

Dear Fellow Faculty and Challenge Early College Instructors,

It's that time again when we start a new semester. I always look forward hopefully to classes filled with eager, highly self-motivated students who come to us wanting to learn and willing to do whatever it takes to succeed academically . . . then the reality hits and the difficulty of dealing with students who don't even want to be in class takes over with all of the challenges that make teaching at HCC so demanding and, for me as well as for most of us, so rewarding. One of our newest and toughest tasks at HCC is the Challenge Early College (CEC), and all of the challenges (there's that word again) that come with teaching our traditional students and now teaching the dual credit high school students embedded into our classes. I have been with HCC full time since January 2005, and since 1998 as a "full-time" adjunct and am familiar with most of the problems and the possibilities that exist in our classrooms.

As the faculty liaison between HCC and the CEC (my "job description" follows, below), I want all of you to know that I take this position very seriously and always attempt to be *the* voice for the HCC faculty as well as an "explainer" for the CEC. I take all of our concerns to the CEC team and work diligently to smooth out the rough spots and to make our relationship with the CEC as successful as possible. In order to do this, I need as much input from you as possible. We need to work together and pull together because we are all in this together and the challenges before us can be ironed out only if we are all willing to try to make this process work. Faculty input is essential to the process, and I need to know what your concerns are so that they can be addressed as fully as possible.

Since student success is a significant part of our mandate at HCC, who better to understand what that means than those of us on the front lines? Please contact me within the first three weeks of classes to let me know your specific concerns, problems, etc, and to give me any suggestions for improvement that I can pass on to the CEC. We must make this connection between HCC and the CEC function as effectively and efficiently as possible, and it's only with faculty participation, involvement, and commitment that we can do this. I continue to do everything in my (limited) power to ease this process and to attempt to ensure that our concerns are heard and that the problems are rectified. I do hope you will help me to help us all. We can make this a success, and we can help our students truly to succeed!

Please go to the [Southwest College Learning Web](#) to find out more about the Challenge Early College.

With Best Wishes for Everyone's Success,

Ruth Dunn, Instructor of Sociology and HCC-CEC Faculty Liaison—HCC-SW

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HCC Faculty Liaison with the Challenge Early College

The SW College Faculty Liaison works with faculty, staff, and students to ensure the smooth operation of the West Loop Challenge Early College High School dual credit program.

Primary duties and responsibilities

Serve as a liaison between HCC faculty and administration and high school officials and students on issues involving student registration, school holidays, grade reporting, curriculum, student behavior, student attendance and withdrawals, student academic progress, and student activities.

Secondary duties and responsibilities

Serve as a resource to the Challenge Early College High School administration, students, and parents on HCCS policies and procedures regarding such matters as attendance, grades, academic honesty, student rights and responsibilities, withdrawals, tutoring, and student activities.

Specific tasks

- Contact each dual credit instructor either in person or by telephone at least once a semester.
- Confer with each department chair with faculty participating in the dual credit program on a regular basis throughout the semester, but particularly if any major concerns should develop.
- Oversee the distribution and collection of dual credit class rolls.
- Help SW College dual credit instructors resolve instructional problems related to dual credit, including grade sheets, attendance rosters, and student behavior issues.
- Maintain open lines of communication by e-mail and telephone with dual credit instructors, high school administration, Southwest College department chairs, Lynn Herrera, and the academic dean.
- Meet regularly with the Challenge Early College High Administration on issues related to student placement, registration, grades, student academic performance, etc.
- Ensure that the Challenge Early College Administration and students are aware of tutoring resources, advisement activities, student activities, cultural events, etc. so that Challenge dual credit students have the opportunity to be fully engaged in the life of our college.
- Perform other related duties as assigned.