

Faculty Forum

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The 3six5 Sinclair: Share Your Voice!

Kate Geiselman, English
Liberal Arts, Communication & Social Sciences

Next year, 2012, is rife with milestones for Sinclair, as we celebrate the 125th anniversary of the college and endure the transition to semesters. What better way to chronicle this historic year than from 365 different perspectives? To that end, **The 3six5 Sinclair** will launch on January 1, 2012.

The original “3six5” project (currently in its second year, with no sign of slowing down) was the brainchild of Daniel Honigman and Len Kendall, two Chicago-area self-described media “geeks” who wanted to see what the world looked like from 365 unique points of view. Inspired by their idea, and with their guidance and blessing, the Sinclair Writing Club and the English Department have borrowed the concept.

A “crowd-sourced” blog, **The 3six5 Sinclair** will feature a different writer each day of 2012. The only qualification is that contributors be current or former students, faculty members, or staff members from SCC. Because it is a real-time journal (entries are written and submitted on a specific assigned day) and not merely an “essay a day” site with pre-written content, we hope to capture a year at the college in “real” time. From the President’s office to the youngest PSEO student, from the Math department to Culinary Arts, everyone at Sinclair has a different experience to share.

The challenge, of course, is to recruit and schedule writers. Ideally, faculty from every discipline and students from every major will be represented. Our biggest

obstacle will be persuading people who may not think of themselves as “writers” to participate. Here is where you come in! First, we hope that all faculty will consider contributing. Second, please help spread the word, and encourage your students and any staff members in your department to participate.

Most importantly, we hope that you will enjoy reading the blog come January. You may be surprised at what you learn about the days in the lives of the people who put the “community” in Sinclair. If all goes as planned, entries will be compiled into a book at year’s end for a more permanent record of 2012 at our institution.

For more information, visit the3six5sinclair.com. There, you will find contributors’ guidelines, the submissions calendar, and other FAQs. Most importantly, you can enjoy a sampling of entries written during summer quarter that will give you a feel for the “real” thing. To volunteer, please visit the website or email the3six5sinclair@gmail.com with your available dates. Now is the time to sign up, so check your calendar and pick your date!



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The *Faculty Forum* provides an opportunity for the expression of ideas and issues of concern to Sinclair faculty. Articles, letters, poetry, and comments are welcome. Please submit to the editor. (See call for articles.)

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Facilitating Improved Student Success: The Roles of Faculty and Students

Laurel Mayer, Humanities, Government, and Modern Languages
Liberal Arts, Communication & Social Sciences

During my participation in this year's National Institute for Staff and Organizational Development conference, I sought out panels that focused on student success. A caveat: what is below is some "brainstorming" (throwing out a bunch of comments, without definitive recommendations), but here are some interesting things I heard at NISOD.

At the conference, I was among a group of instructors from colleges in Florida, Texas, and Ohio who participated in a Gates Foundation-facilitated forum discussing how "Completion by Design" is (or will be) playing out in our campuses. We did not come up with definitive game plans, but (not surprisingly) there were some common challenges and opportunities discussed. Among the overall themes (even if not expressly documented) were:

1. A majority of our students (70 to 80% or more?) at our open enrollment colleges are ready and will succeed. Our major challenges and "opportunities" are getting the other 20 to 30% to succeed.
2. The other colleges (like Sinclair) have established multiple programs to help these at-risk students (as well as all students). There are some great success stories, but there are still high non-success rates of at-risk students in our open enrollment environments.
3. On a personal note, as I prepared for this forum, I made a quick list for myself of what programs I was aware of (and directly or indirectly participated in or had students linked with or involved in). I came up with over 15 (Achieving the Dream, Advanced College Entry, Academic Resource Center, Academic Foundations courses, Athletic Academic Advisor, English Boot Camp, English as a Second Language, Math Boot Camp, Math Help Center, Ombudsman, Pre-college Dept., Quarters to Semesters, Tutorial Center, Upward Bound, UAAMP, Writing Center, Young Scholars, . . .). I am not critical of any of these, and I am sure they all have some great success stories, but it also shows we (Sinclair) are already focused on student success for our at-risk and all students.
4. A third overall observation/conclusion was that colleges have to review and evaluate all their programs and expand those that are the most productive and revise or even eliminate those where we are not getting significant successes from the resources spent.

I would add my own observation and concern: We have

great opportunities and programs for at-risk or struggling students to get help (free tutoring, Writing Center, Math Lab, Student Ombudsman, etc.), but anecdotally I have observed that the at-risk students are often among the least likely to use these resources and even attend classes on a regular basis (in spite of instructors identifying tutors and encouraging all students to take advantage of these free programs). I do not know what the "silver bullet" is—or even if there is one, but it is an area where we need to do a better job in getting the student engaged (comfortable?) in utilizing these resources.

I attended multiple panels, including the one where a college has established a series of "Intro to . . ." courses that were set up for developmental students (in addition to their DEV courses), so they could get their required course load, without mainstreaming them in to regular college course where they are likely to fail). I am not sure how this could/would work, but it seems like an interesting concept to facilitate the transition from developmental to regular courses.

A most provocative panel I attended was one put on by the Community College of Beaver County. Titled "The Impact of Institutional Policy and Procedures on Admissions, Retention, and Persistence: We Have Met the Enemy and They Is Us," the panel was provocative in stimulating more thoughts on evaluating the best practices for student success. We likely will not want to do all the things they are doing (and they may quit doing some of them when the full effects take place) or even any of the things they are doing (although we have done some things they are doing based upon where their data identified high failure rates), but here is their list (as best I could take notes):

1. Consider giving midterm grades (although I am not sure what the college will do about them, other than give them to students as an additional reminder that they need to do better).
2. Eliminate all on-line developmental courses.
3. Discontinue all late registration. Registration ends the Friday before classes start—regardless of what day the class first meets.)
4. Dis-enroll all students who have not attended any classes in the first three weeks (students who obviously registered for whatever reasons, but have no intention of going to class or completing the coursework).
5. Better coordinate developmental math teachers and "gateway" math teachers with (jointly) created gateway math exams.

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Facilitating Improved Student Success: The Roles of Faculty and Students

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6. Create a “College Success” course (required?) for DEV students.
7. Have administrative withdrawals when faculty determines the student is not doing what will be necessary to successfully complete the course.

We may not want to do these things but should at least discuss or consider some components (as there are some potentially beneficial components of these options) as we try to focus on how to best increase student success with our available resources.

As I went over more of my NISOD conference notes, I also came across another most provocative (in the sense of critical thinking and words worthy of further discussion/consideration). It was at a lunch “General Session” by a Rod Risley (Executive Director of PTK). Here are some things he emphasized (I cannot guarantee these are exact quotes, but this list reflects my notes as I copied what I heard):

1. We (community colleges) have historically focused on “access” and “right to fail.”

2. We are (now) going to be judged on performance outcomes.
3. The spotlight is on community colleges.
4. We are being asked to change today more than ever.
5. We (and community college students?) have valued entertainment more than learning.
6. We need to encourage and reward students’ success: “be a nerd”; “be a geek”; “be a dweeb.” We need a culture where it is cool to be smart (well said!).
7. Set standards high for students and show them how to get there.
8. Tell students education is their primary job, not a secondary one.

Again, there may not be a silver bullet, and we (the faculty) need to explore and work hard to facilitate better student success. All students are unique in their abilities and interests, yet, I also believe many (possibly most) of our at-risk students need to enter the item 6 culture/attitude (not be embarrassed to go to tutors, use labs, regularly attend classes, etc.), along with item 8 (to the extent they can), so that we can work with them to better facilitate item 7.

Teaching Philosophy

Kristy Callihan, Communication
Liberal Arts, Communication & Social Sciences



Kristy Callihan is Sinclair’s nominee for the 2011 Adjunct Teacher of the Year award given by the Ohio Association of Two-Year Colleges (OATYC). Callihan was nominated by Faculty Senate and her department chair and selected by President Johnson to represent Sinclair at the 2011 Ohio Association of Two-Year Colleges

Conference in October. As Sinclair’s nominee, she has been asked to describe her teaching philosophy for Faculty Forum.

As a teacher, my top two goals include my enjoyment of lifelong learning as well as the real-life application of the material I teach: effective communication. This translates to my aspiration to model these goals to my students so that they mimic my approach. In class, I like to share new research in my field along with current events that can be applied to the weekly lessons. This not only keeps classes fresh, it also stresses the importance of research and application of our material to very real stories that are seen in the news. It is a “relatable” approach to helping my students learn the material in an applied fashion. I like to stress to my students that our classes are more than just a three-credit hour class they HAD to take for graduation. Instead, I want my classes to be clearly applied to their personal lives so that they may continue

to practice effective communication in their future interactions.

I teach with many methods to reach the goals of lifelong learning and applied lessons. In online classes, I focus on provocative and interactive weekly discussions. I employ role playing, dyad projects, interaction with the local community and personal reflections. In this interactive online design, I create a solid online presence by participating in the discussion with my students, without stifling student voices. I also use traditional weekly quizzes online but with questions written for application versus basic definitions. In face-to-face sections, I offer creative and brief lectures to set the tone for the content. However, I focus on interactive learning with small group work, case studies, role playing, class discussion and verbal critiques by the students. Part of my lifelong learning goal is to integrate at least one new creative approach to student engagement every term I teach. I learn new methods from discussions with colleagues, continuing education classes, and new material from texts to newsletters from various teaching sites like Faculty Focus.

Assessing student understanding is a multi-faceted approach that includes case study analysis, performance-based public presentations, class projects, online

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Teaching Philosophy

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discussions (both face to face and online) and unit exams that include application-based questions. For me, the best assessment tools are case study analysis and performance-based presentations. Both of these assignments allow the students to think critically and apply the material “as they see it” versus asking for regurgitated content. I can clearly glean their understanding of the material with these assignments.

I am in a continual quest to improve teaching, which is a lifelong learning goal of mine. Some of the best ideas for good teaching come from rich discussions with

colleagues in my department, at the Center for Teaching and Learning, or in Building 16. This builds a community of interpersonal relationships among colleagues. This community also includes sharing ideas, exchanging knowledge, offering suggestions and giving advice to one another. Recently, I have tried team teaching with a colleague in public speaking and meeting with a group of colleagues to discuss grading techniques when using a standardized rubric. Both examples were about sharing knowledge and an exchange of ideas, but they also fostered strong friendships and built a community.

Tips and Tricks for Faculty

Compiled by Karl Hess, Mathematics
Science, Mathematics & Engineering

This segment of *Faculty Forum* features a collection of tips for faculty. I'm hoping to educate faculty on things they should know, things their students should know, or just things that might be nice to know. I will need your help to make this segment a regular feature. Please send your contributions to karl.hess@sinclair.edu. I'm not looking for any particular theme, but I am looking for items that:

- can be described in 150 words or less
 - are contributed by a variety of faculty or other employees of the college (or even students!)
 - help faculty do their jobs more effectively or efficiently
- I'd also like to see items that apply specifically to adjunct faculty and items that apply specifically to department chairs.

How to Use Sticky Notes in Angel

Kristy Callihan, Communication

Liberal Arts, Communication, and Social Sciences

Whether you teach online or face to face, the use of online discussion boards is becoming very popular. I love the sticky note feature. The sticky note lets you “pin” a post to the top of the discussion board so your students see your message first. I like to offer sticky notes of praise, reminders, extra challenges or links to articles or videos that pertain to the topic. This allows you to show presence online without stifling the student dialogue.

To create a sticky post, open the discussion board and click on “new post.”

1. Type a title and whatever content you choose in the box.
2. Scroll down, and click on the plus sign next to Advanced Message Option (which is directly above the submit button)
3. Click on “sticky post.”

4. Click “submit.”

5. You will now see your post “pinned” at the top of the discussion board.

How to Install Software on a College-Owned Desktop or Laptop Computer

Cheryl Stewart, Information Technology Services

All new and reimaged Windows 7 Administrative PCs will use standard user accounts instead of administrator accounts. Best practices for keeping Windows secure recommend that standard user accounts be used most of the time and administrative accounts be used only when administrative access is necessary.

If a user needs to install software that requires administrator rights on a new or reimaged Windows 7 administrative PC, that user can request access via the “Make Me Admin” app. This app will:

- Temporarily provide the user administrative rights to his or her PC
- Allow the user to install software that requires administrative rights
- Provide a combination of increased protection during normal operation with the ability to become administrator when necessary

For information on how to use the “Make Me Admin” app, go to one of the following URLs.

For Laptops:

http://our.sinclair.edu/sites/its/itswebsite/it_policies/procedures/win7/lptpsmkmeadm.pdf

For Desktops:

http://our.sinclair.edu/sites/its/itswebsite/it_policies/procedures/its/mkmeadm.pdf

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Tips and Tricks for Faculty

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How to E-mail Your Class in Angel and Greet Each Student by Name

David Bodary, *Communication*
Liberal Arts, Communication, and Social Sciences

Did you know that you can personalize messages to students using the Token feature of Angel? If you have a message for all your students but wish to personalize it, you can lead the message off with the student's name by using the Name token. It looks like this: \$first_name\$. Use this anywhere in a message you would like to personalize the correspondence such as Dear \$First_Name\$. When the student receives the message in Angel, it will be personally addressed. Learn more by searching the Angel help feature using the term "Tokens."

How Students Can Apply for Scholarships Online

Sharon Smith, *Annual Giving and Scholarships Officer*
Sinclair Foundation

Students can apply for Sinclair Foundation scholarships through the online Scholarship Tracking and Review System (STARS) Online system. STARS will identify the most likely scholarship matches. Students can get started by visiting <http://www.Sinclair.edu/stars>:

- Make sure you are using Internet Explorer 6.0 or higher as your web browser.
- Make sure you have your Sinclair email address and Tartan ID number (you will need these to apply).
- Some financial need-based scholarships require you to complete the Free Application for Federal Student Aid (FAFSA)
- After reading the instructions, visit <http://scholarships.Sinclair.edu/stars> to start application.

For questions, contact the Financial Aid office at (937) 512-3000.

Seven Fast Facts about Honors

Derek Petrey, *Spanish and Honors Program*
Liberal Arts, Communication & Social Sciences

1. To do classes for Honors:

- a. Students declare to the Honors Office their intent to take the class for Honors AND
 - b. faculty and student agree to an Honors contract.
2. A formula for a successful Honors contract: (research OR service learning) + (paper OR portfolio) + (presentation in-class OR at a symposium).
 3. The Honors project should be worth 15 to 30% of the final grade.
 4. We must have the student declaration (the CREF) by the 7th day of the quarter. Students DON'T pay extra fees or change sections.
 5. Faculty submit their Honors Contract to 10-339 by Week 3; you can submit online, e-mail it or send it by inter-office mail.
 6. We have a student FAQ! <http://www.sinclair.edu/about/offices/honors/faqs/>
 7. Have a question I didn't answer here? We are creating a Faculty FAQ. Send me your questions! derek.petrey@sinclair.edu

How to Back up Your Angel Shell

Keith Knox, *Learning Technology Support*

If your new course shell is ready to go, don't forget to do a backup! Save all that work in the event something happens down the road.

Although Angel will give you access to the courses you have taught for the past year, remember to download or save the backup file to another storage device (desktop, flash drive, etc). It is your responsibility to keep a backup copy of the course that includes student data as required for Sinclair's records.

You should back up your course on a weekly basis throughout the quarter as you teach, receive student submissions, and add grades to the gradebook—not just at the end of the quarter. If some disaster should occur during the quarter, it would be possible to recover from the problem easily if you have a recent backup.

To learn more, see the step-by-step instructions at <http://our.sinclair.edu/sites/dlis/evergreen/L6BackupRestoreCourse.pdf>

Call for Articles

The purpose of this publication is to provide an open forum for the expression of ideas and issues of direct concern to Sinclair faculty. Such content will allow for more in-depth presentation and analysis of topics than is normally provided for in other Sinclair publications. Submission of relevant material is encouraged from all Sinclair faculty in the hope that this invitation will provide a sense of ownership for contributors and a sense of family for readers. Finally, this publication is being created to help provide a nexus—or connection—within a large faculty separated by space and function. It is our tool for communicating significant issues.

Manuscript Guidelines

1. Longer articles with "balanced" coverage should be 2,500 words maximum.
2. Shorter articles with an individual's point of view should be 1,000 words maximum.
3. Documentation should be internal; following either the new MLA Handbook or the APA style with a "works cited" list if necessary. No footnotes, end notes, or bibliography necessary.
4. Responses in the form of letters to the editor will be accepted.
5. No articles or letters which are anonymous will be accepted for publication.
6. Avoid jargon, sexist language, or other offensive language.
7. The editorial board may edit copy for content as well as space and format.
8. Please submit all articles in Microsoft Word.

Send Submissions to:

Lisa Tyler, English • Building 5, Room 5242, lisa.tyler@sinclair.edu