PALOMAR COLLEGE
Learning for Success

Tutoring Committee Minutes **March 3, 2022**

MEETING TYPE:

X	**Staff**
	Product/Project
	Special

Date: March 3, 2022
Start Time: 2:30 p.m.
End Time: 4:00 p.m.
Location: Zoom

Facilitator: Madan, Nimoli
Recorder: Mario Martinez
Voting Members Present: Barnaba, Ruth; Chauderlot, Fabienne; Feld, Erin; Gutierrez-Aguero, Mireya; Hishmeh, Richard; Hoover, Leah; Manneh, Beatrice; Nguyen, Duy; Towfiq, Fariheh; Van Dyke, Leigh Ann
Voting Members Absent: Farrell, Katy; Horn, Jessica; Nguyen, Duy
Advisory Members Present: Avila, Debra; DeFreitas, Amber; Garceau, Jeannette; Griggs, Melissa; Lecca, Diego; Martinez, Mario; Marquez, Judith; Quintana, Nicolas; Runk, Lourdes; Sangret, Tanya
Guests Present: Anfinson, Cindy; Chakkanakuzhi, Mathews; Murillo, Leticia; Menchaca, Patricia; Salvatierra, Andrea; Zavodny, Anastasia

Agenda Item

1. Announcements:
    1.1. Greetings and Warm-up
        1.1.1. Good and bad of post-pandemic tutoring.
            1.1.1.1. Erin and Nick looking forward to seeing students again. Return to normalcy. Have normal face-to-face interactions.

2. Action Items
    2.1. Explanation of Robert's Rules for Voting-Erin Feld
        2.1.1. Erin proposes we use a simpler way for approving minutes. Taken from Robert's rules for general consent:
            2.1.1.1. "*General Consent.* Business can be expedited greatly by avoiding the formality of motions and voting in routine business and on questions of little importance, the chair assuming general (unanimous) consent until some one objects. It does not necessarily mean that every member is in favor of the motion, but, that knowing it is useless to oppose it, or even to discuss it, the opposition simply acquiesces in the informality. Thus, in the case of approving the minutes, the chair inquires if there are any corrections, and, if one is suggested, it is made: when no correction [or no further correction] is suggested, the chair says: "There being no corrections [or no further corrections] the minutes stand approved." While routine and minor matters can be rapidly disposed of in this way, if at any

time objection is made with reasonable promptness, the chair ignores what has been done in that case even if he has announced the result, and requires a regular vote [See also 48.]"
- 2.1.2. Erin explains that this is in line with other committees at Palomar
- 2.1.3. Robert's rules voted to approve

2.2. Approve February minutes
- 2.2.1. Motioned by Beatrice
- 2.2.2. Second by Leigh Ann
- 2.2.3. Motion carried with no corrections

3. Discussion Items
    3.1. Universal Design Learning-Prof. Van Dyke (45 min)
    - 3.1.1. Universal design in something that they have been using in the DRC.
    - 3.1.2. Leigh Ann present this very informative lecture on this topic. Please refer to all the different slides for greater detail. See Attach. A
    - 3.1.3. Director Shauna Moriarty will have a committee on the universal design and on how to make learning accessible to all.
    - 3.1.4. Universal design for learning provides the opportunity for all students to access, partipate in, and progress in the general education curriculum by reducing barriers to instruction.
    - 3.1.5. UDL is important because it provides a blueprint for flexible approaches that can be customized and adjusted for individual needs.
    - 3.1.6. No single pathway works for every student.
    - 3.1.7. Leigh Ann states that she looks for her students' ability to take in language and numbers, etc. and creates accommodations for them.
    - 3.1.8. The pulling down of ability is what can be considered the disability as well.
    - 3.1.9. Processing numbers or organizing thoughts can be examples of disabilities that students struggle with and may need tutoring for.
    - 3.1.10. At community colleges, students come from diverse backgrounds. For some, English is not their first language.
    - 3.1.11. Examples of universal design: info/materials provided in multiple forms, height-accessible serviced desks, accessible websites, captioned videos, door handles that do not require a grip, diverse individuals featured in publications, choose colors and fonts carefully, large print, offer multiple ways to articiate in programs, use multiple teaching methods, class outlines/notes are available for all students on accessible websites, etc.
    - 3.1.12. Ask students to advocate for themselves
    - 3.1.13. Main principles of UDL: There are three. See Attach. A above.
    - 3.1.14. UDL on campus CAST website. See Attach. A above
    - 3.1.15. Traditional Example vs. UDL Example. See slide 6 and 9.
    - 3.1.16. Instructor will design lecture for multiple learners. See slide 7.
    - 3.1.17. Example having a powerpoint with text and images. The lecture is also made into notes for students.
    - 3.1.18. Examples of creating UDL. See slide 10
    - 3.1.19. Working on providing solutions for example making note-taking for those who need that service in the DRC.
    - 3.1.20. Find some UDL solutions and apply them to tutoring. See slides 11 & 12.
    - 3.1.21. On a separate note, Erin mentions that she was approved to be on the committee, so she is now officially the reading rep on the committee.

3.1.22. As slide 13 states, "It is important to note that you don't need to do everything perfectly on every lesson to incorporate UDL into your classroom. Shifting your mindset is an ongoing endeavor that will happen over time."

3.1.23. Cindy comments that she loves this presentation and learned a lot and thanks Leigh Ann.

3.1.24. Representation: The "what" of learning, Action and expression: The How of learning, Engagement: the why of learning.

3.1.25. Cindy talked about some great UDL strategies.

3.1.26. Leti brought up the point of stress management

3.1.27. The importance of being flexible. The role of a tutor is being similar to being a translator.

3.1.28. Physical space is important. Different furniture.

3.1.29. Tanya shares that one skill that's important especially if you are working one-one-one with them is gauging how you present the material and gauge whether you need to shift gears and recast the information. Example being bringing up a visual or switch gears on a dime.

3.1.30. One of the things they've done in reading is having a blue screen over text. In some cases, it helps with focus. Titling material so. Offering different resources. Not just appicalbe for DRC but all students.

3.1.31. One of the biggest barriers for many students are timed exams which can trigger anxiety.

3.1.32. Nimoli said if Leigh Ann can create a list of ways to check for comprehension.

3.1.33. Leign Ann has an active reading piece for short- and long-term retention and memorization. See Attach. B for learning challenges, mnemonics and memory improving, tutoring students with disabilities and other pedagogical strategies.

3.2. Proposed changes in Tutoring Committee Structure-Anastasia (25 min)

3.2.1. Anastasia had reworked the language of the governance structure. See Attach. C

3.2.2. Reexamining the committee. Discussions with faculty and council structure has changed and with that there's a lot of work on the committee level; i.e., operational level.

3.2.3. Not changing the relationship. Roles, duties, and products were not changed.

3.2.4. Any proposed changes are in red.

3.2.5. Major revision was striking the advisory members.

3.2.6. Additions at bottom of list reflect the addition of classified tutoring reps.

3.2.7. Anastasia showed us the governance structure handbook.

3.2.8. Cindy mentions that it is a living document; we update it as we go.

3.2.9. Erin said that the Reading department is just reading, striking the services part.

3.2.10. Current proposal is to have a leaner committee with regards to voting membership, but we actively encourage many constituents to join and invite them.

3.2.11. Erin says this seems to match the way other committees are set-up, so this looks great.

3.2.12. For the business faculty, not sure if we want it to be changed to faculty at large. Ultimately, group decided to keep it SBS.

3.2.13. Prof. Hoover mentions that Lourdes is the tutor for business for accounting and business.

3.2.14. The group recommends adding a classified tutoring rep from AMBA or having it at large.

3.2.15. Nimoli, Cindy, Erin said that having it at large would be best.

3.2.16. Mario mentions to add ESC to the STAR Tutoring Center representation

3.2.17. Anastasia will add Add: Classified tutoring representive: at-large and add: Faculty SBS/AMBA and will add Include ESC under the: STAR Tutoring Center Faculty/Supervisor (includes ESC, NEC and SEC TLC)

3.2.18. These positions will have a two-year committee cycle

3.2.19. Here is the [Palomar College List of Shared Governance Committees/Councils Membership](#) .

3.2.20. We will bring this up for a vote next meeting. No rush.

3.2.21. Anastasia mentioned that they are trying to cut down on committee memberships; i.e., cut down on bloat.

3.2.22. We can always come to faculty senate to share our voice if needed.

3.2.23. Only the councils have a recorder that's baked in.

Next Meeting:
Thursday, April 7, 2022, from 2:30–4:00 P.M. via Zoom