic Assistant to the Campus President. Linda Prescott volunteered to be the second co-chair.
- Members agreed to review the meeting minutes and send suggestions for workshops (or anything else) and meeting availability to either David or Linda. With that, the meeting was adjourned.

-Leslie Eckstein

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Campus Planning Council

Feb. 19, 2010

Attending potential committee members:

Christina Acosta, Chuck Bowen, Suzanne Crosby, Chuck Holmes, David Liller, Loretta Ramsay

Our small group decided that we should meet once a month on the third Friday at 10 am for 30 to 45 minutes. We also decided that the membership would be voluntary. This will allow time for individuals to attend both SGA and CPC meetings CAC, and IAC meetings. The next meeting will be March 19th at 10am.

There are several individuals that we would like to extend an invitation to. They are:

- Ralph Waithe
- Richard Still

Possible invitation could be extended to other campi.

The optimum number on the committee would be 9 or 11 broken down in this way:

- Three faculty
- Three staff
- Two administrators
- Two or three students (a suggestion was made that at least one student might be recruited from the SGA).

The co-chair is to be David Liller and a dean would be the chair as stated in the courageous conversations outline. If we do not have a dean perhaps David Liller would serve as the chair and Chuck Holmes could serve as the co-chair.

Chuck Holmes will provide the bi-laws from the CAC as a template for our consideration.

We hope to be a pro-active group that will collect suggestions from the different departments so that we can obtain a good overall picture of the needs and vision of the Ybor campus.