<u>BUILDING A COMMUNITY OF SCHOLARS</u>

We build a community of scholars by providing a comprehensive curriculum that is not only informed by the diversity of disciplinary expertise of the faculty, but also by the varied educational objectives of the students matriculating through the curriculum. A community of scholars honors a range of learning styles and pedagogies. It embraces students where they begin and moves them through strategic sequences of instruction and student services to meet their goals. A community of scholars makes no distinction among a developmental learner, a career technical student, or a transfer student, but rather finds meaning at the nexus of student intention and access. A community of scholars conceives of the student as a change agent and an active participant in the college's social, academic, and community life.

Goal 1: Provide collaborative learning & interactive enrichment opportunities outside the classroom. Measured by level of participation in study centers, calendar events, learning communities.

Ranking   1 (12)
           2 (0)
           3 (2)

BRAINSTORM!
- providing space, resources or time for various scholarship activities
- student/student study support areas, materials, strategies (cram-o-rama)
- provide activities specific to evening students at Middlefield
- students with families okay to bring the kiddies—yeah!!—activities just for shorties
- Debates about current events
- Day Care Connection—DeAnza
- platform for sharing works, lectures, ideas—exposition for student/faculty/staff work—place to share best practices—encourage faculty scholarship both publicly and among ourselves

- Scholarship in action (field trips, demos, out of the box activities that show work within the field)
- Make things available through multiple media
- Give students locations and venues to share the results of their work and learning with the community
- Daytime Faculty lecture series
- Brown bag lunches around scholarly topic (topical salon/Socratic café)
- Discipline-specific collaborative learning opportunities and spaces
- Build attachments to the academic community by hosting a small orientation program in a discipline to establish a mentoring "info" (faculty involvement, --- link to college (20 students and instructor with shared interests)

Goal 2: Improve student success by providing faculty training & planning opportunities across disciplines to aid the inclusion of the following in our courses: Basic Skills, Learning Styles, Cultural Considerations

Ranking   1 (2)
            2 (12)
            3 (1)
            4 (1)

BRAINSTORM!
- Faculty interaction promotion talking across disciplines
- International learning styles standards training
- Faculty staff development and support
- Faculty staff professional development
- Short course development
- International learning styles/faculty
- Improve placement and boost skills—stay on track and move quickly up
- Promote faculty interaction
- Break silos among faculty between areas (transfer, basic skills, cwe)
- Efficient/effective class schedules to help students graduate/transfer

- Cross curriculum interaction
- Integration of events/courses among departments (faculty & staff)

Goal 3: Enhance early alert system to provide students & faculty tools needed for the rescue of floundering students. Tools should include counseling, tutoring, financial assistance, daycare. Measure—student success

Ranking   1 (0)

              2 (1)

              3 (9)

BRAINSTORM!

- Appropriate Interventions
- Fixing what's broken
- Financial access for college to offer all of what we need—new sources of revenue.

Notes from Collegial Conversation Forum – 10/23/09

PROMOTING A COLLABORATIVE DECISION-MAKING ENVIRONMENT

A culture of genuine and meaningful communication is essential to effective decision-making. The ability for all constituent groups to participate in dialogue and discussions that shape the directions and priorities of the college is essential to the institution's success as is the ability of faculty, staff, students, and administrators to come together under a banner of shared purpose and to pursue objectives that enhance the learning and success of our students. We recognize that a decision-making process that is open to input from all groups at the college and in the community has the best possible chance of sustaining the institution's values and mission.

Goal 1: Collaborative decision-making should clearly demonstrate the participatory process and validate participants, especially students and new faculty and staff.

Rankings: 1 (7)
              2 (3)
              3 (3)

BRAINSTORM!
- Clear demonstration that participative input was used to make decisions—validate those who do participate
- Put students first in terms of meeting schedules—other ways to hold meetings—webinars, skype—use technology to gather people. Wireless.
- Students need to be welcomed in planning groups with introduction to jargon and organizational structure (e.g. FTEF)
- Make process clear (program planning)--Governance 101

Goal 2: Collaborative decision making should include a variety of types of gatherings, meetings, events in face to face and social media.

Rankings: 1 (3)
              2 (5)
              3 (4)

BRAINSTORM!

- Research the most effective communication for different populations within the campus
- Use food
- Develop international view of community
- Provide training (time management) on skills that reduce stress so people feel they have time to participate
- high-touch outreach
- Reduce silos/islands by promoting activities that involve/engage people across the campus
- Define a process of planning to all, especially new faculty who might have a reduced load the first year they can get fully integrated in college ethos that first year.
- Investigate/develop non face-to-face collaborative processes

Goal 3: Collaborative decision-making should build interactive, dynamic calendars, schedule systems, and information sites.

Rankings: 1 (2)
         2 (3)
         3 (2)
         4 (4)

BRAINSTORM!

- Ask faculty, staff and students the reasons why they don't participate (id barriers)
- Increase announcements (like in classes, advertising) to students on how they can get involved
- Events calendar printed for students at time of registration
- Master calendar=when, where, updated daily—make accessible, push out
- Review meeting schedule to accommodate more schedules and increase participation (get input on best schedule prior to making changes)

Goal 4: Collaborative decision-making should include a variety of collaborative activities, processes, interaction types.

Rankings: 1 (0)

2 (1)

3 (3)

4 (3)

BRAINSTORM!

- Piggyback events/activities with more fun/social events
- Casual gathering/informal gatherings
- More areas/opportunities for groups to gather
- "Mentor Net" or similar functionality
- More office hours accessible to students
- Cafe Today—Office hours in cafeteria for administration and faculty
- Open discussion on a topic with faculty and students in lounge
- Use social network as a way of being present to students

Goal 5: Collaborative decision-making should occur without losing sight that collaborations must embrace the human connectedness of us.

Rankings: 1 (1)

2 (1)

3 (1)

BRAINSTORM!

- Celebrate results of collaborative activities
- Peer pressure from colleagues is a good way to get people involved
- "person tree"
- Less corporate campus

PUTTING ACCESS INTO ACTION

Genuine open access requires a robust and systemic approach to outreach that extends beyond traditional student recruitment and includes partnerships with our business community, as well as the world at large. Meaningful access recognizes the needs of students beyond the realm of academic and student support services and acknowledges the complex lives of our students. We endeavor to capitalize on the charitable as well as business, corporate, and grant-based support of our programs and services to ensure that the doors of our institution remain open to all students who will benefit regardless of means, academic preparation, or personal circumstances.

Goal 1: Improve registration system as well as placement, financial aid, etc. Streamline all functions and integrate more cohesively.

Rankings: 1 (8)
              2 (1)
              3 (3)
              4 (0)

BRAINSTORM!
- Bringing people here to experience the campus, group counseling, HS Students
- Make website accessible
- Develop an easy, comfortable starting point for assessment
- Have website channels targeted to different groups

Goal 2: Coordinate orientation activities such as sophomores aiding first year students and Majors and International Students being grouped together.

Rankings: 1 (1)
              2 (6)
              3 (3)
              4 (1)

BRAINSTORM!

- Bringing people here to experience the campus, group counseling, HS Students
- Tie heritage months to outreach efforts
- Collect info to drive activities based on feedback from real people.
- Share info on the little benefits of being a student (movie discounts)
- Financial access for college to offer all of what we need—new sources of revenue.
- An international-feeling campus event similar to graduation at the beginning of the year to pull people in (a community picnic, festivals, open classrooms)
- More information (housing, etc.) to International Students.
- Provide multi-lingual materials and outreach info
- Continue Outreach to underrepresented groups
- More events on campus to make Foothill a bigger presence in the community
- Create partnerships with corporations, charities, and community stakeholders

Goal 3: Create a seamless pipeline for students from Middle school/High school to Foothill.

Rankings: 1 (3)
              2 (2)
              3 (4)
              4 (1)

BRAINSTORM!

- Commercials
- Build programs/schedules that enthuse students.
- Broader options for high school students to encourage going on to Foothill. Start to link content/curriculum with high schools to interest and inspire students in specific areas.
- Easier registration.
- Connect with non-traditional learners like home schoolers
- Conduct sessions going out to High schools and community organizations

> Goal 4: Create easy transportation from campus to transportation hubs and back, for example: shuttles and zip cars.

Rankings: 1 (1)
             2 (2)
             3 (1)
             4 (6)

BRAINSTORM!

- Waive parking fees for events
- Reprioritize/restructure marketing emphasis. Publicize what we have for the community and what we do.
- Keep the long term goals/access in mind, don't get hung up on the current crisis
- More flexible course lengths.
- Create infrastructure to support all students who are here (child care and housing)
- More Middlefield-type centers with transportation to and from
- Consider program review as a community needs assessment
- Address needs of Evening College

> Goal 5: Expand mentoring programs

Rankings: 1 (0)
             2 (2)
             3 (1)
             4 (3)

BRAINSTORM!

- Make every effort to support mission critical programs, like the tutorial center.
- Look at the needs of all students, for example, Part Time/Online
- More grants/financial backing