BUILDING A PEER AND MENTOR NETWORK: THE DCCCD STEM INSTITUTE

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OUR GOAL TODAY IS TO THINK BEYOND THE INDIVIDUAL CLASSROOM – TO OVERARCHING ISSUES IMPACTING STUDENT SUCCESS

• Imagine:

• Bright students with an adequate math background
WHAT ARE THE STUMBLING BLOCKS – EVEN FOR THE STUDENTS WHO ARE VERY BRIGHT?

To get you started ....

• Lack of role models
• Lack of confidence
• Lack of good time management skills
• Failure to see the links between math and their future
ONE WAY TO ADDRESS THESE ISSUES

Cohort groups

Options

Within courses
Within disciplines
Within departments
Within colleges
By gender
By background
By career interest
INTERLUDE: THE DCCCD STEM INSTITUTE

- Application
- Mentoring
- Professional skills events
- Staff support
- Scholarship support
- Transformative experience
  - Confidence
  - Higher aspirations
  - Validation
- Unified wrap-around program beyond the classroom
THE DCCCD STEM INSTITUTE: AN EXAMPLE OF THE DEVELOPMENT OF COHORTS

From seven colleges in a large district
Common sense of achievement – validation through membership

Structure
- Loose large group
- Smaller groups, mostly college specific, with a single mentor
- Additional subgroups developed through experiences

Goal
Developing an initial professional network among students
QUESTIONS

What cohort groups already exist at your college?

How could those opportunities be expanded to include the development of more formal and informal groups?
Why are math professors a key part of the development of effective student cohort groups?

What supports and resources are missing from your college or district if more cohort development opportunities are to be leveraged in the future?
WHAT ABOUT COHORT GROUPS FOR FACULTY?

• Which ones do you have now?

• What works best about them?

• What is missing?
THE DCCCD STEM INSTITUTE FELLOWS

• Application
• Dean recommendation
• Common work as mentors
• Fellows Academies

Goals

Greater sense of common mission for our district
Opportunities for engagement beyond the subject matter
Overall support for the process of educating
Cohort groups do not have to be within a classroom, subject, or even one college.

Math faculty can be key leaders in the development of cohort groups.

Faculty can also benefit from cohort groups beyond their departments.

Have a conversation with your administrators to see how you can contribute!
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PLEASE CONTACT ME!

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