



Academic Affairs NEWSLETTER



Quarter: Winter | Date: January 27, 2020

MESSAGE FROM INTERIM VICE PRESIDENT OF ACADEMIC AFFAIRS

Dear Colleagues,

As you've noticed, Building 26 is open and Buildings 5 & 11 were torn down over winter break. Many faculty and administrative assistants have moved and labs have been set up. We're still working through some moving pains, but big thanks to everyone who helped make the move happen, faculty and staff.

Adjunct faculty work group: The Adjunct Faculty Work group has met twice to identify strategies that will improve the work lives of contingent faculty. Like all community colleges, Highline relies on a highly skilled workforce of faculty who hold contingent (temporary) appointments and our funding model makes it impossible to fully staff our instructional needs with full-time faculty. The Adjunct Faculty Work group is identifying practices we can change--like getting adjunct contracts out prior to the start of the quarter. Thanks to Carrie Davidson for leading this project!

Prioritizing student success: Student completions (graduations) are an important way that Highline College measures its mission fulfillment. According to our Mission Fulfillment Report (MFR), the completion rates for first time, full-time, degree seeking students within six years of starting college ranges from 33% in 2015-16 to 32% in 2017-2018. Those rates vary widely by demographic group, revealing significant equity gaps. The guided pathways framework is designed to help colleges identify barriers they have created that limit student completions. Linn Benton Community College describes their work as a "*creative and collaborative approach to reform.*" What will prioritizing student success look like at Highline?

-Emily Lardner

FALL ACCOMPLISHMENTS AND PROJECT HIGHLIGHTS

Advising Council- The council has mapped out the student advising life cycle into four phases and identified tasks to be completed for each stage. Fall quarter subcommittees were convened to coordinate a new student orientation, administer a survey to students to gauge perceptions of Highline Pathways, create a common checklist for new students, and plan campus-wide Pathway Advising days. On January 2nd, faculty participated in a job shadow of professional academic advisors as part of the LTC Winter Institute.

Annual Course Offerings schedule planner online was added to the college [website](#) this past October. Its purpose is to assist students and advisors with planning.

Math Attainment Work Group- A conference on co-requisites was held at Highline November 5th, which supported the math department in developing co-requisite options for Math 111, 141, and 146.

The **Assessment Committee** has been working to incorporate best practices including focusing on program and discipline level assessments and integrating the program review process into the overall assessment work done at the Highline.

Faculty Inquiry Groups- Two faculty inquiry groups formed this year: 4 Connections and Small Teaching. The 4 Connections cohort of 14 faculty began meeting monthly to share best practices for using the 4 connections, an evidence-based student retention strategy.

Culturally responsive instruction- Fall quarter, LTC continued the Crossover project - complementary pairings of groups on campus to encourage collaboration on ideas about how faculty can best serve students. In fall, the Faculty and Staff of Color Group collaborated with the Whites on White group.

Office Moves--new locations: Building 18, Arts & Humanities; Building 15, Social Science; Building 26, Business Technology, Health Care Professions, Hospitality and Tourism Management, Math, Nursing, Physical Education, and Respiratory Care.

MOA groups: The most recent collective bargaining process produced five "MOAs"--memoranda of agreements--about issues that require further discussion. Two MOA groups--on faculty safety and best practices in on-line instruction, began meeting fall quarter. A third group, on training for the TRC, TWC's, and PTC's, will convene in winter.

2019-2020 OVERARCHING GOALS

- Increase enrollments
- Increase student success and student completions
- Build on earlier work and continue implementing guided pathways as a strategy to increase student success
- Increase transparency and communication with the Academic Affairs division

THANK YOU AND KUDOS

The Mighty Movers!

A heartfelt THANK YOU, to all the faculty and staff who were directly impacted by the fall quarter moves. Thank you for your patience, flexibility and grace during this stressful and chaotic time.

CURRENT TENURE TRACK FACULTY

Posted: Open Now

Closing Date: February 12, 2020

Searches:

- Computer Information Systems and Computer Science
- Education: Residency Specialist
- Engineering
- ESL (Two)
- Geology
- Health Occupations
- Human Services
- Mathematics
- Sociology

WELCOME NEW PEOPLE

Staff

- Jami Ishmael, Program Assistant, Community & Employment Services, Sept 2019
- Jeff Hsiao, Program Manager Access Services, Oct 2019
- Justin Dampeer, Dean of College and Career Readiness, Jan 2020.
- Krystal Welch, Program Manager, Cohort learning programs, Nov 2019
- Laura Yanez Alvarez, Program Manager, Transition Success HUB, Oct 2019
- Lyall Rudenskjold, Program Manager, Academic Success Center, Aug 2019
- Marco Lopez-Torres, Director Instructional Budget & Planning, Nov 2019
- Marty Heilstedt, Interim Executive Dean Workforce, July 2019
- Michael Taing, Advisor, Academic Assessment & Placement, Nov 2019
- Rica Fontillas, Program Specialist, BAS in TEL, Dec 2019
- Tammy Hauge, Program Manager, The Hub Federal Way Higher Education Center, Nov 2019

Faculty

- Alix Lobaugh, Nursing One-Year
- Brenda Transier, Math One Year
- Darrylyn Harris, Counseling Tenure Track
- Doug Avella-Castro, Sociology One-Year
- Faye Malingson, Nursing Tenure Track
- Jeremy Mauck, Business One-Year
- John Pizarro, Education One Year
- Monica Twork, Reference Library Tenure Track
- Ronda Durano, Nursing Tenure Track
- Sandy Szalay, Nursing Tenure Track
- Tammi Hilton, Art & Design Tenure Track
- Xiaohong Zhao, Chinese Exchange

WHAT'S HAPPENING WINTER 2020

2020-2021 Catalog ready for fall advising: To facilitate student advising for AY 20-21, including Running Start student advising, we hope to have the catalog ready by May 1. Course changes need to be launched in Curriculog by March 1. The LTC will be offering support sessions on using Curriculog, and updating course learning outcomes in advance of that deadline. Stay tuned!

The **Scheduling Efficiency Committee** will be exploring and potentially recommending a new scheduling grid for the day, evening and weekend classes. A survey will be sent to faculty and students winter quarter in order to collect their input regarding scheduling needs and preferences.

Growing Highline's Learning Communities: with Umoja, Puente, JumpStart, Achieve, and I-BEST, plus a long history of coordinated studies and linked learning communities, Highline is to re-imagine learning communities in the context of students' first year. Krystal Welch and Liz Word of Umoja are planning a winter retreat to start this dialogue. Reach out to them if you want to be included!

Math Attainment Work Group- Alternative curriculum for Math 081 is being piloted in I-BEST courses and in the Math department with the goal of creating articulations for ABE to credit math courses and increase success in Math 081. The Math in 45 Campaign has been launched--currently, 82% of students don't register for math within their first 45 credits.

The **Assessment Committee** will continue to re-evaluate and strategize about how best to collect and utilize course-level assessments as well as developing processes for assessing college-wide outcomes.

Faculty Inquiry Groups - The Small Teaching group will convene January 23 for an in-depth look at James M. Lang's [Small Teaching](#), led by Laura Manning, and Flower Darby's [Small Teaching Online](#), led by Tarisa Matsumoto-Maxfield. Both groups will meet several times during winter quarter.

Culturally Responsive Instruction - LTC welcomes Dr. Claudia Garcia Louis during [Rev. Dr. Martin Luther King Jr. week](#), who will discuss ways the black-white binary has been utilized to keep colonist racial hierarchies in place.

Ed Tech: Would you like to learn more about Canvas, Zoom, or designing an online or hybrid course? New Advanced Canvas modules have been added to the [Highline Orientation and Canvas User Guide](#). If you've enrolled in the Canvas Orientation, [it's still in your course list](#) or [enroll here](#). The optional new modules were created by the Instructional Design team, and are indexed to the criteria in [the PLAID rubric](#). Contact the Instructional Design team at id@highline.edu to learn more.

TEACHING AND LEARNING ENHANCEMENT AWARDS

Congratulations to the following 2019 recipients:

- **Christie Knighton** for contextualized math curriculum to increase math attainment, and help students transition from non-credit to credit courses.
- **Ellen Bremen and Lisa Voso** for developing OER materials for CMST 210.
- **Jodi White** for revising curriculum, reducing cost and increasing accessibility in ECED& 105.
- **Lisa Voso and Ellen Bremen** for developing a critical thinking framework for CMST& 101.
- **Rhiannon Hillman** for developing OER materials for English courses.
- **Sarah Adams** for building free, accessible and open online homework for Math 81/91.
- **Shon Meckfessel** for serving multilingual writers in the transition to transfer and beyond.
- **Teresa Trillo and Christine Couch** for exploring the development of a global nursing and population health course.