

WEBVTT

1

00:00:02.010 --> 00:00:09.090

Melanie Harris: So I am excited to announce our presenters today for the national organization for students access.

2

00:00:09.660 --> 00:00:19.770

Melanie Harris: Denise Lu Han is the President of Nice and then glynis mullens is or the secretary of Nos um, and so I want to thank you both so much for joining us today.

3

00:00:20.070 --> 00:00:30.030

Melanie Harris: I linked, or you can see the website on the screen here i'll also drop it in the chat box, so that we can all stay connected and so i'll turn it over to Denise and glynis.

4

00:00:31.440 --> 00:00:40.590

Denise Lujan: hi everyone it's so nice to be here and I just want to take a moment and say thank you to Melanie for setting all of this up and to.

5

00:00:41.310 --> 00:00:54.210

Denise Lujan: Complete college America and brand importance for inviting us to come and speak and my name is Denise unkind and I am the director of the entering student experience at the University of Texas at El paso.

6

00:00:54.750 --> 00:01:03.540

Denise Lujan: And I have been at you tip for 20 years i've been in higher education about 22 years and i'll let glynis introduce yourself.

7

00:01:04.500 --> 00:01:12.150

Glynis Mullins: hi i'm Linda samoans welcome everybody is good to have you spend a little bit of your afternoon with us and we greatly appreciate it.

8

00:01:12.570 --> 00:01:21.120

Glynis Mullins: And again, thank you Melanie for all your help and getting us set up, we really appreciate it they've been so wonderful to host us today.

9

00:01:21.720 --> 00:01:31.170

Glynis Mullins: But I am glynis my lens I am at Pitt Community college in greenville North Carolina I am the instructional coordinator for our developmental math department.

10

00:01:31.770 --> 00:01:41.130

Glynis Mullins: But our department is development and education and academic support and i've been at Pitt probably about 20 plus years now, too, so love, what I do.

11

00:01:43.320 --> 00:01:54.330

Denise Lujan: I love, what I do as well and helping students is one of our most didn't it, you know it's a primary driving force for me is figuring out how to help.

12

00:01:54.330 --> 00:01:58.140

Denise Lujan: Students, and when brandon contacted contacted us.

13

00:01:58.200 --> 00:02:12.540

Denise Lujan: To give this presentation he really talked about academic support but active academic support so glynis and I really kind of sit down and we talked about what that really meant to us next slide please.

14

00:02:13.020 --> 00:02:18.630

Denise Lujan: And we thought that the first thing that we really wanted to talk about was the word active.

15

00:02:19.230 --> 00:02:30.480

Denise Lujan: Because we can have academic support, but not always, is it active and we wanted to really discuss that just a little bit, and you know and define it and your active really means.

16

00:02:31.050 --> 00:02:40.170

Denise Lujan: movement or action it's being engaged in an action or activity it's requiring the expenditure of energy.

17

00:02:40.800 --> 00:02:51.720

Denise Lujan: And it's pursuing the activity at a particular place in a particular way, and what that really means to me is that it is purposeful it is intentional.

18

00:02:52.140 --> 00:03:06.900

Denise Lujan: And we as instructors and as faculty and staff working with students, it is with intent that we design programs that help students be successful next slide.

19

00:03:15.510 --> 00:03:16.470

Denise Lujan: Oh you're muted.

20

00:03:19.350 --> 00:03:19.800

Glynis Mullins: Now right.

21

00:03:21.060 --> 00:03:26.010

Glynis Mullins: Now so i'm going to talk a little bit about academic support, I guess, I will kind of worried that the norm.

22

00:03:26.760 --> 00:03:36.060

Glynis Mullins: And what that is but programs and strategies used to increase academic achievement and social emotional skills, students, particularly for students who may.

23

00:03:36.390 --> 00:03:47.760

Glynis Mullins: be at risk, and so, of course, this is going to include our Tutoring our academic support centers or services, I even think library library services.

24

00:03:48.210 --> 00:03:58.290

Glynis Mullins: Distance learning on departments all those things you know cut right along with to and provide academic support our success courses, of course, we have our.

25

00:04:01.650 --> 00:04:09.630

Glynis Mullins: I don't know if there's 189 but you know you get my drift learning communities neighborhoods all those key things that.

26

00:04:10.320 --> 00:04:20.970

Glynis Mullins: are important, and then we have advising and counseling services, which you know I always say is the heartbeat you got to make sure that we're advising and counseling our students on a regular basis.

27

00:04:21.330 --> 00:04:28.350

Glynis Mullins: At TVs and programs designed to engage students with career options, so we have a career services area.

28

00:04:29.130 --> 00:04:36.570

Glynis Mullins: That where we doing assessments do an assessment to kind of identify what career goals, they should set or what they're thinking about.

29

00:04:36.900 --> 00:04:48.750

Glynis Mullins: balcony and peer mentoring programs, which I think is always a good thing, because mentoring, is just one of those things that we need and peer mentoring, especially in, especially when you think about students.

30

00:04:49.110 --> 00:04:59.640

Glynis Mullins: And then individualized personal career and academic counseling so that just kind of sums up the programs and the strategies that we're normally associated with.

31

00:04:59.970 --> 00:05:10.500

Glynis Mullins: Probably our most of all of our campuses have pretty much all of the services and programs or are working towards getting more of the next slide.

32

00:05:14.250 --> 00:05:22.440

Glynis Mullins: And so, when you put that active academic support and add the active on to it, then again like the Nice and it becomes purposeful.

33

00:05:23.100 --> 00:05:31.560

Glynis Mullins: engagement on the interaction with students to ensure that they are academically and socially successful.

34

00:05:32.220 --> 00:05:39.120

Glynis Mullins: And so we when we discuss and one of the things coming at it, we thought about it and coming at it at a different approach.

35

00:05:40.110 --> 00:05:54.810

Glynis Mullins: Especially in this day and time when there's so many things around us that are just you know not not some things are not in a good place right so more importantly active academic support will still from a culture of care.

36

00:05:55.290 --> 00:06:04.350

Glynis Mullins: And a place of compassion and just to reiterate, on that, I think that you know as we go through this presentation we will talk so much that intentional.

37

00:06:05.070 --> 00:06:19.170

Glynis Mullins: Word will come up quite a bit purposeful will come up quite a bit, but just identify what we want to try and do is just identify what that culture of care should look like and then, when we come from a place of compassionate what does that mean.

38

00:06:21.420 --> 00:06:24.450

Glynis Mullins: So I will at least start with cultural care.

39

00:06:26.160 --> 00:06:33.570

Denise Lujan: You know, when we started really we look at the Environment today and with the online and the pandemic and students really.

40

00:06:34.200 --> 00:06:43.500

Denise Lujan: you're reaching wanting to have a connection with people you know today more than ever, students can find the content on their own.

41

00:06:43.830 --> 00:06:55.470

Denise Lujan: They have the Internet there's so many systems out there that can help them with their work, what they struggle to find is actually someone who will listen and offer feedback.

42

00:06:56.010 --> 00:07:13.950

Denise Lujan: Students can't readily find someone who will care about them as learners it is that human connection it is that, knowing that someone cares about me that I matter to them that what I do and how i'm doing in the classroom matters to them next slide.

43

00:07:16.680 --> 00:07:29.580

Denise Lujan: So culture of care is a theory that says, schools and workplaces should put more importance on relationships than curriculum and I think that's an important.

44

00:07:30.360 --> 00:07:37.620

Denise Lujan: Your area and topic that we all need to address, because it is that human connection students are striving for that human connection.

45

00:07:38.010 --> 00:07:49.980

Denise Lujan: And there's a lot of benefits when you start working with students, one on one and you really start connecting with them one on one there's a lot of benefits that can be had and.

46

00:07:50.460 --> 00:07:58.680

Denise Lujan: It really does help the students become successful some of those benefits are that it allows us to see the whole student.

47

00:07:59.070 --> 00:08:14.580

Denise Lujan: Once you build that connection, and you build that relationship, you can have a conversation with them, you know that hey I have to work from three to 11 and it's hard for me to do homework, I have children, I have a.

48

00:08:15.180 --> 00:08:25.560

Denise Lujan: grandmother that i'm having to take care of i've been kicked out of my house, you know I you really get to see what is happening in the student's life.

49

00:08:25.920 --> 00:08:38.910

Denise Lujan: And that allows us to demonstrate that we care about students and their well being it's being able to have that connection and and know that that the students sitting in my class is.

50

00:08:39.330 --> 00:08:51.000

Denise Lujan: there's a lot more to them than just the students in the class and just about the content, I to be able to help them be successful, I really have to get to know the students on a personal level.

51

00:08:51.930 --> 00:08:57.270

Denise Lujan: It helps us understand and address the non academic needs of students.

52

00:08:57.690 --> 00:09:08.280

Denise Lujan: my previous career was actually in developmental education, and I say previous because i've got a new job at you tip right, but I was the director of developmental math and we had a saying.

53

00:09:08.730 --> 00:09:15.210

Denise Lujan: For years, always it was our students are placed into developmental for far more than just the content.

54

00:09:15.690 --> 00:09:28.710

Denise Lujan: and finding out what prevents them from being successful and then helping them find solutions for their barriers is really an important part of them being successful.

55

00:09:29.160 --> 00:09:47.850

Denise Lujan: In their developmental course but also transitioning to college it's a it I think it's a do you have with, especially with underprepared and students at risk first generation low income it's really important to identify what are their unique barriers.

56

00:09:48.930 --> 00:10:05.880

Denise Lujan: And then, helping them solve it, but it also helps us design and provide services focused on helping the students academically emotionally and socially, and I think the key here is that we cannot ignore that emotional the social aspect of it.

57

00:10:06.900 --> 00:10:18.690

Denise Lujan: Those play a large part of who we are, as people, and we have to appreciate it respective respect other different opinions respect the culture that students come from.

58

00:10:19.320 --> 00:10:30.900

Denise Lujan: In order to have that academic success, one of the things that we have done in in again in developmental math is we, we have always had students that have just.

59

00:10:31.530 --> 00:10:43.770

Denise Lujan: almost completed all of the work and they're right there but they would fail because they didn't complete 100% of their work and what we did, probably.

60

00:10:44.280 --> 00:10:59.910

Denise Lujan: No problem about eight years ago was we decided that it wasn't there for them to do that much work but not get you know not really get to move forward, so we created what we call an extender Program.

61

00:11:00.630 --> 00:11:07.740

Denise Lujan: Which is two weeks after this semester is over, and those students who have put in a substantial amount of work and who have.

62

00:11:08.130 --> 00:11:19.530

Denise Lujan: Almost almost completed the work they get to go into this two week program and then and it's after the Semester is over, and they have to come every day for three hours.

63

00:11:20.160 --> 00:11:34.980

Denise Lujan: And they are only focused on finishing their developmental math and it is one of the most successful programs that we have ever done because it allows those students to complete their work and the gratefulness and the appreciation.

64

00:11:35.790 --> 00:11:58.620

Denise Lujan: That we received from those students is actually unbelievable and it's being able, as faculty and staff it's being able to design programs that help our students in the in this area in this space where they are and that's what a culture of care moves to us next life.

65

00:12:01.050 --> 00:12:15.930

Denise Lujan: More importantly, when we build these relationships and we institute our build those connections it if your student success because they know I matter Laura rendon speaks.

66

00:12:16.440 --> 00:12:26.250

Denise Lujan: So well to validation and students want to know that they are validated that they are important parts of the Community, that they are.

67

00:12:26.700 --> 00:12:39.660

Denise Lujan: You know that what they think is matters, and I think as faculty and stuff, it is our job and our our purpose we all love higher education that's why we're here, and it is our purpose to help students.

68

00:12:40.200 --> 00:12:49.560

Denise Lujan: But not only but building those relationships it impacts, the students sense of belonging and I think when a student feels like they belong, and they.

69

00:12:50.340 --> 00:12:57.000

Denise Lujan: are appreciated and valued, they have a much higher chance of being successful in our classes.

70

00:12:57.630 --> 00:13:05.130

Denise Lujan: It builds trust with students it knows that they're in a safe space that there you're there to help them, you know, I think, with our.

71

00:13:06.060 --> 00:13:18.180

Denise Lujan: With our faculty I think we have to make sure that we understand that that trust is critical that we have to have a two way street, that the students must know that they are in a safe space and they can.

72

00:13:19.020 --> 00:13:29.100

Denise Lujan: You know, bring up issues that they're having But that also means are part of the trust is that we have to demonstrate empathy.

73

00:13:29.550 --> 00:13:41.010

Denise Lujan: So that when we know that there's a student who is got some medical crisis, and they are missing a test, we have to understand that we.

74

00:13:41.430 --> 00:13:52.560

Denise Lujan: That we can be flexible and help that student and I always think of putting my self and in the students shoes and I have had you know multiple.

75

00:13:53.070 --> 00:14:01.230

Denise Lujan: things that have happened, you know we all have we have kids in sports that get broken ankles and you have to go take them to the doctor that kind of thing.

76

00:14:01.740 --> 00:14:18.570

Denise Lujan: um we, we know that as faculty we have the the ability to go handle that crisis and come back to work, we want to make sure that, as in a culture of care that we allow students and let students do that as well.

77

00:14:19.650 --> 00:14:20.160

Denise Lujan: Next slide.

78

00:14:24.420 --> 00:14:28.800

Glynis Mullins: So i'm going to talk a little bit about compassion course um.

79

00:14:29.880 --> 00:14:41.430

Glynis Mullins: And so, one of the things that we discussed was on that pedagogical approach that includes or involves recognizing students are unique human beings.

80

00:14:41.820 --> 00:14:50.220

Glynis Mullins: and making sure that that classroom environment um comes from a perspective, other than once on so, meaning that.

81

00:14:50.460 --> 00:14:58.080

Glynis Mullins: When we are thinking in terms of this that's the Community, you know that's to me the Community college motto or.

82

00:14:58.380 --> 00:15:04.290

Glynis Mullins: You know, saying you know we even have us and meet all of our students, where they are and that that that.

83

00:15:04.680 --> 00:15:18.540

Glynis Mullins: But we have to be able to appreciate, where they are recognize where they are where they're coming from, we have to appreciate what they're going through we've got to keep that in mind, that they are going to go through things.

84

00:15:19.770 --> 00:15:25.530

Glynis Mullins: And I also believe that we have to respect their that they have their own unique journey they.

85

00:15:25.890 --> 00:15:36.330

Glynis Mullins: We their journey is not engine and even though we are falcon do we are in the registrar's office or we're in tasks or tutorial administration.

86

00:15:36.630 --> 00:15:47.490

Glynis Mullins: We still have to have some compassion, so we still have to understand that students are going to have their own unique journey and what can we do to help them get through that journey.

87

00:15:48.330 --> 00:15:56.970

Glynis Mullins: We also know that compassionate provides the opportunity to connect with our students in a meaningful and transformative way.

88

00:15:57.780 --> 00:16:05.250

Glynis Mullins: Personal connection think you know Denise said that stress on that that personal connection is vital so important.

89

00:16:05.940 --> 00:16:17.880

Glynis Mullins: You know I even was in a conference attended something, and it was like a must have you gotta have it, you know be intentional about building some great relationships with your students.

90

00:16:19.200 --> 00:16:25.620

Glynis Mullins: And even when you are in leadership, you know still building those relationships with the people that you work with.

91

00:16:25.890 --> 00:16:38.130

Glynis Mullins: It only trickle down to the people that were serving if everybody is having great relationships, it is going to trickle down to everyone right and then foster i'm.

92

00:16:38.700 --> 00:16:49.140

Glynis Mullins: Finally, just foster an opportunity to connect with our students provide put things in place where we are connecting with our students.

93

00:16:49.800 --> 00:16:54.750

Glynis Mullins: And then lead compassionate leads to a richer and more effective course delivery.

94

00:16:55.710 --> 00:17:13.560

Glynis Mullins: Maybe not even course delivery, but just in general, whatever area you're working in your campus you know it compassionate will lead to a richer and more effective way of doing whatever it is that you do and then compassion means looking towards students with.

95

00:17:15.150 --> 00:17:27.630

Glynis Mullins: kindness generosity flexibility and care um I can't stress that enough, I think it's just nice to be kind to one another, be generous be flexible um.

96

00:17:28.260 --> 00:17:43.050

Glynis Mullins: It just provides an avenue for students to see that that you do care, but if you have compassion in that format it just allows them to push harder I can't say how many times, just the fact that I was a little flexible with a deadline.

97

00:17:43.620 --> 00:17:52.650

Glynis Mullins: meant meant that they appreciate it that I was left flexible and then went to work and i'm like it's always like so weird to me how that happens right.

98

00:17:53.010 --> 00:18:10.320

Glynis Mullins: I show that I care and I show that i'm going to be a little flexible and then they buy into it and they go to work, and so one of the things that I wanted to leave was if we do not put relationships, first we fail to ensure that students meet their potential and that is so vital.

99

00:18:11.430 --> 00:18:26.130

Glynis Mullins: In this whole concept of culture of care and compassion next slide so i'm going to start off with just some maybe some examples and we just kind of highlighted some things on how do we act with care.

100

00:18:26.790 --> 00:18:30.960

Glynis Mullins: Making a conscious choice to care, I think the key word is choice.

101

00:18:31.830 --> 00:18:45.180

Glynis Mullins: Internal that's that's an internal thing i'm being intentional we keep saying that it's probably gonna be like the highlight word of the day, I guess, but I think to just on a personal note explore what motivates you to care.

102

00:18:46.350 --> 00:18:55.830

Glynis Mullins: You know, sometimes we just have to tap into what are the things that we care about and how do we do those things, how do we build relationships around those things that we care about.

103

00:18:56.100 --> 00:19:06.180

Glynis Mullins: And just try to mimic some of that in our own everyday lives with our students um, and again I don't think it matters what part of the campus you work on I think it's just.

104

00:19:06.420 --> 00:19:20.280

Glynis Mullins: Having a conscious choice to care about the students that we serve i'm being wide awake I had that in my head, you know just being aware of you know all the things that are surrounding our students.

105

00:19:21.090 --> 00:19:35.040

Glynis Mullins: Making policies even leadership or administration, making sure that policies demonstrate that we have chosen to care about who these policies are going to affect and impact um.

106

00:19:35.760 --> 00:19:44.940

Glynis Mullins: You know faculty staff anybody administration just those things are important and then believing in our students and demonstrating that belief.

107

00:19:45.960 --> 00:19:47.040

Glynis Mullins: Whereas the power.

108

00:19:48.720 --> 00:19:54.390

Glynis Mullins: I said, all the time that I just believe how we say things is sometimes not what you say it's how you say it.

109

00:19:54.780 --> 00:20:09.450

Glynis Mullins: um I know even when i'm with my students, you know, encouraging words i'm always you rock i'm always use any mode you with thumbs up or you know I have five i'm always allowing them to use their own emojis to.

110

00:20:10.080 --> 00:20:24.540

Glynis Mullins: Show rejoicing, or whatever the case, might be, but I think when you say you've got this, and even if it's something that you are relating relating relating to a student or someone a faculty or appear.

111

00:20:25.560 --> 00:20:34.890

Glynis Mullins: Just being able to say that you know, I know, whatever i'm getting ready to say and maybe a little challenging maybe not hard to hear I just went through a session.

112

00:20:35.160 --> 00:20:43.320

Glynis Mullins: couple days ago atomic duct tape and bubble wrap and it's how you say things in an environment where it might be a little harsh that you need them to be accountable.

113

00:20:43.530 --> 00:20:56.430

Glynis Mullins: But you can put words around that so it just doesn't seem like you're the meaning them or or calling them out in a negative context and then encouraging students to pursue their goals and dreams and supporting them along their journey.

114

00:20:57.660 --> 00:21:02.970

Glynis Mullins: I guess for that one is just the biggest thing is you got to allow opportunities for them to share their goals and their dreams.

115

00:21:03.540 --> 00:21:11.580

Glynis Mullins: You don't know what they're aspiring to be then you can't help them so again those relationships and those connections that you make with your students.

116

00:21:12.450 --> 00:21:17.910

Glynis Mullins: My students I teach math, but they do a lot of journaling, especially on my online environment.

117

00:21:18.270 --> 00:21:28.140

Glynis Mullins: um, and so they are generally and one of their questions are one of the things you have to journal about is about pursuing goals and dreams like what do you want to be when you grow up that that that.

118

00:21:28.560 --> 00:21:37.320

Glynis Mullins: and elaborate on that and let me know so, then what I do is I get all that information and guess what down the road when we're doing something else I bring that up.

119

00:21:37.860 --> 00:21:47.100

Glynis Mullins: Or if I see something on the TV, or if I read something as suggested, oh I shared with my students, because I know what they said, are their goals and your dreams.

120

00:21:48.030 --> 00:21:56.310

Glynis Mullins: So I think that's always a big thing and then validating students as valuable members of our classroom and community are probably like the biggest.

121

00:21:57.060 --> 00:22:03.720

Glynis Mullins: I don't know what you want to call it, I tell my students yeah Mrs marlins family and so everybody is cousin whoever and.

122

00:22:03.990 --> 00:22:18.840

Glynis Mullins: we're in here together and there's no we just one big family so, whatever your name is put mo is behind it, you know and and a lot of times they'll do it, you know, whatever activity where I got to put money behind it and it just makes them have that sense of belonging.

123

00:22:19.860 --> 00:22:20.850

Glynis Mullins: I also like to.

124

00:22:21.990 --> 00:22:34.680

Glynis Mullins: Talk about introductions and when I do introductions I take the information from the introductions and i've done like a PowerPoint quiz and they have to go and see who is what but they find things in common.

125

00:22:35.010 --> 00:22:49.590

Glynis Mullins: A time our time you'd be surprised how much in common, you have with your classmates, but I think it also in leadership has to also show that that valuable members and and they participate in activities we had our VP of President.

126

00:22:50.250 --> 00:22:56.430

Glynis Mullins: Do the path blowing contest we've had a dunking booth in the vpn and Duncan move when the students are like.

127

00:22:56.790 --> 00:23:02.100

Glynis Mullins: Just crazy because they're like oh my God he's participating in something is not let us put them in the water.

128

00:23:02.460 --> 00:23:13.860

Glynis Mullins: That is so cool So if you can even from leadership to registrar to whatever building that community is just so vital, because if they have that sense of belonging.

129

00:23:14.580 --> 00:23:23.190

Glynis Mullins: Then you know they're going to feel valued and then on stage and they're going to do what they have to do so that is probably one of my areas of this being very passionate.

130

00:23:24.480 --> 00:23:29.940

Glynis Mullins: I want to know below I want to feel like they belong right and next slide Denise.

131

00:23:31.530 --> 00:23:43.140

Denise Lujan: Right and so that gets us to engaging with students in a purposeful and proactive way and again we have been seeing purposeful and with intent, the whole time and it's it's setting up.

132

00:23:45.510 --> 00:24:00.180

Denise Lujan: Things and and activities for us to do with students that that initiates and that sense of engagement and belonging, for example, a few years ago I changed how I structure my class completely at the beginning.

133

00:24:00.900 --> 00:24:07.230

Denise Lujan: I started, where I would the first five to 10 minutes and I know how much content, it takes us to get through it, but.

134

00:24:07.590 --> 00:24:16.770

Denise Lujan: It was so it was such a transformational thing for me this, you know that the first five to 10 minutes of every class I would walk in with a question.

135

00:24:17.130 --> 00:24:26.310

Denise Lujan: And sometimes it could be what's your major what what are you good at what you know what what is one thing you learned about the institution.

136

00:24:26.580 --> 00:24:33.870

Denise Lujan: You about mid term grade you would say what about how are you doing in classes that could have been ended it immediately.

137

00:24:34.200 --> 00:24:41.250

Denise Lujan: Not only for the students but it immediately that first week I knew every student's name, because now, I know something very.

138

00:24:42.000 --> 00:24:47.490

Denise Lujan: Intense you know if purpose well i'm about all of them I knew something personal about all of them.

139

00:24:47.910 --> 00:24:55.350

Denise Lujan: And it was so funny that was we kept doing that in about mid was about midterm and I walked in, and I said I have my question already.

140

00:24:55.590 --> 00:25:06.630

Denise Lujan: And there was this student she's just Islam Islam is 100 and i'm like why he's like Can we just talk about how stressful it is and how i'm so worried about all my tests i'm just overwhelmed and i'm like, of course, we can.

141

00:25:07.110 --> 00:25:14.070

Denise Lujan: Right and then I proceeded that day because it came to find out all of them were feeling that way, I spent.

142

00:25:14.490 --> 00:25:18.270

Denise Lujan: More than half of the class speaking, one on one with each of the students.

143

00:25:18.690 --> 00:25:31.890

Denise Lujan: Right and and just getting to know what was going on, what did they need help with and other students would jump in and say what did you know you can go here or did you do this, and if it kind of all group, you know.

144

00:25:32.820 --> 00:25:41.790

Denise Lujan: A session, where we all try to figure out how to get through midterms it was really transformational for me as an instructor and for.

145

00:25:43.080 --> 00:25:51.090

Denise Lujan: My students in that classroom and I think one of the things that we have to do, while we're doing this we have to share our passion and excitement.

146

00:25:51.480 --> 00:25:59.580

Denise Lujan: about learning with students we're in this together we're in higher ED because we love working with students and we want to see them be successful.

147

00:25:59.910 --> 00:26:08.310

Denise Lujan: And we are all ways trying to find what's that one way that I can get this one student to learn this concept, or to.

148

00:26:08.640 --> 00:26:13.050

Denise Lujan: keep coming to class and it's reaching out with texting and calling them and.

149

00:26:13.350 --> 00:26:20.400

Denise Lujan: I am one of those professors, that if the students not there in class i'm texting them and, like you know first thing Where are you right.

150

00:26:20.700 --> 00:26:31.050

Denise Lujan: And you know they get to where they text me before class, and let me know hey i'm doing this or i'm running late because they know that i'm going to text them right there at the start a class Where are you right.

151

00:26:31.530 --> 00:26:39.120

Denise Lujan: um I think that we have to realize that students have different needs and they need different kinds of help.

152

00:26:39.570 --> 00:26:47.880

Denise Lujan: I you know, I have one student wants, who was having a serious issue with a professor in another class and she came to me for advice.

153

00:26:48.150 --> 00:26:54.330

Denise Lujan: And so I really just advise her of what the process was and just was the support for her as she was going through the process.

154

00:26:54.690 --> 00:27:02.100

Denise Lujan: of trying to handle all of that, and it had nothing to do with my class but it had everything to do with her staying in school.

155

00:27:02.490 --> 00:27:07.500

Denise Lujan: I think our responsibility as instructors is larger than the class that we're teaching.

156

00:27:07.980 --> 00:27:14.880

Denise Lujan: or in the department that we're running, we have to look at the overall picture and how do we keep that student in class.

157

00:27:15.420 --> 00:27:25.800

Denise Lujan: And I think that we also have to be just approachable and vulnerable and human and we make mistakes and we gotta laugh at ourselves and we've got to.

158

00:27:26.310 --> 00:27:36.060

Denise Lujan: tell you know, let students know something about us as well right and and share a little bit about ourselves right, so I think that.

159

00:27:37.050 --> 00:27:49.530

Denise Lujan: it's really, really important to be human and to make that human connection and if I could leave you with anything, it really is being your purposeful.

160

00:27:50.040 --> 00:28:12.240

Denise Lujan: Create activities and engagement opportunities with intent be real and be be be there for the students, we are there to help them be successful again, not just in our class, but at the institution and in life, so that they can complete their degree.

161

00:28:14.010 --> 00:28:14.250

Denise Lujan: and

162

00:28:20.220 --> 00:28:30.210

Denise Lujan: And with that you'll see that we have our emails there if you would like to reach out to us and now we'll take any questions that you might have.

163

00:28:33.090 --> 00:28:44.670

Melanie Harris: Thank you so much Denise and that was great so we do have a few questions um how, let me go to the Q amp a first sorry.

164

00:28:45.450 --> 00:28:57.900

Melanie Harris: And i'll stop sharing the screen, how do you move from building relationships individually and caring for students to do this at the institution level where it's kind of consistent across the entire campus.

165

00:28:59.010 --> 00:29:01.110

Denise Lujan: I think there's sorry guys i'm going to.

166

00:29:02.760 --> 00:29:14.580

Denise Lujan: I think there's two main approaches that we have to do is one we have to get faculty and staff to buy in to treat you know.

167

00:29:15.060 --> 00:29:23.100

Denise Lujan: Seeing the whole students right there you know I i'm right now in the middle of combining three different departments in my previous department, we.

168

00:29:23.490 --> 00:29:32.190

Denise Lujan: We have it is instilled, it is a culture is the philosophy right the other department that hasn't really been philosophy so.

169

00:29:32.610 --> 00:29:45.570

Denise Lujan: It is professional development is having conversations it's cross training it's giving examples of how we can help students and I think we have to give faculty time to you.

170

00:29:46.860 --> 00:30:02.820

Denise Lujan: own that right and and take it as a part of their their thing their their everyday life, but as a leader, I believe that it's really important to create policies and procedures that are designed for that.

171

00:30:03.450 --> 00:30:10.260

Denise Lujan: For example, every one of our classes, has a information form at the very, very beginning of the Semester that gives.

172

00:30:10.680 --> 00:30:17.970

Denise Lujan: very critical pieces of information about students, a real phone number of real email do they work, how many hours you know.

173

00:30:18.720 --> 00:30:30.540

Denise Lujan: I can look at a an information forum and know automatically week one day one who's in trouble already just by looking at their schedule and I think if you design policies and procedures that can.

174

00:30:31.500 --> 00:30:38.910

Denise Lujan: kind of force that culture of care, then I think that helps us goodness, you have any thing you want to add.

175

00:30:39.240 --> 00:30:46.920

Glynis Mullins: I was gonna say I agree wholeheartedly with you said, I think it is a part of professional development or resources.

176

00:30:47.370 --> 00:30:56.550

Glynis Mullins: i'm providing avenues to resources to enhance um I just think I think part of what I said before, is that you know.

177

00:30:56.910 --> 00:31:12.720

Glynis Mullins: If you if you're motivated if you motivate yourself by the things that you care about outside of your job or working in the

school with the students and try to tap into that I think that's where a lot of that internal.

178

00:31:13.980 --> 00:31:29.160

Glynis Mullins: desire to want to be to care to be kind, but I think it does stem from allowing professional development, I know we have in the fall, we always have this big get together and our department, where we come together and we share.

179

00:31:29.490 --> 00:31:34.350

Glynis Mullins: And we it's you know it's a whole day activities things for us to do.

180

00:31:35.460 --> 00:31:39.900

Glynis Mullins: But it helps because it gives us a chance to interact with each other.

181

00:31:40.200 --> 00:31:52.170

Glynis Mullins: which then hopefully will give them the whatever it is that they need to also when they go to the classroom to promote some of those things as well, so we try to provide a lot of resources, and I think that's vital.

182

00:31:52.440 --> 00:32:04.740

Glynis Mullins: And I think like Jimmy said, give give us time to figure out what that looks like, but sometimes it's we don't have a lot of time because you know we're trying to serve and the students through.

183

00:32:06.150 --> 00:32:16.440

Melanie Harris: Another question came in um, how do you ensure that there's communication about care efforts in your institution among faculty staff and administrators.

184

00:32:19.710 --> 00:32:22.470

Denise Lujan: Well, I think that partly if you.

185

00:32:24.900 --> 00:32:35.670

Denise Lujan: It has to come from I think everyone on campus right, even in leadership, it has to start at the provost down to say that hey student success comes first.

186

00:32:36.000 --> 00:32:43.860

Denise Lujan: You know, above all else that's what we're here to help, and I think that comes in that tone of messages that you see.

187

00:32:44.280 --> 00:32:53.550

Denise Lujan: The support that you give faculty and staff, if you want faculty and staff to show a culture of care with their students in their classroom.

188

00:32:53.940 --> 00:33:09.480

Denise Lujan: You have to help them do that so as leaders, we have to be flexible, as well, to know that hey sometimes I need to switch a student from this class to another class because they you know they can attend my class anymore, but now.

189

00:33:09.990 --> 00:33:15.180

Denise Lujan: If I put them in you know under Tuesday Thursday constants in a Monday Wednesday i'm helping that student.

190

00:33:16.110 --> 00:33:25.320

Denise Lujan: you're forgoing the policy because you're not changing you're not adding and dropping classes you're just letting the students attend another class letting faculty.

191

00:33:25.830 --> 00:33:44.610

Denise Lujan: find those ways and stuff find those ways where they can help students and you as a leader support that that goes a long way to them being creative and productive and really trying to think outside the box and helping students.

192

00:33:45.570 --> 00:33:52.110

Glynis Mullins: I agree with that, I think um and I think sometimes is a matter of starting and small situations to.

193

00:33:53.010 --> 00:33:58.380

Glynis Mullins: You know I mean I know you don't really go out in the middle of campus and say I you know let's do this but.

194

00:33:58.650 --> 00:34:08.760

Glynis Mullins: I think if you can start in small areas, and you know we were going through a tube and a dream now we're in that process, and you learn a lot about yourselves, as an institution.

195

00:34:09.180 --> 00:34:19.470

Glynis Mullins: And you learn where the where the communication breaks down, and so you know we've even as a student success part of the team is trying to come up with ways to market.

196

00:34:20.400 --> 00:34:29.010

Glynis Mullins: What what a student success look like and market what it looks like and then say we want students to be successful, these are the things that have to be in place.

197

00:34:29.220 --> 00:34:33.450

Glynis Mullins: You can't answer student, there should be no way no shape form, I don't care where it's coming from.

198

00:34:33.720 --> 00:34:45.990

Glynis Mullins: dish and never answer a student and say oh I can't help you that's just not acceptable right, so if you're just not sure that what you should save and there should be a script on the side of your wallet says okay what as soon as this.

199

00:34:46.230 --> 00:35:02.310

Glynis Mullins: Let me look and see how I should respond and between eight and five I got to make sure that i'm intentional about communicating things correctly, I think, sometimes it just start small and and it's a marketing thing you know this market, promote.

200

00:35:03.330 --> 00:35:14.430

Glynis Mullins: Let people see students are being successful when they get this information in the right format, and I think it just grows from there, but you know cultures, culture and you have to you have to build it.

201

00:35:17.040 --> 00:35:34.230

Melanie Harris: I wanted to ask, I know that there is sometimes stigma associated with accessing academic support on campus, how can leaders advisors institutions as a whole, eliminate the stigma of students accessing those resources.

202

00:35:37.710 --> 00:35:48.090

Glynis Mullins: Well i'm i'll go first I for that one I just think it's just um I think some of what we said in our in our presentation is that if you're able to.

203

00:35:49.470 --> 00:35:52.980

Glynis Mullins: show that you care and you build that trust.

204

00:35:53.520 --> 00:36:04.800

Glynis Mullins: um and promote the academic support systems in a way that it doesn't look like a stigma and i'm going to just real quickly hop on you know give my husband is kudos but.

205

00:36:05.160 --> 00:36:10.650

Glynis Mullins: he's the head men's basketball coach at Pitt and go bulldogs is there anybody else in house.

206

00:36:11.220 --> 00:36:19.950

Glynis Mullins: But he said that he's been coaching 10 years and when he got the program it was like average GPA was like one point to something something or another.

207

00:36:20.520 --> 00:36:28.260

Glynis Mullins: And I remember him saying you know I need to figure out how to get this right, I need to build a culture of success, I need to get.

208

00:36:28.800 --> 00:36:39.060

Glynis Mullins: Students in here as athletes in here that want to be students i've got to figure out how to reach out to all the support systems that I need to have surrounding my players.

209

00:36:39.300 --> 00:36:47.010

Glynis Mullins: And I need to be the the the person that reaches out and says okay my players need this, how do I get this in place.

210

00:36:47.370 --> 00:36:56.490

Glynis Mullins: At my husband has a beautiful relationship with tasks like study Hall, and they they come together they meet talk about my husband saying this is what I need from our players.

211

00:36:56.820 --> 00:37:05.280

Glynis Mullins: And out, you know, I think that that question is especially important because there is so much stigma I your students say all the time well.

212

00:37:06.240 --> 00:37:09.330

Glynis Mullins: I didn't go because I just didn't think anyone, but I think I was stupid.

213

00:37:10.020 --> 00:37:16.920

Glynis Mullins: Then i'm like Well now, and it's always how you phrase that how to win a student says that what do you say how do you phrase that to them and say.

214

00:37:17.250 --> 00:37:31.800

Glynis Mullins: Now, but if you have that relationship and that connection, and I say you I know the test they're going they don't look at it that way, because they're hearing it from me who they trust and who they have a relationship with.

215

00:37:32.190 --> 00:37:34.110

Glynis Mullins: So I just always like to mimic.

216

00:37:34.110 --> 00:37:34.800

Glynis Mullins: him a lot.

217

00:37:35.340 --> 00:37:42.030

Denise Lujan: yeah I think we also as as faculty and as departments, we have to collaborate around campus.

218

00:37:42.360 --> 00:37:49.050

Denise Lujan: So, for example, you know when we're working with students in you know in developmental math in particular.

219

00:37:49.410 --> 00:38:02.070

Denise Lujan: The academic advisors are a partner i'm telling you I don't implement a program without their input right, I do not do that, and if any program that we offer we get their in.

220

00:38:02.580 --> 00:38:11.340

Denise Lujan: Their advice and we let them know what is going on, so we're all telling the same story right we're all having the same description of it all.

221

00:38:11.640 --> 00:38:21.660

Denise Lujan: When we have students that are in trouble we partner with them, we partner with the career that counseling services, we have them come to the class and we know people.

222

00:38:21.990 --> 00:38:28.710

Denise Lujan: So what i'm saying when you do that collaboration is say Okay, you need to go talk to Jennifer over and advising because she is going to help you out with this.

223

00:38:28.980 --> 00:38:48.120

Denise Lujan: Or you to go talk to Ricardo over in the counseling office, because he is awesome and he's going to help you solve this and it puts that again that personal nature that person, you know that connection around there right, and I think as as faculty and staff again as faculty in a classroom.

224

00:38:49.170 --> 00:39:02.190

Denise Lujan: I have to pay attention to the entire institution, so I need to know I need to have that contact and advice I need to have that contact with you know financial aid to say hey I have a student i'm about to drop.

225

00:39:03.150 --> 00:39:09.990

Denise Lujan: Can you talk to him about his you know what's going to happen to him right that is kind of another way, I think we can do that.

226

00:39:12.690 --> 00:39:20.730

Melanie Harris: And I think we have time for one last question, what would you recommend or what's your advice for colleges and universities as they prepare.

227

00:39:21.480 --> 00:39:35.790

Melanie Harris: for students who might have been sent home from their schools during coven and how their virtual learning shift happened, what are things that universities and colleges can be doing now to prepare for the students in the future.

228

00:39:37.440 --> 00:39:47.670

Denise Lujan: One of the things i'm thinking of doing, because I am and again we're about to go back to campus in the fall and in June, our offices have to be open and i'm not gonna lie i'm.

229

00:39:48.660 --> 00:39:56.970

Denise Lujan: i'm a little anxious of it right it's like oh my gosh I have to get up and like really get dressed and I have to drive and I have days like it's a whole culture.

230

00:39:57.420 --> 00:40:07.350

Denise Lujan: Right students are doing the same thing right, so I think we help them ease into the transition, so I think this law will will start early.

231

00:40:07.980 --> 00:40:17.520

Denise Lujan: Communicating with students will still have some online aspects, so that they can you still be in a world that they're comfortable with.

232

00:40:17.880 --> 00:40:23.730

Denise Lujan: And transition to being in that face to face it's really easy to communicate in a discussion board.

233

00:40:24.180 --> 00:40:29.040

Denise Lujan: and say your thighs when you're online it's different when you're in a classroom.

234

00:40:29.340 --> 00:40:45.330

Denise Lujan: So, in your face to face right, and I think we have to help them with that transition and we do that in small chunks we keep some of the previous ways we were working embedded into the classroom and kind of do that's what i'm thinking they're going goodness, what do you think.

235

00:40:45.930 --> 00:40:55.050

Glynis Mullins: I agree, I think it's vital he you know his transition, I mean anytime you're transitioning from one thing to the other, it is going to take some.

236

00:40:55.410 --> 00:41:06.660

Glynis Mullins: concerted effort is going to take some intentionality and you're going to have to be mindful of the fact that they are going to have to transition and for us to me, I agree with Denise is like I had.

237

00:41:07.110 --> 00:41:16.530

Glynis Mullins: takes my one of my best friends who are we doing I said kind of presentation, so I got a dress my upper part of my body, you know I mean you know I am fully dressed so really to be honest.

238

00:41:17.340 --> 00:41:27.840

Glynis Mullins: What is this now in this in this new realm of things i'm just making sure our hair is done with the phone earrings and a nice top and i'm good I have my guns on but.

239

00:41:28.170 --> 00:41:37.830

Glynis Mullins: With never know, so I think it's just really taken into consideration, our own adjustments that you know we're having to make and then making sure that we're.

240

00:41:38.190 --> 00:41:47.430

Glynis Mullins: Marketing again I just think that you know we have to be intentional about letting students know what they're about to face, I have a problem when we don't.

241

00:41:48.150 --> 00:41:58.110

Glynis Mullins: put things out there and be a little transparent about the challenges that they're gonna face doing this or that and I think that's always a hard thing for institutions, sometimes they do.

242

00:41:58.440 --> 00:42:08.160

Glynis Mullins: Because they think you have to do it in a massive format, but you know I think it's just intentionally being prepared for this transition so hope that answered the question.

243

00:42:09.720 --> 00:42:17.700

Melanie Harris: Denise Thank you so much for joining us today, I feel like this is right on time, with no coping with cove it all of the.

244

00:42:17.730 --> 00:42:18.540

Recent ratio.

245

00:42:19.890 --> 00:42:22.200

Melanie Harris: So thank you so so much for joining us.

246

00:42:22.860 --> 00:42:36.570

Melanie Harris: Please stay connected with complete college America my email address is also on the screen, if anyone has questions and we invite you to join us for our next webinar on career exploration in two weeks on may six at 3pm.

247

00:42:36.930 --> 00:42:50.760

Melanie Harris: You will receive a link to the recording in a very quick five minute evaluation on for today's webinar we really would appreciate, if you took the time to complete that but, again, thank you so much, everyone Thank you Denise and glynis for joining us.

248

00:42:50.970 --> 00:42:54.990

Glynis Mullins: and have a you know any for having us, and thank you, everybody for attending.

249

00:42:55.320 --> 00:43:01.500

Denise Lujan: Thank you so much for having me, I appreciate everybody that attended and watched.

250

00:43:03.030 --> 00:43:03.870

Denise Lujan: us right.

251

00:43:06.450 --> 00:43:07.920

Glynis Mullins: Have a great day, everybody.

252

00:43:08.010 --> 00:43:09.270

Denise Lujan: bye bye.