



REQUESTOR(S): Valerie Fong and Allison Herman on behalf of English faculty cohort	
DATE SUBMITTED:	FUNDING YEAR: 2017-18
DIVISION: Language Arts	DIVISION DEAN: Paul Starer

REQUESTED AMOUNT FROM BASIC SKILLS: \$10,344 or appropriate portion thereof as determined by the BSW

ARE YOU REQUESTING FUNDING FROM OTHER SOURCES? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	IF YES, PLEASE SPECIFY: SEW and individual professional development funds
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# OF STUDENTS SERVED: Indirectly through curriculum development and pedagogical innovation	# OF FACULTY AND/OR STAFF SERVED: 6 directly, multiple others indirectly through subsequent professional development
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Please provide a summary of the request and details on how this activity will directly serve the College’s Basic Skills goals. Be sure to include a description of which students this activity addresses, which specific student success indicators it supports, how this request addresses those groups and indicator(s).

We are requesting funds to send 6 faculty to the 2017 Association of American Colleges & Universities Conference on Global Engagement and Social Responsibility: Higher Education’s Role in Addressing Global Crises. The conference will be held in October, 2017. Our goal in attending this conference is to collaborate on pedagogical practice through an equity and basic skills lens, and connect our basic skills and underrepresented populations to the larger mission and vision of the college, including global citizenship, civic engagement, and service learning.

This conference will examine how faculty, professional staff, student affairs educators, and administrators across all campus sectors are working individually and collaboratively to advance student understanding of, commitment to, and agency for effectively and meaningfully engaging the global issues of our time. The conference will center on several compelling themes:

- Theme 1: Developing Courses, Curricula, and Programs Guided by Contemporary Global Issues.
- Theme 2: Integrative Problem-Based Learning: Global Engagement, Ethics, and Project-Based Learning.
- Theme 3: Assessment and Accreditation.
- Theme 4: Faculty, Staff, and Institutional Supports and Resources for Global Learning.

Theme 2 is of particular interest in that it aligns with Foothill College President Thuy Nguyen's vision for civic engagement and service learning. This theme explores how institutions are designing “globally focused project-based learning experiences and signature assignments to advance integrative thinking, teamwork, and community-based research and service.” The theme explores how discipline-specific syllabi and course assignments can cultivate global learning outcomes; what role community members play as co-instructors and/or co-creators of knowledge; strategies for developing productive and meaningful dialogue with various segments of the community; and how community practitioners can be “involved in the process of preparing students, staff, and/or faculty for engagement.” Theme 3, then, explores how learning outcomes guide project-based learning as well as how institutions can effectively scaffold courses in global learning.

Furthermore, some conference sessions are designed as “LEAP Featured Sessions” intended to highlight the work of colleges and universities that are members of AAC&U’s LEAP Campus Action Network. Of particular note are the high-impact practices described in the LEAP (Liberal Education and America’s Promise) initiative. As noted in the material, high impact practices have been “widely tested and have been shown to be beneficial for college students from many backgrounds, especially historically underserved students, who often do not have equitable access to high-impact learning.” Examples include:

- First-Year Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning

- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

Educational research suggests that “high-impact practices . . . increase rates of student retention and student engagement. However, on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning.” Foothill understands this, as evidenced by the institutional support for the FYE, Umoja, and Puente learning communities, as well as the accelerated pathway in English.

These learning communities and pathways are part of the larger framework of the institution’s mission, vision, and educational master plan, and we believe the conference will help us enhance this relationship with respect to empowering students to "achieve their goals as . . . global citizens" (Foothill Mission) and helping students "develop and act upon a sense of responsibility to be stewards of the public good" (Foothill Vision).

The themes of the conference also support the college's Educational Master Plan, which identifies goals to “create a culture of equity that promotes student success, particularly for underserved students” (Goal A), with specific strategies to include collaboration with K-12, adult education, and four-year institutions in ways that serve students and society (A4); to “strengthen a sense of community and commitment to the College’s mission. . .,” specifically strategies to “encourage student participation in leadership activities outside the classroom (including service/work-based learning) that engages students with the College and the community” (B1); and to “recognize and support a campus culture that values ongoing improvement and stewardship of resources” (Goal C).

Both the BSW and SEW focus on core areas of access, course completion (retention, success, persistence), transfer, and degree/certificate completion. The SEW identifies Basic Skills & ESL completion as a focus area. The BSW Core Mission Workgroup Objectives for 2016-17 include “support” of “pathways to move students successfully through basic skills course sequences,” and the outcomes of our participation in this conference support that goal by developing stronger cross-curricular linkages along thematic lines in our existing learning communities and pathways.

The FH College Equity plan identifies associated activities to address course completion among target populations to include “professional development to assist faculty and staff with identifying and implementing strategies to increase success of disproportionately impacted students.” Furthermore, the Basic Skills Workgroup has identified goals that “fall within the State’s expenditure guidelines,” including “curriculum planning and development” and “professional development.”

Faculty in the English department have contributed to a number of department, division, and campus efforts to serve basic skills and underrepresented students, such as learning communities (FYE, Puente, Umoja), student support/tutoring (Pass the Torch), and accelerated pathways (English 1S/T).

Faculty in English also believe strongly in the importance of helping students achieve their goals as global citizens, developing and acting upon their sense of responsibilities to be stewards of the public good, and we have pursued opportunities to infuse our curriculum accordingly through social justice themes (FYE); participation in the Education Partnerships for Internationalizing Curricula (EPIC) through The Stanford Program on International and Cross-Cultural Education, which serves as a bridge between Stanford University and K-12 schools and community colleges by developing multidisciplinary curriculum materials on international themes; and incorporation of our literatures of identity courses into the new AD-T in Social Justice. We have also worked to provide opportunities that incorporate student stories and student voices into the educational experience of all students (Human Library and Journalism).

This conference provides us an opportunity to take these efforts to the next step by identifying and pursuing opportunities for cross-disciplinary curriculum collaboration, signature assignments, and service learning opportunities - all strategies that are known to help address challenges in retention, success, and persistence.

Please indicate the criteria used to select the students and/or faculty/staff participating in this activity.

Conference attendees will be those who participate in established efforts to support basic skills and underrepresented students, including the FYE, Umoja, and Puente learning communities; the accelerated pathway in English; and instruction of English 110 and 209.

What outcomes are you predicting for this activity (or for those who participate) and what metric(s) will be used to

evaluate if the activity is supporting increased outcomes for those students on the indicators (as described above)?

This conference provides us an opportunity to take existing efforts to the next step by identifying and pursuing opportunities for curriculum collaboration and service learning through a basic skills and equity lens. We predict the following specific outcomes to that end:

- Retreat for faculty involved in learning communities and pathways to share conference insights and build connections among existing programs, including project-based learning experiences and signature assignments; discipline-specific syllabi; and course assignments that cultivate global learning outcomes (conference theme 2).
- Identify local, community-based service learning opportunities and articulate effective practices for incorporating service learning into curriculum to various degrees, including strategies for developing productive and meaningful dialogue with various segments of the community (conference theme 2).
- Create a collection of tools, materials, practices, list of resources, and strategies to aid faculty in crafting their own social-justice-themed activities and lessons.
- Explore structural opportunities that encourage institutional, systemic support and resources for global learning. For example: use of independent studies to award credit to students for developing and implementing projects connected to social justice, global learning, and service on or off campus

Please cite any research or evidence relevant to your proposal.

Please describe plans for sustaining the activity (if possible) without Basic Skills funding.

Professional development is an ongoing and integrated series of learning opportunities that inform curriculum design and instructional practice. This conference builds off what we've done and serves as a step for continued innovation of effective practices that serve students. Documenting our learning from the conference and the subsequent predicted outcomes will ensure the conference experience is shared and that knowledge is sustained.

Please provide a breakdown of expenses, a timeline for implementation and a schedule of planned activities.

Conference fees $\$675 \times 6 = 4050$
Hotel $\$183 \times 3 = 549 \times 6 = 3294$
Airfare $\$500 \times 6 = 3000$
Total cost $\$10,344$

Per the **State Chancellor's Office**, Foothill College's **Basic Skills** initiatives are intended to improve outcomes of students who enter college academically under-prepared, needing at least one course in **English as a Second Language (ESL)** or **basic skills** (English and/or mathematics).

Each funding request must be consistent with program goals and activities related to Basic Skills and English as a Second Language and fall within the State's expenditure guidelines. Please note which of the following guidelines pertain to your funding request (check all that apply):

- | | |
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| <input type="checkbox"/> PROGRAM PLANNING & DEVELOPMENT | <input type="checkbox"/> ARTICULATION |
| <input checked="" type="checkbox"/> CURRICULUM PLANNING & DEVELOPMENT | <input type="checkbox"/> INSTRUCTIONAL MATERIALS & EQUIPMENT |
| <input type="checkbox"/> STUDENT ASSESSMENT | <input type="checkbox"/> COORDINATION |
| <input type="checkbox"/> ADVISEMENT & COUNSELING SERVICES | <input type="checkbox"/> RESEARCH |
| <input type="checkbox"/> SUPPLEMENTAL INSTRUCTION & TUTORING | <input checked="" type="checkbox"/> PROFESSIONAL DEVELOPMENT |

INSTRUCTIONS FOR SUBMISSION

Please submit your completed request via email to the Basic Skills Workgroup Tri-Chairs:

Lori Silverman (silvermanlori@fhda.edu)

Teresa Zwack (zwackteresa@fhda.edu)

Maureen McCarthy (mccarthymaureen@fhda.edu)

FOR ADDITIONAL INFORMATION, PLEASE REFERENCE THE FOLLOWING LINKS

Foothill College Basic Skills Workgroup:

<http://www.foothill.edu/president/basicskills.php>

Basic Skills Expenditure Guidelines:

http://extranet.cccco.edu/Portals/1/AA/BasicSkills/2015/BSI_Expend_Guide_May2015.pdf