

Dev Ed Proposal: AMATYC Conference for Math Faculty

Name: Concha Gomez

Position/s at the college: Mathematics Faculty Member and Math Professional Development Lead

Contact information: email cgomez@dvc.edu , phone 2-2685

Background and description of project: The work of the DVC Mathematics Department over the past two years has been focused on implementing curricular changes in response to AB 705, and those changes have required that some faculty consider new teaching practices that they may never have considered. Three new support co-requisite courses are being offered this year, and some sections are being taught by faculty with little background in equity or innovative pedagogies. There are four Communities of Practice to support co-requisite instructors, and the department plans to offer professional development workshops in Fall 2019 and Spring 2020.

In the Mathematics Professional Development Plan for 2019-20, the duties of the PD Lead include "Identifying other conferences or professional development opportunities for faculty to participate in or attend and announcing them." We are requesting \$10,022.50 to send a team of five Mathematics faculty to the American Mathematical Association of Two-Year Colleges (AMATYC) National Conference in Milwaukee from Thursday, November 14 through Sunday, November 17. This year's conference session topics include equity-minded mathematics pedagogies, co-requisite models, statistics education, and mathematics for the liberal arts. These topics are all highly relevant to the goals of the department's AB 705 implementation and professional development plan.

There are two main goals of this proposal:

1. To support faculty who are currently teaching a co-requisite support course, or who will be teaching one in the spring. Funding priority will be given to instructors assigned to these courses in Fall 2019 or Spring 2020.
2. To encourage more faculty to consider teaching a co-requisite support course by offering professional development opportunities and ongoing support for exploring new pedagogies.

Faculty who receive reimbursement for conference attendance will be required to present a hands-on professional development workshop during Spring 2020 Flex week related to affective domain, classroom learning activities, or equity-minded practices. The workshops will be open to all mathematics faculty teaching any level of mathematics, but will be particularly relevant to the new support courses.

Links:

American Association of Two-Year Colleges (AMATYC):

<https://amatyc.site-ym.com/default.aspx>

AMATYC 2019 Great Lake – Great Ideas MiniProgram:

https://cdn.ymaws.com/amatyc.site-ym.com/resource/resmgr/2019_milwaukee_conference/mke_2019_miniprogram_updated.pdf

Connection to Dev. Ed. Strategic Plan

Goal 3: The college will develop and implement a human resources plan to maximize employee expertise to support the institution's commitment to excellence and equity.

Objective B: Offer a professional development program that supports best practices and that develops the skills, knowledge, and abilities of our employees in terms of working with underprepared students.

Category most relevant to this proposal

Category I: Professional development

Ways to measure the need

The Math Department surveyed faculty during the Spring 2019 semester, and will be surveying the department again in Fall 2019 to assess the needs of all faculty. There will be a separate survey of the co-requisite instructors to determine their immediate needs. There will be a follow-up survey in early Spring 2020 to measure the ongoing professional development needs of all instructors.

Project Management

- This is a new proposal, but is related to the 2019-20 Math Professional Development proposal submitted last spring.
- Timeline: Early Registration ends on October 7, and conference hotels are already filling up, so the timeline is immediate.
- The conference will be advertised and promoted as soon as funding is approved. Priority will be given to faculty teaching co-requisite courses in Fall 2019 or Spring 2020.
- There will be a team meeting before the conference to review the conference program and make plans for session attendance. There will be a team dinner at a local restaurant on the second evening of the conference (November 12) to make initial plans for a professional development workshop during spring Flex week.
- The team will meet at least once more after the conference to plan the January professional development workshop. The workshop will occur on Wednesday, January 22 or Thursday, January 23, 2020.

Budget

The proposed budget is based on conference registration after October 7, 2019, and airfare estimates as of September 21, 2019.

AMATYC 2019 Conference - Milwaukee, WI

	per person
# of attendees	5
Conference Registration (regular, non-member)	\$515.00
Estimated roundtrip airfare from OAK to MKE	450.00
Hotel (4 nights)	732.00
Meals not included in reg. (3 bfasts, 3 lunches, 3 dinners)	187.50
other transportation	120.00
per person total	2004.50
Total Requested:	\$10,022.50

**Notes on Charge for Dev Ed 2019-2020
(Whiteboard Notes from 09/05)**

Guiding Principles

DVC is not in a Post-Dev Ed world. We still need to find the target students to support. We must ensure we do not lose or lose sight of those students.

Current Activities that Should be Sustained/Developed

Provide support for:

- Professional Development focused on pedagogy
- Student curricular support inside and outside the classroom
- Communication and Collaboration between areas and departments (e.g. RWAC, Flex, Institutes)

Areas to Improve/Grow

Need to broaden Dev Ed support within departments beyond Math and English (i.e. pedagogical support)

Need to effectively bring a Dev Ed voice to Guided Pathways

Need to develop/support a holistic approach to supporting students who do not pass courses under AB 705 placement. Develop mechanism/process to retain students and support/guide repeating students (e.g. starfish, retention specialists, etc.)

Standard IIA 4

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Descriptive Summary

The College offers pre-collegiate level curriculum and distinguishes that curriculum from college-level curriculum. Courses with numbers below 100 are not college level (degree applicable) and do not apply as credit towards associate degrees. Most courses with numbers between 100 and 299 are freshman and sophomore-level college courses. [\(IIA4-??\)](#)

Commented [SK1]: Catalog language

Exceptions apply in English and English as a Second Language, where courses numbered below 122/122A are not college level. Courses in English numbered between 100 and 122 are generally designed as support courses for college-level English courses. This curriculum directly supports students in learning the knowledge and skills necessary to advance and succeed in college-level curriculum.

The Developmental Education Committee (DEVED) is charged to improve the success of students at the pre-collegiate level. [\(IIA4-??\)](#) In 2018-19, the DEVED began to meet regularly with the 3SP Committee and the Equity Committee to undertake a substantial body of work in response to AB 705. An outcome of this work resulted in changes to the English and math curricula that were intentionally designed to support student learning needs at the transfer level. The College now offers student support courses linked to or embedded with transfer-level courses. A significant feature of the support courses piloted in 2019-20 is the inclusion of embedded counseling. [\(IIA4-??\)](#) In addition, programs such as tutoring, supplemental instruction, and writing across the curriculum provide students additional supports for achievement. [\(IIA4-??\)](#)

Commented [SK2]: DEVED Charge/minutes

Commented [SK3]: Embedded Counseling Support doc

Commented [SK4]: Tutoring, Writing across, supplemental instruction

Effective fall 2019, also in response to AB 705, the college has reduced pre-collegiate offerings and is engaged in ongoing evaluation regarding impacts to students. [\(IIA4-??\)](#)

Commented [SK5]: AB 705, 3SP, FA 18-19 course offerings change

Self Evaluation

The College meets this Standard.

Evidence Standard IIA 4

IIA4-??	Catalog (new language)
IIA4-??	DEVED charge/minutes
IIA4-??	Embedded Counseling Support doc
IIA4-??	Tutoring links
IIA4-??	Writing across job posting
IIA4-??	AB 705 presentation
IIA4-??	3SP Minutes
IIA4-??	FA 2018 2019 course offering data