Advisory & Research Council Meeting
December 11, 2014

8:30  Breakfast, Welcome

8:50  State of the College and Markers of our Model
Scott Evenbeck

9:10 – 9:30  Overarching Questions
Joan Lucariello

9:30 – 11:20 Concurrent Sessions 1 - 2
Council members will rotate through two concurrent presentations on key aspects of the college, which will foreground specific relevant data and challenges in each area, with Q&A and small group discussion.  20 min for presentation; 20 min for discussion; 10 min for wrap up reflective writing.

Concurrent Session 1
9:30 – 10:20  A:  Summer Bridge
Nate Mickelson, Alia Tyner-Mullings

B:  Rolling out New Programs of Study
Joan Lucariello, Stuart Cochran

10:20 – 10:30  Break

10:30 – 11:20  Concurrent Session 2: A & B

11:20 – 12:00  Council confers
Vic Borden, facilitator

12:00 – 12:00  Council responds to Concurrent Sessions 1 & 2

12:20 – 1  Lunch, discussion
1:15 – 3 Concurrent Sessions 3- 4

1:15 – 2:05 Concurrent Session 3
A: Academic support and retention
   Nicola Blake, Rebecca Walker
B: Assessment & ePortfolio
   Laura Gambino, Elisa Hertz

2:10 – 3 Concurrent Session 4: A & B

3 – 3:30 Council confers
   Vic Borden, facilitator
3:30 – 3:45 Council responds to Concurrent Sessions 3 & 4
3:45 Wrap Up
   Scott Evenbeck

4 – 4:30 Reception with faculty

Overarching Questions

1. Questions for Focus areas
   a. Summer Bridge Program
      i. Why does Summer Bridge have its current form (what’s its theory of change), and how can it be even more effective?
   b. Rolling Out New Academic Programs
      i. Which new programs should Guttman consider adding to its current five?
   c. Academic Support and Retention
      i. How can we provide more effective academic support for underprepared students?
   d. Assessment & ePortfolio
      i. In what ways can we use our assessment findings to deepen student learning? Faculty/staff learning? Institutional learning?
      ii. What does a “next generation” of ePortfolio @ Guttman look like?

2. Which, if any, focus area features or other key markers of the model (learning community-based core curriculum, instructional teams, contextualized basic skills development, peer mentor program) are potentially translatable / transportable to other colleges?
   a. What additional research or evidence is needed?

3. How can we better connect to other national efforts to develop new models?