

THE SPARK HARPER FACULTY NEWSLETTER

Number 9 - Nov. 2012 * Cook County College Teachers Union ~ American Federation of Teachers Local

Harper Faculty Senate Executive

President:

Tom Dowd
847.925.6695
tdowd@harpercollege.edu

Vice President:

Sean Noonan
847.925.6432
snoonan@harpercollege.edu

Secretary:

Anne Abasolo
847.925.6393
aabasolo@harpercollege.edu

Treasurer:

Andy Kidwell
847.925.6704
lakidwell@harpercollege.edu

Grievance Officer:

David Richmond
847.925.6845
drichmon@harpercollege.edu

Contents:

- 1.....From the President.....Tom Dowd
 - 2.....Welcome New Faculty
 - 3.....Henry David Beach.....Patrick Beach
 - 5.....Did You Know?.....Hanahan, Hoffhines, Levington, Nevels
 - 8.....MOOCs What You Need to Know.....Dave Braunschweig
 - 9.....Returns of Community College to Individual Income
 - 10...New College Grads: It Could be Worse....Dough Henwood
- Editors: Sean Noonan, Kim Fournier, Joe Wachter

From the President — By Tom Dowd

I want to welcome everyone to the 2013-2014 school year, particularly our new faculty. I hope everyone was able to find some time for rest and relaxation at some point over the summer. As we gear-up for the start of a new semester, it is important that all faculty are aware that there is a new timeline in place for the promotions process. This new timeline will make the process easier for faculty as well as divisional and institutional promotion committees. As always, when up for promotion, be sure to have experienced colleagues review your application and discuss it with your dean before submission.

Another budding development is a faculty fellowship program to provide experiences in higher education for graduate students from underrepresented groups. Diverse graduate students close to completing their degrees at institutions in the region will have opportunities to work among us in the classroom and on committees.

Continued on next page

Continued from previous page

There continues to be calls for major changes in the national education scene; some of these are beneficial, but many are not. Faculty need to remain informed and involved in developing and implementing any curricular, modality, and student service initiatives.

This time next year, we will be in the last year of our contract and we will need to ramp up our energy, activism and strength for the contract campaign. The new healthcare act and the possibility of a pension system cost shift and cuts to our pay-scale could be key issues.

It is important for us to remember that we are colleagues working toward the same goal, the success of all of our students. Please keep the Senate informed of any issues you may encounter.

Thank you for all of your hard work and best wishes for a successful year.

Tom

Welcome New Faculty

Gina Bekeleski in Dental Hygiene

Colin Grennan in Biology

Lisa Grilli in Math

Therese Hart in Humanities

Andrew Iverson in Biology

Margaret King in English

Jacques Krikorian in Manufacturing

America Masaros in Math

Jonathan Meshes in Math

Daniel Ranieri in Chemistry

Linda Schumacher in Spanish

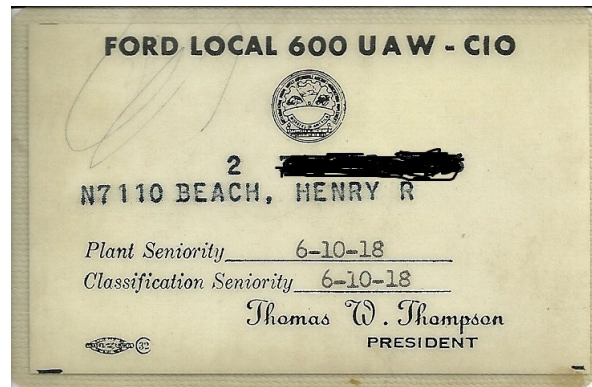
Marie Taylor in Diagnostic Medical Sonography

Henry David Beach

— By Patrick Beach

During a recent trip to Florida, I called on my father's cousin, Henry David Beach. During the visit we spoke of family, friends and business. Henry David started with Fords about 1937. As you can see from below, his father started at Fords in 1918. Oh the stories he told, but always in the context of amazment about how much we work. Henry David's children and my father's children inherited the American Dream, growing up the the suburbs and going to colleges (public-state schools). We now watch our children enter a country that seems backwards, at least in Henry David's mind. As he stated, his children come to visit, with their laptops & phones, always working and making funds for the company. He stated "we shut down Detroit for a 40 hour work week and weekends off!".

A little background about Detroit and our unions are in order here. You know you are speaking with a Detroit native when they speak of working for Fords, as in Ford's Motor Car Company. I grew up with men who worked for the Fords, Dodges, Chryslers, Nashes, Ramblers and Hudsons. Many of these folks knew or could tell stories of these men. Many things were changing quickly; indeed Detroit became the 3rd largest city in the nation exceeding over 2 million residents when I was born in 1956. The bitter fight over unionizing Ford and its Rouge Plant was wrought with disputes of money, power & sex. Dispite initiatives on the behalf of our government & trouble stirred up by the Communist Party USA, hungry men & women stopped work at the Rouge Plant that employed upwards to 100,000 people. The fight was not settled until the ladies in the Ford family forced Mr. Ford to comply.



Henry David's father worked 40 years at the plant retiring to northern Michigan for a long retirement. Henry David enrolled in Ford's innovative job training program (now Henry Ford Community College) where Henry learned the tool & die business. As a teenager, he found himself in the massive Rouge Plant. Students worked the afternoon shift after morning classes.

Continued on next page

When the UAW placed a button on his chest he tried to hide when Harry Bennett, head of Ford's notorious "Service Group", came walking by. Mr. Bennett was not to be trifled with as he was implicated (along with the Dearborn Police) with killing 4 labor protesters March 7, 1932 (The Ford Hunger March). Cousin Henry found himself on midnights, no longer furthering his training as a tool & die man but operating a stamping machine that took pieces of steel measured 8' x 8'. This was one of the most dangerous jobs in the plant and here was a teenager doing tough duty.

Cousin Henry survived this and much more. He enrolled multiple times in the Armed Services for World War II and was rejected multiple times. Cousin Henry found himself back in the Rouge, now a 22-year old supervising 300 women operating machines making aircraft engines. These Moms made great engines. Henry ended up achieving an engineering degree (Wayne State) and worked for Ford until 1979. After 40 years he retired with his pension.

His perspective was broad and deep. He viewed business and politics with a LONG lens. Ninety years old when we spoke, he clearly remembered activities of the last 80 years. He was adamant that "people" needed advocates to represent them in government and business. He believed business and government was too big to not be curtailed. He was clear that many great ideas might come from very smart people in business and government, but we should be very careful believing these folks. Limiting the power of business and government is needed and only by banding together in groups such as unions will we have a chance to influence policy. Henry warned me about accepting the statements of leaders. There must be checks and balances. Allowing government, police or businesses to make statements without checks & balances is foolish!

Alas, Henry recently passed away after leaving me with many memories and much advice. I encourage my colleagues to remember how many times we have been disrespected and dealt with less than a forthright manner. Remember our strike and near strikes. Why would we want to Preserve our rights and protect the youngsters in the bargaining unit. Remember there is one group advocating for faculty at the college. That group is our Faculty Senate.

Need help in the Library?

Want to request books or journal subscriptions? [Know your faculty liaison](#). A librarian is assigned to each discipline and program in the College, to assist the faculty in those areas. Choose your discipline to be linked to your librarian. Use the online [ordering form](#) to suggest a purchase.

Did you know?

By Cathy Hanahan, Kris Hoffhines, Caryn Levington and Kathi Nevels

Last year, faculty counselors saw **20,287** students in appointments.
Reasons for some of their visits are listed below:

- First year, first generation students with transition difficulties
- Academically underprepared students
- Undecided students who are struggling academically
- Student athletes
- Distinguished Scholars with heavy work loads
- Financial aid appeal students
- Students of color
- Veterans
- At risk students
- LGBT students
- Students with disabilities, whether physical, mental, or learning
- Students with psychological and/or emotional issues
- Adult students with home and family obligations

Last summer, counselors in the Center for New Students helped over **3150** students prepare to start the Fall of '12 semester.

Project Success is a partnership between academic and counseling faculty designed to assist new students who have been identified as at risk. Flagged students are encouraged to see a counselor early in the semester to discuss obstacles to their success as well as strategies to get back on track. The Fall of 2011 pilot indicated that those students who worked with a counselor were typically more successful than those who did not . .

Far more likely to have been retained to the spring semester (82% compared to 48%)

Completed their developmental coursework at a higher rate (59% compared to 32%)

Had a higher semester GPA (2.14 to 1.36)

Continued on next page

Students who struggle after their first semester enter the Standards of Academic Performance (SOAP) system, and are required to meet with a counselor at least once each semester to identify obstacles to success, discuss strategies to overcome these obstacles, and develop strengths and skills which will help bring them back to good standing. The following data indicates the effectiveness of the intrusive academic counseling students receive . . .

***Semester retention: 94% as compared to 78% who didn't see a counselor
Persistence to next semester: 81% as compared to 36%
Semester GPA 2.0 or higher: 58% as compared to 40%***

The REACH summer Bridge program provides specialized instruction and counseling support to help new students of color transition to college. Since its inception, 455 students have been successfully transitioned.

100% of each fall cohort has successfully completed their fall courses, and on average, 88% are retained to the spring semester.

There has been a large increase over the years in the number of students requesting assistance from Access and Disability Services. Counselors help students in dealing with their disability, setting realistic goals, and learning to advocate for themselves, in addition to receiving accommodations in their courses. Data from the last ADS program review reveal the following increases . . .

**Students with learning disabilities . . . up 32% over five years
Students with ADD or ADHD up 82% over five years
Students with psychological disabilities . . . up 108% over five years
Students with Asperger's Syndrome/Autism . . . up 314% over five years**

A compendium of national research indicates significant increases in the numbers and severity of college students experiencing mental health concerns, some citing increases as high as **91%** over a five-year period. This trend is seen on a daily basis at Harper, with students experiencing serious and often debilitating mental disorders and significant emotional distress. Psychological Services addresses these concerns through the provision of crisis intervention, assessment, brief psychotherapy, cases management, and triage.

Research shows that students who are undecided about their major/career are less likely to be retained and do well academically. **Each year, the counselors in the Career Center help close to 2000 students** choose a satisfying major/career area, via individual appointments as well as workshops. **98.9% to 100% of 2000 students surveyed over the past several years indicate that they were more likely to stay enrolled at Harper due to their visits to the Career Center.**

Continued on next page

Counseling faculty members receive numerous requests for classroom infusion presentations each year, covering a wide range of topics, including but not limited to . . .

Suicide prevention

LGBT awareness and sensitivity

Conflict resolution

Date rape risk reduction

Understanding and using the results of career and personality inventories

Disability awareness

Total number of students reached via classroom presentations last year: 2117

Student Development counseling faculty members are credentialed to teach five courses on campus, totaling approximately **55-60 sections and reaching approximately 1100 - 1200 students each year.**

Support your Student Development Counseling Colleagues!

Celebrate National Banned Books Week (Sept. 23-27) by attending Library events:

Joshua Sunderbruch: Textbook Censorship. Monday,
Sept. 23, at 12:30 p.m. (Library's 1st floor)

Kevin Long: Drama Club performance - The Laramie Project.
Wednesday, Sept. 25, at 11:00 a.m. (Quad)

Therese Hart: Joseph Heller's Catch 22.
Wednesday, Sept. 25, at 2:30 p.m. (Library's 1st floor)

Stephanie Norris: Chaucer's Canterbury Tales.
Thursday, Sept. 26, at 11:00 a.m. (Library's 1st floor)

James Edstrom: "Pizza with the Professor" Topic: Banned Books. Thursday, Sept. 26, at 4:00 p.m. (W219)

MOOCs – What You Need to Know

by Dave Braunschweig

What are MOOCs? MOOCs are Massively Open Online Courses.

How massive? Some courses may have 80,000 or more registered students, but the median enrollment is around 35,000. Thousands of additional students may be viewing course materials without registration or participation.

How successful are they? Typically only 10% of registered students complete the required activities.

Who are the major providers? Coursera is by far the largest, followed by Udacity and edX. Khan Academy is sometimes listed as a fourth provider, but is not recognized by any academic institutions.

What academic institutions are participating in MOOCs? Most of the major universities are jumping on board for fear of being left behind. Coursera recently announced support from 65 universities, including the University of Illinois.

What is the quality of MOOCs? Most of them are very good. Some of the best-recognized professors and authors in a given field are developing courses for MOOC delivery.

What is the quality of the student experience? The student experience is mixed. The instructor videos are excellent. The discussion participation and response is average or poor. Peer grading leaves much to be desired.

Can students earn college credit through MOOCs? Maybe. Coursera has recently announced three levels of participation. Students successfully completing the highest participation level and a proctored final exam can earn college credit. Fees are projected to be in the \$50 to \$100 range. Coursera is also partnering with state colleges to provide a learning platform and courseware for college courses.

Should I be concerned? Absolutely. One of the benefits of community college education is pricing. Community colleges will not be able to compete with MOOCs on price. Instead, it will have to be on the student experience and student support. MOOCs may also shift enrollment, with more Gen. Ed. and entry-level courses addressed by MOOCs, leaving local colleges to teach more advanced courses.

What should I do now? Visit the Coursera web site and review available courses in your field or related fields. Sign up for one that interests you so you can experience this alternative course delivery yourself.

Returns of community college to economic mobility

Community colleges play an important role in the U.S. higher education system. With their open admissions policies, less expensive tuition, and flexible curriculum and class schedules, community colleges serve groups that might not otherwise be able to pursue an education, such as first-generation college students, people from low-income families, and full-time workers who attend class part time. Students enrolled at community colleges across the United States represent 46 percent of current U.S. undergraduates. There are 11.5 million community college students in total, and 6.5 million of them are studying for college credit. For many of these students, community colleges are a path to further education and improved economic status.

Published in the January/February 2010 edition of the Federal Reserve Bank of St. Louis Review, Natalia A. Lolesnikova's article "Community Colleges and Economic Mobility" explores the advantages and limitations of a community college education as regards labor market outcomes. Lolesnikova's data illustrate community colleges' substantial influence on labor market outcomes. According to the author, the annual earnings of students who attended community college but did not complete an associate degree increase by 5–8 percent for each year of community college completed. Students who attended community college but did not complete a degree earn 9–13 percent more than those who have only a high school diploma. Although the return differs by city, the hourly wages of white men with an associate degree are 19 percent higher than wages of white men who stopped their formal education immediately after high school. Returns are much higher for black and Hispanic men—25 and 27 percent, respectively. Women have higher returns to an associate degree than men do.

Library Instruction: You Know They Need It!

Library instruction sessions develop student proficiency in discovering, choosing, and using resources needed to successfully complete assignments. Schedule a research session, where we come to your class, or you come to the Library, for hands-on explanations. An introduction to library research is most effective when attached to an assignment where the students need to obtain something tangible such as books and academic articles. With the library now housing ebooks, ejournals and streaming videos—on top of the traditional print resources—it is important to help our students navigate the terrain. Contact the library's coordinator of instruction, Amy Kammerman at x6555 or email akammerm@harpercollege.edu, or use the online form to schedule your research session today!

**Harper Works Because
We Work Together**

**American Federation of Teachers
Local 1600**



New College Grads: It Could be Worse

by Doug Henwood - from his excellent blog at: <http://lbo-news.com>

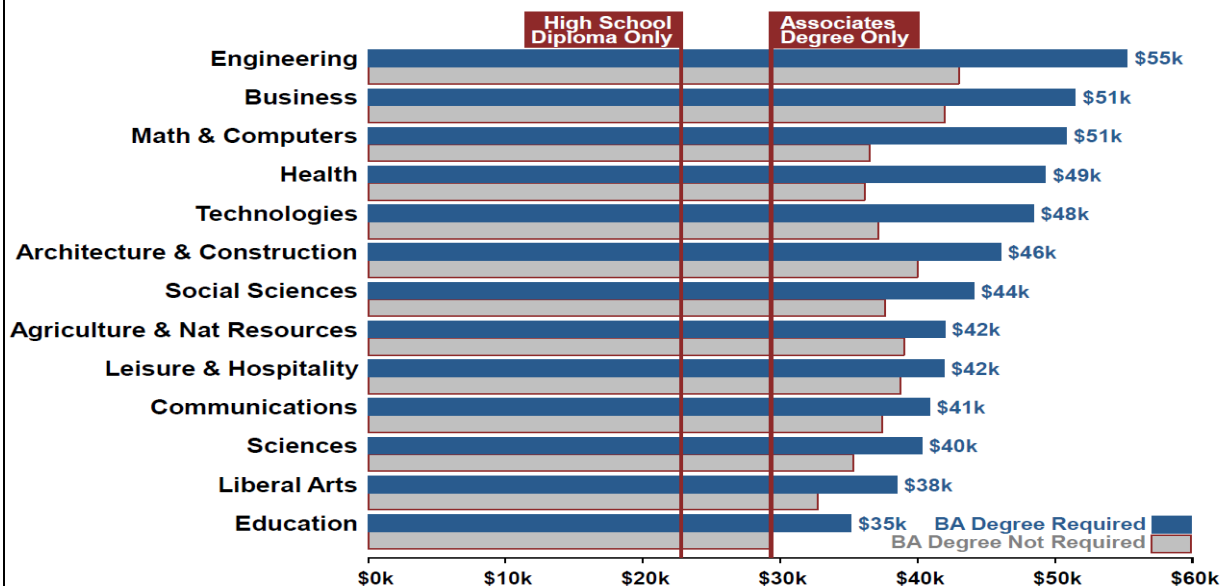
It's become an article of faith lately that there's little point in going to college—you just end up deep in debt and unemployed. That's not really true, at least the unemployed part. The Federal Reserve Bank of New York—which has shown an unusual interest in the state of the youth lately, having also developed its own data on [student debt](#)—is just out with a presentation on how recent college grads have been faring in the job market. The soundbite is: they're not thriving, but things could be a lot worse.

Highlights:

1) Recent college grads have an unemployment rate about 2 points below the national average. 2) The youngest grads have the highest unemployment rate, but things improve markedly by the age of 25 or so. 3) The underemployment rate (the share of college grads holding jobs for which bachelor's degrees are not required) is high, but—surprisingly—below early 1990s levels and comparable to early 2000s levels. In other words, there's no unprecedented surge of the college educated young into the latte-serving and pants-folding job categories. 4) Earnings for recent grads are higher than those without bachelor's degrees. This is especially true of those who majored in technical fields like engineering and computer science, but it's even true for liberal arts majors. So while it's not a pretty picture for recent college grads, they're still better off on average than the un-degreed.

Average Annual Wages by Major

Recent Graduates, Adjusted for Demographics, 2009-11



News & Notes

Hullabaloo and Student Involvement Fair

Tuesday, September 10, 2013 11:00 a.m.- 1:00 p.m. on the Quad

SAVE THE DATE: All Speech Spotlight

presented by
Harper's Speech & Debate Team
Tuesday, December 3, 2013 7:00 p.m.

Harper's Speech & Debate team is one of the most competitive teams in the nation, landing in the top 10 for the last 10 years. Join us for an exciting event!

Cost: \$4 Harper students, faculty/staff
Contact: Box Office, 847.925.6100

Make a Difference Day

Saturday, Oct. 26, 9a.m. -4p.m.
Off-Campus, Park and Meet in Lot 1

Harper College will be participating for the first time this year. Projects range from painting fences and raking leaves to sanitizing child care facilities.

Registration required.
Contact: Chris George, x6242

Harper College Blood Drive: Share Your Good Health!

Wed. Sept. 25, Bldg. A Room A242 A&B and A243 (8:30 a.m.- 4:00 p.m.)

Harper Music Student Performances:

Thursday Concert Series:

Starting Thursday, October 10
Building P, Room P205
Cost: FREE

Contact: Box Office, 847.925.6100

Film: Rory O'Shea Was Here

Thursday, October 17, 2013 7:00 p.m.
Becoming Aware Series and Disability
Awareness Month event

Cost: FREE (ticket required)
Contact: Box Office, 847.925.6100

Harper Ensemble Theatre Company presents:

DRIVING MISS DAISY
by Alfred Uhry

Directed by Kevin Long

August 30-September 8, 2013
Fridays and Saturdays, 8 p.m.
Sundays, 2 p.m.

Drama Lab Black Box Theatre
(Sundays: Coffee with the Director, 1 p.m.)

YOUR AD HERE:

To submit items for the Faculty Union Newsletter, email
Sean Noonan, Joe Wachter, and Kim Fournier

Be informed. Join the Harper Faculty Off-Campus Yahoo Group Discussion List.

Visit: http://goups.yahoo.com/group/harper_faculty/



www.harperfacultysenate.org