Goals

What are we proposing? Outline of plan thru May...leg in 2020.

Professional Development

Faculty Inquiry

Proposal academic senate to work with NAEME & CMC3 & CMC south to partner to provide faculty with capacity and support for “real-time” inquiry.

Creating a structure to do the support and then implementing.

Identifying key questions, developing inquiry based on those.

Guided by Math and Quantitative Reasoning Taskforce recommendations.

Professional development on co-requisites

Talking to on-boarding people about math – can math faculty do it themselves

Strategy to make sense of the dissonance and then tools to deal with the tactics to implement and then discussions for implementation evaluation.

Affective math faculty development

Bridging back to STEM

Need to read to be able to do math

Rigor

Eyeball to eyeball training and talking about what they are trying to do.

1. Review of options
2. Sharing questions
3. Developing research plans
4. Sharing data for pooling and analysis (N)

How to get there:

Survey to collect questions

What questions do you want to ask about your math success?

Collect in spring, how do we look at the affective piece?

CMC3 late April conference to disseminate the information.

What goes in and what comes out…

What questions … what ifs

Supports they need and want

What help?

What information do

NAEME is trying to formulate a direction. Refer to Katia

1. In a year, after you have implemented your current math changes, what do you expect to see or what are you concerned you might see?
2. Once this gets rolling, Beyond this year, what support do you think our - yourself your students your colleagues will need?
3. What else would you like to share about
4. What are you most excited about?
What are you most concerned about?
5. What are other colleagues doing?