

DIG Meeting Minutes

Location	PCC C218
Meeting Date	08.13.18 (#12)
Submitted by	Emi
In Attendance	Brock, Tina, Kahlil, Patty, Emi, Joy, Myriam, Shelagh, Michaela
Next Meeting	Monday, Sept. 10th at 10:30am; Room G1

Agenda Item	Instructor Interview Updates
<p>Discussion Notes:</p> <p><i>Instructor Interviews:</i></p> <ul style="list-style-type: none"> • Interviews are currently ongoing; 10 interviews have been completed thus far. The most recent interviews have been with instructional faculty. • How should we share out the instructor interview findings? Who should be included in the share-out? Let's develop an executive summary and share to administration. • What does this data mean for PCC? Can we tie what we've learned to opportunities for advancement? We could offer a certificate and higher earning power for adjunct faculty. However, there are contract limits to the number of professional development units (around 6 units) that can be tied to advancement, so there is little incentive to continue to go to trainings after these units are complete. • Can we tie it to mentoring for new and junior faculty? College One mentors are being trained next week. • Can we develop a comprehensive information strategy, like a social marketing strategy, to get faculty aware of issues related to equity? Like how we think of "nudging" students, we can think about "nudging" faculty. • We could include it as part of the hiring process, provide additional materials that highlight the importance of equity on campus, in addition to trainings available. • Let's try to move equity messages across the institution, across multiple departments/documents. Integrate it into the fabric and culture of the institution. • How can we involve students in this conversation? Involve students in the professional development opportunities. Provide students with additional resources (if you feel that you have an insensitive instructor, what do you do?). How do you empower students to take this on as well? Associated Students Union or the Cross-Cultural Center could be involved. The Cross-Cultural Center student workers go through a day long training and become aware of issues on campus. • We could think about providing multiple entry points for faculty to learn about these issues. Full, three-day institute, or smaller 	

training modules (think about different levels of dosage).

- Should we provide instructors with an incentive to motivate them to attend trainings? Perhaps the desire to increase student success can motivate people.
- There are different pockets on campus talking about these issues. But, there are other areas that are not talking about it at all. How can we spread this throughout campus? The same students are taking classes in multiple areas, how can we develop some sort of faculty learning that everyone undergoes? This will take commitment from the department of instruction.
- There are concurrent efforts around equity being done on campus (such as the Men of Color Initiative). Are there other groups that we can loop into our conversations?

College One Faculty Institute:

- College One Faculty Institute was held last week. Formative assessment conducted at the end of the day, but haven't requested summative feedback yet. What should we ask? Want to know what to keep, what to change, what additional follow-up is needed. It might be difficult for faculty to identify value until they start teaching. Let's wait to survey instructors until a couple weeks into the semester.
- Also, interested in what should be discussed in the mentoring relationship. What are the potential mentee's expectations of the mentoring relationship? Is it smaller scale (how do I get a student to do...) or is it larger scale (how do I change my identity as an instructor, what is my role as a teacher)? Other questions of interest are: "How do I assess if a student achieved a certain outcome? Should teachers draw a hard line on due dates?" How can we help mentors have these types of conversations?

College One Reflective Journals:

- Reflective journals will be a new part of the course. How should these be assessed, should they be spot-checked or read by instructors? Perhaps, it would be best if journals were not read by the instructor (unless the student wants the instructor to). Rather, the student can use their journal entries to write a summary of their progress and goals from the year. This summary report will be read by the instructor. Include other modes of reflection, such as drawing or music, but have student write a response for the final entry.
- Students would benefit from having prompts to write from. From the journals, teachers could learn about their student's strengths. But, this would require some rewiring of what is perceived as a strength by students. How can we help students perceive what they're everyday assets are and then apply it to the classroom? How can we connect the dots between school and outside of school life? How can we reach beyond College One (What classes are you struggling in, and what would you talk to your teacher about?).

Task	Person Responsible	Timeline
Faculty Institute survey items to Shelagh	Patty	Sept. 10 th
Executive Summary of Instructor Interviews	Tina/UCLA team	Sept. 10 th