

Committee Members Andrea Malouf, Kathleen Johnston, and Stephen Ruffus

I am writing to support your review of my ePortfolio. Within is a collection of my work for the academic year 2014-2015. The current year is my first full-time teaching appointment with Salt Lake Community College. While the 12 years that I have spent teaching at the college have supplied ample opportunity to develop my teaching practice, this has been the first year when teaching has been considered my primary responsibility. To that end, this year has provided me with excellent opportunities to reconsider what I do. I invite you to view my ePortfolio at <http://xtsportfolio.yolasite.com> and see the Committee Review Documents 2014-2015 for a collection of artifacts that support this letter.

The goals that I outlined at the beginning of the year illustrate the following interests:

### Flipped Classroom

I had concerns about returning into a live classroom with a course I had taught exclusively online for many years. The methodology developed for the online classroom is ideal for an online space but presents serious limitations inside of a face to face course. What works best about the online course is the confidence building that occurs when students watch each other write and are able to engage in real-time conversations about their writing while in a structured and sustained writing experiment.

While I am not able to cause the same level of sustained writing activity in a Face to Face (F2F) environment, the elements that I was able to simulate are:

- Offering modeled writing through my own writing samples
- Assigning regular, almost daily, peer group activities,
- Assigning a collaborative rubric development for each of the four rough draft essays
- Holding live peer reviews with all students reviewing a single essay at a time.

Through these activities, students were able to work collaboratively, participate in active revision of text as it was being created, and see other students (and my) writing processes modeled in real time or over time. This achieved as much of the “flipped” process as possible, holding students accountable for the reading and textual material at home and using in-class time to engage in writing and discussion activities.

### Themed Courses

I have long wished to attempt a themed course. I did not have the immediate goal to develop one for this year, rather to take the longer approach into it. I have generally asked students to write a majority of assignments from the aim of bringing in their own interests and concerns. I need to practice making assignments that remain relevant to a larger group but that demand focus on a single subject matter. I have opted to approach this through the Writing and Social Justice Conference.

I hope to invite my ENGL 1010 students from Spring 2015 to engage with the conference, participate in activities leading to the conference, and attend the conference keynote as well as

visit activities and booths. In order to engage them in the process of this, students will consider the themes of the reader *The Impossible will Take a Little While*. The reader provides opportunity to ask what they think the emerging social changes are, what their generation(s) want, and how their voices can play a part in that process. The selection of a theme from within the text will be up to the student, rather than to me. However, I will continue to model the process for my students.

I have already begun to do so by inviting people important to my personal cause, LGBTQ equality issues, to speak and be present at the conference. Utah Senator Jim Dabakis and members of Marriage Equality of Utah will participate at the conference per my invitation.

### Online Course Pacing

I always enjoy learning. I continue to study many subjects in my free time. Dressage/equestrian arts, permaculture, gardening, animal welfare, equine nutrition, and building solar panels have all been this year's topics. Most of these studies, when approached in an academic way, are done online. As such, I've become a connoisseur of online courses. I have realized that the way the most engaging and interesting courses are conducted include a weekly roll-out of materials. While you can 'catch up' in a self-paced way, and while each week is self-paced, the overall course is introduced in a way that inspires participation like a much-anticipated series. If it is all available at once, it is too easy to ignore. If it comes out one assignment at a time, it's too hard to keep up. Pacing is important.

So, for my online courses, I determined that I needed to revise and build the new ones to consider a weekly pacing. I succeeded in pacing the course by providing some of the essentials each week on the home page:

- A list of performance objectives for the week
- A list of lectures and assignments that help students to meet those objectives
- A list of assigned and optional readings
- Links to the previous week for continued work.

My English 1010 course required revision because the course had been openly paced within the two major sections. While students could keep a weekly pace if they chose, they often worked ahead of the goals and the materials but missed the purposes of the assignments when they did. Cutting back access to the notebooks and rolling them out once a week helped to mitigate this issue.

My English 1200 course is new as an online course as of Fall 14. This meant that I was able to establish the course in a weekly pacing and develop it from that model from inception. The course was rigorous and challenging for students. I am gathering data from the tests and from the course outcomes to revise the pacing and requirements for Spring.

### Tutoring Support

Having just left an administrative role in the Learning Center, I am very connected with the value of tutoring to the classroom. As we are all rethinking the use of reading and writing as an integrated practice, the development of effective Academic Literacy Center tutors to complement our full force of Student Writing Center tutors. Training tutors is what I have focused the last decade of my life upon, so the development of those tutors and of all tutors remains a concern of mine. My contribution to tutoring occurs in four ways: as a tutor, as a temporary coordinator, as a tutor trainer, and as a certification/training developer.

Each week, every week, for a majority of the semester I met with a student for ½ to 1 hour. This is a student that finds my assistance particularly valuable and could not be persuaded to meet with other tutors. So, I dedicated that time to her in my office each Friday afternoon.

At the beginning of the semester, the Academic Literacy Center still did not have a coordinator of any kind. In support of their success, I continued to serve as a temporary coordinator by setting up schedules for the tutors, setting up a tracking system for their payroll and communicating that to Christine Young for approval. This only lasted for about a month of the term until it was decided that Christine should take over their payroll and until their schedules were set.

I am still developing a training for the ALC tutors to discuss the process and importance of a reflective practice. There has been delay in getting appropriate training materials together for this, as credible and relevant documents that directly state the need for reflection and that are aimed at tutors other than writing tutors are harder to find. I have also met with Marlena Stanford and offered her background on the ALC and hope to continue collaborating with her as she considers the possibility of working with the ALC in the future. I shared my two years' efforts to develop the program and all of the materials that have gone with that.

The largest portion of my efforts in tutoring took place in weekly-plus meetings and development time with the eLearning teams and members from the Learning Center, DRC, SWC, and others to continue in developing the tutor training program called the *SLCC Tutoring Excellence Program* (STEP). This program is an extensive system to diversify the offerings of the CRLA Tutor Certification Program and to expand the ways that tutors can obtain training. This originated because of the number of tutors who were unable to take advantage of the CRLA Tutor Certification. There are tutors located on six locations, but the trainings were only offered at one. They were quite simply inaccessible.

The development of STEP was moving fast and almost near completion when I took the lecturer position with the English department. As such, I continued to assist the development of the program. The full listing of activities for this assignment is found on its own page of my [ePortfolio here](http://xtsportfolio.yolasite.com/crla-and-step-program.php). <http://xtsportfolio.yolasite.com/crla-and-step-program.php>. A brief outline is that I have developed the structure for the program, pitched it and found it well received by faculty and administrators, designed the support system with the help of eLearning, co-designed the facilitator design manual and session planning forms, designed multiple sessions for online and F2F workshops, co-designed others, supported and trained new facilitators in developing their

sessions, met with the design team at least weekly, and wrote the application for the third level tutor certification.

I intend that these activities will accomplish a team of well-trained tutors for every center and site because some of the most effective learning processes are accomplished through individualized, peer-to-peer interaction. Utilization of such processes as a part of the planned course materials is my individual teaching goal.

### Additional Activities

While I did not declare the following activities as part of my initial goals, they are relevant and have contributed to my effectiveness as a faculty member. As such, they deserve mention.

- I am grateful to have had the opportunity to attend the Southwest Association for Developmental Education (SWADE) Conference 2014. I most enjoyed preparing for the Q & A with Mike Rose and participating in it. Many colleagues complemented my question as relevant and meaningful. [Notes from Back to School](#).
- Developing my first ePortfolio for faculty review was helped quite a bit by the workshop *How to Design a Teaching Portfolio* conducted by Lynn Kilpatrick and Andrea Malouf. Nov 2014.
- I elected to be a contributor and be assessed on my course and materials for the "Universal Access Self-Study" led by Melissa Helquist, Clint Gardner and Lynn Kilpatrick for 2014-2015. This requires self-assessment, training, and re-design of my courses to improve the accessibility of the course. While there is nothing specific to my goals this year that apply to this, there is nothing about teaching that accessibility isn't necessary for. I took this on because it is simply the ethical thing to do, learning how to make my course accessible.
- I have completed my one-year term as the Utah Dressage Society Newsletter Editor in December. I completed 12 issues of the newsletter for an audience of approximately 250 members. The newsletter received high acclaim from the members and board. I received comments like:
  - "Christie Bogle has done a seriously phenomenal job this year as editor" (Lucy Knorr, board member, via Facebook)
  - "Beautiful writing!" (Donnette Hicks, member, via email)
  - And Sari Stevens, board member, told me at the banquet that this year's newsletters have been the best the UDS has ever had.

I hope that this letter is helpful in demonstrating my agenda and how I have fulfilled and am fulfilling it. Please contact me at will with any questions.

Regards,



Christie Bogle