CETL 2005 Winter Conference-Hold the Date!

FRIDAY, FEBRUARY 18, 2005
8:30am—3:00pm   Holiday Inn—Gateway Centre

“Recognizing & Responding to Learning Style Differences: Strategies for Enhancing Student Learning”
Featuring James Eison, Ph.D.

This interactive workshop will provide a comprehensive and balanced introduction to learning style theory, research and classroom applications. Attendees will explore practical instructional strategies to address the diversity of student learning style preferences found in our classrooms as well as develop several alternative approaches to helping students improve their self-awareness, effectiveness, and efficiency as learners.

DEADLINE FOR REGISTRATION IS FRIDAY, FEBRUARY 11, 2005

For more information, contact the Office of the Vice President of Academic Affairs at 810.762.0237

FOCUS Publication Members
As subcommittee members, we would like you to know that we value your input. If you have an article or some information that you would like to share, you may forward it to any of these members for publication in the FOCUS.

Frank Sobie, Chairperson
fsobie@mcc.edu, 232-8032
Desiree Londrigan
dlondrig@mcc.edu 762-0227
William Reich, 232-7883
wreich@edtech.mcc.edu

Michael Ugorowski, 762-5662
michael.ugorowski@mcc.edu
Carol Neilsen, 232-8016
cneilsen@mcc.edu

Dr. Eison comes highly recommended by the MCC faculty attendees of the 2004 Lilly
Many of you are aware of the MCC Honors Program, but may wonder:

**What is “different” about an honors course?**

- The Honors Steering Committee hopes that faculty agreeing to teach these sections will stress greater scholarship, creativity, and critical thinking skills in their honors sections.

- **However, faculty should also remember that honors students are also freshmen and sophomores who need the same basic information that all students require in each discipline.**

- Incorporation of the biannual Colloquium topic is encouraged if it can complement the course content. For the 2004-2006 cycle, we have adopted the Phi Theta Kappa (PTK) topic, “Popular Culture: Shaping and Reflecting Who We Are.”

- Service learning is encouraged but is not required.

Tangible artifacts (such as a class publication) are encouraged for display in the Honors Program section of the MCC Library.

What are some special projects & assignments given in honors courses?

- Fall 2004 Honors American History, taught by Jan McFarlane, incorporated oral history interviews with people in Genesee County related to the Civil Rights Era. These interviews were videotaped and will become part of a greater archive.

- Fall 2004 Honors Geology, taught by Sheila Swyrtek, linked Geology to Pop Culture by having students examine topics such as popular films that misrepresent geology, as well as the popularity of certain metals and gems. Research papers will be bound into a class book.

- Winter 2005 Honors Political Science, taught by Paul Rozycki, is studying the effect of political cartoons and advertisements as well as collecting protest songs and other political science related pop culture items. Past classes have done community service projects or have allowed students to observe and work with local politicians.

Winter 2005 English 102, taught by Heather Sisto, is tracing the development and analyzing the connotations of pop culture terms. Students will then form teams that will research one aspect of pop culture and prepare a formal presentation. Top papers are edited by the class and bound in a publication.

**What is the Honors Colloquium?**

- The Steering Committee selects an interdisciplinary topic that is the focus of this course for each semester that it is offered.

- The Colloquium topic is repeated for at least two years. The biannual Phi Theta Kappa focus topic is considered but is not required.

- Through reading, research, discussion, writing and presentations, students will explore this topic from a variety of academic perspectives.

- Service learning is encouraged but is not required.

- Creative options such as documentary films, visual or performing arts are also encouraged for projects.

- The colloquium course is a three credit hours and is offered under the “special issues and topics” course listed by divisions with the content approved per division policies.

The Winter 2005 Honors Colloquium is being taught by Larry Juchartz, whose doctoral thesis was on Popular Culture. The students play a large role in shaping their projects which teaches lifelong learning strategies.

What is the benefit to students and to the college as a whole?

- Several papers, and even a documentary film produced by Brian Ivory’s Honors Colloquium, have been selected for presentation at state and national conferences.

- These are the kinds of experiences that garner transfer scholarships!

- Highly motivated students are able to interact with other motivated and academically talented students which allows them to achieve their full potential and to get the creative juices flowing.

- Students who have participated in honors courses tend to be leaders and positive role-models in non-honors courses which benefits other students!

- Honors students are asked to consider the consequences of ideas for themselves, for others and for society.

Because of honors projects, many honors students are now active in the community, which benefits everyone!

**How is a course selected to be part of the Honors curriculum?**

For the Fall and Winter semesters, the Honors Steering Committee (consisting of a minimum of 3 faculty members, 2 administrators, and 2 honors students) selects 6-7 courses that will have an honors designation on one of their sections.

- Therefore courses with multiple sections are more likely candidates for selection.

- Because we have Honors Program students with a wide array of academic majors, we try to offer courses that either fulfill MCC general education requirements or can be used for transfer.

- Recent offerings have included: PSCN 171 (American Government), HIST 155 (American History), PHIL 295 (Ethics), PHIL 165 (Phil of Religion), PSYC 281 (Intro Psychology), MUS 180 and MUS 182 (Music & Jazz Appreciation), ENGL-102 (Composition), HREL-151 (Human Relations) and GEOL-151 (Geology).

Annually, no later than March, the Honors Program Steering Committee determines which classes will be offered for MCC Honors Program Showcases Teaching & Learning, Continued the next two-year academic cycle. Our
If you’d like to teach an honors course, contact Heather Sisto, Honors Program Coordinator (Heather.Sisto@mcc.edu) for an Honors Section Proposal Form.

next meeting is scheduled for Thursday, February 17, at 3:30 PM in CM 1002.

Academic Computing now has KDS Radius monitors in CM1136, CM2208 and CM2211. The monitor sometimes does not “turn on.” The PC is on, the monitor power button is lit but you do not get a picture. The solution? Unplug the monitor from the power supply for 15 seconds or so. Plug it back in and turn the monitor on and it will work.

New in Blackboard:
If you want to put in grades for all of your students for a grade book item, go to Grade book, Click on the top “item header” (such as Assignment #1) and click on Item Grade List. You can put grades in for all of your students at once.

Advanced Online Workshop - Friday, February 11, 2005
MCC Welcomes Author and Instructional Designer Judith Boettcher to lead an interactive presentation on teaching, learning and student success.
Topics Include:
* Ten Core Principles for Designing Learning
* Best Practices for Student Success
* Outcomes - What does this mean for me and my students?

Registration for this event is required.
Continental Breakfast, Lunch and afternoon snack will be provided.
When: Friday, February 11, 2005
Time: 8:30am - 4:30pm
Where: Prahl College Center Ballroom
Contact Margaret Bourcier at 762-0395 or bourcier@edtech.mcc.edu to reserve your seat and meals.

Believing that change is inevitable and progress and improvement are essential, the committee provides faculty with resources for renewal.

Editor’s Note: From time to time the FOCUS newsletter will include information to about CETL for the benefit of new faculty members.

Interesting Websites

www.cccloc.org
www.brown.edu/Research/Slavery_Justice
www.aflcio.org
www.mott.org
www.artsexchange.co.za
www.rbrasil.or.br
www.heirloomroses.com
www.mlui.org
www.mecprotects.org
www.michiganlanduse.org

If you have an interesting website address that you would to share, please forward it to one of the FOCUS Committee Members.

The Committee for Excellence in Teaching and Learning plans and promotes professional growth opportunities for faculty.
Teaching and learning are paramount at Mott Community College, and this committee’s sole purpose is to support excellence in teaching and learning for all MCC faculty, both full- and part-time. The committee provides information about classroom and laboratory methods and innovations to assist faculty in teaching the college’s diverse student population.

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CETL Mission Statement

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MCC Expands Academic Service Learning through the Flint North Central Community Outreach Partnership Center (COPC)

Mott Community College (MCC) recently received funding from the Office of University Partnerships at the U.S. Department of Housing and Urban Development to establish a Community Outreach Partnership Center (COPC). The COPC program is a coveted award among higher education institutions who are engaged in academic service learning and community outreach initiatives. Until recently, only Universities were awarded COPC grants. This year, MCC was one of two community colleges among fourteen awardees in the country including Xavier University, Emory University, University of Massachusetts, and Pennsylvania State University.

The nearly $400,000 award will engage MCC faculty and students with several nonprofit organizations and neighborhood groups in addressing issues identified by members of the community. The Flint North Central COPC office will be located at MCC’s North Pointe Center at the Sylvester Broome Training Center in the heart of this area and serve a total population of 13,643. The need for the project was established using current Census data, data from the City of Flint Consolidated Plan, the City of Flint EZ/Renewal application as well as the involvement of COPC partners and a Community Advisory Committee (CAC).

The project will be managed by MCC faculty members, Paul Rozycki and Lillie McCain, who will serve as Co-Project Directors for the Flint North Central COPC. This project crosses both the Academic and Administration/Student Services Divisions in that faculty and students are working in community settings and with community partners. Due to the nature of this collaborative effort, Dean Margaret Brainard and Workforce Development Director, Robert Matthews will provide overall project oversight.

COPC faculty members are Avon Burns, Frank Sobie, Dennis Hughes, Brenda Zicha, Jan MacFarlane, Mara Fulmer, Bill Reich, and Connie Cryderman. Though the program will begin with eight faculty members, over the next three years, others may wish to join the COPC program. In addition to its impact on the selected neighborhood in Flint, COPC will also provide an excellent opportunity for faculty to give students a real world service learning experience. For those who are new to the idea of service learning, it is probably best defined as an element of a course that 1) provides students with a relevant and meaningful experience within the community, 2) enhances traditional academic learning and 3) provides significant civic awareness. The COPC activities planned for the north Flint neighborhood should reach all of these goals. Paul and Lillie are also in the process of creating a service learning module that could be added to any existing course at the college. As part of her sabbatical, Lillie McCain created a new Leadership Certificate that will include a service learning component.

A number of faculty have formed a service learning teaching circle and have been meeting for the last year or more. Chaired by Bill Reich and Paul Rozycki, with the advice and technical support of David Moxley of Wayne State University, the group meets monthly, usually on Friday mornings. Look for announcements of the next meeting. Last semester, Paul Rozycki’s sabbatical project was to survey service learning activities at Mott and other colleges and make suggestions about the possible creation of a center for service learning on the Mott campus. At this point, the Faculty Lounge (CM2130) is being used as the temporary Service Learning Center. In the months to come, a small library of service learning books and publications will be available in the Center. Though the Service Learning Teaching Circle and COPC are separate activities, many faculty who are involved in service learning are finding that the COPC program is a valuable avenue for worthwhile service learning activities.

Partners in the COPC proposal include Salem Housing Community Development Corporation, Metro Housing Partnership, Career Alliance, The Resource Center of Flint, Flint Neighborhood Improvement Association, Contractors Assistance Program, Mission of Peace Community Development Corporation, Flint Urban Gardening and Land Use Corporation, Legal Services of Southeastern Michigan, Greater Flint Health Coalition, and North Central Weed & Seed. COPC activities will address four function areas: Housing, Neighborhood Revitalization, Economic Development and Job Training.

Our work plan is designed to 1) address community problems in the North Central area of Flint by increasing faculty and student engagement both through focused academic service learning activities and by changing the nature of student community service from being random and non-specific to being focused on the problems of the targeted North Central neighborhood; 2) implement the planned activities in partnership with community organizations and members; and, 3) create sustainable relationships and infrastructure that will go beyond the years of the grant.

Outcomes of the Flint North Central COPC include new a career path for youth in Building and Construction trades, an increase in employment skills for those in the lower rungs of the health career ladder; an increase in skilled minority and women contractors; an increase in labor available for affordable housing construction, the creation of a community accessible GIS database to improve housing planning decisions; an improvement in transportation and transportation planning, including for those with disabilities; and improvement in the beautification and safety of the neighborhood.

For further information about the Flint North Central COPC, you can reach Paul or Lillie at the COPC office in the Broome Center, Room 308, 785-3300, extension 108 (Lillie) and extension 109 (Paul) on Tuesday and Thursday mornings.

Submitted by, Judith Cawhorn
What is a Parliamentarian? By Gail Knapp, Ph.D.

I am a Professional Registered Parliamentarian. Many of you have been subjected to my badgering and hammering of the rules at meetings. In addition, I do know that sometimes this pestering seems silly and unnecessary. However, if you had ever attended a meeting of any division of the National Association of Parliamentarians where you could see how beautifully a meeting flows when everyone knows the rules, and how much can get accomplished in a short time, you would be as convinced of the value of these rules as I am.

Many people don’t understand the function and role of the parliamentarian, so they only see that their organization has paid a rather large amount of money for a person to sit on the dais next to the presiding officer. In academia, some people see the parliamentarian as a nit picker who interferes with the flow of business with a seemingly endless list of trivial rules. “What difference does it make if I call the business "old" or "unfinished"? Does it really matter if we ‘table’ the matter rather than ‘postpone’ it?” Well, actually it does. All of the rules are there because they ensure that business gets done in the most efficient manner while protecting the rights of everyone. While there are times when a slavish devotion to Robert’s Rules of Order, Newly Revised (RONR) can become unnecessary and tiresome, RONR itself says that this behavior is dilatory and wrong!

In an ideal situation, a professional parliamentarian should be nearly invisible, and the work that’s he does should be similarly invisible. A good parliamentarian will stop problems from happening in the first place, so they don’t need to be solved later. In the ideal situation, the parliamentarian meets with the presiding officer before the meeting to go over all the potential issues that are on the agenda. The parliamentarian can point out the relevant rules, and prepare the presiding officer for the upcoming meeting.

The parliamentarian should not be an elected or appointed office held by someone who is selected because he or she simply wants the job. Just as an organization wouldn’t select an attorney because a member suggested that he liked to learn about laws even though he isn’t a lawyer, the parliamentarian should be a professional with the proper credentials. This means a person who has completed the training and examinations from either the National Association of Parliamentarians (NAP) to reach the Registered Parliamentarian (RP) or Professional Registered Parliamentarian (PRP) status. Alternatively, the American Institute of Parliamentarians (AIP) gives a Certified Parliamentarian (CP) credential.

So, what does the parliamentarian do anyway? The two major areas the parliamentarian is usually most valuable include: 1) assisting at a meeting to be sure that correct procedure is followed according to the club’s parliamentary authority (usually Robert’s Rules of Order, Newly Revised), which keeps the process orderly and fair; and 2) writing, amending, and interpreting the club bylaws. Sometimes, the parliamentarian is also called upon to help settle disputes in bylaw interpretation.

Some people mistakenly think that following all those picky rules is simply a waste of time. General Roberts created the first edition of his famous book in the nineteenth century after being asked to run a town meeting. Since the meeting was chaos. He said that he would never do such a thing again unless there were rules that everyone agreed to follow. He famously said, “Where there is no law, but every man does what is right in his own eyes, there is the least of real liberty.”

In meetings that don’t follow rules can end up as screaming matches, or as confusing meanderings that never seem to get anything done. All the rules are there for a purpose, and the parliamentarian is the neutral expert on the rules who can help the assembly get their business done while allowing all opinions to be expressed. I have seen meetings where after a vote was taken, some people expressed surprise in regards to the motion that they had just voted to pass or reject.

For example, at one meeting, a motion was amended in a way that changed its original intent. The maker of the motion was not happy about it, and the person who seconded the motion said he wished to withdraw his second. The parliamentarian pointed out that once a motion is properly made, it no longer belongs to the maker but to the assembly. If the assembly voted to change the original motion in this way, it has the right to do this. The withdrawal of the second was not even relevant, since the only purpose of a second is to ensure that more than one person believes that the motion should be discussed. After discussion has begun, it simply doesn’t matter any more. Later when discussion on another issue showed that it was too complex for the meeting to decide, someone moved that it be referred to a committee. Some people at the meeting wanted to continue talking about the issue and others were tired of the discussion and thought that it would be better to let a small group work on the issue first. How was it settled? The parliamentarian said that the motion to refer had precedence in this case, and the membership voted on that motion. The referral to committee was adopted, which sent the motion to the committee and ended a potentially endless discussion.

The other area where a parliamentarian can be valuable is in the writing and interpreting of bylaws. Small distinctions can make all the difference in the way bylaws are interpreted. For example, do the bylaws say that the officers hold office for one year or until his successor is elected. Professional parliamentarians have been trained to notice small differences like this.

I have served as parliamentarian for many dog clubs, and I think the best compliment I ever received happened at the end of one club’s annual meeting. A member came up to the new president of the club and said that she was very impressed that this meeting had been one of the fastest and friendliest she had ever attended. She never knew that I had had anything to do with it.
Male and Female Differences
Dan Hodgins, Coordinator Early Childhood Education

In the 1990’s, brain-based research came into its own. We’ve learned so much about the brain it can be confusing. Still, we have a great deal we don’t know about this organ—the only physical organ in the known universe that can contemplate itself—but we know so much that now, to walk into a classroom or home without knowledge of both how the brain works and how the male and female brains learn differently is to be many steps behind where we can and should be as faculty, parents and humans.

This article hopefully will present the crucial sciences of this research in a way that will inspire us to look at our teaching methods and the classroom climate we set up for student learning. This information is an accumulation of research, study and observation over the last ten years that I had the opportunity to conduct with Dr. Gerison and Dr. Stake from the University of Southern California. It will be in two parts. The first will present what we have discovered as the difference in male and female minds, and the second on how to set up climates for learning to support these differences.

How Males and Females’ Minds are Different:

Developmental and Structural Differences

In most cases, female brains mature earlier than males. An example is in the myelination of the brain. One of the last steps in the brain’s growth to adulthood occurs as the nerves that spiral around the shaft of other nerves, like vines around a tree, are coated. This coating is myelin, which allows electrical impulses to travel down a nerve fast and efficiently. Myelination continues in all brains into the early twenties, but in young women it is complete earlier than in young men, almost twelve – eighteen months earlier.

Because of this, females, for instance, can acquire their complex verbal skills as much as a year earlier than males. Thus, quite often, a female will learn to read faster and achieve a larger vocabulary than her male peers, and she may speak with better grammar. This difference seems to continue throughout development; in general, female brains develop quicker than male brains.

Another structural difference, and perhaps the most striking, is the corpus callosum, the bundle of nerves that connects emotion and cognition. In females, it is up to 20% larger than in males, giving females better decision making and sensory processing skills. All learning must connect emotion and cognition. Because of this difference in size, females have better verbal abilities and rely heavily on verbal communication; males tend to rely heavily on nonverbal communication and are less likely to verbalize feelings. The current research suggests that sixty-seven per cent of males throughout their life are visual learners. This learning style has immense ramifications in our present culture, which relies so heavily on talk, conversation, words.

Chemical Differences

Males and females have a differing amount of most of the brain chemicals. Perhaps the most telling difference is in how much serotonin each brain secretes. The male brain secretes less than the female, making males impulsive in general, as well as fidgety. Oxtocin is just one of the brain chemicals that, being more constantly stimulated in females, make the female capable of quick and immediate empathic responses to others’ pain and needs.

Hormonal Differences

Females are dominated by estrogen and progesterone, males by testosterone. These hormones are contrasting in their effects. Progesterone, for instance, is a female growth hormone and also the bonding hormone. Testosterone is the male growth hormone and also the sex-drive and aggression hormone.

Males receive five to seven “spikes” or “surges” of testosterone an hour, depending on their age. During the spiking, hormonal flow can make their moods change frequently; cause a need for much action; and perhaps, induce erections. Female’s testosterone spikes are usually two a day and often occur in the late afternoon and evening. Female estrogen and progesterone rise and fall with their hormonal cycle, making their moods swing as well. These hormones affect in class emotive functioning, of course, because of mood, but they also influence learning performance. For instance, when female estrogen is high, female scores are higher on both standard-
ized and in-class tests than when it is low. When male testosterone is high, the male performs better on spatial exams but worse on verbal tests.

**Functional Differences**

Using PET scans, and other brain imaging techniques it has been documented that the resting female brain is as active as the activated male brain. In other words, more going is on in the female brain. The female brain is never at rest, frequently has trouble sleeping at night, dreams in color, and often causes talking during sleep. Because the male brain is not as activated and often pauses after tasks, his brain often becomes overwhelmed by stimulation more quickly than the female. During the pause state, much information is lost. Two areas of greater functioning in the female is memory and sensory intake. We also have discovered that males see better than females in bright light. This suggests a biological rationale for how faculty might consider arranging students in terms of distance or closeness to visual learning aids.

**Learning Style differences**

- Males tend to be deductive in their conceptualizations, sharing their reasoning process frequently from general principle and applying it, to individual cases. Females on the other hand, tend to favor inductive thinking, adding more and more to their based of conceptualization. They tend to begin with concrete examples.
- On average, females do produce more words than males. Females often use words as they learn them, and males often work silently. Even when we study student group processes, we find females in a learning groups using words more than males.
- Males tend to use up more space when they learn, especially at younger ages. When a female and male are put together at a table, the male generally ends up spreading his work into the female’s space, not vice versa.
- Females do not generally need to move around as much while learning. Movement seems to help males not only stimulate their brains but also manage and relieve impulsive behavior.
- Cooperative learning, which is good for all, is often easier for females to master in the early stages of its use. Females attend to the code of social interaction. Males tend to focus on performing the task well.

- Especially as males get older, they tend toward symbolic texts, diagrams, and graphs. They like the coded quality better than females do, who tend to prefer written texts. Both and males like pictures, but males often rely on them in their learning.

The differences in male and female brains are, we hope, good aids in re-visioning teaching and learning practices. In part two, I will be presenting innovations that have already addressed a number of these differences.

**Differences in Processing Emotion**

Processing emotion is an area where males are generally more at risk for missed learning and processing opportunities. The female brain processes more emotive stimulants, through more senses, and more completely than does the male. Males can sometimes take hours to process emotively (and manage the same information as females). Consequently, a male’s aggressive and withdrawal response short-circuits intellectual and academic learning because his emotive processing is taking longer and involves less reasoning; in addition, less of his emotional crisis-response neural firing is in the top of the brain, where learning is occurring. He’s more occupied in the lower brain.

I hope this information inspires you, rather than depresses you! Some of it, especially the material regarding males, may not have gotten your attention as thoroughly until now.
Do you have some high achieving, high energy, Type A, “what do I have to do to get my 4 point” type students? Would you like help burning off some of their energy and developing their leadership potential? We have an organization on campus custom made for students who have 12 credits, a minimum 3.5 GPA and lots of energy: Phi Theta Kappa!

Phi Theta Kappa is the International Honor Society for the two-year college and we have a very active chapter of Phi Theta Kappa at Mott. The chapter activities are centered on the two-year Phi Theta Kappa International Honors Topic: Pop Culture: Shaping and Reflecting Who We Are. At our last Induction, for example, anthropologist Jennifer Fillion gave a presentation on language across generations where our new inductees and their families played a Jeopardy game about slang terms. Obviously the parents knew terms that their children were not familiar with and visa versa. We have fun, but we also develop and expand the knowledge and skills students are learning in the classroom.

In addition to the Honors study topic, Phi Theta Kappa also develops leadership and a commitment to community service. This year, Phi Theta Kappa has two student senators who not only serve the students, but also represent them on the Curriculum Subcommittee and Academic Affairs Sub-committee. In addition, many of our members participated in the American Cancer Society’s Making Strides Against Breast Cancer walk this fall and over the holidays. They were also involved in feeding the hungry and passing out toys at the East side Mission. Phi Theta Kappans also serve the college in a number of ways. For the last two years, they have involved as many Mott students as possible in our Troop Fan Mail project. They purchase Holiday cards and students all over campus write holiday messages to our troops serving overseas or stateside who cannot get home for the holidays. We receive messages every day from grateful GIs. These activities are just a few of the Phi Theta Kappa projects that are accomplished each year.

Finally, Phi Theta Kappa means scholarships, and lots of them. Currently, over $36 million in scholarships are available for students transferring to a 4 year college or university. Over 600 colleges and universities nationwide award Phi Theta Kappa transfer scholarships including most colleges in Michigan and some elite schools like Columbia University, and Cornell University. Truthfully, scholarships are why most of our students join Phi Theta Kappa, but along the way through scholarship, leadership, fellowship and service, they often learn more than they ever anticipated.

If you would like to know more about Phi Theta Kappa, please feel free to visit the website at www.ptk.org or call me.
Hats off to our faculty, staff and administrators who are always willing to share their knowledge and expertise to ensure that teaching and learning is top priority at MCC.

Thanks to our CETL sub-committee members for making things happen.

Johanna Brown chairs the Professional Development sub-committee, which includes Karen Sharp, Fred Degroot, Jim Leonard, Bernie Cunningham, Mary Nicolai, Sherry Bradish and Ginny Rucks. Their focus is to offer to drop in, share information with seasoned faculty, and ask questions about teaching and learning. Thanks to Brenda Zicha, Annette Leblanc and Gail Knapp for leading one of these sessions.

Sherry Bradish chairs the New Faculty sub-committee and includes Jim Drummond, Brenda Zicha, Gail Burleson, Linda Burgess, Cedric Atkins, Marianne Blair, Bernie Cunningham, Gail Knapp, John Irwin, Terrance Stewart, Melissa Rueterbusch and Ginny Rucks.

New faculty are invited to join the sub-committee for dinner and an orientation to MCC that includes everything important that we can possibly share with them to help get off to a good start at MCC. (e.g., Our Mission, resources, policies, services, professional development opportunities, and who-to-see to get what is needed to do the job.) In addition to the sub-committee members, we have called on Steve Robinson, Dan Hodgins, Bill Reich and Annette LeBlanc to prepare our new faculty.

Our Resources sub-committee includes Frank Sobie and Bill Reich who have signed on as FOCUS editors this year. Desiree Londrigan, Mike Ugorowski, Carol Nielson, Bill Crawford, Lindalee Massoud, Linda Motter, Randy Schapel and Melissa Rueterbusch provide assistance with the FOCUS and the CETL Website.

Thanks also to everyone who has made our Fall Semester Faculty Meetings valuable and informative. On-line grading was introduced by Bettye Wilson, Judy Frank, Dolores Sharpe and Gail Ives. The Assessment Update by Susan Edwards and Gail Ives, and the Assessment Expo were pieces of the puzzle we need to stay on track.
Knowing that change is inevitable and progress and improvement are essential in education, I wanted to make sure that as faculty members you are aware of a few of the many interesting activities taking place here on campus.

The Cosmetology Department is sending three new courses and one new program through CPSC for approval. The new program is Cosmetic Services – Certificate of Achievement. Included in this new program are Esthetician, Electrology, and Massage Therapy. All of these courses have been approved for Vocational Funding through Perkins and were reviewed by CPSC.

The DACUM on Photography is being completed and involves the participation of nine professional photographers representing the auto industry, law enforcement, a fire department, studio work, and journalism. The Photography Program has moved into the RTC building.

Sculpture instructor, Cathy Smith, and her class are beginning work on the ‘Mott Bear’—a piece of sculpture for the MCC campus, funded by the Foundation for MCC.

Collaboration with Kettering, University of Michigan-Flint and Baker continues as staff from the four local institutions meet on a regular basis to share information, support each others’ programs and identify common faculty needs that might be addressed cooperatively.

Famous Quotes…

If a man is called to be a streetsweeper, he should sweep streets even as Michelangelo painted, or Beethoven composed music, or Shakespeare wrote poetry. He should sweep streets so well that all the host of heaven and earth will pause to say, here lived a great streetsweeper who did his job well.”

*Martin Luther King, Jr.*

**Upcoming Conference**

**2005 SMEA Conference**

Saturday, March 19, 2005

MEA Headquarters, East Lansing

**Connections to the Classroom**

For information about the 2005 SMEA Conference you may contact Karen Schulz, Consultant, Professional Development/Human Rights at 800-292-1934.
About Our Speaker…

Jim Eison is a psychologist who made teaching and learning in higher education the focus of his professional career. Jim currently teaches a graduate-level Seminar in College Teaching and coordinates the University of South Florida’s (USF) Masters in College Teaching Program.

James Eison, Ph. D.

Jim taught a dozen different psychology classes at Roane State Community College in Oak Ridge, TN, receiving the first national "Teaching Award for Community/Junior College Teachers of Psychology" given by Division Two of the American Psychological Association; in 1991 he was named a "Fellow in the American Psychological Association."

Jim’s text, Active Learning: Creating Excitement in the Classroom, coauthored with Charles Bonwell (1991, ASHE-ERIC), has sold over 10,000 copies. Jim coauthored in collaboration with Dr. Ohmer Milton a monograph entitled Textbook Tests: Guidelines for Item Writing (Harper and Row, 1983) and a text entitled Making Sense of College Grades (1986, Jossey-Bass) coauthored with Ohmer Milton and Howard Pollio. Jim has published over 40 articles, made invited presentations to faculty groups on over 75 different campuses, and delivered an even greater number of presentations at regional or national conferences.

CETL 2005 WINTER CONFERENCE
“STRATEGIES FOR ENHANCING STUDENT LEARNING”

Friday, February 18, 2005  8:30 a.m.—3:00 p.m.

____________________________________________
Name

____________________________________________
Department/Division

____________________________________________
Phone

____________________________________________
Email Address

Special dietary needs __________________

Please indicate if attending as a guest from UM-Flint, Baker or Kettering University

Registration deadline:
Friday, February 11, 2005

Please send completed form to:
Office of the Vice President for Academic Affairs,
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2005 Unity Conference
March 4-5, 2005
MEA Headquarters, East Lansing

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Information about the authors:


Dr. Raymond Terrell has co-authored the book entitled “Culturally Proficient Instruction.” A limited number of books will be available for sale at the conference.

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For further information, contact Mary Henson, Conference Coordinator (mhenson@mea.org) or Carolyn Cortright, Conference Assistant (ccortright@mea.org).