

**PRESENT:** Susan Ledlow (Co-chair), Kari Makepeace (Council Coordinator), Joe Battista, Nick Bekas (Guest), Karen Borglum, Mike Bosley (Guest), Kris Christian, Diane Dalrymple, Daryl Davis, Suzette Dohany, Michelle Foster, Nasser Hedayat, Linda Herlocker, Sonya Joseph, Molly McIntire, Kathleen Plinske, Jerry Reed (Guest), Beth Renn, Joyce Romano, Liza Schellpfeffer (Guest), Shalini Sealey, Nichole Segarra, Landon Shephard, John Slot, Jill Szentmiklosi, Angela Trujillo, Falecia Williams

**ABSENT:** Carl Creasman, Rudy Darden, Wendi Dew, Stacey Johnson, Celine Kavalec, Amy Kleeman

## **MEETING SUMMARY**

### **I. ACTION ITEMS**

- A. Nick Bekas, Jerry Reed, and Laura Sessions shared the Undergraduate Research Final Report, provided some highlights from the document, and made recommendations for moving this work forward.

#### 1. Overview

After the last LLC, the UR Team met and agreed that a smaller team would be formed to draft the report. The smaller team drafted the document and shared it with the UR Team for feedback. The final report was then provided to the LLC for endorsement.

The report includes the following:

- Extensive citations of research indicating the undergraduate research is beneficial to most students
- Affirmation that an undergraduate research initiative aligns with the College's search for "High-Impact" interventions, in accord with the Strategic Plan.
- A definition of undergraduate research which is both appropriate to our mission and students, as well as highly inclusive of faculty and disciplines.
- Examples of undergraduate research in disparate disciplines.
- Models for the forms that undergraduate research activities can and should take at the college.
- Concrete recommendations for the way forward involving faculty, students and institutional capacity.
- A list of faculty currently involved in undergraduate research at the College.
- References in support of the points above.

#### 2. Recommendations

- An implementation team be formed that will codify the models and consider staffing needs.
- Decisions be made about designating on student transcripts that research has been done.
- A person be designated to lead this effort. Possibly a faculty member that receives release time to coordinate these efforts college-wide.

- The person referenced above will partner with Faculty Development to ensure faculty receive the training they need to provide the opportunity for a high quality inquiry-based learning experience for all Valencia students.

### 3. Small Group Discussion and Feedback

The Council asked questions for clarification and then broke into small groups to discuss the report and recommendations. The feedback provided by the Council is noted below.

#### *We learned that...*

- Models of research of duplicated – 4x4 model which allows the possibility of 16 different options.
- Undergraduate Research will be available to all students.
- There are different modalities faculty could use to deliver in any field.
- CW lead effort
- A transcript designation is being requested.
- Mentorship Model (LSAMP)
- What Undergraduate Research can mean at a community college.
- Other community colleges are creating this option (academic initiative).
- Basics of developing a definition was difficult – especially with all current existing definitions.
- UR strategies – high impact, broad.
- Supported by research – CVR; multi-discipline
- Embedded model – incorporated into classes
- How this overlaps with UR Honors (Cheryl has been part of the discussion)
- Implement UR R designation, current practices, partner with Faculty Development – mentorship, need designee for quality control and training

#### *We wonder about...*

- How do we recruit students to it (expectations)?
- What students are targeted?
- Smaller class size?
- What will students “get”?
- What is the interest among students?
- What matters to receiving institutions?
- How come the Engineering and Allied Health faculty were not mentioned?
- Will there be research funding for students?
- Could Undergraduate Research be used by A.S. students?
- How do we integrate and align Honors?
- Who will receive reassigned time to coordinate these efforts, how will the reassigned time be funded, and where would that person report?
- Is there a grant opportunity for faculty?
- How does this impact new course development?
- If the title “Undergraduate Research” will steer students away from the course.
- If students could be confused. What is the best way to communicate this?
- If a full-time faculty reassignment is the right choice.
- How and where do our libraries fit in (common understanding and working knowledge needed)?

- How faculty will know/have common understanding?
- Would the faculty development component be a few courses? A certification? Would it be required to teach a UR course? Don't want it too extensive so faculty will not be turned away...
- How does writing fit in?
- What is the goal of the poster sessions?
- Are there any programs/colleges that require an "R" designation for transfer?
- How does HOM fit in?
- Is this an opportunity to discourse the community?
- How will you be able to get this off the ground college-wide?
- How will this group look different on different campuses?
- Does this have to go to Faculty Council for support?
- Where does A.S. fit into this? Allied health?
- Why would students be drawn to this?
- What is the role of the library? Currently, the Aspen Institute is rethinking traditional libraries..

*We suggest...*

- Looking at the LSAMP model in terms of administration of the program because it is a college-wide program with research projects.
- More refinement to the definition of Undergraduate Research as it pertains to Valencia.
- Complete the Professional Development opportunities before implementation.
- Include Honors folks on the implementation team.
- Going forward with doing undergraduate research for all students – go further.
- Create a research course that will show up on a transcript – designation and recognition.
- Consider having parallel sections of the course (R and non-R designated)
- Pay attention to other faculty doing research – particularly students do a lot of research in the Baccalaureate degree programs.
- Talk with UCF faculty and/or UF on what skills they expect our students to have, their models, etc.
- Can UCF faculty serve as mentors for our faculty? Can we connect and/or sponsor our students that way? From Valencia to UCF?
- Be mindful how students navigate these options (UR distinction, Honors distinction, etc.). Advisors need to be a part of this conversation and involved in the design and implementation process.
- Include Student Services in the conversation.
- Include Student Development in the conversation.
- An invitation to discourse the community.
- Starting a scholarship; partner with UCF.
- Look at grant opportunities.
- Create a course – 0 credits.
- Get our industry partners involved.

#### 4. Next Steps

The Council endorsed the recommendations (listed above), noting that grant work and Honors work specifically need to be taken in consideration by the implementation team going forward, as well as the other suggestions provided by the Council (listed above).

## II. PROGRESS REPORTS

- A. Nasser Hedayat provided an update on the Internship & Workforce Services redesign. Highlights are provided below.
1. New Employer Relations Coordinator is onboard and developing new and strategic employer sites such as Osceola Center for the Arts, Lockheed Martin, Legoland, Dr. Phillips Center for the Arts, Wyndam, City of Kissimmee Parks and Recreation, Lynx, Waste Management, David Weekly Homes, Lennar Construction, Square Trade, J & L Marketing, Habitat for Humanity, Wendy's corporate office for sponsorship opportunities, CareerSource Central Florida, Orlando Chamber event, Statewide Job Fair at UC, Symplicity webinars, Valencia advisory councils, meetings with campus presidents and deans.
  2. 2 Internship Coordinator positions are open at Osceola and West Campuses
  3. Updated employer contact database (will be shared soon)
  4. Developed new employer recruitment policies
  5. Changed wording of course description from 80 to 240 hours to 80 or more clock hours per credit hour.
  6. Retain the \$10 fee per course to support limiting additional cost of fees to students; it was recommended to increase to \$25 per course.
  7. Faculty capacity of number of students per internship will be 15 internship students per faculty member per term with exceptions at the discretion of the Department Dean.
  8. Faculty compensation increase from \$100 to \$125 per Internship student for 2016/17. Continue to offer Internships as student based rather than course based; continue to offer beyond part of the faculty load and overload.
  9. Internship will include various work-based learning experiences as options for students including:
    - Participate in on-the-job work-based experience OR a combination of other modalities based on guidelines:
    - Participate in job shadowing experiences
    - Visits to employer sites to interview with individuals in the workplace to learn job-related requirements, functions, and career opportunities
    - Research specific career opportunities, functions, requirements, and salaries
    - Relate how learning experiences relate to planned career field
  10. Supplemental information and materials that could be available for students:
  11. Utilize Blackboard
  12. Videos and references for student access, such as Resume & Interview Tips
  13. Provide students opportunities to interact and discuss their experiences with one another in small group settings
  14. Fall 2016, all disciplines/programs will be requested to review existing Pre-Requisites for internships to determine any changes needed.
  15. Revise the process for assessment of students by faculty
  16. In process of studying electronic feedback for Employers and Faculty feedback and evaluation
- B. Nasser Hedayat also provided an update on the new "Career and College Enrichment" course. The College-wide faculty and staff team has met and the following progress has been made:
1. Reviewed and identified course content working with Shara Lee, Faculty Development and sharing information through Google docs.
  2. Developed a Draft Course Syllabus including:

- Required Material
  - Course Description
  - Course Overview
  - Major Learning Outcomes
  - Evidence of Learning
  - Includes Core Competencies of a Valencia Graduate
  - Includes General Policies for attendance, tardiness, make up & late work, electronic devices, withdrawal from class and W grades, student code of conduct, student disabilities, and BayCare
  - Grading Scale
  - Assignments
3. Recommend 3 credit hours/3 contact hours
  4. Continued recommendation of A.S. degree discipline faculty provide instruction for the new course.
  5. Continued discussion of Career Program Advisors work with faculty in reviewing the Career Program Paths within the A.S. degree discipline programs
  6. Goal is to Pilot the course Fall 2016 as Selected Topics course
  7. Suggestion is to collaborate with Deans, Vice Presidents, Campus Presidents, NSE Steering Committee, and others about the new proposed course for A.S. degree program students to review the course content including general education outcomes, course activities, and potential course oversight.

C. Landon Shephard updated the Council on the SL AIR work.

1. The first SL AIR meeting was on Friday, May 13, 2016. At that meeting the following took place:
  - Shared an overview of the AIR process and the role of the team.
  - Discussed a description of the Supplemental Learning program at Valencia and decided that we will make modifications to the statement in hopes of establishing a shared understanding. Also there is an opportunity to establish the essential components of the SL program college-wide.
  - Shared a research article titled "*Understanding the Supplemental Instruction (SI) Model*" by David Arendale.
  - Discussed the Ideal versus the Real (compared how the program is facilitated at the campus level.
  - Reviewed data in Tableau from Fall 2006-Fall 2014 including course success rates (SL versus non-SL courses), attendance data and course success rates, and fall-to-fall retention and fall-to-spring retention rates.
2. The second SL AIR meeting is scheduled for Friday, June 3, 2016. At this meeting the team will:
  - Review and discuss the focus group data collected in April.
  - Review and discuss faculty feedback regarding the SL data collected in Spring 2015.
3. The team is in the process of scouting/searching for an outside consultant to provide feedback on the SL AIR.
4. The team anticipates developing a report which will highlight a list of essential components of the SL program college-wide, recommendations for the program and areas of opportunities, identify how the program best supports learning, and provide a cost/benefit analysis.

**III. INFORMATIONAL ITEMS**

A. Kari Makepeace provided membership updates and the tentative schedule for 2016-17.

1. Member Updates

New members for 2016-17 will include: John Slot, Neal Phillips, Charles Davis, Diana Ciesko, Laura Sessions, and Ruby Alvarez. Suzette Dohany will be stepping up as Co-chair, alongside Susan Ledlow. Also, the IAC and Career Staff will be electing new representatives to serve.

2. Tentative Schedule

The LLC is scheduled to meet on the following dates:

- September 21, 2016 – Osceola Campus
- November 16, 2016 – East Campus
- January 18, 2017 – Lake Nona Campus
- March 22, 2017 – Winter Park Campus
- May 17, 2017 – West Campus

**IV. SUMMARY OF MEETING EVALUATION**

The LLC utilized the + / Δ method to evaluate the past year of meetings. Feedback was as follows:

+
Great meetings. I think we have grown as a Council over the past year.
Seems to be becoming more organized and people seem to know what they are supposed to do.
A lot of great accomplishments this year!
Great organization of meetings – well prepared presenters and Kari is on point!
Thank you Susan for leading the Council.
The topics and initiatives are very good work and informative.
Good discussion about the Undergraduate Research.
Make sure the “sponsors” understand their role in getting reports ready.
We learned, we wonder, we suggest.
Skillful discussion at beginning of the year.
Governance retreat.
Δ
Do we have too many people on this Council? (Just a thought – I’m not sure honestly... ) This may be contributing to difficulty completing the agenda.
Continued push into the organization on what occurs in the Council and recommendations and updates that occur.
Learned, wonder, suggest – Are there other tools like that we can use?
Add meetings if agenda is too long.
Do a recap like in 2015 – what we have achieved.
Topics still seem to be more academically based – maybe recruit new ideas, projects, from career and professional staff?

**V. NEXT MEETING SCHEDULED**

The Learning Leadership Council will meet again for the 2<sup>nd</sup> Annual Governance Retreat on July 29, 2016 at the School of Public Safety in the Auditorium from 9:00 a.m. – 4:00 p.m.