



FOCUS

ON TEACHING AND LEARNING
COMMITTEE FOR EXCELLENCE IN TEACHING AND LEARNING



Volume 2 Issue 1

FOCUS
November 2005

Conversation Day 2005



On Friday, November 4, 2005 approximately 500 Mott employees took part in the AQIP planning activities and making history.

Inside this issue:

Not Now!	2
Serving Learning at MCC	3
Web Warnings: Site Extol, Slams Professors	4
Return to Learn	5
Tech Prep Education and Workforce Readiness	6
Campus Update from Dr. Shaink	7
Meaningful Assignments: How Much Trouble and Are They Worth It?	8

Special Points of Interest:

- Visit these Websites
- Upcoming Conferences
- MCC Wireless Access
- Where is Computer Help When I Need It?
- First Tuesdays!

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, 762-0207

William Reich, 232-7883
wreich@edtech.mcc.edu

Michael Ugorowski, 762-5662
michael.ugorowski@mcc.edu

Carol Neilsen, 232-8016
cneilsen@mcc.edu

Not Now! ~ By Gail Knapp, Ph.D.

Sometimes in a meeting, the discussion concerns an issue that one or more members of the group simply don't want to address at that particular time. What is the proper motion to make in order to stop the discussion and decision-making on this issue? Well, deciding which motion to use to stop the discussion of such an issue depends on why a member or members think that this issue should not be considered in this particular meeting.

Reason #1: The issue is too complicated for the large assembly to deal with in a timely manner. Perhaps, more information is needed before the decision is made, or the issue just has too many details for a large group to handle. In this case, the appropriate motion is to **Commit or Refer**. This motion sends the motion to a committee, a small group that will meet outside of the main assembly. Hopefully, this group will report back with all the information and details, so that the group can make a better decision. If adopted, this motion will send the motion to a standing committee or create an ad hoc committee which will bring it back to the group with their recommendation(s) in an agreed time frame. A motion to commit or refer is debatable and amendable. Such a motion requires a majority vote to adopt.

Reason #2: Sometimes, a member or members of a group just want to wait before deciding an issue. Perhaps they feel the group needs time to think. Perhaps, this member or members want to see what happens with some other issues first. Perhaps, the agenda

is just too crowded right now for a full discussion, and the member or members think that the next meeting might be better. Perhaps, there are members who are absent who are important in this decision, but they are expected to be at the next meeting. In any of these situations, the appropriate motion is to **Postpone Definitely** (or to a certain time). The motion to postpone simply puts the item aside until it appears automatically on the next meeting agenda. Postponing past the next meeting is not appropriate because that would stop the members at the next meeting from considering that issue. Such a motion is debatable so that everyone can express their reasons regarding whether postponing is a good or bad idea.

Reason #3: It is the middle of an exciting debate when something pressing comes up that must be dealt with immediately. Such a situation is when the motion to **Table** is used. A motion to table is one of the most misused motions. An example of a situation where the motion would be in order would be if the assembly was involved in what is apparently a very lengthy debate on a complex issue while an important speaker is scheduled to talk on another issue that is lower on the agenda. The speaker has to catch a plane and will be leaving shortly. A member could make the motion to place the current issue on the table so that the assembly could immediately move to the issue that the speaker needs to talk about. This motion is not debatable (the point is that the issue is pressing) or amendable. If the motion is adopted, the current issue is simply put aside so that the more pressing issue can be addressed. After the more

Not Now! Continued

pressing issue is finished, someone would move to take the item from the table which means to continue the earlier discussion. The motion to table is not in order when the situation simply requires postponing. A majority is required to adopt.

Reason #4: Someone at the meeting wants to kill the motion. The member concerned doesn't want the discussion simply delayed. The member wants discussion of the issue ended without a vote on the issue itself. The proper motion is to **Postpone Indefinitely**. This motion is debatable and requires a majority to adopt. If passed, the motion is dead and the assembly moves on to another item of business. If the motion is not adopted, then debate continues on the original issue.

Reason #5: Someone made a motion that is really upsetting or offensive. Unfortunately it was seconded. Everyone is staring at the floor and looking very uncomfortable. They don't even want to talk about it. The proper motion to use here is **Objection to the Consideration of the Question**. This is a rarely used motion, but it can be a godsend when the group really doesn't want to deal with something, but a few individuals are imposing it on the whole. It doesn't require a second and, of course, no debate is allowed. After all that is what is being decided! The maker of this motion can actually claim the floor before someone else has started to speak even though they have been granted the floor. This motion requires a 2/3 vote, and if it is adopted, the question is dead. This motion can't be made after discussion has begun, since the point of the motion is to say that we don't want this motion discussed. That is why it requires a 2/3 vote to adopt. It takes away the rights of some members to speak on an issue.



Service Learning Social Science 195 By Paul Rozycki

Lillie McCain and I would like to extend an invitation to have instructors engage their students in service learning as part of a class next semester.

Service learning involves students in community service which will allow them to enhance their experience in a course and have an impact on the community.

We will be offering the first Service learning course in the Winter 2006 semester (Social Science 195). This service learning experience is a two-hour course that may be attached to any existing course on campus, with the permission of the instructor of the "core" course. The Service learning class will meet on Monday evening once every two weeks for students to discuss their experiences and the principles of service learning.

If instructors choose, they can give their students the option of including a service learning component to the class(es) you teach, Lillie and I will work with faculty to find an appropriate service learning activity that will enhance coursework and your students' experience in class.

Those interested should contact:

Paul Rozycki 762-0514 prozycki@mcc.edu

Lillie McCain 232-3065 lmccain@mcc.edu

Web warnings: Sites Extol, Slam Professors

For Brandon Jank, scheduling classes each semester requires two essential tools --a course catalog and an online connection. Jank, a sophomore computer science major at Idaho, taps into Rate-MyProfessors.com to “see how teachers are rated, see how hard their classes are, see what kind of teacher they are and how they fit into my paradigm.” Such Web-based evaluations are the bane of some college faculty. But students are using the sites to avoid tedious instructors and classes with --as one entry on ProfessorPerformance.com put it -- “tests that were like having you arm cut off by a cold, rusty spoon.” “She was a real ogre. It made me realize that my life for those three to four months would have been a lot different if it hadn’t been for her,” said Swapceinski, now a software engineer in northern California. Started in 1999, Swapceinski’s site now has nearly a half-million evaluations for more than 113,000 professors at 2,401 colleges and universities in the United States and Canada. Swapceinski said 60 % of the college postings are favorable to faculty. But the American Association of University Professors gives a failing grade to those and other teacher-rating sites, some of which are specific to a single school. The traditional in-class evaluations used by most colleges and universities are good enough, the AAUP said.

Find this article at: <http://www.cnn.com/2003/EDUCATION/02/17/rating.professors.ap>

FIRST TUESDAYS! Informal Peer-to-Peer Discussions on Topics of Interest

Please join fellow MCC Faculty on the first Tuesday of the month to share and gain information relating to teaching and learning. The programs have been scheduled to meet the needs of MCC Faculty - experienced, new, full-time, part-time, and adjunct - based on survey information. Take advantage of the experience and expertise of MCC Faculty. These discussions are an easy way to connect with your peers for networking, facilitating discussions, answering questions, identifying resources, and enjoying camaraderie.



Professional Development Office - CM 1005

Phone: 810/762-0420

Email: sbradish@mcc.edu

**“A teacher affects eternity; he can never tell where his influence stops.” --
Henry Brooks Adams**

"Return to Learn" at Mott Community College

Mott Community College is holding the door wide-open for residents to return to the classroom. "Return to Learn" is a collaborative initiative between the state of Michigan and Mott Community College to encourage adult learners to return to college to complete a degree. As Gov. Jennifer Granholm stated in announcing the "Return to Learn" initiative, "A college degree can be the ticket to a bigger paycheck for our citizens and a stronger economy for our state. To attract the kinds of businesses we need to grow Michigan's economy, Michigan needs to lead the nation in the number of college graduates we have in our state."

The Governor hopes the "Return to Learn" focus will help many adults in the workforce realize both the possibility and importance of resuming their studies. "A college graduate in Michigan will earn a million dollars more in a lifetime than someone who has only finished high school," Gov. Granholm said. "If only a few courses or a couple of semesters stand between you and a degree, it makes perfect sense to return to learning."

Adult learners who have been out of school/education for some time may be anxious about returning to college, have questions regarding affordability or whether they can build on their previous higher education experience. Mott Community College President Richard Shaink encourages anyone with prior college experience to contact Jennifer McDonald in the MCC Student Services Office at (810) 232-8225 or jennifer.dow@mcc.edu for a personalized response and to obtain assistance in preparing a "Return to Learn" degree completion plan.

"Mott Community College fully supports Gov. Granholm's "Return to Learn" program," Dr. Shaink said. "MCC is firmly committed to creating a smooth transition for any adult learner returning to college to complete their studies and we are proud to be among the number of higher learning institutions across the state taking part in this great effort."

For more information about the "Return to Learn" program in Michigan, and a list of all the participating colleges and universities, please visit: www.michigan.gov/gov/ or www.michigan.gov/R2L and MCC's website at www.mcc.edu

CETL Mission Statement

"The committee provides information on classroom and laboratory methods and innovations to assist faculty in teaching the college's diverse student population"

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 on classroom and laboratory

methods and innovations to assist faculty in teaching the college's diverse student population.

To aid faculty in their efforts to grow as teachers and by drawing upon the expertise of our own staff and outside resources, the committee offers a variety of activities and programs that stimulate discussion and encourage an exchange of ideas.

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.

Efforts in Tech Prep Education and Workforce Readiness for Mott Middle College High School Students and MCC to be Expanded With New U.S. Department of Education Project ~ By Cecile Barnhill, Grant Development Specialist

Earlier this year, Mott Community College, Mott Middle College High School (MMCHS) and the Genesee Intermediate School District (GISD) embarked on yet another collaborative endeavor to improve long term educational success and career placement opportunities for students at MMCHS with the establishment of a Tech Prep Demonstration Project (TPDP). In June 2005, the U.S. Department of Education awarded the TPDP consortium \$803,000 in funding to build upon the county's career planning model with the expansion of career exploration activities, academic rigor and technical skill development into five high-growth, high-demand technical programs.

Mott Middle College High School, located on the main campus of MCC, specializes in the turn-around process for fragile adolescents who are at-risk of dropping out of school. MMCHS is often the school of choice for students on the verge of permanent expulsion, single parent teens, and students with varying learning disabilities because of their reputation for giving students a fresh start and the support systems necessary to complete high school and successfully continue onto higher education. MMCHS, nationally acclaimed for its success with drop-out prevention, is also known as the forerunner of accredited college preparatory/"dual enrollment" curriculums. As a result of the exemplary work carried out in this area, MMCHS has had the benefit of funding from the Gates Foundation "Early College/EXCEL" program since 2002. The federally funded Tech Prep Demonstration Project will continue to enhance and expand the efforts in tech prep education and workforce readiness that was initiated at MMCHS through the Gates Foundation funding.

Through the Tech Prep Demonstration Project, students will be prepared to enter the workforce, while earning credit at the post-secondary level in one of five high-growth tech prep career opportunity programs: Graphic Design; Medical Practice Management; Medical Secretary; Air Conditioning, Heating, and Refrigeration Technology; and Building and Construction Technology. Each of these occupational/career areas currently has significant workforce shortages in Michigan and four of the five are listed among the top thirty critical occupations for Genesee County. Employment forecasts for this region during the period of 2002 – 2012 project job growth ranging from 11.4% to 47.9% in various work settings where these occupations are employed.

The TPDP design includes very specific elements that focus both on helping students meet high academic standards and acquiring the competencies needed for their selected career areas. This is achieved through an alignment of curriculum between MMCHS and MCC and a shoring up of academic skills in the areas of math and science. During the length of this four year project, beginning with the 2006-07 school year, a cohort group of students will be identified annually (15, 20, 25, 25) to participate in one of the five aligned tech prep regional career opportunity programs. The cohort groups will be provided with work-based learning experiences such as job shadowing and summer internship opportunities, which will be provided by three business partners and one business association: Hurley Medical Center, Coach's Corner, William E. Walter, Inc., and the Flint Association of Plumbing and Mechanical Contractors. Students will also have full access to MCC's Career and Employment Services, which consists of the Career Resource Center and the Student Employment Center. The Student Em-

ployment Center provides campus employment opportunities; listings of local and regional jobs; part-time, full-time, and seasonal jobs; employment preparation including resume assistance and interviewing tips; and, the full-range of Michigan Department of Career Development Services resources including links to employers. Wrap-around career education guidance services will be provided throughout the program via a collaborative professional development process consisting of both high school and college professionals who will emphasize the relevance of academic content as it relates to career choice and career preparation.

Professional development activities for MMCHS and MCC faculty, counselors and staff are an important component of the Tech Prep Demonstration Project as well.

Students will graduate at the end of 12th grade having met MMCHS graduation requirements, completed a minimum of 9 college credits, completed a TPDP approved off-site work internship, and completed an education and career plan for the 13th and 14th higher education experience. The college preparatory curriculums and mastery-level achievement coupled with the instruction, support services, hands-on learning experiences, and career guidance will ensure that students have the opportunity to graduate with the skills needed for postsecondary academic and technical success.

For further information about the Tech Prep Demonstration Project, you can contact Sherry Bradish, Tech Prep Coordinator at Mott Community College at 762-0420 or Bob Frasier, TPDP Coordinator at Mott Middle College High School at 232-8296.

From the desk of the President..

Turning AQIP Conversation Day into Action

The Academic Quality Improvement Plan (AQIP) Conversation Day on November 4, 2005 was a tremendous success. Over 500 faculty and staff participated in the process and developed a number of excellent recommendations, but these recommendations were just the beginning of our transition to the AQIP model of continuous improvement and institutional accreditation. MCC will use the results of Conversation Day to develop the College's three or four highest priority opportunities for making a significant difference right now.

Our next step will be to create our conversation Summary Report and compile additional data from other audiences. That report is not the final Vital Focus report; the summary report is just the first part. Shortly after Conversations Day, our AQIP Facilitators will work with the AQIP Leadership and other volunteers to create the full Conversation Day Summary Report that will include:

- Conclusions and recommendations for action from today's conversations, including any immediate action items we identified; and
- Observations from our Facilitator on the data and the conversations.

After completing the Summary Report, we need to take the many recommendations from Conversation Day, the immediate action items, and the additional data and use them to talk about what the top eight - ten priorities for action are. We will do this by:

- First, asking all employees to rank or comment back on or attend a prioritization discussion (or two) to review the Conversation Day Summary Report and its comments and then forward what they see as the top priority five - seven recommendations and eight - ten immediate action items. Mott AQIP leadership will make this ranking available online and will invite *other stakeholders* (students, advisory groups,

board, adjunct faculty, etc.) to participate. By the early December, 2005, we will hold one or more mini-Conversation Days (two - three hours) with students and advisory groups.

- Second, creating a basic set of guidelines for prioritizing recommendations. Our facilitators may assist us in this process. Keeping the guidelines open is important so individual groups can add to them in their discussions. (Done at the same time as the ranking process above.)
- Third, identifying the top ten - twenty-five recommendations and top twenty-five - thirty immediate actions (some of which may not be possible quickly) from the ranking process. Then Mott will hold a series of prioritization conversations across standing groups and committees which use the additional data and the criteria to rank order these until there emerges a top six - ten. These issues become the top priority recommendations—forwarded for further exploration and potential action. This should be done by the end of January 2006.

We have much yet to do after that, but the process helps give us direction for achieving our goals.



Dr. Shaink talks about the AQIP Process.

Meaningful Assignments: How Much Trouble and Are They Worth It?

Won't grading meaningful assignments take too much time?

Grading takes time. But grading meaningful assignments makes better use of that time. Why? Grading meaningful assignments allows us to see how students are thinking and to comment on and inspire that thinking. As a result, we're more likely to want to evaluate what our students have written or completed.

On the question of workload, Barbara Walvoord and Virginia Anderson urge us to check our assignments for their fit with our learning goals and their feasibility. They encourage instructors to examine their syllabi with this question in mind: "Is this workload reasonable, strategically placed, and sustainable for me and for my student?" (Walvoord & Anderson, 1998). In one of their examples, a business professor eased his grading load by assigning shorter case studies that developed specific analytic skills before assigning a full case analysis.

Can my students do complex analytic or creative work if they're still learning the basics of my discipline/profession?

Yes, but not right away. Your assignment sequences should gain in complexity over the course of the semester, asking students to do increasingly sophisticated work. Your first assignments may give students the opportunity to practice fundamental skills, while your subsequent ones (like the full case analysis above) may ask them to put those skills together. For a final assignment in an introductory course on the literary imagination, our colleague Erik Dussere asked his students to do both analytic and

creative work, interpreting a text from the perspective of a character from a different text.

Before giving them feedback, how can I prepare students to do well on meaningful assignments?

If you're lecturing, consider modeling for your students the kinds of work your assignments require. For instance, construct your lecture as an argument or a case study. If you're facilitating a discussion, highlight the connection between the intellectual work you ask your students to do in class and what you expect them to do on the assignment. Consider giving your students the change to practice what John Bean calls "critical thinking tasks" as homework assignments or in-class activities (Bean, 1996). These tasks include explaining a course concept to a classmate, writing a summary and response for an article or lecture, or wiring a hypothetical dialogue between two thinkers. These tasks ask students to engage actively with course material, and can illuminate what they do (and don't) understand.



References & Resources

Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press

Bean, J.C. (1996). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco: Jossey-Bass

Bransford, J.D., Brown, A.L., & Cocking, R.R. (Eds.). (2000). *How people learn: Brain, mind, experience, and, school* (Expanded ed.). Washington, DC: National academy Press.

Elbow, Peter. (1986). *Embracing contraries: explorations in learning and teaching*. New York and Oxford: Oxford University Press.

Fink, L.D. (2003). *Creating significant learning experiences*. San Francisco: Jossey-Bass

Hutchings, P. (2005, January). Building pedagogical intelligence. *Carnegie Perspectives*. Retrieved July 11, 2005, from www.carnegiefoundation.org/perspectives/perspectives2005.Jan.htm

Light, R.J. (2001). *Making the most of college: Students speak their minds*. Cambridge, MA: Harvard University Press.

Walvoord, B.E. & Anderson, V.J. (1998). *Effective grading: A tool for learning and assessment*. San Francisco: Jossey-Bass.

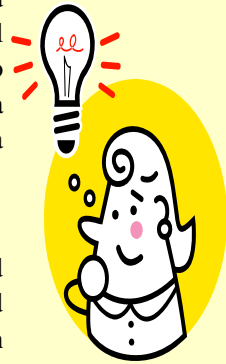
Wiggins, G., & McTigh, J. (2001). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

An Undergraduate Reveals What She Thinks About

Joy Warrick, a junior at Vanderbilt majoring in Secondary Education and Spanish, was asked to comment on assignments that have helped her learn in college. She made a clear distinction between “busy work,” which students feel pressured rather than motivated to complete, and meaningful assignments, which require students to think on a deeper level. Joy acknowledged that this deeper kind of thing takes more work, but added that “students will put more effort into an assignment a professor has put a lot of effort into.”

Joy has benefited from sequenced assignments in which the professor provided guidance about how to complete each assignment. Guidelines were far more helpful to her than a checklist of tasks to complete, which she found limiting. She expressed a strong preference for assignments in which she was able to explore her own interests; doing so helped her to become “more invested in the subject matter.”

Joy mentioned that she is disappointed when she doesn't receive feedback on assignments, and would like to receive more feedback on early assignments that she can apply to future work. When this feedback leads her to think about how she thinks and learns best, she feels “empowered” because she's not only learning about course material, but also exploring her own particular way of learning it.



Let MCC Data Help You Make Informed Decisions By Gail Ives

We all have an increasing interest in knowing the “who, what and why” of our college and its students. If you are looking for a quick and easy way to find out more about the “nuts and bolts” of MCC go to <http://mccfact.mcc.edu/> and shop around the MCC Institutional Research Facts web site. If you have questions that you don't find answers to, please contact any one of the I.R. office staff; we would like to support your information needs in any way.

Wireless Access

This is a general announcement regarding the availability of wireless connectivity for the student body (and personal Faculty/Staff laptops). Connectivity points or “hot spots” are now active in the following locations.

- Regional Technology Center Lounge
- Gorman Second Floor Lounge
- Math empowerment Center
- Visual Arts and Design Center 103

To connect your laptop to this wireless network users will need a network card that is compatible with 802.11b, 802.11g or 802.11a wireless network (most wireless cards are compatible with one of the above). Computers will need either Windows XP or Mac OS X 10.4 or above (other Operating systems may work, but have NOT been tested). Interested students and staff will need to stop by RTC 2110 to have the laptop configured for wireless connectivity. The schedule will be as follows and be on a first come first serve basis.

Monday through Thursday
9a.m. - Noon and 2p.m. - 6p.m., and
Friday 9a.m. - Noon.

Optional late night hours
(6p.m. - 8p.m.) will be available upon
appointment, please send an email to
lkeener@edtech.mcc.edu.

Users will need to stay with the laptop while you wait to have it configured. Absolutely no laptops may be dropped off and left for pick up later (including faculty/staff machines). The process takes about five - ten minutes per machine, and users will need to be present and watch the configuration take place. Configurations will start on Thursday October 13, 2005, and will be an ongoing basis.

Please watch for announcements regarding future “hot spot” locations.

If you have any questions please email rschapel@edtech.mcc.edu, or call 810-762-0321.

Academic Computing Manager

LAND

21st Annual Conference

“Connecting Cultures”

February 22-24, 2006



The Liberal Arts Network for Development (LAND) is an organization open to all those in the liberal arts at Michigan's community colleges. LAND was formed to engender closer ties and facilitate communication to meet the needs of those teaching and administering liberal arts programs and curricula throughout Michigan.

The LAND Conference

This year LAND is celebrating its 21st year. The Conference Planning Committee is excited about meeting old friends and making new ones in Bay City at the Double Tree Hotel. As in the past, the conference will offer presentations centered on the following clusters:

- ◆ Humanities (Drama, Foreign Languages, Speech)
- ◆ Social Sciences (Anthropology, History, Political Science, Sociology)
- ◆ Math/Natural Sciences (Biology, Chemistry, Mathematics, Physical/Behavioral Sciences)
- ◆ Technology (Industrial and Computer Sciences)
- ◆ Multiculturalism/Diversity

And we have added two additional categories this year:

- ◆ English/Communications and
- ◆ Fine Arts

The theme of the conference is Connecting Cultures. This year's conference provides LAND with an outstanding opportunity to bring a very contemporary and relevant topic to our members. To help us explore the ways in which cultures connect, we have chosen to place special emphasis on the interaction of the U.S. and the Arab World. **The keynote speaker will be Steve Buck who has served eight U.S. Diplomatic posts in the Arab World for over four decades.** Mr. Buck's keynote is entitled: The U.S. and the Arab World: Perceptions, Policy and Reality. Other activities are planned, including a Wednesday evening Welcome Reception at the hotel (included in registration fee) and a Thursday evening offsite activity offering a Delta Planetarium Show as well as dinner at the Atrium Restaurant in downtown Bay City (not included in registration fee-cost is \$25 per person and \$3 per person for the show). At 9pm Thursday evening is the annual Creative Expressions gathering at the hotel with poetry and fictional readings. For the 3rd year, we will display community college published author's works.

2006 LAND - CONFERENCE REGISTRATION

February 22-24, 2006

DoubleTree Hotel - Bay City, Michigan

Please Print or Type (one form per registrant)

Name _____

Position/Title _____

College _____

College FAX _____

Preferred Mailing Address:

Discipline and Courses

Taught: _____

Office Phone _____

Home Phone _____

Office Email _____

Home Email _____

2006 LAND - CONFERENCE FEES

Please Check Appropriate Boxes and Total

_____ \$140 **Early** Registration - Full-time Faculty (received no later than February 10, 2006)

_____ \$160 **Late** Registration - Full-time Faculty (received after February 10, 2006 or onsite)

_____ \$75 **Early** Registration - Adjunct Faculty/Student (received no later than February 10, 2006)

_____ \$85 **Late** Registration - Adjunct Faculty/Student (received after February 10, 2006 or onsite)

Presenters must register and pay registration fees.

Registration Fees Include:

All Sessions, Thursday and Friday Lunches & Continental Breakfasts

Thursday Afternoon Refreshment Break, Wednesday Evening Welcome Reception (cash bar), Thursday Evening Creative Expressions Gathering

_____ I will attend the Thursday Luncheon

_____ Guest Tickets (@ \$25 per lunch)

_____ I will attend the Friday Luncheon

_____ Guest Tickets (@ \$20 per lunch)

~We cannot guarantee lunches for late or on-site registrants because the DoubleTree expects an early, accurate count~

_____ I will attend the Wednesday Evening Welcome Reception at the hotel (Courtesy of LAND - with Cash Bar)

_____ \$25. - I will attend the Thursday night off-site dinner at Atrium Restaurant.

_____ I prefer Prime Rib _____ I prefer Seared Salmon

(this activity is limited to the first 60 respondents at 7:00 after Planetarium Show).

_____ \$3 - I will attend the Delta Planetarium Show on Thursday evening

Beginning at 6:00 p.m.

_____ I will (**please circle one**) attend/participate in the Thursday Evening Creative Expressions Event beginning at 9 p.m.

_____ \$16 Leadership Breakfast, February 24, VP's, Chairs, Deans and Directors are invited to attend.

\$ _____ **Total Amount Enclosed - Please make Checks Payable to: NMC/LAND**

Please return this Registration Form and fees to: Karen Wilson, Dean of Teaching and Learning, Delta College, B-135, University Center, MI 48710.

Where is Computer Help When I Need It??!!!

It's 2:00a.m., too late to call anyone, and you need to know how to do a specific task in Word, Power-Point, Or Excel. For tomorrow's class, of course. So *now* what are you supposed to do?! Well, perhaps I have an answer for you.

Check out the new "Learning Site" on the Internet. You need a cable modem or DSL line ("broadband connection") to view them well, but you might find a Screenwatch demonstration of the exact process you require! Imagine, your own personal tutor in the middle of the night! (For those with a telephone modem, a 2-CD set is available in the bookstore with the same information on it.)

You might have to turn down your cookies or your firewall, and the streams pause occasionally to buffer (download some more video to show), but these short (about ten minute) demonstrations might just solve your problem. Or maybe even your students' problems!

If you find these clips helpful, please let me know. If you would like one added, please let me know that. Although I made these video streams for my distance learning students, they are available for us all to share. All comments gratefully appreciated!

<http://edtech.mcc.edu/~massoud/learn> (make sure to get the /~massoud part spelled correctly!)

LindaLee Massoud

ADD ACTIVITY TO YOUR DAY

Maybe you've got a very busy day today. Maybe that's true most every day. So it's difficult to find a block of time for exercising. You might find it more manageable to plan for 10 or 15 minutes of activity two or three times a day. Select a few of these options.

BEFORE WORK

- ◆ Wake up early for a short walk.
- ◆ Walk, bike or skate to work.
- ◆ Park your car farther from the office.

AT WORK

- ◆ Take a walking break instead of a coffee break.
- ◆ Use part of your lunchtime for exercise.
- ◆ Use the stairs.
- ◆ Do some stretching exercises at your desk.

AFTER WORK

- ◆ Play with your kids or your pets.
- ◆ Garden or do yardwork.
- ◆ Do some light housework.
- ◆ Take a walk or bike ride.
- ◆ Park your car at the far end of a store's parking lot.
- ◆ Exercise while watching TV.



Guilt-free Holidays

If the holidays make you think of mistletoe, freshly baked cookies and gut-wrenching guilt - regroup. Use these tips to let go of the guilt and enjoy the season.

- ◆ **Enjoy the moment.** Take time to notice special moments when true holiday cheer is present.
- ◆ **Don't try to do everything for everyone.** Delegate some responsibilities, such as wrapping or buying gifts, to others. Say no to commitments you don't want to take on.
- ◆ **Allow yourself to indulge in a few treats.** If you eat healthy food most of the time, there's no reason to feel guilt about allowing yourself a few special holiday foods.
- ◆ **Put some traditions on hold.** If you miss them, you can revisit them next year. You may find, however, that the world won't end if you don't bake six dozen holiday cookies.
- ◆ **Be realistic. No holiday is perfect.** There will be good moments and not-so-good moments.



Volume 2 Issue 1

1401 E. Court Street
Flint, MI 48503
Phone: 810.
Fax: 810.
Email:

We're on the Web!
www.mcc.edu/cetl/focus

- The Smart Choice!

UPCOMING WORKSHOPS, SEMINARS, CONFERENCES

NEA's 23rd Annual Higher Education Conference "AFT-NEA Higher Education Summit: Sharing Our Successes, Challenges and Strategies" March 3 - 5, 2006 Orlando, Florida

Mark your calendar and join us for the joint 2006 NEA/AFT higher education national conference, Friday-Sunday, March 3-5, 2006, near Orlando, Florida, at Disney's Contemporary Resort. We invite you to participate in our joint pre-conference sessions on Leadership Day, Thursday, March 2.

Registration Fees

Before 01/15/2006 \$125 for NEA members, Staff or Guest \$200 for non NEA members

After 01/15/2006 \$150 for NEA members, Staff or Guest \$250 for non members

\$100 for Florida residents only

\$35 Leadership Day fee (*for all participants who plan to attend*)

To Register go to: <http://www2.nea.org/he/conf.html>

Conference Hotel

[Disney's Contemporary Resort](#) is located at 4600 North World Drive, Lake Buena Vista, Florida. Single and double occupancy rooms are \$165.00, plus tax. You may call (407)-824-3869, fax (407)-824-3738, or [register online](#). Mention the NEA Higher Education Conference when making your reservations. Cut-off date for hotel rooms at the conference rate is **January 27, 2006**.

Pre-Conference Events

Pre-conference events held on March 1 - 3, 2006 will include the Emerging Leader Academy training and graduation, state affiliate staff training, and Leadership Day activities and NCHE meetings.