

# Faculty Spotlight

## Center for Teaching and Learning

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Center for Teaching and Learning

## 2012 Great Teachers: And the winners are...

February brings with it not only the Oscars and the Superbowl but also winners of inestimable importance to the Chabot community: our Great Teacher honorees. Since 2009, Chabot College and the Center for Teaching and Learning have formally recognized some of our many talented faculty across various disciplines. The Great Teacher award annually honors one faculty member from each division for his or her invaluable contributions to our campus and the students we serve. Award winners also attend the yearly California Great Teachers Seminar, their attendance and trip paid for by Title III funds.



Every fall, the CTL asks each dean to nominate a faculty member within his or her division who (1) exhibits personal qualities that promote student learning; (2) prepares outstanding teaching materials; (3) employs especially effective teaching strategies; and (4) demonstrates overall dedication to teaching.

Congratulations to our 2012 Great Teachers! You inspire your colleagues and your students to be winners too.

—Danielle Maze



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## Ramona Silver—Arts and Humanities

Humanities and English Instructor by Dean Gary Carter

Ramona Silver is highly empathetic and creates a student learning environment that respects and encourages individual thinking, individual opinion development, and, especially, practice in critical thinking at the highest cognitive levels.

Ramona produces superb handouts, compelling instructional supplements, and truly exceptional in-class exercises that stimulate her students to make a personal investment in course content and analysis of ideas and concepts—all in an atmosphere of mutualism and group cooperation.

Ramona also is expert at engaging and challenging her students with powerful ideas presented in a compelling way

No student is ever bored in a Ramona Silver class—and many have described her as “the teacher who made me think” and “the teacher who taught us important and valuable ideas that we’ll use for the rest of our lives.”

Without doubt, Ramona is one of the most dedicated and devoted community college instructors it has ever been my privilege to have as a colleague. The word “dedication” does not do justice to her level of commitment to her students, to her dependable and reliable service to fellow staff and faculty, or to her committee work, including serving as Chair of the Committee on Online Learning (COOL). Her long hours, brilliant teaching methodologies, and exemplary work output make her more-than-qualified for the Great Teacher Award.



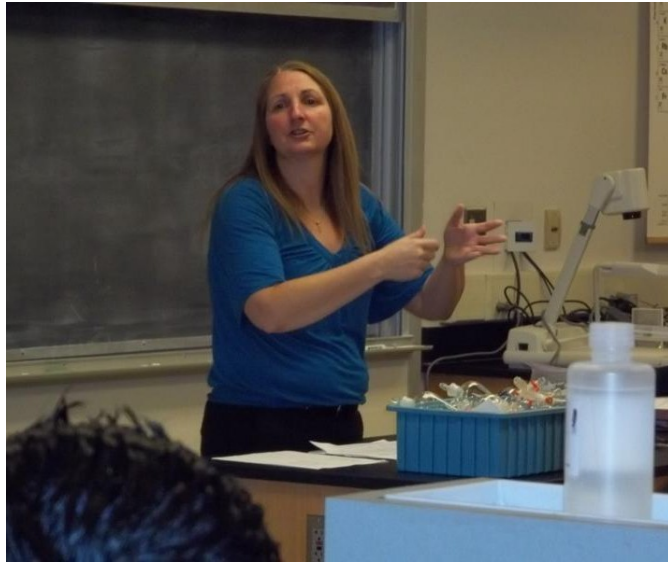
## Donna Gibson—Science and Mathematics

Chemistry Instructor by Dean Tram Vo-Kumamoto

Donna Gibson is an instructor who promotes learning through a myriad of ways.

In the classroom, Donna provides an environment that is welcoming and supports learning through inquiry and continuous improvement. She supports students by helping them learn from their mistakes in a safe and inviting environment.

Donna is always striving to make her teaching material relevant and will make adjustments as needed to meet the needs of her target audience, the students. Even after her many years of service at Chabot, Donna continues to explore professional development opportunities and techniques that will help her enhance her ability to better facilitate learning in her classroom. This past year Donna participated in a training conducted by the Exploratorium to incorporate inquiry-based science instruction. She utilized the knowledge learned to update a couple of the labs in Chemistry 10 to make them more engaging for students.



Outside the classroom, Donna also strives to create an environment that supports student learning. She understands that we can impact the learning environment for students if we build our schedule in a way that facilitates opportunities for students to gather and study outside of the classroom. Therefore, she has been very active in our discussions to do program planning by program versus discipline and is an integral participant in our efforts to rethink how we build our schedule to better support students and their academic pathways.

## Dan Raveica — Applied Technology and Business

Welding Technology Instructor by Dean Thomas Clark

Dedication to teaching can be measured in different ways, especially in the Chabot Technical Programs area. Dan can take pride in his 18 years at Chabot, but he really gathers “rewards” through the curriculum and shop that he has built and maintains. Commitment of weekly hours to maintain and upgrade equipment, replace consumables and organize valid real-world learning experiences, all as a single full-time discipline, exemplifies dedication in quantifiable terms. The success of this dedication equals student jobs and careers. Dan’s desire and ability to stay tuned with industry paves the way for students; last semester his contacts led to hiring students going through the accelerated NUMMI laid-off-workers certificate program, Project Renew.

I’m not sure if Dan’s students realize the huge amount of time invested to maintain and organize their learning environment, but they have recently had a clearer picture as they work within the Measure B renovated weld shop and see the speed at which the machines and support tooling have been made available once the building retrofit was complete.

Dan takes care of details and spends time with each student to ascertain his or her skill improvements in the megamanipulative world of joining materials with molten metal. Procedures and performance are modeled in front of the students to instill those qualities necessary to capture a solid career opportunity.



A Great Teacher? An even better description might be “Super-Human” as you consider the above as well as Dan’s reliable support for shared governance committees, discipline planning/CLO activities, and willingness to assist other programs and college areas with welding and fabrication projects.

## Jane Valley—Health, Physical Education and Athletics Director, Medical Assisting by Dean Dale Wagoner

Jane Valley is a very deserving individual to be honored with a Great Teacher Award. Jane is the director of the Medical Assisting Program at Chabot. She is a one-woman department. She coordinates this program, instructs the bulk of the didactic and clinical portions of the program, and helps facilitate student graduates in job placements as available. Jane does so much more than just teach her courses. She offers multiple opportunities for students to pass clinical competencies outside of the scheduled lab hours. She devotes much of her own time to facilitate and enable student success through extra student practice time in the clinic. Jane handles all the clinical competencies for the 25-30 students who enroll annually in this program.



Jane also supports and manages Chabot's standing in the community as a certified CPR training institute. She has done all of this with very little support from the college. She facilitates the organization and distribution of CPR cards to our adjunct instructors who teach in this area, and to our programs whose students are required to have CPR certification. Jane handles all the organizational and clerical skills required for the College to maintain this certification. This enhances our campus' standing in the healthcare community and facilitates our students' abilities to meet these competencies.

Jane also has shown leadership by being on every single tenure review committee that is requested of her. She has been a voice in the Senate in the past, and is highly respected by all of her peers.

## Gail Johnson-Murphy—Psychology and Counseling Counselor/Instructor by Dean Matthew Kritscher

Ms. Gail Johnson-Murphy has been a Counselor and Instructor at Chabot College for over 30 years and has counseled and taught in a variety of courses and settings, including the popular PSCN 15: College Study Skills and PSCN 25: Transition to College, which have helped so many of our students lay the groundwork for academic success.

Over the course of her illustrious career, Gail has led workshops on career and transfer planning, facilitated group program planning sessions, counseled students in the "Help Zone" during peak registration, served on the Dean's Advisory Council, and participated in the Faculty Intervention Program. Gail has also served on the Transfer/Career Center Advisory Committee, Staff Development Committee, and a special statewide committee on Historically Black Colleges in which she was part of a team that visited the White House to establish better relations between these institutions and the California Community Colleges.

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Gail has been equally involved in the community, including serving on the Board of Directors for the McCoy Children Home in Hayward, membership with the Black Adoptions Research Agency, Jack and Jill Inc., Alpha Kappa Alpha Sorority, the Highland Hospital Foundation Auxiliary, and as Chairperson of the Dr. Herbert Guice Christian Academy Board of Directors.



On top of her academic, counseling and community-based accomplishments, Gail's consistently positive, friendly, and can-do professional style is a model for the division and the college as a whole. Many students have continued to ask for her, even into her retirement, as she fills in during the most needed times for students as a counselor emeritus. For these reasons and more, I highly recommend Gail for this year's Great Teacher Award.

## Andrew Pierson—Social Sciences Psychology Instructor by Dean Susan Sperling



Dr. Andrew Pierson Joined the Psychology Program in Social Sciences in 2006, and his impact upon students, his program, the division, and college has been profound. He is a highly regarded teacher, combining the rigor of a scientist and scholar with a great interest in his students' ability to learn. He is able to brilliantly situate psychological theory in the lived experiences of his students.

Among his many accomplishments, Andrew has enhanced the use of technology in psychology classes and developed a challenging online learning component for his program. He has worked assiduously with interdisciplinary colleagues to develop effective strategies to support the basic skills and habits of mind that support student learning. The threshold to his office is well-worn by students and colleagues seeking his wisdom, support, and candor when confronting difficult issues; he is always engaged.

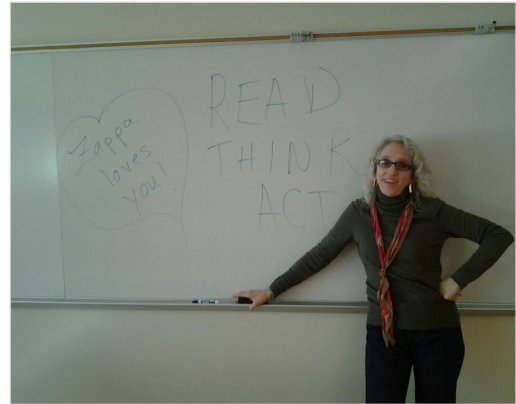
Dr. Pierson has an extraordinary ability to parse problems and to develop solutions, and his wit, both inside and out of the classroom, is justifiably famous. It is almost impossible to come away from a discussion with Andrew without learning something new about oneself.

# Stephanie Zappa—Language Arts

English Instructor by Kristin Land and Clara McLean (English Department)

Stephanie's contributions to our department and to Chabot are almost too numerous to name. We cannot think of another colleague so deserving of this recognition.

She has served, at one time or another, on virtually every college-wide governing committee; headed the WRAC Center and tutor training for a number of years; was instrumental in developing and growing Chabot's service learning program through its crucial early years; and has stood on several hiring committees and mentored many new faculty. She has been a leader in the creative writing program and on the English electives committee, bringing her gifts to such courses as U.S. Women's Literature, Shakespeare, Evolution of the Black Writer, the creative writing series, and of course our core Basic Skills and composition sequence. She models dedication as a writer by continuing to produce creative works throughout her tenure here, and by participating in on-campus readings. She is an outspoken member of the department who has been instrumental in bringing the department into productive dialogue. Stephanie was the driving force behind several English department retreats this year at which we accomplished enormously useful work on our English Department Philosophy and Teaching Practice. She is now leading the way to making that work available on the internet, so that both new and long-time instructors here will be able to access ideas, activities, syllabi, texts, exercises, and the fundamental philosophy that unites us as the largest department on campus.



An inspired teacher and writer, Stephanie holds her students to the highest of standards and dedicates herself to making sure they meet them. Her former students always speak highly of her classes (and often opt to repeat them) because she selects engaging materials that allow students to interact with complex ideas. She patiently makes time for all her students, invites inquiry, and offers a supportive environment for students to develop as critical thinkers. In her accelerated English 102 course, she paces the assignments in such a way that students find room to latch onto materials and accelerate forward, surprising themselves with their capacity. The California Acceleration Project recently featured a detailed analysis of Stephanie's classroom practice in an online article that will be distributed to colleagues throughout the state.

Last semester, in my [Clara McLean's] U.S. Women's Literature class, students had to do presentations on a woman whom they admired who had been a major influence in their lives. Two students chose Stephanie Zappa. In their reports, both described Stephanie as the teacher who had most profoundly influenced them, inspiring them to love English and to continue their studies when they had had real doubts about whether to continue in college. Both of these students are now thriving at Chabot, tutoring in the WRAC center, taking a variety of Language Arts classes, and planning to transfer. Stephanie is the kind of teacher who changes lives.

It is not just her students whom Stephanie supports. She is a true leader within the English Department. Her door is eternally open to colleagues, whether established or new hires. Her own humble mindfulness provides a sense of calm for the entire English Department even during the chaotic changes community colleges face today. Under her gentle leadership -

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which often flies under the radar because it is so collaboratively rooted - she intuitively understands how to educate and empower, how to tease out an individual's strengths and capitalize on the human desire to live in a just and hopeful world.

Stephanie has touched more lives than she or we will ever know. She truly deserves this award.

## ESL Small Group Tutoring FIG

by Kent Uchiyama and Danielle Maze

During the past two semesters, English as a Second Language instructor Kent Uchiyama conducted training for small group tutoring, including setting up pilot sessions for reading and writing groups at the ESL 110a and 110b levels. According to Uchiyama, "We collected short satisfaction surveys from the student attendees each semester, and the response was quite positive. The tutors also completed a short form summarizing and evaluating each session, and they too felt that the sessions went well."

Despite these initially encouraging results, he notes that "Attendance quickly dwindled and then dried up all together. The tutors and I discussed the situation, and we came to the consensus that there isn't a demand for group tutoring." Uchiyama outlines the probable reasons for this:

"The schedule for group tutoring is far less flexible than for individual tutoring. If a student wants to work with a tutor on a grammar point or a reading assignment, it's usually easier to meet with a tutor individually than to take part in a small group session.

The regular drop-in tutoring provided at Chabot for ESL allows students to receive more individual attention than a small group session can provide.

For a tutoring group to continue, at least some members must commit to attending regularly. Drop-in tutoring requires no such commitment: A student comes only when he or she feels in need of help."

Nonetheless, FIG members did discover some benefits to small group tutoring. Uchiyama says among their conclusions was that "Small-group tutoring is a more efficient use of tutor hours, and it allows the tutor to use the dynamics of the group to enhance learning. However, it doesn't seem likely to take off as long as we leave the choice to students; from most students' points of view, it's simply easier to go to a drop-in tutoring session."

He observes, "Small group sessions might be more viable if the instructor counseled particular students to attend for extra support. At present, this doesn't seem likely to happen."

Uchiyama says that as the small group sessions were being scheduled, ESL faculty were asked via email if they would like a dedicated tutoring group set up for students in their classes. The idea was that these groups could focus specifically on the work being done in a particular class each week. However, Uchiyama notes that there was not much demand for such groups. "Since instructors can always refer students to individual tutoring sessions, they may not see a need to set up group sessions for their class," he explains.

At present, the ESL department is discussing adding a lab component to some of their courses, and Uchiyama believes that "It may be here that small group tutoring will find a place in our program. If

students could regularly meet together outside of class to work on reading, writing, or grammar assignments with the guidance of a tutor, it could reinforce and enhance our students' language learning.”

## Online Tutoring FIG Update

by Danielle Maze

With funding from Title III, Committee for Online Learning (COOL) member and English instructor Michael Langdon has led a FIG since Spring 2010 that has implemented a pilot program of online tutoring for students enrolled in both face-to-face and online courses: on-campus and online sections of History 7 taught by Michael Thompson, online sections of English 4 and 7 taught by TJ Puckett, and Wanda Wong's Business 92 course.

Langdon comments, “Because the learning needs of online students are so similar to the learning needs of our on-campus students, and because our on-campus students might also seek online tutoring, we decided that our online tutoring program should be as similar as possible to on-campus tutoring.” COOL Chair Ramona Silver (Humanities and English) notes that, “To better meet the needs of our many working students, we made sure that online tutoring was offered at more convenient times during evenings and weekends.”

The software used for the pilot is a free program called CCC Confer ([www.cccconfer.org](http://www.cccconfer.org)), a system of remote communication funded by the California Community Colleges Chancellor's Office and available to all of the state's community colleges. English instructor and FIG participant TJ Puckett comments that CCC Confer provides “a virtual conference room that the student and tutor can both log into. It enables them to use voice communication—something our students interested in online tutoring had requested—and there's even a virtual whiteboard to write on.” Prior to the start of the FIG, Business instructor Jan Novak had surveyed online students and found that 65% of those she surveyed preferred that online tutoring occur in real-time and with voice communication.

The online tutoring pilot was deemed a success overall, but Langdon says that more exploration is needed: “We had tested a system of online tutoring in only three classes and over only two semesters. Each phase of the experiment led to new questions and new ideas that we wanted to test, but we didn't have an opportunity to put any of these new ideas into practice. For instance, we agree with [tutor and learning assistant] Eric Heltzel that online drop-in WRAC tutoring is an idea worth exploring. We are also interested in setting up an online version of either English 115 or General Studies 115, with both student-tutor and student-instructor interaction taking place through CCC Confer. We would still like to experiment with asynchronous discussion board tutoring, and this type of tutoring might be offered as part of an online 115.”

Langdon also notes the need to raise student awareness of various tutoring services. “We've also concluded that we need to do more to promote tutoring services, including online tutoring services, since so few students seem to be taking advantage of the services that Chabot offers. Ramona Silver has also proposed using social media such as Facebook, Twitter, and so on to help promote online tutoring services.”

Another challenge is a lack of adequate facilities or staffing. However, according to English instructor and Learning Connection Coordinator Deonne Kunkel, “There are plans in the new design for Building 100 to have facilities devoted to online tutoring,” and expanded online tutoring services will be up and running once that building has been revamped.

# Online Counseling Services Improve Access

by Danielle Maze

Counseling Dean Matt Kritscher recently gave the CTL an update on how the Title III-funded projects in his division have improved Chabot students' equity of access to much-needed Counseling services while saving on costs in the process. For the Fall 2010 semester, through December 14, students on academic probation were able to submit their success contracts online for review and approval by counselors.

Dean Kritscher described how this venture has increased student access points: "Many students have difficulty getting to campus for a face-to-face appointment with a counselor, for whatever reason. For those with young children, sometimes getting a babysitter is harder than any other hurdle. Others work odd hours." He continued, "By allowing students the opportunity to submit these contracts online, we've even been able to provide access to a counselor during holiday breaks, which may be the sole access [time] for some students."

Kritscher notes that so far over 100 students have taken advantage of the opportunity to submit their contracts for success online: That has allowed for 20% more Chabot students to turn in their contracts versus using solely the traditional method of face-to-face appointments. He is pleased with the pilot program's success thus far and says that Counseling staff "will be looking at it during our annual program review in the Spring before making a final decision as to whether [the online method] will be continuing."

## CTE-ESL Courses for Project Excel Students

by Hisako Hintz, Kurt Shadbolt, and Danielle Maze

Learning a new language is always a challenge, and for students learning technical subjects in that language, especially when similar technical terms may not exist in their native tongue, it is even harder. To address these issues, for the last two semesters Chabot has offered a CTE-ESL program consisting of two half-unit, eight-week ESL courses, ESL 149 M and N, specifically for ESL students who are participants in Project Excel, which is funded by a TRIO grant. These students are enrolled in Chabot's Automotive Technology and Machine Tool programs, mainly the former.

According to Kurt Shadbolt, an instructor in Automotive Technology, "The CTE-ESL program supporting technical classes has made a noticeable impact on the students' performance in the automotive classes. The automotive industry, like many others, employs a large number of people from different backgrounds, but information is rarely available in any language other than English. This requires a sufficient level of reading, math, verbal skills, writing competency, and the ability to apply all of these to remain successful in the workplace."

Shadbolt continues, "We have seen direct improvement in students' ability to understand instruction both verbally and from written materials. The assignments completed by students show improvements in writing and comprehension of the course materials, along with improved verbal skills when conversing in English. Most importantly, their ability to apply all of these skills to hands-on tasks is what we recognize as their greatest improvement."

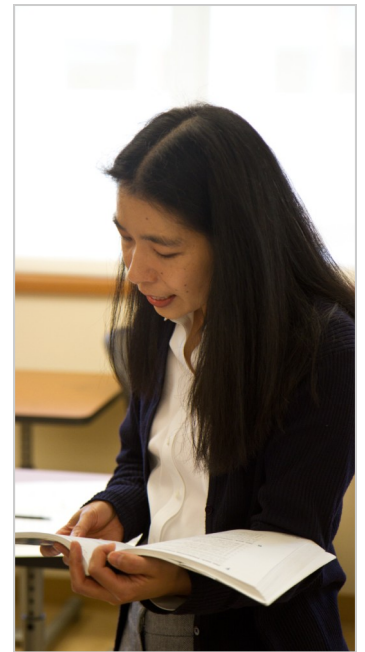
ESL instructor Hisako Hintz observes, "The students think the ESL classes are very helpful. They have shown mastery of both academic and CTE-specific vocabulary, enhanced clarity of grammar, and improved reading comprehension skills, as demonstrated through quizzes and discussions." She adds that several students also "developed a joy of reading and sharing what they have learned [in the classes]."

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Hintz notes that “[Applied Technology and Business] Dean Thomas Clark and ATEC instructors such as Mike Sherburne and Kurt Shadbolt see the value in these courses and have been very supportive by providing automotive resources, answering my CTE-related questions, and holding a Study Group with [the assistance of] advanced ATEC students for the students enrolled in ESL 49 M and N.”

Unfortunately, due in part to a cut in the TRIO grant, the future of the program is uncertain. Despite the demonstrated successes of the courses so far, they will not be offered this semester and may not be offered in Fall 2012. However, in Fall 2013 the program will probably offer two sections of ESL 128 for Project Excel students. ESL 128 is a faculty-student tutorial, which provides self-paced, individualized instruction in the Language Center. Hintz says, “Along with Lisa Ikeda, who is my partner and the academic learning support co-coordinator, I hope to continue providing support to CTE-ESL students through ESL 128, as well as through a Study Group and a Conversational Group.”



ESL instructor Hisako Hintz

## Reading Apprenticeship Program Update

by Danielle Maze

Chabot faculty and Reading Apprenticeship (RA) Regional Leaders Cindy Hicks (Emerita, English) and Patricia Wu (Biology) facilitated on-campus training in September, October and November of last year for Chabot faculty.

Reading Apprenticeship coordinator and History and Social Sciences instructor Jane Wolford also presented a session on RA with five of her former students at the Strengthening Student Success Conference in Burlingame in October. The session was well attended and very well received. Earlier this month, Wolford and Hicks attended West Los Angeles College's Leadership Retreat, with Wolford presenting a session on her use of RA in History classes and Hicks presenting a session introducing participants to the RA approach.

Wolford also reports that Chabot will be featured in the new edition of *Reading for Understanding* (published by Jossey-Bass in conjunction with WestEd) in a "Classroom Close-up" vignette that addresses teaching reading across disciplines using RA. The piece focuses on Wolford's use of RA in her history classes.

A follow-up workshop for RA-trained instructors will be held this semester. Wolford explains: “Those who have been fully or partially trained in the RA approach will be invited to attend a one-day workshop to discuss how they have implemented, or whether they have been able to implement, RA in their classrooms. The goal is to help instructors work through the initial problems that come with incorporating a new pedagogical tool into their classrooms.” Interested faculty should contact her at [jwolford@chabotcollege.edu](mailto:jwolford@chabotcollege.edu).

# New FIG Opportunity: Civic Responsibility

by Sara Parker and Danielle Maze

Many reports have highlighted the national decline in civic engagement over recent decades. According to Chabot Political Science instructor Dr. Sara Parker, “A report published by the Public Policy Institute of California noted sizable differences in civic participation associated with race and ethnicity, immigrant generation, and language use. The authors of the report concluded that the dramatic racial and ethnic shifts occurring in California might worsen rates of civic engagement, thereby aggravating problems such as economic and educational inequality. Furthermore, related research has identified a direct relationship between civic learning and civic activities such as voting, volunteer community service, and political action. A National Conference on Citizenship Report suggests that civic health also affects economic resilience, as the factors that create jobs strongly correlate with civic engagement.”

Civic responsibility is one of Chabot’s college-wide learning goals, encompassing the dual aims of “developing an informed citizenship in a democracy (cultural, economic, historical, political) and promoting the development of values, integrity, and ethical behavior.” Parker notes, “While preparing students for transfer, success in the workplace, and the variety of other goals students have, we help them become more informed citizens who are capable of participating in the civic and political life of their communities.”

Perhaps evidencing these trends, Chabot student satisfaction surveys in 2009 showed that only 12% of Chabot students “participated in campus clubs, student government, or intercollegiate sports,” down from 15% in 2007 and 13% in 2003. Only 14% of students said that they had “serious conversations with students of different religious beliefs or political opinions,” down from 18% in 2007 and equivalent to 14% in 2003.

A survey of just over 300 students on Civic Engagement conducted by the Office of Institutional Research and Political Science in spring 2011, revealed that only 7% of students described their own level of community involvement as “very involved,” 13.4% felt they were “moderately involved,” 29% “somewhat involved,” and 38% “not very involved.” Encouragingly, 57.9% of students either agreed or strongly agreed that Chabot faculty “publicly encourages the need for students to become involved citizens.”

Of students who completed the Civic Engagement survey, 75.8% had never emailed or written to an elected official, and only 14% had ever participated in a campus election at any college. Students in the survey (by percentage) identified the following as “essential” aspects of life: working toward equal opportunity for all citizens (46%), finding a career that provides the opportunity to be helpful to others and/or useful to society (44.8%), being well off financially (38%), becoming involved in a program to improve my community (25%), voting in every election I am eligible to (25%), volunteering my time helping people in need (24.8%).

When asked whether or not they had a strong attachment to their community, 6% of students surveyed strongly agreed, 27.2% agreed, 38.5% neither agreed nor disagreed, 19.7% disagreed, and 8.4% strongly disagreed.

“These results suggest the potential for great discussions around these issues,” says Parker. “During spring semester 2012, participants in a Faculty Inquiry Group (FIG) will assess how and to what extent Chabot students are successfully learning about civic responsibility. As a political scientist, I think about this question a lot but from a perspective shaped in part by my discipline and training. Across the campus faculty integrate civic engagement, a focus on community, and social justice issues into their curricula uniquely and regularly. The Civic Engagement FIG will provide an opportunity for cross-disciplinary conversations where we can share and exchange ideas about the value of civic education in higher education generally, as well as at Chabot.”

## Upcoming CTL Events: GIFTS Seminars

Each month during College Hour, the Center for Teaching and Learning will be hosting a GIFTS seminar. Adapted from Patti Keeling's New Faculty Seminars - Great Ideas for Teaching Stuff - this is a time for faculty to see each other's best teaching moments. Students were asked to nominate instructors who go above and beyond in their classroom, who provided them with an "aha!" learning moment, or who had used a teaching technique or assignment they found particularly inspiring. In Fall 2011, we enjoyed GIFTS from Debra Howell (Biology), Richard Cartwright (English), Begoña Cirera (Health), Jon Palacio (Music), Keary Kensinger (Humanities), Caren Parrish (French), and Patricia Shannon (Religious Studies). Below are the faculty who will be sharing their GIFTS with us this term:

*February 23, 2012*  
Veronica Martinez - Tutoring

*March 22, 2012*  
José Alegre - Mathematics  
Aldrian Estapa - Psychology  
Francisco Zermeno - Spanish

*April 26, 2012*  
Homeria Foth - English  
Allison Golde - Computer Application Systems

Please see the Center for Teaching and Learning website for more information and specific locations: [www.chabotcollege.edu/learningconnection/ctl](http://www.chabotcollege.edu/learningconnection/ctl)

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The goals of the Center for Teaching and Learning are to:

- Provide professional development that inspires, nurtures, and rewards faculty and staff efforts to achieve their desired level of teaching excellence;
- Assist instructors and programs in solving current teaching and learning problems;
- Assist and support instructors in choosing issues which, when explored, show promise to achieve greater student engagement, success, and persistence.
- Provide a forum for sharing inquiry project findings, innovative practices, and developmental experiences.

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