

DIG Meeting Minutes

Location	PCC V104
Meeting Date	06.1.18 (#6)
Submitted by	Emi
In Attendance	Patty, Shelagh, Michaela, Jason, Joy, Tina, Emi
Next Meeting	June 15 th , 2018 at 9am

Agenda Item	Review draft of College 1 faculty survey & discuss instructor sample
<p>Discussion Notes:</p> <p>Shelagh talked about the process for selecting instructors to participate in interviews. She looked at instructors who had high completion rates, but different levels of equity gaps. She noticed that most instructors fell into three broad categories: small equity gaps, medium gaps (about 20 pts.) and large gaps (about 50 pts.). Around 6 to 8 teachers were selected from each category. Let's think about pulling more teachers from the group with high equity gaps. Demographics and gender were mixed across the groups. A high number of new instructors have large equity gaps. Shelagh noted that these instructors were first hired as success coaches. Because these teachers seem to have a different experience to other teachers with equity gaps, let's remove them from our interview sample. We can conduct focus groups with them – further understand what new teachers need to do better in the classroom.</p> <p>Discussed who teaches College 1. Instructors consists of full-time teachers, ideally representing every division on campus. Managers and adjunct professors also serve as instructors, as full-time teachers are very busy. Discussed the benefit of teaching College 1 for instructors. Managers could gain a better perspective on teaching. Adjunct professors could feel more connected to the PCC community. Two goals of College 1 are to provide campus engagement and developing college skills for students.</p> <p>To understand the campus engagement piece, we can ask the instructor questions like: What has been most valuable for you as a professional teaching College 1? Does it have to do with meeting colleagues across other disciplines? Forming more connections to first year students? What is the value of teaching College 1 for you? What have you taken back into your other classes?</p> <p>Jason noted the concern for participants feeling exposed or hurt by PCC's use of what we learn through the interviews. Let's address this more in how we frame the intro and close of the study: we have seen an equity gap across campus, but College 1 is an ideal place to explore this more because we have faculty committed to student success, we appreciate your willingness to help us figure out this problem. It is not an evaluation of their performance, but an increased campus-wide understanding. Patty noted that we can use this information to tweak the College 1 Faculty Institute. The overarching purpose of these interviews is to help us better understand</p>	

faculty mindsets around equity issues and how to better prepare faculty to engage students.

College 1 faculty survey – updates:

Add in campus engagement idea – why did you chose to teach college 1?

In what ways do you modify the curriculum? This can demonstrate a sense of ownership.

- Sequencing
- Bringing in own materials
- Pedagogy
- Syllabus/Assignments

How do instructors help students make use of resources – are they just telling them about resources or are they showing them?

Modify language around student success to students experiencing success

What will help close the equity gap in your classroom (will the put it on themselves or external assistance).

Task	Person Responsible	Timeline
Revise interview protocol	Tina and UCLA team	TBD
Interview schedule and logistics	TBD	TBD