

05/04/2022 Academic Senate Meeting Transcript

162

00:24:03.090 --> 00:24:14.430

Julie Thompson: I will call this meeting to order apologies for being for doing that a minute late um it's great to see everyone at our next to last senate meeting for the year.

163

00:24:15.570 --> 00:24:18.540

Julie Thompson: And okay.

164

00:24:21.570 --> 00:24:31.650

Julie Thompson: And is there, excuse me a senator remember the Senate, who would like to read the land acknowledgement statement of Senator commit code okay.

165

00:24:32.070 --> 00:24:32.760

Jan Kmetko: Good afternoon.

166

00:24:33.840 --> 00:24:45.000

Jan Kmetko: Senator and I will read the acknowledgement statement we acknowledge that we gather at Santa Rosa junior College on the territory traditional and of the promo people.

167

00:24:45.480 --> 00:25:00.120

Jan Kmetko: in Santa Rosa and the coast real people in the past and present and partner with gratitude, the land itself and the people we have still that who have stewarded the generation all right, thank you, thank you, thanks for that.

168

00:25:06.210 --> 00:25:13.230

Julie Thompson: Okay next is open forum me and Natalia do we have anyone in the queue today.

169

00:25:13.980 --> 00:25:17.640

Academic Senate: Yes, right now, I have to first step is Laura larky.

170

00:25:18.090 --> 00:25:19.800

Julie Thompson: Okay, Professor located.

171

00:25:23.190 --> 00:25:33.930

Laura Larque: Who they have done academic senate President you read them some in some others I really don't want to make a habit of coming to speaking up in forum every single meeting but.

172

00:25:34.770 --> 00:25:45.780

Laura Larque: Today I am attending as the latinx faculty and staff association Elvis a precedent to speak in relation to the scholarship blinding process.

173

00:25:46.260 --> 00:26:01.380

Laura Larque: The blinding process removes conflict of interest in personal bias after the George floyd assassination, a strong black movement demanding equality in all aspects of society took place.

174

00:26:01.950 --> 00:26:13.200

Laura Larque: And of course it had to happen in SF DC we were also faced with long meeting changes changes that will bring a sense of some equality or the knowledge.

175

00:26:15.720 --> 00:26:26.970

Laura Larque: Is a juicy promise to start bringing the equity question to the table intentionally and to carry to the practices, what has been promised in theory, for a long time.

176

00:26:28.020 --> 00:26:33.540

Laura Larque: And the scholarship blinding is a good example of the student equity.

177

00:26:34.710 --> 00:26:44.970

Laura Larque: I understand that there have been some people expressing them concerns on students of color not receiving scholarships, as a result of the blinding system.

178

00:26:45.660 --> 00:26:59.850

Laura Larque: When the facts proved that was not the case, actually record show that the number of the students of color receiving receiving scholarships has increased as a result of the blinding process.

179

00:27:00.540 --> 00:27:14.220

Laura Larque: When that approach team work people began arguing about the scholarship process not working, my question to all of us is what system really or process is really perfect.

180

00:27:14.790 --> 00:27:24.960

Laura Larque: What can be done without any problems, so I would say the people involved in scholarship is working on improving the process.

181

00:27:26.280 --> 00:27:42.660

Laura Larque: I say let's give them the time to address their concerns before this body passes any judgment or people pass judgment on a system that is perhaps not the purview of academic Senate and like thank you for your time.

182

00:27:46.230 --> 00:27:47.490

Julie Thompson: Thank you, Professor lowercase.

183

00:27:48.600 --> 00:27:51.300

Julie Thompson: and Natalia who is next in the queue please.

184

00:27:52.650 --> 00:27:57.330

Academic Senate: Next McHugh is Jay and I may I may be butchering this molineux.

185

00:27:57.420 --> 00:27:59.100

Academic Senate: molineux okay.

186

00:27:59.400 --> 00:28:01.710

Julie Thompson: Okay Jay molyneux welcome.

187

00:28:09.030 --> 00:28:11.640

Julie Thompson: Are you with this let's see.

188

00:28:16.500 --> 00:28:18.240

Julie Thompson: Is Jay molineux here.

189

00:28:19.860 --> 00:28:20.820

Julie Thompson: No okay.

190

00:28:22.230 --> 00:28:24.300

Julie Thompson: um Is there anyone else in the queue.

191

00:28:25.530 --> 00:28:26.250

Academic Senate: There is not.

192

00:28:27.090 --> 00:28:33.240

Julie Thompson: There is not okay um so one last call is Jay molineux here.

193

00:28:34.710 --> 00:28:35.850

Julie Thompson: To make a public comment.

194

00:28:37.650 --> 00:28:50.820

Julie Thompson: Okay let's go ahead and move on them thanks um next we have a correction and Adoption of the Minutes, the April 20 draft minutes draft is in your packet.

195

00:28:51.900 --> 00:28:54.990

Julie Thompson: And, are there any corrections to to that draft.

196

00:28:59.820 --> 00:29:02.190

Julie Thompson: Hearing then is there a motion to approve.

197

00:29:06.450 --> 00:29:07.980

Julie Thompson: Senator carlin goldberg.

198

00:29:08.790 --> 00:29:09.480

Julie Thompson: My name is.

199

00:29:09.960 --> 00:29:14.250

Jen (she/her) Carlin-Goldberg: john Jon burge and I would like to move to approve the Minutes from the last meeting.

200

00:29:14.670 --> 00:29:16.380

Julie Thompson: Okay, thank you, was there a second, please.

201

00:29:22.170 --> 00:29:24.330

Sheryl Cavales Doolan: This is Cheryl call stolen I second.

202

00:29:25.320 --> 00:29:32.610

Julie Thompson: Thank you, Senator Cabal is doing OK, we have a motion and a second set of senators could get ready for Secretary Stover to call the boat, please.

203

00:29:37.830 --> 00:29:42.180

Dr John Stover: Calling the vote on the adoption of the Minutes Anderson.

204

00:29:42.240 --> 00:29:42.510

Under.

205

00:29:44.910 --> 00:29:47.370

Laura Aspinall- she/her: aspinall aspinall yes.

206

00:29:50.400 --> 00:29:51.210

Dr John Stover: I'll take on.

207

00:29:51.660 --> 00:29:53.550

Dr John Stover: Yes, a Viola.

208

00:29:53.880 --> 00:29:54.540

Yes.

209

00:29:56.040 --> 00:29:56.790

Vince Bertsch: Yes.

210

00:29:57.030 --> 00:29:57.690

Dr John Stover: boom bah.

211

00:29:58.230 --> 00:30:00.030

Dr John Stover: Yes, Bush.

212

00:30:00.390 --> 00:30:02.490

Dr John Stover: Yes, carlin goldberg.

213

00:30:03.360 --> 00:30:05.370

Dr John Stover: Yes, Kabbalah stolen.

214

00:30:06.030 --> 00:30:07.800

Dr John Stover: Yes, don again.

215

00:30:08.340 --> 00:30:09.990

Dr John Stover: Yes, faster.

216

00:30:10.590 --> 00:30:12.360

Dr John Stover: Yes, hail.

217

00:30:12.960 --> 00:30:14.730

Dr John Stover: Yes, jacobson.

218

00:30:16.920 --> 00:30:17.430

Tara Jacobson (she/her): Yes.

219

00:30:18.270 --> 00:30:19.680

Tara Jacobson (she/her): Johnson yes.

220

00:30:20.400 --> 00:30:22.350

Jesse Kosten - Area 11: coston yes.

221

00:30:22.920 --> 00:30:23.790

Dr John Stover: Come at Co.

222

00:30:24.210 --> 00:30:25.920

Dr John Stover: Yes, lumber.

223

00:30:26.190 --> 00:30:26.700

David Lemmer-Area 11: Yes.

224

00:30:27.450 --> 00:30:31.140

Monica Ohkubo (she/her): A qubo yes Oliver.

225

00:30:31.380 --> 00:30:33.480

Dr John Stover: Yes, reeves.

226

00:30:33.750 --> 00:30:35.340

Byron Reaves (he/him): Yes, Schmidt.

227

00:30:36.030 --> 00:30:37.860

Dr John Stover: Yes, spoon Berg.

228

00:30:42.090 --> 00:30:51.600

Dr John Stover: Is Senator scuba I know Center square varies having technical difficulties i'll come back
stover yes valance Layla proxy boom BA.

229

00:30:52.110 --> 00:30:52.530

Yes.

230

00:30:53.970 --> 00:30:54.660

Dr John Stover: wiley.

231

00:30:55.920 --> 00:30:56.460

Sarah Whyllly she/hers: Yes.

232

00:30:57.390 --> 00:30:58.140

Winston.

233

00:30:59.220 --> 00:31:00.090

Summer Winston (They/Them): i'm saying.

234

00:31:02.100 --> 00:31:04.380

Dr John Stover: and going back spoon Berg.

235

00:31:05.400 --> 00:31:10.920

Mark Anderman: i'm Secretary Center school and Greg asked me to proxy for her, and so I will vote yes, on her behalf.

236

00:31:12.270 --> 00:31:17.310

Dr John Stover: Okay, noting proxy for school enberg as anderman.

237

00:31:18.690 --> 00:31:21.480

Dr John Stover: The vote there is yes and.

238

00:31:22.530 --> 00:31:38.340

Dr John Stover: So President Thompson that's 25 yes votes one abstention, and I just want to make a technical note, make sure that you're on mute when you're not speaking Senator Thompson that there seems to be a feedback loop thanks so much.

239

00:31:39.510 --> 00:31:40.530

Julie Thompson: Okay, thank you.

240

00:31:42.780 --> 00:31:50.100

Julie Thompson: And I am perfectly willing to be muted by others if I forget, so I noticed, you did that Thank you okay i'm.

241

00:32:01.530 --> 00:32:03.000

Julie Thompson: Okay i'm.

242

00:32:05.790 --> 00:32:06.690

Julie Thompson: Sorry okay.

243

00:32:07.980 --> 00:32:18.480

Julie Thompson: Next, on the agenda is adjustments to the agenda um Is there anyone who wishes to pull the consent item from consent and move it to action.

244

00:32:21.030 --> 00:32:21.870

Julie Thompson: hey hearing them.

245

00:32:23.790 --> 00:32:35.220

Julie Thompson: Okay next we have reports we have quite a few reports today so i'm made my in short hope to get through it in less than five minutes okay.

246

00:32:36.780 --> 00:32:49.560

Julie Thompson: The academic year is mining down students are working hard to finish papers and projects and study for exams and our colleagues who are working hard to get a lot of projects as close to done as possible before the end of the year.

247

00:32:50.460 --> 00:32:56.640

Julie Thompson: today's agenda reflects our colleagues push to get guided pathways projects finished are closer to finished.

248

00:32:57.120 --> 00:33:05.640

Julie Thompson: will hear from for the work groups today and from the fifth work group on may 18 and while we won't be getting additional funding for guided pathways for next year.

249

00:33:06.000 --> 00:33:18.930

Julie Thompson: The chancellor's office is allowing colleges additional time beyond the end of this fiscal year to spend down any remaining funds, so the completion work can continue over the summer and into fall as needed.

250

00:33:19.860 --> 00:33:27.900

Julie Thompson: Okay i'm at our next senate meeting there will be a short report on college Councils progress to date on the governance redesign project.

251

00:33:28.440 --> 00:33:37.440

Julie Thompson: Also, we are working to schedule a one hour town hall meeting before the end of the Semester, so that we can provide a full report on our progress to the College community.

252

00:33:39.000 --> 00:33:55.950

Julie Thompson: In person commencement will be held on Saturday may 28 Please see the email from Dr cell tanya tallies office sent Tuesday April 26 that email provides a link that you will use to indicate your interest in attending okay.

253

00:33:57.000 --> 00:34:05.400

Julie Thompson: There is a current solicitation out for two professional development coordinator positions, there was a one year position.

254

00:34:06.270 --> 00:34:14.370

Julie Thompson: To fill a mid term vacancy and that starts at the very end of this semester, and then a two year term that starts the first day of the fall semester.

255

00:34:14.910 --> 00:34:22.470

Julie Thompson: The application process is open to tenured faculty members and also year for probationary faculty members whose tenure.

256

00:34:23.070 --> 00:34:28.770

Julie Thompson: was approved this spring by the board so that their tenure is effective, with the fall 2022 semester.

257

00:34:29.670 --> 00:34:41.790

Julie Thompson: applications are due by Monday may 16 at 5pm please consider applying and building on the good work that has been done by the many wonderful faculty colleagues who have served in these roles.

258

00:34:42.750 --> 00:34:52.650

Julie Thompson: The application deadline for the teaching fellows program has been extended to Monday may 9, this is a great programs students get wonderful experience they work closely with the Faculty mentor.

259

00:34:53.070 --> 00:34:57.900

Julie Thompson: And they also develop relationships with their cohort of other fellows and.

260

00:34:58.440 --> 00:35:05.580

Julie Thompson: Please consider finding a student to apply with, and if you have questions you can reach out to members of the steering committee Sean boom BA.

261

00:35:05.880 --> 00:35:12.330

Julie Thompson: Rachel kutcher katie gerber Leon Sue Cathy prints or me, and we are happy to answer your questions.

262

00:35:13.080 --> 00:35:22.740

Julie Thompson: there's a strategic planning tell town hall meeting coming up on Friday may 13 please attend, if you are able and please also know that you are welcome to attend part.

263

00:35:23.130 --> 00:35:33.060

Julie Thompson: Of the meeting if you're not available to attend the whole thing we are happy to have you, for whatever portion of that you can attend Okay, finally, you may have seen that.

264

00:35:34.170 --> 00:35:43.860

Julie Thompson: For the president's Award for faculty recognition, this year, I chose the whole academic senate everyone who has served on the Senate this year and.

265

00:35:44.610 --> 00:35:51.960

Julie Thompson: Everybody who's contributed on this year is done so in such a meaningful way that there was no way that I could choose among you for this award.

266

00:35:52.320 --> 00:36:06.810

Julie Thompson: And I hope that you will all be able to attend the online awards event tomorrow afternoon and I look forward to a productive meeting there in ends, my report thanks um next we will hear from President elect persons.

267

00:36:07.500 --> 00:36:08.160

Julie Thompson: One one.

268

00:36:10.800 --> 00:36:15.960

Nancy Persons: senators, I have a very quick report to give you on the committee appointments i'm going to read quickly.

269

00:36:17.010 --> 00:36:27.270

Nancy Persons: The as exec subgroup that worked on the committee appointments were myself Byron reeves JESSICA Bush and Natalia Hayworth assisted us.

270

00:36:28.140 --> 00:36:43.200

Nancy Persons: The principles we use to make the appointments so far, and they will be the same in the future include respecting applicant preferences, the best weekend if we can't give first choice we will absolutely try to give second choice.

271

00:36:44.670 --> 00:36:56.400

Nancy Persons: Using a balance of seasoned and newer voices on committees committee membership would be diverse with regard to gender expression age ethnicity discipline representation.

272

00:36:57.480 --> 00:37:06.120

Nancy Persons: We would try to as best we could honor suggested committee makeup, as stated in committee charge i'm happy we were able to meet all of those.

273

00:37:06.480 --> 00:37:21.000

Nancy Persons: Conditions some context about the appointments made so far, we are not done, we have done a first round, we were able to go through and assign everybody who responded to the call for Committee requests.

274

00:37:21.720 --> 00:37:29.610

Nancy Persons: We were able to assign almost everyone to a committee or up to three committees as they requested.

275

00:37:30.180 --> 00:37:43.860

Nancy Persons: approximate will know 90 faculty responded to the call for committee appointments, as of today, fyi we have 287 full time faculty 55 of whom are in tenure track leaving.

276

00:37:44.220 --> 00:37:56.400

Nancy Persons: 230 to 10 years with 15 retiring this year and 36 new position starting fall 2022 if all of our commitments are successful, that is hot off the presses today.

277

00:37:57.660 --> 00:38:09.330

Nancy Persons: 11 faculty who responded to the call for committee appointments did not get an appointment, many of these were because they only specified one committee didn't give a second or third choice.

278

00:38:10.140 --> 00:38:23.010

Nancy Persons: Not all committees had vacancies on them, to begin with those currently appointed to committees are being notified now and a call is about to go out for additional interest to fill vacancies that still exist.

279

00:38:23.610 --> 00:38:36.060

Nancy Persons: We know some faculty perform all their college service works in their departments and if even a fraction of those who have not already responded to the call for appointments were to respond.

280

00:38:36.720 --> 00:38:43.770

Nancy Persons: about the way to a shared governance committee, it would really help spread the workload out, and that is my report.

281

00:38:46.080 --> 00:39:06.720

Julie Thompson: Thank you, President elect persons, we appreciate that okay um we are going to hear some guided pathways reports now and first of those is the guided pathways interdisciplinary first year experience course work group Senator john again Sandra feldman and dear dear friend Zack.

282

00:39:09.090 --> 00:39:13.200

Anne Donegan: Okay, do I have sharing privileges.

283

00:39:14.640 --> 00:39:16.440

Academic Senate: Sorry, I didn't mean that, but you do.

284

00:39:17.280 --> 00:39:18.330

fantastic.

285

00:39:22.950 --> 00:39:28.770

Anne Donegan: Of course my laundry alright well, thank you, President Julie Thompson.

286

00:39:31.050 --> 00:39:35.070

Anne Donegan: And I wish all my fellow senators and everybody in this room.

287

00:39:36.120 --> 00:39:38.160

Anne Donegan: A happy new year end of the Semester.

288

00:39:39.510 --> 00:39:46.470

Anne Donegan: Okay, so my name is and on again i'm a historian, I was in the Senate talking about our project with sandy feldman and.

289

00:39:46.800 --> 00:39:54.570

Anne Donegan: deirdre from zach just a few weeks ago um you may remember we're working on an interdisciplinary first year experience course.

290

00:39:55.110 --> 00:40:10.560

Anne Donegan: Last semester sorry she pushing this up last semester, our group surveyed 90 surveyed the Faculty and we had 90 respondents telling us about which foundational and critical thinking skills.

291

00:40:11.040 --> 00:40:26.460

Anne Donegan: We want our students to be developing in a first year experience course and also what does discipline topics they think would be best suited for our students after this survey and after we brought it to the Senate.

292

00:40:27.780 --> 00:40:37.710

Anne Donegan: For a presentation we were then tasked with starting to work on a course outline of record that could be a template for first year seminar.

293

00:40:38.220 --> 00:40:49.350

Anne Donegan: That could be used by any number of faculty across the district right, so this is a work in project process of working progress, excuse me.

294

00:40:49.830 --> 00:40:58.470

Anne Donegan: haven't gone to CRC yet, but this is something that we've looked at what other schools have been doing so, of course, it would be.

295

00:40:59.130 --> 00:41:03.150

Anne Donegan: Right now tentatively called college one, the first year seminar.

296

00:41:03.810 --> 00:41:08.910

Anne Donegan: The course description would say that this course will strengthen critical thinking and study skills.

297

00:41:09.240 --> 00:41:20.400

Anne Donegan: needed for success in college introduce students to a wide array of students support services here at us or JC and will inspire academic exploration and civic engagement.

298

00:41:20.940 --> 00:41:31.380

Anne Donegan: Students will be engaged in a particular disciplinary pathway that will like night intellectual curiosity and then we would have a very.

299

00:41:33.090 --> 00:41:42.330

Anne Donegan: Broad aspect to topics and scopes where there would be study skills critical thinking skills introduction to student support resources.

300

00:41:42.690 --> 00:41:49.260

Anne Donegan: But then I really want to highlight the last two that I would have here right introduction to disciplines or programs.

301

00:41:49.530 --> 00:42:05.280

Anne Donegan: Of the instructors a record of this particular section, and similarly discipline specific content is determined by the instructors of the record of record of this section so again, as I said in my last senate presentation.

302

00:42:05.760 --> 00:42:10.860

Anne Donegan: We could have someone from computer studies and philosophy, looking at the ethics.

303

00:42:11.220 --> 00:42:24.690

Anne Donegan: of social media right, we could have a biologist and a political scientist, putting them together, we could have someone from CTE and i'm an English putting on classes together right, so this is this is.

304

00:42:25.440 --> 00:42:31.860

Anne Donegan: With a template like this that would allow anybody to teach the course and then.

305

00:42:32.550 --> 00:42:44.670

Anne Donegan: As anyone knows who has put forward a new course to our curriculum committee they've always asked for comparable courses, because our mission at essar JC is to teach.

306

00:42:45.210 --> 00:42:51.450

Anne Donegan: High quality lower division coursework so I did or group did some.

307

00:42:52.230 --> 00:43:01.680

Anne Donegan: surveys of this and I just included a couple of examples here, there were so many of these types of programs across our our CSU and uc colleagues campuses.

308

00:43:02.010 --> 00:43:09.450

Anne Donegan: But I just have a few here at uc Santa Barbara they have a whole series of what they call discovery seminars.

309

00:43:09.750 --> 00:43:20.820

Anne Donegan: Where individual faculty or a team of faculty put together courses about some part of aspect of their discipline that they love and I just want to highlight this part in yellow.

310

00:43:21.330 --> 00:43:28.800

Anne Donegan: Students in the seminars will develop their knowledge of the subject, strengthen study skills and develop deeper understanding.

311

00:43:29.160 --> 00:43:37.440

Anne Donegan: of how learning about disciplinary interest and perspectives can help them become more effective learners.

312

00:43:37.770 --> 00:43:50.130

Anne Donegan: So you i'm not going to go through this whole list here, but you can see there's classes here about studying university sexuality, ethnicity and contemporary theatre experiencing shaped beer.

313

00:43:50.700 --> 00:44:05.430

Anne Donegan: Diseases ideas and the laws right across the whole gamut, the idea is to offer enough variety that students will be caught into something that they are interested in and or hopefully love.

314

00:44:06.060 --> 00:44:11.190

Anne Donegan: Right at San Francisco state they have a whole series of first year seminars.

315

00:44:11.700 --> 00:44:29.310

Anne Donegan: The goals of higher education mission and structuring the university communication and information competency academic skill development and personal and interpersonal skills related to academic success right and again a wide array.

316

00:44:30.060 --> 00:44:48.930

Anne Donegan: Of focuses from Asian American activism foundation business communication multi lingual voices the history of me Latina Latino latinx murals meetings and music right, so the whole idea is now bringing it back.

317

00:44:49.800 --> 00:44:51.300

Dr John Stover: Time is up on the topic.

318

00:44:53.850 --> 00:44:54.510

Anne Donegan: i'm sorry.

319

00:44:54.690 --> 00:44:55.170

Dr John Stover: I just.

320

00:44:55.320 --> 00:44:57.480

Dr John Stover: Point of order, time is up, on the topic.

321

00:44:58.500 --> 00:45:00.180

Anne Donegan: Can I just finished my last sentence.

322

00:45:00.270 --> 00:45:00.900

Julie Thompson: Really quickly.

323

00:45:01.230 --> 00:45:01.950

Anne Donegan: Really smooth yeah.

324

00:45:02.160 --> 00:45:11.940

Anne Donegan: So the whole idea of bringing it back to us or JC is faculty have added right collaborate with your colleagues, develop a course about something you love.

325

00:45:12.210 --> 00:45:24.900

Anne Donegan: help strengthen our students foundational and critical skills share your passion passion is contagious and introduce our students to the discipline that you love, thank you for allowing me the extra time.

326

00:45:26.910 --> 00:45:42.300

Julie Thompson: Thank you for the report and for the work of your worker thanks so much and and the next report is the guided pathways student facing website redesign our colleagues Terry fanta April Oliver Katrina Smith welcome.

327

00:45:47.850 --> 00:46:00.000

Katrina Smith: hi, thank you for letting me present this is the guided pathways homepage work group and as we have shared with you, before they I factory contract is going forward we.

328

00:46:00.990 --> 00:46:11.160

Katrina Smith: shared with you the timeline we have just finished the discovery portion and now we're in the information architecture and user experience design phase.

329

00:46:11.670 --> 00:46:22.080

Katrina Smith: Which overlaps next with our visual design and then testing and then to recap with visual design and back to information architecture and user design.

330

00:46:25.830 --> 00:46:38.130

Katrina Smith: So the discovery phase, complete and we have done the strategic questionnaire by guided pathways work group members, we have completed four sessions of stakeholder interviews.

331

00:46:38.940 --> 00:46:58.080

Katrina Smith: We have completed the student focus groups two sessions, including one specifically for Spanish speakers and we just had the students survey wrap up and we had over 300 respondents this slide is like a week eight, and so we had 300 respondents.

332

00:46:59.130 --> 00:47:08.130

Katrina Smith: And if you don't mind me reading some of this back, we had some quotes from the back from student focus groups, and this is student quote.

333

00:47:08.700 --> 00:47:19.740

Katrina Smith: there's lots of stuff to navigate I excuse me there's lots of stuff easy to get lost at first, a little hard to navigate until I got into a groove with it lots of clicking around.

334

00:47:20.430 --> 00:47:29.370

Katrina Smith: And the second student says the hardest part of the process of getting started at s or JC was just being a first generation student.

335

00:47:29.760 --> 00:47:40.560

Katrina Smith: I didn't have the past experience of applying for financial aid or even navigating a computer, I think the website and student portal both still need a lot of work.

336

00:47:42.390 --> 00:47:46.860

Katrina Smith: And this is direct feedback from stakeholder interviews.

337

00:47:48.240 --> 00:48:01.800

Katrina Smith: The first quote says, we have to sit there and show the students were to click next and next and next if I send 200 emails about applying for a degree and how to do it i'll get 120 back with questions.

338

00:48:02.730 --> 00:48:10.620

Katrina Smith: And the second quote says i'd like to see a visual representation of the student journey i'm not a visual expert, but I am very visual.

339

00:48:11.040 --> 00:48:22.320

Katrina Smith: If you're here for a piece like learn a language gain a skill get a degree i'd like to see a visual guide that simple, but have those connections i'm going to pass it over to April.

340

00:48:23.010 --> 00:48:25.860

April Oliver: Thank you Katrina, I just wanted to add.

341

00:48:27.630 --> 00:48:41.160

April Oliver: This is a just an example of the first question of the survey that was sent out to students, we sent it out to all students and as Katrina said we got 298 responses, so that was exciting.

342

00:48:42.270 --> 00:48:46.860

April Oliver: And we just closed that this week, so that was the ending of our discovery phase.

343

00:48:48.150 --> 00:48:50.340

April Oliver: And so, going on to the next slide.

344

00:48:52.530 --> 00:49:04.200

April Oliver: So some of the highlights, we were just looking at the results because we just close it with some of the highlights that we got from the survey was that the top contact points that students.

345

00:49:05.040 --> 00:49:23.610

April Oliver: use to get information was counseling financial aid and a faculty Member, and then the hardest to find information that they rated was choosing an area of study and then finding the support I need, which included paying for college Tutoring food resources and health services.

346

00:49:25.230 --> 00:49:37.230

April Oliver: And then we also as a highlight found that 40 almost 42% of the students who responded to the question about what are your plans after you finish it so JC was transferred to a four year school.

347

00:49:40.920 --> 00:49:51.450

April Oliver: And then i'm going to go and move on, and so our next phase let's see if I can say it is information architecture and user experience design so we'll be looking at the responses.

348

00:49:51.930 --> 00:50:04.800

April Oliver: We, the consultant will be putting together a strategy report and then they're going to get into the design strategy which is like what does it look like visually for the student journeys and start.

349

00:50:05.880 --> 00:50:08.550

April Oliver: Giving visual representations of those.

350

00:50:10.260 --> 00:50:12.450

April Oliver: And I believe that's it Thank you.

351

00:50:15.270 --> 00:50:24.600

Julie Thompson: Thank you, I think perfect timing okay Thank you so much for your report and for your work, we appreciate that I next we have.

352

00:50:25.800 --> 00:50:37.650

Julie Thompson: Guided pathways academic support backpacks the virtual backpack and and our colleagues Elizabeth Dale Michael hale and Jesse Paisley are members of that group welcome.

353

00:50:38.340 --> 00:50:52.110

Jessy Paisley (she/her): hi Thank you, thank you, Madam President and Senators for giving us this opportunity to provide you an update i'm here presenting on behalf of integrated academic support backpack with Michael hail and Elizabeth sale.

354

00:50:52.710 --> 00:50:56.130

Jessy Paisley (she/her): Since the last time we've provided you an update we've been busy.

355

00:50:56.610 --> 00:51:07.590

Jessy Paisley (she/her): Visiting with departments and other groups across campus to ensure that we have a robust and comprehensive list of academic supports for our students to be included in the backpack.

356

00:51:08.400 --> 00:51:19.860

Jessy Paisley (she/her): The project and resources have been well received by faculty and that and the Faculty have been enthusiastic at the prospect of an academic support backpack being available to our students.

357

00:51:20.820 --> 00:51:28.380

Jessy Paisley (she/her): Included in this in this meetings materials, you should have seen a document linked with our request.

358

00:51:29.040 --> 00:51:34.920

Jessy Paisley (she/her): And we hope you'll take some time to review that and consider it so that we can continue on our progress.

359

00:51:35.280 --> 00:51:43.350

Jessy Paisley (she/her): Part of that request is to formally partner with students services to assist us and carrying this project over the finish line.

360

00:51:44.040 --> 00:52:00.810

Jessy Paisley (she/her): their knowledge and background in student technology is pivotal for our project in the document you will also see a specific breakdown of the different costs related to the backpack project around technology, a programmer website development and design.

361

00:52:01.860 --> 00:52:11.130

Jessy Paisley (she/her): To ensure we met our due diligence, we got confirmation from the VP of finance that these technology requests are within the scope of guided pathways budget spending.

362

00:52:11.970 --> 00:52:28.200

Jessy Paisley (she/her): With all of this in mind, we hope to get your support on this project and that this request can be placed on a future consent agenda so that we can continue on with the backpack project that is all I am Thank you okay.

363

00:52:29.610 --> 00:52:35.640

Julie Thompson: Thank you so much to you and your colleagues and your workgroup appreciate your work and your report and.

364

00:52:37.800 --> 00:52:52.140

Julie Thompson: The last of the guided pathways reports for today is the first year experience programs and our colleagues reverb ruin Nick hill Byron reeves and Rome, Rome and usually will be talking with us about their projects.

365

00:52:54.300 --> 00:53:04.830

Byron Reaves (he/him): hey happy almost into the week happy hump day y'all think my colleagues are here as well, and so just very quickly i'm.

366

00:53:06.150 --> 00:53:17.190

Byron Reaves (he/him): are charged with identifying collect boxes to fit bridge orientation programs activities and put them into a simple, accessible fit web page.

367

00:53:18.540 --> 00:53:36.450

Byron Reaves (he/him): And what we created was an exhaustive list of all the programs that we could find at the College and that that came from you know talking to various different student services and faculty and also looking at our website down to see what we had available for.

368

00:53:37.470 --> 00:53:40.500

Byron Reaves (he/him): The programs that we were scheduled to talk about.

369

00:53:42.090 --> 00:53:45.960

Byron Reaves (he/him): One of the things that we came up and thought about was the language on our website.

370

00:53:47.040 --> 00:53:51.480

Byron Reaves (he/him): is really not student centered or student friendly right we use words that.

371

00:53:52.260 --> 00:54:02.520

Byron Reaves (he/him): in language that students don't necessarily identify with and so that's why it might be hard to find resources on our webpage right, so I want students leave high school or they're coming in.

372

00:54:02.760 --> 00:54:12.870

Byron Reaves (he/him): um as a returning students things like financial aid come off the Tongue, but it might not be something that Austin is identified with right, so one of the big things that we talked about looking at student language.

373

00:54:13.260 --> 00:54:17.610

Byron Reaves (he/him): A little differently on our webpage and I might help students find the resources better.

374

00:54:19.680 --> 00:54:21.840

Byron Reaves (he/him): Online ongoing conversations and next steps.

375

00:54:23.160 --> 00:54:32.760

Byron Reaves (he/him): Again students are coming in to these different to our to our colleagues at different places and are accessing our website and resources and different.

376

00:54:33.240 --> 00:54:38.550

Byron Reaves (he/him): in different ways right, and so we want to think about ways to make that easier for students right at home.

377

00:54:38.820 --> 00:54:51.480

Byron Reaves (he/him): for students to do this, and so we definitely want to interview students and faculty and you know, when in fact what he says hey visit the tourist Center work with what they paid you go to what do you find that link right and so that's going to be super important for our own long work.

378

00:54:52.710 --> 00:55:03.240

Byron Reaves (he/him): And then we'll also where does it live Is it better and and copy isn't better on web page is it on a canvas Where does this live working students access is the most maybe it's all of them, but.

379

00:55:04.260 --> 00:55:07.530

Byron Reaves (he/him): that's a lot of work right freedom in canvas Shell back that's.

380

00:55:08.130 --> 00:55:20.880

Byron Reaves (he/him): You know, as accessible as well as website so i'm definitely trying to figure out where the best place and interviewing students and faculty to figure out where's the best place for students to reach these goals are and reach these links.

381

00:55:22.170 --> 00:55:34.770

Byron Reaves (he/him): And again what Obviously there are website conversations on all other groups only want to work with those groups and contain work with student services, we also want to identify gaps and right recommendations on.

382

00:55:35.850 --> 00:55:40.050

Byron Reaves (he/him): How to of course it's fitting overall experience we want for first time college students.

383

00:55:40.710 --> 00:55:46.830

Byron Reaves (he/him): Recruitment outreach where our students and you know where are they accessing these information we did come up with some.

384

00:55:47.400 --> 00:56:00.300

Byron Reaves (he/him): Ideas this was one of the list we came up with is an exhaustive list, and we kind of use these kind of student friendly language we leave to help students navigate that and so we're looking to.

385

00:56:01.500 --> 00:56:08.430

Byron Reaves (he/him): learn about our JC you're ready to take classes finding resources different ways, and so we just again changing the language.

386

00:56:09.000 --> 00:56:19.650

Byron Reaves (he/him): is one of the things we wanted to do and we tried to house, a lot of the information we found under these different categories, and I know i'm running back on time, so we looked at.

387

00:56:20.520 --> 00:56:26.400

Byron Reaves (he/him): Some design ideas and chabot college and you know they have a really kind of clean way of thinking about.

388

00:56:26.910 --> 00:56:35.790

Byron Reaves (he/him): Getting students to access information that they need right then and there and so these are some of the ideas that we could start to work on our website, this is the stuff that we wanted to think about doing.

389

00:56:36.240 --> 00:56:44.100

Byron Reaves (he/him): um i'll leave the others minutes to or seconds to our other folks they're here.

390

00:56:50.220 --> 00:56:51.690

Julie Thompson: No okay okay.

391

00:56:53.370 --> 00:57:11.400

Julie Thompson: Thank you, thank you so much i'm a love your introduction hey i'm so good energy Thank you so much for your presentation um so we're a little bit ahead of schedule here by about 10 minutes um.

392

00:57:12.690 --> 00:57:20.880

Julie Thompson: Would you like to take your break now and then come back and do everything, or do you want to go through the consent and then take a break does anybody care.

393

00:57:21.960 --> 00:57:37.590

Julie Thompson: Anyone desperate for a break raise your hand if you're desperate for a break, no one is desperate for a break Okay, we will do the consent agenda and i'm just a little bit of context in case there's anyone in the room who's dealing with this particular.

394

00:57:39.360 --> 00:57:52.830

Julie Thompson: process for the first time we have a couple of bank accounts with the exchange bank and once a checking account wins a savings account and we use them for things like.

395

00:57:54.450 --> 00:58:09.480

Julie Thompson: plaques for awards that sort of thing i'm and we have our President, Vice President and Secretary, as well as our administrative assistant or signatories to those accounts, so that they can access the funds.

396

00:58:09.930 --> 00:58:21.570

Julie Thompson: And then the Senate President also has a debit card that's attached to one of the accounts, and so we are just initiating the process of making doing some housekeeping work.

397

00:58:22.830 --> 00:58:43.530

Julie Thompson: I will be removed from the accounts as of may 28, which is the last day of my term and President elect persons will be added as of may 29 and so that is what you see reflected in the support document and so Secretary stover will call the boat.

398

00:58:45.960 --> 00:58:48.240

Dr John Stover: Calling the vote on the consent agenda.

399

00:58:48.810 --> 00:58:49.470

Dr John Stover: and Herman.

400

00:58:49.680 --> 00:58:51.570

Dr John Stover: Yes, aspinall.

401

00:58:54.450 --> 00:58:54.870

Laura Aspinall- she/her: Yes.

402

00:58:56.850 --> 00:58:57.570

Dr John Stover: i'll take on.

403

00:58:58.110 --> 00:58:58.620

Dr. Aylin Atilgan Relyea: Yes.

404

00:58:59.160 --> 00:59:01.140

filomena (she/her): The Viola, yes.

405

00:59:02.340 --> 00:59:03.030

Vince Bertsch: Yes.

406

00:59:03.270 --> 00:59:03.960

Dr John Stover: boom bah.

407

00:59:04.410 --> 00:59:05.940

Dr John Stover: Yes, Bush.

408

00:59:06.330 --> 00:59:08.490

Dr John Stover: Yes, carlin goldberg.

409

00:59:08.880 --> 00:59:10.890

Dr John Stover: Yes, Kabbalah stolen.

410

00:59:11.250 --> 00:59:13.230

Dr John Stover: Yes, don again.

411

00:59:13.590 --> 00:59:15.330

Dr John Stover: Yes, faster.

412

00:59:15.750 --> 00:59:17.400

Dr John Stover: Yes, hail.

413

00:59:18.210 --> 00:59:20.100

Dr John Stover: Yes, jacobson.

414

00:59:21.810 --> 00:59:22.590

Dr John Stover: Johnson.

415

00:59:23.280 --> 00:59:24.990

Dr John Stover: Yes, coston.

416

00:59:25.470 --> 00:59:27.090

Dr John Stover: Yes, come at Co.

417

00:59:27.570 --> 00:59:29.070

Dr John Stover: Yes, lemer.

418

00:59:29.550 --> 00:59:31.080

Dr John Stover: Yes, a qubo.

419

00:59:31.740 --> 00:59:33.210

Dr John Stover: Yes, Oliver.

420

00:59:33.450 --> 00:59:35.040

Dr John Stover: Yes, reeves.

421

00:59:35.220 --> 00:59:36.480

Byron Reaves (he/him): Yes, Schmidt.

422

00:59:39.360 --> 00:59:40.560

Emily Schmidt (she): Yes, yes.

423

00:59:42.240 --> 00:59:42.750

Hannah Skoonberg: Yes.

424

00:59:43.410 --> 00:59:46.650

Dr John Stover: stover yes balance whaler proxy boom BA.

425

00:59:47.070 --> 00:59:48.600

Dr John Stover: Yes, wiley.

426

00:59:49.140 --> 00:59:50.670

Dr John Stover: Yes, Winston.

427

00:59:51.180 --> 00:59:51.570

Yes.

428

00:59:52.830 --> 00:59:56.460

Dr John Stover: that's a unanimous yet yes vote President Thompson.

429

00:59:58.860 --> 01:00:03.330

Julie Thompson: Okay, thank you, that motion carries the consent agenda is approved.

430

01:00:05.040 --> 01:00:06.120

Julie Thompson: Okay um.

431

01:00:07.320 --> 01:00:11.700

Julie Thompson: let's go ahead and take our break and then we'll come back and we'll we'll jump into the action.

432

01:00:12.840 --> 01:00:20.310

Julie Thompson: Agenda for the day it is 352 we'll come back at 357 okay see you then.

433

01:05:22.920 --> 01:05:25.650

Dr John Stover: Is it me or did that five seconds, just like.

434

01:05:26.850 --> 01:05:28.470

Dr John Stover: disappear immediately.

435

01:05:29.100 --> 01:05:30.570

Jessica Bush (she/her): nine seconds is a good word.

436

01:05:33.300 --> 01:05:33.660

Julie Thompson: yeah.

437

01:05:35.640 --> 01:05:36.120

Julie Thompson: yeah.

438

01:05:37.410 --> 01:05:45.480

Julie Thompson: Time is very distorted right now, I think, because we're busy, and so close to the end tired.

439

01:05:46.530 --> 01:05:47.940

Julie Thompson: Okay um.

440

01:05:49.560 --> 01:05:51.600

Julie Thompson: So we are at the.

441

01:05:53.340 --> 01:05:55.920

Julie Thompson: The action agenda now and.

442

01:05:56.940 --> 01:06:16.020

Julie Thompson: Senator Schmidt is in the queue and I also have something that I would like to share with the Senate and, and so I will be passing the gavel to Vice President okubo and I will be getting into the queue myself and how's that for a welcome back for our Vice President okay.

443

01:06:17.400 --> 01:06:22.350

Julie Thompson: So Vice President okubo you can consider the gavel past.

444

01:06:27.210 --> 01:06:30.120

Monica Ohkubo (she/her): Okay, did you need me to introduce anything or.

445

01:06:32.460 --> 01:06:39.990

Monica Ohkubo (she/her): Just to continue the discussion on the action item of the 4.3 points up the composition of of the screening and interview committees.

446

01:06:40.290 --> 01:06:45.600

Julie Thompson: Exactly, and I think you can call on Senator Schmidt and then turn to the Q.

447

01:06:46.950 --> 01:06:49.170

Monica Ohkubo (she/her): Alright, Senator Schmidt.

448

01:06:51.780 --> 01:07:07.260

Emily Schmidt (she): My my notes are quite perky what I was thinking oh Okay, I think what I was going to say was something about contract definitions that are being used in this the section.

449

01:07:08.910 --> 01:07:13.950

Emily Schmidt (she): and making sure that we are using contract and regular.

450

01:07:15.570 --> 01:07:25.200

Emily Schmidt (she): You know, according to the the contract terms for this categories and I wanted to point out that in.

451

01:07:27.420 --> 01:07:39.630

Emily Schmidt (she): didn't know which part there is a mention of voting or non voting members of the committee when previous discussions and.

452

01:07:41.910 --> 01:07:53.520

Emily Schmidt (she): yeah previous discussions have led me to believe that we were not using the word voting because we do scoring and not voting, so I just.

453

01:07:54.540 --> 01:08:00.510

Emily Schmidt (she): I guess my My point is just that i'm concerned that that language reflects what it needs to reflect.

454

01:08:04.770 --> 01:08:08.610

Monica Ohkubo (she/her): Thank you, and then President Thompson Europe hey.

455

01:08:10.440 --> 01:08:22.440

Julie Thompson: Thank you, Vice President okubo um Okay, so I have let me back up a little bit, and so one of the things that I have.

456

01:08:23.610 --> 01:08:26.220

Julie Thompson: that's important to me to be careful about is that.

457

01:08:27.390 --> 01:08:38.730

Julie Thompson: In serving as president or being a member of the Executive Committee that we're facilitating the sentence process and not getting that backwards right and and.

458

01:08:39.870 --> 01:08:48.210

Julie Thompson: And I have been thinking about how hard it is to take a big chunk of of procedure language like this and work on it.

459

01:08:48.990 --> 01:08:55.350

Julie Thompson: And as a body with almost 30 people in the conversation, and so I took a crack at it and.

460

01:08:55.920 --> 01:09:08.580

Julie Thompson: have something that I would like to offer in case it's helpful i'm in moving the sentence process forward on this particular issue and so just say a little bit about what I did um.

461

01:09:09.180 --> 01:09:19.170

Julie Thompson: And just to describe the structure of it, and then I will ask to be able to share my screen, so I can show it to you and then maybe.

462

01:09:20.460 --> 01:09:24.480

Julie Thompson: The body can take a little time to read and then.

463

01:09:25.710 --> 01:09:32.820

Julie Thompson: I am not going to argue for or advocate it's you know it's an offering of something that that may be helpful and.

464

01:09:34.230 --> 01:09:35.280

Julie Thompson: And so the.

465

01:09:36.840 --> 01:09:45.090

Julie Thompson: The whatever the Senate wants to do with what i'm offering is fine i'm not attached to what I am putting forward okay um so.

466

01:09:46.050 --> 01:09:52.350

Julie Thompson: I did a couple of things with this piece that I drafted and a few things one is I tried to.

467

01:09:53.160 --> 01:10:02.160

Julie Thompson: preserve things in the existing draft that we're working with to not just you know run a muck with it, but to try to work with that as a foundation.

468

01:10:02.670 --> 01:10:13.350

Julie Thompson: And I also felt that it needed a little bit of cleanup around clarity and have to have some things moved around structurally, so I made three sections to it.

469

01:10:13.740 --> 01:10:21.810

Julie Thompson: When is I take everything in the existing draft that's just a general provision that applies to the whole thing about putting together a.

470

01:10:22.530 --> 01:10:33.270

Julie Thompson: screening and interviewing committee and I put that in one section and all of those things are listed in one section and then there's another section for hiring of regular faculty.

471

01:10:34.140 --> 01:10:39.930

Julie Thompson: Or, as has previously been stated contract faculty and then a section for associate faculty.

472

01:10:40.620 --> 01:10:49.800

Julie Thompson: Another thing that I did was to the general provisions I borrowed language from the policy that we just finished with earlier this year.

473

01:10:50.400 --> 01:10:59.850

Julie Thompson: I checked the value statement, where we said what it is we are looking for in the people that we hire as faculty members.

474

01:11:00.180 --> 01:11:08.850

Julie Thompson: Disciplinary expertise cultural competency, and so we identified specific things that we are looking for in the in the faculty members that we hired.

475

01:11:09.840 --> 01:11:20.790

Julie Thompson: And so, working with that I was thinking our committees are screening and interviewing committees should set us up to hire the people we said we're going to hire in our policy.

476

01:11:21.360 --> 01:11:41.370

Julie Thompson: So I could check that language from the policy and I, and I used it as one of the general provisions that would guide the composition, how we put together the committee's Okay, so if I could ask for screen sharing privileges, I will.

477

01:11:42.720 --> 01:11:44.460

Julie Thompson: share what I came up with.

478

01:11:46.950 --> 01:11:48.540

Academic Senate: One second.

479

01:11:52.050 --> 01:11:55.170

Academic Senate: Oh, it was already changed it looks like okay Jenny gun.

480

01:11:56.070 --> 01:11:56.370

Okay.

481

01:11:58.050 --> 01:12:00.810

Julie Thompson: let's make this little bigger okay.

482

01:12:01.860 --> 01:12:03.330

Julie Thompson: So i'm.

483

01:12:05.280 --> 01:12:07.410

Julie Thompson: At the top of the general provisions.

484

01:12:09.210 --> 01:12:13.710

Julie Thompson: And this right here is that borrowed language from the policy.

485

01:12:15.270 --> 01:12:22.200

Julie Thompson: So the screening and interviewing committees for both regular and associate faculty members and would reflect those values of.

486

01:12:24.270 --> 01:12:24.630

Julie Thompson: Of.

487

01:12:26.040 --> 01:12:35.580

Julie Thompson: expertise and the discipline expertise in teaching and pedagogical techniques, knowledge and application of ID a pedagogy.

488

01:12:36.690 --> 01:12:53.790

Julie Thompson: and social and communication skills that enable effective interaction with persons from a wide range of cultures and experiences so that's language that this body approved earlier in in the academic year okay these other items are pretty much.

489

01:12:54.900 --> 01:13:02.370

Julie Thompson: borrowed from the existing dropped and just kind of put in a list, and also all of the general provisions are in one spot.

490

01:13:03.870 --> 01:13:13.530

Julie Thompson: And then there's the section on the hiring of regular or contract faculty members and then the section on hiring.

491

01:13:14.520 --> 01:13:28.170

Julie Thompson: Screening screening and interviewing committees for hiring associate faculty members
Okay, so in terms of composition, for the screening and interviewing committees for regular faculty hiring.

492

01:13:30.300 --> 01:13:32.910

Julie Thompson: A designated a will section.

493

01:13:34.260 --> 01:13:36.030

Julie Thompson: And may invite section.

494

01:13:37.740 --> 01:13:49.950

Julie Thompson: So the will is appear so there will be at least five faculty members and then the five faculty members further defined and in a way, having to do with.

495

01:13:51.840 --> 01:13:54.780

Julie Thompson: Disciplinary expertise and then on the cluster Dean.

496

01:13:55.920 --> 01:14:05.730

Julie Thompson: Okay, and a little bit about the petaluma Dean again borrowing from the previous draft and then in the may invite section.

497

01:14:07.560 --> 01:14:13.290

Julie Thompson: All of these additional categories of people at the College, who.

498

01:14:14.610 --> 01:14:23.670

Julie Thompson: can help to create the screening and interviewing committees that we need in order to achieve our values that we stayed in our in our policy.

499

01:14:24.390 --> 01:14:37.710

Julie Thompson: That might be faculty members from other disciplines and associate faculty Member a student a classified professional and so on i'm and then some kind of small print here.

500

01:14:38.490 --> 01:14:45.660

Julie Thompson: about the Co chairs how that's determined again borrowing from the draft, and then I did something similar with the screening and interviewing.

501

01:14:46.860 --> 01:14:59.160

Julie Thompson: committees for associate faculty hiring and I thought that the existing language in the draft that were working with was not very clear kind of confusing So this was an attempt to take that language and make it clear.

502

01:14:59.700 --> 01:15:06.210

Julie Thompson: and identify, there are two different core types of screening and interviewing committees for associate faculty hiring.

503

01:15:06.690 --> 01:15:17.640

Julie Thompson: And then, so this is the the will and then there's again a may hear that that core committee could be augmented in a way that.

504

01:15:18.510 --> 01:15:30.600

Julie Thompson: That helps achieve the get the the the knowledge and the experience and the skills onto the committee that we need in order to hire the people that we have said, we are hoping to hire.

505

01:15:31.890 --> 01:15:34.830

Julie Thompson: And i'm I am happy to.

506

01:15:36.270 --> 01:15:45.060

Julie Thompson: clarify anything that people want clarified i'm like I said i'm not going to argue for this step back from it now, so that the body can.

507

01:15:47.040 --> 01:15:57.060

Julie Thompson: do with this, as it will and i'm and i'm also happy to to leave this up if people want to.

508

01:15:58.530 --> 01:16:02.370

Julie Thompson: have some time reading it whatever you whatever you want to do with it, and now I will mute.

509

01:16:09.450 --> 01:16:10.170

Monica Ohkubo (she/her): Okay at.

510

01:16:11.580 --> 01:16:21.570

Monica Ohkubo (she/her): This point i'm going to do what I saw happen at a wedding on Saturday and the bouquet got thrown and went through for people like hot potato before it landed on somebody's.

511

01:16:22.800 --> 01:16:23.580

Monica Ohkubo (she/her): Not me but.

512

01:16:25.110 --> 01:16:32.070

Monica Ohkubo (she/her): So i'm going to pass the capital back to President Thompson because from here on out to console answer clarifying questions.

513

01:16:33.930 --> 01:16:40.050

Julie Thompson: Okay, thank you, Vice President okubo for the flowers appreciate the OK OK.

514

01:16:45.900 --> 01:16:52.170

Julie Thompson: i'm Senator Schmidt, you are in the queue and, since you have spoken i'm going to go to Senator aspinall okay Senator aspinall.

515

01:16:53.970 --> 01:17:07.500

Laura Aspinall- she/her: Thank you, President Thompson i'm wondering if there's some way, we can either share this again or send it out it's a I appreciate the work I looks great, and I think I need a few minutes to read it over and digest it before I can discuss.

516

01:17:09.570 --> 01:17:15.300

Julie Thompson: Absolutely, I have a procedural question um obviously I can screen share and put this on the screen.

517

01:17:15.780 --> 01:17:28.740

Julie Thompson: Leave leave a section up for several minutes and then scroll and but can I ask a procedural question about emailing something to senators outside of our meeting i'm not sure about the the appropriateness of that I do.

518

01:17:29.250 --> 01:17:31.680

Laura Aspinall- she/her: yeah I don't either unfortunately okay.

519

01:17:32.190 --> 01:17:34.350

Jen (she/her) Carlin-Goldberg: What about posting the file in the chat.

520

01:17:34.530 --> 01:17:35.700

Jen (she/her) Carlin-Goldberg: room interruption.

521

01:17:38.670 --> 01:17:59.340

Dr John Stover: So i'm pointing border I would agree with Senator carlin goldberg President Thompson if you go to the chat and click on the icon that looks like a document you can upload a document from your computer to share with.

522

01:18:00.510 --> 01:18:02.400

Dr John Stover: The Senate and those present.

523

01:18:04.470 --> 01:18:05.700

Even in meeting.

524

01:18:27.750 --> 01:18:34.800

Dr. Brenda Flyswithhawks (she/her) Pomo Land: In the interest of time, you could email it to john President Thompson email it to Dr stover and he could upload it for you.

525

01:18:35.250 --> 01:18:40.260

Julie Thompson: Okay, thanks i'm it is, I think it's in the chat now is it okay.

526

01:18:40.470 --> 01:18:42.720

Dr. Brenda Flyswithhawks (she/her) Pomo Land: Yes, there it is okay.

527

01:18:43.980 --> 01:18:51.240

Julie Thompson: um and I would like to propose that um that we give the Senate.

528

01:18:52.320 --> 01:18:54.360

Julie Thompson: Shall we say 10 minutes.

529

01:18:55.650 --> 01:18:56.550

Julie Thompson: Less than let's seven.

530

01:18:57.480 --> 01:19:06.030

Dr John Stover: So point of order, we have just under 22 minutes left on the topic so I would suggest five minutes to read and then we pick up the discussion.

531

01:19:06.480 --> 01:19:14.640

Julie Thompson: Okay, very good it's 411 and why don't we have silent reading until 416 and then we'll go back to the queue.

532

01:23:57.090 --> 01:23:59.220

Dr John Stover: President Thompson that's five minutes.

533

01:24:04.140 --> 01:24:05.580

Julie Thompson: Okay, thank you um.

534

01:24:06.720 --> 01:24:12.210

Julie Thompson: We have quite a queue and everyone will have an opportunity for a first.

535

01:24:14.220 --> 01:24:23.640

Julie Thompson: To talk first before we give people a second opportunity so with apologies to Senator Schmidt i'm going to go further down the queue I Senator Bush.

536

01:24:24.870 --> 01:24:27.300

Jessica Bush (she/her): Thank you um so.

537

01:24:28.800 --> 01:24:44.610

Jessica Bush (she/her): I have one clarifying question and then, I have two comments I hope that's okay i'm on item to the will include there's four different bullet points to our sub bullet points at the first.

538

01:24:45.060 --> 01:24:56.730

Jessica Bush (she/her): And then the other one is its own so i'm curious Does that mean six faculty members and total at least five within the two bullet points listed and then a six is the cluster supervising administrator.

539

01:25:01.260 --> 01:25:02.310

Julie Thompson: The um.

540

01:25:03.540 --> 01:25:05.370

Julie Thompson: You have the Faculty category.

541

01:25:05.670 --> 01:25:07.830

Julie Thompson: And then it goes to indented.

542

01:25:08.490 --> 01:25:18.210

Julie Thompson: i'm provisions are subordinate to the total number of faculty members and then separate from the faculty members supervising administrator.

543

01:25:18.750 --> 01:25:21.690

Jessica Bush (she/her): Okay, so it would be six total between all of them.

544

01:25:22.710 --> 01:25:23.220

Julie Thompson: Yes.

545

01:25:23.580 --> 01:25:32.250

Jessica Bush (she/her): Okay um and then my two comments, one is, I know, at the last sentence media was brought up about having guests.

546

01:25:33.180 --> 01:25:39.810

Jessica Bush (she/her): As also being included in the may participate specifically former faculty that are not current.

547

01:25:40.080 --> 01:25:52.410

Jessica Bush (she/her): associate faculty but are coming back to serve as a guest representative, due to their knowledge and i'm not saying that anywhere and My other concern is, I feel like students, since we just finished that.

548

01:25:53.490 --> 01:26:07.020

Jessica Bush (she/her): chunk of procedure, my understanding was that they will be participating on these committees in any of the ways that were identified so I didn't think that they would be under the main section I assumed, they would be under the will section.

549

01:26:08.430 --> 01:26:10.770

Jessica Bush (she/her): And that was my two comments.

550

01:26:11.790 --> 01:26:26.820

Julie Thompson: Okay, thank you um so to clarify my first off for the guests, and I did not have a sense of direction from the Senate on that specific questions, so I did not include it, I felt that adding that would be getting ahead of a senate decision.

551

01:26:28.290 --> 01:26:36.960

Julie Thompson: And the Senate can do what it wants, with with that particular item regarding the student participation so students, so if you.

552

01:26:37.860 --> 01:26:50.370

Julie Thompson: Look at the the language that we voted on in in March it identifies different ways for students to participate in the Faculty hiring process.

553

01:26:50.940 --> 01:26:54.570

Julie Thompson: One of those ways is to be on the screening and interviewing committee.

554

01:26:55.140 --> 01:27:09.840

Julie Thompson: that's a may, but the other ways are not involvement with the committee, they could be teaching demonstrations or other things so um so the students will participate so that's a requirement.

555

01:27:10.620 --> 01:27:18.120

Julie Thompson: But that participation is not necessarily on the screening and and and interviewing Committee does that clarify.

556

01:27:21.210 --> 01:27:22.380

Jessica Bush (she/her): Yes, it does, thank you.

557

01:27:22.560 --> 01:27:22.950

Julie Thompson: Thank you.

558

01:27:24.450 --> 01:27:26.190

Julie Thompson: Next, in the queue is Senator Oliver.

559

01:27:27.660 --> 01:27:45.360

April Oliver: Thank you, I also have a clarifying question for Section two with the bullet point of the cluster supervising administrator and i'm what i'm wondering is Does that mean that they're required to be part of the committee.

560

01:27:50.670 --> 01:27:52.680

Julie Thompson: And that is what that says.

561

01:27:53.010 --> 01:28:06.540

April Oliver: So I guess what i'm wondering is and I like how below it said, like if you have a petaluma administrator and the supervising administrator they would receive one vote, but i'm wondering like.

562

01:28:07.680 --> 01:28:16.470

April Oliver: At the possibility of having like an either or like you could have the supervising administrator or the instructional Dean if it's a petaluma.

563

01:28:17.490 --> 01:28:18.360

April Oliver: position.

564

01:28:21.060 --> 01:28:21.480

Julie Thompson: i'm.

565

01:28:23.010 --> 01:28:37.830

Julie Thompson: And again for clarification purposes i'm your understanding correctly what's there, and again I was trying to reflect what was in the existing draft, but the Senate can do with that question what it wishes, absolutely.

566

01:28:38.250 --> 01:28:39.930

Julie Thompson: Thank you, thank you.

567

01:28:41.640 --> 01:28:45.240

Julie Thompson: Next, in the queue is past President flies with hawks.

568

01:28:47.340 --> 01:29:08.880

Dr. Brenda Flyswithhawks (she/her) Pomo Land: Thank you, I just wanted to make a comment to comments and the first comment is about language about using the term voting members versus the term of full participation members, this discussion has come up in all aspects of looking at the hiring.

569

01:29:10.020 --> 01:29:13.140

Dr. Brenda Flyswithhawks (she/her) Pomo Land: procedures that we're talking about here and.

570

01:29:14.370 --> 01:29:18.750

Dr. Brenda Flyswithhawks (she/her) Pomo Land: I would invite us to just think about this ideal of voting and.

571

01:29:20.580 --> 01:29:26.610

Dr. Brenda Flyswithhawks (she/her) Pomo Land: When I was listening it didn't seem like it seems like it's more confusing when you're talking about who's voting.

572

01:29:26.970 --> 01:29:46.290

Dr. Brenda Flyswithhawks (she/her) Pomo Land: And who's not and when one participates in a hiring Committee, they are expected to fully participate in the entire process so i'll ask you i'll ask the senators to just think about that it became problematic again when we were talking about student participation.

573

01:29:47.790 --> 01:29:56.430

Dr. Brenda Flyswithhawks (she/her) Pomo Land: The second one is i'm looking in this and I hope, whatever we decide as a body I don't see where there are some guarantees.

574

01:29:57.510 --> 01:30:03.780

Dr. Brenda Flyswithhawks (she/her) Pomo Land: guarantees the right word, but the inclusion of looking through it through the D islands so we're talking about having.

575

01:30:04.920 --> 01:30:16.500

Dr. Brenda Flyswithhawks (she/her) Pomo Land: representation from all the groups and i'm wondering if this group can think about how and what language can be included in whatever product, we come up with to assure that there are some.

576

01:30:17.550 --> 01:30:26.580

Dr. Brenda Flyswithhawks (she/her) Pomo Land: representation of folks from an affinity group and other words others besides the dominant white European culture that's in the room.

577

01:30:26.970 --> 01:30:37.980

Dr. Brenda Flyswithhawks (she/her) Pomo Land: So I don't know how we might want to put that in, but I hope that we will do that since we're for the last two years have been talking about how to be a better D Ay Ay institution, thank you.

578

01:30:39.870 --> 01:30:47.130

Julie Thompson: Thank you um it has been brought to my attention that I skipped Senator don again I apologize Senator don again.

579

01:30:48.690 --> 01:30:57.000

Anne Donegan: Thank you, President Thompson first off, I want to say thank you, like my other senators, thank you for putting this work in I think overall you've.

580

01:30:57.480 --> 01:31:08.220

Anne Donegan: cleaned it up and there's a lot of clarity here, so thank you, I do have to concern some recommended changes first and number two.

581

01:31:08.880 --> 01:31:21.900

Anne Donegan: When we say that committees may invite and then we say a student there I don't want to, or if needed i'm happy to but we talked about the when we when we address student participation.

582

01:31:23.130 --> 01:31:37.860

Anne Donegan: A few weeks ago, there was much consternation, especially from our associate colleagues of the idea of students, having access to private information that's included in applications like transcripts and.

583

01:31:38.250 --> 01:31:51.420

Anne Donegan: Diversity statements, so I would like to include language that if committees do want to have a student member that they don't have access to private information and then.

584

01:31:51.960 --> 01:32:04.740

Anne Donegan: The other request or the other change that I would suggest is in sections three when we're talking about hiring our faculty or associate faculty colleagues.

585

01:32:05.970 --> 01:32:14.670

Anne Donegan: I would also recommend that the supervising administrator may be a member of this committee.

586

01:32:15.150 --> 01:32:28.980

Anne Donegan: Well, when we're hiring contract faculty and there was such an expectation of department and college service, I completely understand why we want a Dean on that committee, but I don't think the same is.

587

01:32:30.090 --> 01:32:36.570

Anne Donegan: The same is not true when we're hiring our associate faculty and what we're looking when we hire a social faculty.

588

01:32:37.020 --> 01:32:56.670

Anne Donegan: is great teaching and discipline knowledge, and I think the Faculty should do this, so I think we should give committee departments, the option that if they're hiring for associate faculty that they may or may not include their supervisor administrator Thank you.

589

01:32:59.040 --> 01:33:01.710

Julie Thompson: Thank you, Senator don again Senator wrestler.

590

01:33:02.760 --> 01:33:07.260

Joe Fassler: Thank you, I I just have a couple just two quick things and I.

591

01:33:08.760 --> 01:33:24.270

Joe Fassler: was three be that this is associate faculty I think it can be clarified a little bit and maybe maybe i'm misunderstanding, the intent but it lists a number of people that could be added to the committee contact faculty members associate faculty members to student.

592

01:33:25.680 --> 01:33:38.580

Joe Fassler: And it sort of makes it seem like it's one one just one of those four and I think I think it's intended to be, and you know one or more of these and because it sort of says in the next sentence.

593

01:33:40.020 --> 01:33:47.850

Joe Fassler: These additional Members, so I think I think it's intended to be, maybe more than one of those people at a time and I just want to make sure that that's clear if that's what's intended.

594

01:33:50.520 --> 01:33:58.500

Joe Fassler: yeah and it's for associate faculty so it may not matter as much there, but I think we should clarify it and then the other one is that.

595

01:33:58.860 --> 01:34:04.860

Joe Fassler: And now i'm not sure where it is, but it said, the general provisions say that there's a district monitor.

596

01:34:05.820 --> 01:34:14.430

Joe Fassler: which would mean that if I think I would understand that to include both full time and associate faculty hiring and I don't think that's intended picture I think only.

597

01:34:14.850 --> 01:34:29.850

Joe Fassler: full time usually has a district monitor do they do, they usually have them both I don't know so anyway, I just want to make sure that that general provision is applied as its intended also but anyway, thank you it's great and we look forward to.

598

01:34:30.000 --> 01:34:42.870

Julie Thompson: Okay, thank you um so for clarification on all committees, I believe, for for both contract faculty hiring and associate faculty hiring have compliance monitors.

599

01:34:43.710 --> 01:34:56.400

Julie Thompson: And the difference in practice is that currently i'm for contract faculty hiring that monitor is.

600

01:34:57.240 --> 01:35:09.240

Julie Thompson: A person, other than the committee members who are doing the work of reading the applications and screening and all of that, on hiring committees for associate faculty members, the supervising administrator.

601

01:35:10.500 --> 01:35:22.080

Julie Thompson: oftentimes does dual duty is both a an active participant on the committee deliberative member of the committee and also serving as the compliance monitor Is that correct.

602

01:35:23.130 --> 01:35:33.960

Julie Thompson: Jeff that right okay thanks, and the question about that dual rope dual role has been raised incentive discussion okay.

603

01:35:35.640 --> 01:35:37.800

Julie Thompson: And thank you Senator cabal is doing.

604

01:35:39.540 --> 01:35:46.920

Sheryl Cavales Doolan: I think you, President Thompson I really appreciate the way this is structured, the three sections.

605

01:35:48.240 --> 01:35:59.160

Sheryl Cavales Doolan: feel I feel like this clarifies a lot of what we wanted and what we were striving for, so I really appreciate the way this the way this looks the concern that.

606

01:36:00.630 --> 01:36:15.030

Sheryl Cavales Doolan: One of the other senators raised about students having access to confidential documents of that particular point, and so, if a committee invites a student on.

607

01:36:15.690 --> 01:36:30.540

Sheryl Cavales Doolan: After the screening so just for interviews it prevents students from having access to those documents, but to do that, then i'm I noticed that in one see.

608

01:36:31.650 --> 01:36:33.450

Sheryl Cavales Doolan: It says that members of the.

609

01:36:34.680 --> 01:36:47.100

Sheryl Cavales Doolan: Committee will participate in each phase in its entirety and that's I think that we would need to specify that it would be like faculty members or the mandatory have required members of the committee.

610

01:36:47.730 --> 01:36:53.280

Sheryl Cavales Doolan: So that it would allow some leeway so that students could be brought on at a later time.

611

01:36:55.440 --> 01:36:55.920

Sheryl Cavales Doolan: Thank you.

612

01:36:59.760 --> 01:37:03.510

Julie Thompson: Okay, thank you, Senator Kabbalah stolen Senator Jacobson.

613

01:37:07.140 --> 01:37:08.610

Tara Jacobson (she/her): I have to.

614

01:37:10.920 --> 01:37:13.410

Tara Jacobson (she/her): I would like to see the.

615

01:37:14.670 --> 01:37:35.940

Tara Jacobson (she/her): retired faculty as an option, and the reason being is that there are some disciplines where it's there's just one person that's in that area let's example like a PE and we didn't get approval for replacement for that person, and they have retired.

616

01:37:40.440 --> 01:37:42.540

Julie Thompson: Senator Jacob saying you froze.

617

01:37:43.320 --> 01:37:50.130

Tara Jacobson (she/her): You know, we might benefit from bringing someone in that was in that position that has an expertise, along with.

618

01:37:50.550 --> 01:38:00.330

Tara Jacobson (she/her): Several other faculty in the area, so or in related disciplines so i'm just thinking it's just nice to have that as an option for those circumstances.

619

01:38:01.320 --> 01:38:11.340

Tara Jacobson (she/her): To I thought it was current practice that if it was a petaluma position the petaluma Dean was on the committee and then the.

620

01:38:12.120 --> 01:38:25.710

Tara Jacobson (she/her): The cluster Dean, you know could also be added, so I would like to see that reverted back to the current practice which, if it's a Santa Rosa position is the cluster Dean, and if it's a pendulum position is the penultimate team.

621

01:38:27.270 --> 01:38:33.000

Tara Jacobson (she/her): With a gap with the ability to invite the the second dina if by the bpa.

622

01:38:35.580 --> 01:38:36.150

Julie Thompson: Thank you.

623

01:38:37.980 --> 01:38:38.670

Okay.

624

01:38:39.900 --> 01:38:46.050

Julie Thompson: um don't faint Senator Schmidt, you are at Okay, thank you for your patience.

625

01:38:49.410 --> 01:38:53.910

Emily Schmidt (she): Oh no, of course, people who haven't spoken should absolutely go before me.

626

01:38:55.140 --> 01:39:12.570

Emily Schmidt (she): I appreciate all the work that that you have done on this President Thompson and I have as i've mentioned before, some contract terms and language here under.

627

01:39:13.350 --> 01:39:22.170

Emily Schmidt (she): Number two composition of screening interview committees for regular hiring factory each committee will include at least five faculty members.

628

01:39:24.060 --> 01:39:35.670

Emily Schmidt (she): and additional faculty members is an assemble it and then, if we go down, we see additional faculty members that may be invited include an associate faculty Member.

629

01:39:37.290 --> 01:39:49.740

Emily Schmidt (she): Well, as far as I understand it, associate faculty members are faculty so that bullet point here that begins at least five faculty members.

630

01:39:51.390 --> 01:39:53.310

Emily Schmidt (she): should probably be amended.

631

01:39:55.200 --> 01:39:59.400

Emily Schmidt (she): If you wish to say associate members are not required to be on that.

632

01:40:00.480 --> 01:40:12.660

Emily Schmidt (she): By committee review wish to say that we shouldn't be part of that committee that is something that would need to change because right now, it does say faculty.

633

01:40:13.830 --> 01:40:24.540

Emily Schmidt (she): With no adjectives and if the Senate decides that associate members are not to be counted in that part of this policy.

634

01:40:25.560 --> 01:40:26.760

Emily Schmidt (she): I want you to admit it.

635

01:40:27.900 --> 01:40:28.950

Emily Schmidt (she): and put it in the writing.

636

01:40:31.410 --> 01:40:34.530

Dr John Stover: Thank you 25 seconds left on the topic.

637

01:40:34.980 --> 01:40:46.050

Julie Thompson: Okay, and thank you i'm Senator Johnson i'm do we have a quick comment from you and we're a little ahead of time, so if we go over a tiny bit I am i'm i'm good with that thanks.

638

01:40:47.370 --> 01:41:06.180

Tara Johnson: i'm not sure how quick, it is, but here's my question on February 2 we voted that students shouting Google in the meetings and on march 16 we read on how students could be included on the millions and i'm just wondering where does that language live in the Doc.

639

01:41:08.760 --> 01:41:21.510

Julie Thompson: So the my understanding, and please correct me if i'm wrong that what the Senate decided is that students will participate in the Faculty hiring process.

640

01:41:22.140 --> 01:41:35.130

Julie Thompson: Not and then multiple choices for how that happens not that students will participate on faculty will participate on faculty hiring committees and so.

641

01:41:36.270 --> 01:41:48.150

Julie Thompson: The it's a requirement that students will participate in some way in the process teaching demonstrations whatever and it could include.

642

01:41:49.500 --> 01:42:05.310

Julie Thompson: Membership on a hiring committee screening and interviewing committee but it doesn't necessarily have to include that it could include one of these other ways of bringing students into the process outside of the screening and interviewing committee.

643

01:42:07.050 --> 01:42:13.590

Tara Johnson: Thank you, thank you, I appreciate that President Thompson but, but where where in this policy with that live.

644

01:42:16.230 --> 01:42:25.860

Tara Johnson: Or does it not live in this policy that's my question Okay, where does that requirement for students to participate in some way what where does that look.

645

01:42:26.520 --> 01:42:29.310

Julie Thompson: So that chunk of language that the Senate.

646

01:42:30.330 --> 01:42:43.950

Julie Thompson: voted on on march 16 I think will be lifted and placed into the big procedure right this a mockumentary and we're just working on the screening and interviewing on committee part of it right now.

647

01:42:44.250 --> 01:42:44.670

Tara Johnson: Thank you.

648

01:42:45.060 --> 01:42:48.240

Julie Thompson: yeah The thing that you're referring to is going to live in the neighborhood.

649

01:42:48.510 --> 01:42:49.290

Tara Johnson: Right, thank you.

650

01:42:49.320 --> 01:42:50.220

Tara Johnson: that's all you.

651

01:42:50.250 --> 01:42:50.760

Think okay.

652

01:42:52.260 --> 01:42:55.230

Julie Thompson: Okay um we are out of time for this item.

653

01:42:58.020 --> 01:43:00.120

Julie Thompson: It is for 35 we have a.

654

01:43:01.320 --> 01:43:04.440

Julie Thompson: 15 minute discussion item coming up we'll move on.

655

01:43:05.640 --> 01:43:10.200

Julie Thompson: Shelby okay Thank you everyone, I appreciate the discussion.

656

01:43:11.700 --> 01:43:12.420

Okay.

657

01:43:15.240 --> 01:43:20.580

Julie Thompson: Okay um Okay, as many of you know um.

658

01:43:22.080 --> 01:43:39.810

Julie Thompson: There have been conversations about are the college's processes for reviewing applications student applications for scholarships and per the bylaws the executive committee received a request, who agenda is this topic, the request.

659

01:43:40.830 --> 01:43:46.740

Julie Thompson: came from senators Oliver and commit co, and so our.

660

01:43:48.060 --> 01:43:53.340

Julie Thompson: topic here is faculty and department perspectives on scholarship review process.

661

01:43:54.120 --> 01:44:02.580

Julie Thompson: The question beneath that shall the academic senate address the blinding of applications and its relationship to equitable distribution of scholarships.

662

01:44:02.910 --> 01:44:13.590

Julie Thompson: And Senator Oliver will speak for as the presenters for this item they'll speak first Senator Oliver and then Senator commit code Senator Oliver.

663

01:44:15.150 --> 01:44:26.490

April Oliver: Thank you, I would like to start by thanking President Thompson and the Executive Committee for putting this item on the agenda, and I also want to thank President elect.

664

01:44:27.330 --> 01:44:37.620

April Oliver: Nancy persons and Senate Senator commit code for working on the resolution that is posted on the agenda web page and I.

665

01:44:38.280 --> 01:44:49.110

April Oliver: Am just here to speak about the need for shared government's governance and my experience with the esl scholarship process.

666

01:44:49.920 --> 01:44:59.790

April Oliver: So i'm going to talk a little bit about my own experience, I also want to acknowledge the willingness of the scholarship office to work with the esl department.

667

01:45:00.180 --> 01:45:10.950

April Oliver: My esl colleagues and I had concerns about unqualified students receiving esl scholarships and qualified esl students being excluded from the list of candidates.

668

01:45:11.400 --> 01:45:28.170

April Oliver: This is not a new issue and it continues to happen every year, last month, the scholarship office partially unblinded the esl application so we could see only student students names student ID numbers and the esl courses they indicated on their applications.

669

01:45:29.250 --> 01:45:41.760

April Oliver: We couldn't see the rest of the questions on the application, the partial unblinding helped address our concerns about student applications that may have been missing and applicants that did not meet the esl eligibility.

670

01:45:42.270 --> 01:45:46.020

April Oliver: I appreciate that they worked with us to screen the applicants.

671

01:45:46.440 --> 01:45:56.850

April Oliver: However, I still have concerns related to shared governance governance, the scholarship office changed esl scholarship preferences without consulting the esl department.

672

01:45:57.300 --> 01:46:07.710

April Oliver: students were being disqualified for esl scholarships until it was discovered that they the scholarship office wasn't including all of the classes in our pathway in the scholarship preferences.

673

01:46:08.160 --> 01:46:19.620

April Oliver: Justice year all of my current students who applied for scholarships were excluded from the john john Jordan scholarship, which is an amazing thousand dollar scholarship specifically for esl students.

674

01:46:20.100 --> 01:46:33.780

April Oliver: Moreover, they decided to limit preferences to students who have attended in the last two years, essentially, eliminating any esl students who had to leave Sri JC because of lack of technology skills and code related issues.

675

01:46:34.110 --> 01:46:41.580

April Oliver: Which to me, is a big issue with equity the scholarship office has since resolved many of our concerns.

676

01:46:42.150 --> 01:46:51.930

April Oliver: But we went to them and contacted them multiple times before they met with us, we have spent much time and sent many, many emails to work with them to correct these errors.

677

01:46:52.200 --> 01:46:57.960

April Oliver: My colleagues and I know our esl students, many of them are still learning to express themselves in English.

678

01:46:58.260 --> 01:47:04.470

April Oliver: Those with the most financial need or sometimes the ones with the least resources to get help on their applications.

679

01:47:04.830 --> 01:47:12.270

April Oliver: We are experts in our area and we have a lot of good ideas of how to remove barriers for our students, so they can be successful at Sri JC.

680

01:47:12.690 --> 01:47:24.030

April Oliver: We want to be included in the decision making process and ensuring shared governance is an integral part of this, so thank you for your time and for listening to my experiences.

681

01:47:27.030 --> 01:47:29.610

Julie Thompson: Thank you, Senator Oliver Senator commit code.

682

01:47:30.660 --> 01:47:31.620

Jan Kmetko: And things President.

683

01:47:31.650 --> 01:47:32.220

Thompson.

684

01:47:33.360 --> 01:47:48.570

Jan Kmetko: We have worked on a draft for a supporting document but decided not to share it just yet, and I think we had a little miscommunication So although supporting document has been written via we're not ready to share it yet so I appreciate your patience.

685

01:47:49.650 --> 01:47:51.510

Jan Kmetko: But I.

686

01:47:52.830 --> 01:47:57.480

Jan Kmetko: appreciate the comments that April has made, I think.

687

01:47:58.560 --> 01:48:11.790

Jan Kmetko: Other departments are facing similar issues and I wanted to before I get started i'd like to express my appreciation for the hard work that is being done in the office of scholarships.

688

01:48:12.210 --> 01:48:22.470

Jan Kmetko: i've had really, really good collaboration with them and I value those relationships and I would like to do more, collaboration i'd like to be more involved.

689

01:48:23.820 --> 01:48:27.150

Jan Kmetko: And I don't know whether we can make that happen, but.

690

01:48:28.260 --> 01:48:40.410

Jan Kmetko: By you know 10 plus one, one of the items, make sure that faculty impact are invited and collaborate, so I would like to do more, collaboration with that office.

691

01:48:41.520 --> 01:48:52.290

Jan Kmetko: So in that regard i'd like to see faculty input on the choice of the software platform that's used for scholarship and I don't think that that thing has occurred on campus.

692

01:48:54.120 --> 01:48:55.380

Jan Kmetko: There is recently.

693

01:48:56.700 --> 01:49:10.860

Jan Kmetko: A platform change for us is and enterprise resource planning software that's been bedded in the same spirit, I would have liked to see something like that, for the award spring platform that has been implemented.

694

01:49:11.370 --> 01:49:19.260

Jan Kmetko: Okay, and next they like to see the administration to provide an opportunity for regular feedback on faculty experience with scholarship reduce.

695

01:49:20.730 --> 01:49:28.260

Jan Kmetko: i'd like to administration to consult with faculty on how scholarships are configured in the software platform in order to address some of the issues that might.

696

01:49:28.530 --> 01:49:37.410

Jan Kmetko: send out the colleague has brought up, including the decision on which types of scholarships are blinded or not, or which are chosen of merit based or not.

697

01:49:38.400 --> 01:49:52.950

Jan Kmetko: Everything is behind everything is done behind a closed whoa there's no transparency we don't know what students see we don't know what happens with processes behind the word spring system.

698

01:49:53.910 --> 01:50:08.820

Jan Kmetko: i'd like the administration to prior annual reports on the statistics reflecting student experience with the software platform, including the number of attempted but unfinished student applications indicating possible barriers to student success so.

699

01:50:10.200 --> 01:50:19.440

Jan Kmetko: i'm i'm ready to work, I want to collaborate I I very much appreciate the effort of Dr Villa and Jane mcgonigal.

700

01:50:21.570 --> 01:50:28.500

Jan Kmetko: for organizing the forum on Friday, if anyone here wants to attend in person, let me know that soon.

701

01:50:30.480 --> 01:50:32.790

Jan Kmetko: Our hope is that.

702

01:50:34.320 --> 01:50:41.400

Jan Kmetko: Our colleague senators will share their perspectives on the experience with reviewing applications or their constituents.

703

01:50:42.570 --> 01:50:55.260

Jan Kmetko: and make recommendations for faculty collaboration with the office of scholarships, how could we make this collaboration better okay Thank you President Johnson.

704

01:50:56.370 --> 01:50:59.460

Julie Thompson: Thank you, Senator commit co Vice President okubo.

705

01:51:03.150 --> 01:51:15.570

Monica Ohkubo (she/her): I thank you, I just wanted to say, I look forward to the discussion on Friday as well in that forum, because it seems like maybe some things are being lost in translation, and people are very passionate on the topic so I look forward to.

706

01:51:16.020 --> 01:51:30.090

Monica Ohkubo (she/her): You know that aspect of being able to collaborate with the different areas, to see how we can improve the process as well just from our from our CAD perspective and kinesiology athletics and dance, there are certain scholarships that.

707

01:51:31.890 --> 01:51:48.270

Monica Ohkubo (she/her): have to be a baseball player, for example, and often every single year we've had to go through and make sure that the person applying doesn't just say they're a baseball player, we actually have to confirm their baseball player through the baseball coach and enrollment right and and.

708

01:51:49.410 --> 01:51:59.370

Monica Ohkubo (she/her): And it's quite often that they'll say you know, it was a baseball player, but it was someone that came maybe was was was cut from the team, or something else so it's like there's just a lot.

709

01:52:00.810 --> 01:52:08.400

Monica Ohkubo (she/her): Currently, that that relies on the honesty of the student in their essay and what they kind of check off in the scholarship form and.

710

01:52:09.420 --> 01:52:23.400

Monica Ohkubo (she/her): The benefit of not computerizing completely this process is the humanistic side, where we have to actually humanistic but the the human side, where we actually have to be able to critically think and examine and go ask questions of different parties to make sure that the person.

711

01:52:24.510 --> 01:52:36.480

Monica Ohkubo (she/her): that's donating this money is actually the money is going where they have designated they would like it's go, for example, some of our scholarships are in memoriam of an athlete that has passed away and.

712

01:52:37.170 --> 01:52:46.020

Monica Ohkubo (she/her): One of them defines you know, once the person to uphold the same characteristics as their son, and you know and list list them right and so there's.

713

01:52:46.320 --> 01:52:55.440

Monica Ohkubo (she/her): there's other criteria was just mentioned, but you know, and so our scholarship chair actually stepped down because there was just you know we couldn't come to a.

714

01:52:56.160 --> 01:53:08.550

Monica Ohkubo (she/her): He didn't feel like he could he could kind of carry forward the donors wishes in certain circumstances, with the current process so he's hoping to I believe that the process will be improved so.

715

01:53:10.830 --> 01:53:15.810

Monica Ohkubo (she/her): You know, it would be unfortunate you know if that scholar scholarship it's supposed to go to a certain.

716

01:53:16.110 --> 01:53:30.300

Monica Ohkubo (she/her): Sport team member of a player that's died and the father is giving money, and then it ends up going to someone that just says their baseball player or that's a baseball player that maybe didn't actually a pull certain Honorable characteristics that that were mentioned.

717

01:53:31.860 --> 01:53:35.730

Monica Ohkubo (she/her): And, and also, we tried to go back and forth and ask for.

718

01:53:36.240 --> 01:53:44.520

Monica Ohkubo (she/her): You know, we need our scholarships and blinded and then we we kind of it came back and then I was kind of in and out, so I know that we're going to improve from here on out no hard feelings against anyone but.

719

01:53:44.880 --> 01:53:49.200

Monica Ohkubo (she/her): We got told that, like Oh, the only ones, we see that need to be unblinded are these.

720

01:53:49.530 --> 01:53:54.600

Monica Ohkubo (she/her): You know not that's not how we felt so looking forward to again to the conversation on Friday.

721

01:53:54.840 --> 01:54:05.130

Monica Ohkubo (she/her): And then the last point I wanted to make was in terms of equity it's like I understand the whole process, and so it seems strange to be speaking out against something that is meant to be a more equitable playing field but.

722

01:54:05.880 --> 01:54:09.090

Monica Ohkubo (she/her): You know, we have scholarships for certain teams and we don't have scholarships.

723

01:54:09.450 --> 01:54:14.460

Monica Ohkubo (she/her): designated for other teams, and so what we've always tried to do is spend hours and hours going through and saying.

724

01:54:14.790 --> 01:54:17.370

Monica Ohkubo (she/her): Okay, so if this scholarship to go to any female athlete.

725

01:54:17.580 --> 01:54:27.930

Monica Ohkubo (she/her): We have to go through, and then okay swimming already swimming doesn't get one every year but soccer does and we go through it we really try to be equitable otherwise if you're on a certain team you never get that chance so.

726

01:54:28.410 --> 01:54:42.000

Monica Ohkubo (she/her): So there is this side of things that kind of has to go through the expertise of the Faculty and the department, and so I look forward to you know, again, improving the process, because I definitely buy into the equity idea and improving it in that regard as well, thank you.

727

01:54:45.240 --> 01:54:49.680

Julie Thompson: Thank you, Vice President okubo i'm Senator carlin goldberg.

728

01:54:51.480 --> 01:54:52.620

Jen (she/her) Carlin-Goldberg: Thank you, President Thompson.

729

01:54:53.940 --> 01:55:00.270

Jen (she/her) Carlin-Goldberg: I really appreciate that this conversation, and I think.

730

01:55:01.380 --> 01:55:05.970

Jen (she/her) Carlin-Goldberg: That I completely understand that every person who's.

731

01:55:06.990 --> 01:55:12.270

Jen (she/her) Carlin-Goldberg: working on this issue is is doing is putting forth their.

732

01:55:13.500 --> 01:55:25.890

Jen (she/her) Carlin-Goldberg: Their ideas on how to make our scholarship process more equitable and make sure that the the students that are getting the scholarships reflects the.

733

01:55:26.970 --> 01:55:29.790

Jen (she/her) Carlin-Goldberg: reflect those the student money right that.

734

01:55:31.530 --> 01:55:43.200

Jen (she/her) Carlin-Goldberg: that no one group is getting a disproportionate amount of scholarships because of you know, implicit bias and.

735

01:55:45.180 --> 01:55:57.090

Jen (she/her) Carlin-Goldberg: When my math departments scholarship Committee was first told that we would not be receiving the names of our of our applicants when our.

736

01:55:57.780 --> 01:56:00.240

Jen (she/her) Carlin-Goldberg: applications were first blinded that was back in.

737

01:56:01.230 --> 01:56:22.260

Jen (she/her) Carlin-Goldberg: 2019 and one scholarship application we actually collected the applicants for for that ourselves it wasn't done through the scholarship committee but we embrace the policy wholeheartedly we none of our committee members knew the names of the the applicants and we.

738

01:56:23.460 --> 01:56:30.390

Jen (she/her) Carlin-Goldberg: didn't if we figured out who somebody was we did not discuss that amongst each other right we.

739

01:56:33.270 --> 01:56:48.840

Jen (she/her) Carlin-Goldberg: tried that policy out wholeheartedly with the intent of or the hope that it was going to produce a selection of scholarship winners that were reflective of our student body, and it did it did not turn out that way.

740

01:56:50.010 --> 01:56:58.620

Jen (she/her) Carlin-Goldberg: It was a from a diversity standpoint, it was disappointing the students scholarship winners not disappointing whatsoever, they all deserved it.

741

01:57:00.150 --> 01:57:20.160

Jen (she/her) Carlin-Goldberg: But if they were there, there were no people of color within the group at all, there was only one woman, and I know we have a lot of female students and we have a lot of students of color in in taking our math classes in stem and everything.

742

01:57:21.690 --> 01:57:22.920

Jen (she/her) Carlin-Goldberg: After that we.

743

01:57:24.090 --> 01:57:32.400

Jen (she/her) Carlin-Goldberg: The the committee we we debate and we discuss the scholarship applicants after we've reviewed this the applications and we discuss.

744

01:57:33.600 --> 01:57:44.100

Jen (she/her) Carlin-Goldberg: and choose among the applicants who are going to receive the scholarships, a lot of many of them are merit based and some of them are needs based and.

745

01:57:45.180 --> 01:58:00.030

Jen (she/her) Carlin-Goldberg: In 2020 and in 2021 and this year we didn't hide if we knew who the the students were in our applications, I know in 2020 we knew every single student that.

746

01:58:01.020 --> 01:58:10.260

Jen (she/her) Carlin-Goldberg: They the applicant pools were kind of small but we knew every single student that we were reviewing and you can you can still see the picture of our scholarship winners.

747

01:58:10.740 --> 01:58:16.950

Jen (she/her) Carlin-Goldberg: On our department website, not every single one of them, and one of them, received a scholarship from a completely different source, but.

748

01:58:18.180 --> 01:58:26.310

Jen (she/her) Carlin-Goldberg: We feel that that was much more representative of our student body are the the scholarship winners and.

749

01:58:27.630 --> 01:58:35.430

Jen (she/her) Carlin-Goldberg: I I believe this year is is something similar I haven't met them all, but.

750

01:58:36.750 --> 01:58:41.610

Jen (she/her) Carlin-Goldberg: We when we know who the students are for our department.

751

01:58:43.470 --> 01:58:46.920

Jen (she/her) Carlin-Goldberg: For our department scholarships we.

752

01:58:48.060 --> 01:58:50.400

Jen (she/her) Carlin-Goldberg: have a better chance of.

753

01:58:53.220 --> 01:59:01.860

Jen (she/her) Carlin-Goldberg: Making sure we're better chance of our scholarship winners being more representative of our student body, and I know that's that's.

754

01:59:03.120 --> 01:59:11.670

Jen (she/her) Carlin-Goldberg: Very careful statistics words right there, but you know I teach statistics every every semester, and I, I do love it and.

755

01:59:12.210 --> 01:59:24.330

Jen (she/her) Carlin-Goldberg: I also did look not only at who our scholarship winners were but the people who were in the applicant pools, and the applicant pools have become.

756

01:59:24.660 --> 01:59:31.950

Jen (she/her) Carlin-Goldberg: More more diverse themselves just looking at the students who we are considering for these scholarships and.

757

01:59:32.640 --> 01:59:48.510

Jen (she/her) Carlin-Goldberg: Making sure that it's easier for our students to apply for scholarships will make the process better will make the process more equitable for for our students, so I think that is important, but I really appreciate the suggestions that.

758

01:59:49.860 --> 01:59:52.050

Jen (she/her) Carlin-Goldberg: You can put out there and i'm.

759

01:59:53.100 --> 01:59:54.600

Jen (she/her) Carlin-Goldberg: In April Thank you so much.

760

01:59:56.550 --> 02:00:08.250

Julie Thompson: Okay, thank you, Senator carlin goldberg I have four people in the queue I have eight minutes left um So if I can ask the remaining folks to keep their comments concise, so that we can hear from the four remaining.

761

02:00:08.640 --> 02:00:15.690

Julie Thompson: People will go over on time for this item book and endeavor to end at five o'clock Senator reeves.

762

02:00:17.100 --> 02:00:25.050

Byron Reaves (he/him): I want things rather than Thompson so one of the things we have to do as a senate overall is, we have to start agreeing on.

763

02:00:26.160 --> 02:00:38.550

Byron Reaves (he/him): Of what equity is what diversity is, we need to start defining that we use that word way to easily we use that word in a way that's too flexible and.

764

02:00:39.000 --> 02:00:50.820

Byron Reaves (he/him): I think that remove some of the work that really needs to be done so that's, the first thing and it's sticking to this conversation as well because i've seen it brought up in multiple ways and I look forward to Friday.

765

02:00:51.840 --> 02:01:00.150

Byron Reaves (he/him): Because I think actually what we're talking about now, which was different from what was happening in the last few weeks is what's our problem solving we're not talking about.

766

02:01:00.960 --> 02:01:05.550

Byron Reaves (he/him): This large you know change and shift and we're not talking about this, this kind of.

767

02:01:06.540 --> 02:01:13.200

Byron Reaves (he/him): finger point and we're really talking about Problem Solving and I think that's the difference right and so i'm welcoming and ready to engage.

768

02:01:13.590 --> 02:01:23.400

Byron Reaves (he/him): The other thing is, I read scholarship for ups right you're talking about of the College among the most disadvantaged students right, by definition, not to be disadvantaged in some way to be in ups.

769

02:01:23.850 --> 02:01:28.500

Byron Reaves (he/him): And also work with a population of black students and let me tell you all this right, whatever.

770

02:01:28.950 --> 02:01:35.010

Byron Reaves (he/him): i'm not casting any aspersions on anyone in this room, what i'm going to tell you is that there are some black students that leave this college.

771

02:01:35.190 --> 02:01:43.440

Byron Reaves (he/him): And don't even apply for scholarships, because they think that people that are selecting the scholarships won't select them because of their color their skin and mainly because they're black.

772

02:01:44.370 --> 02:01:52.410

Byron Reaves (he/him): And then the statistics support that so I i'm looking forward to this conversation on Friday, because I really wanted to problem solve or how do we fix that.

773

02:01:53.040 --> 02:02:05.130

Byron Reaves (he/him): Right, and this is in that issue seems seems to be the same with higher and black faculty and and everything else, so I just want us to really wrap our hands around what equity is define those particular.

774

02:02:05.700 --> 02:02:12.960

Byron Reaves (he/him): Those words that we'd like to use so much, and I think in regards to scholarships like we really have to start to have real conversations about what that looks like.

775

02:02:13.860 --> 02:02:25.350

Byron Reaves (he/him): And, and this college up into two years ago, never looked at the equity data, the racial equity data we didn't do that as a college right and that shows, and everything, including scholarship so I just want us to.

776

02:02:25.920 --> 02:02:35.130

Byron Reaves (he/him): Be in a space of Problem Solving or really where the identify and looking ourselves in the mirror, because some there's some things happening nationally, to really, really define equity.

777

02:02:36.330 --> 02:02:40.380

Byron Reaves (he/him): In that and and sharing a definition wonder definitions I stick to is.

778

02:02:40.770 --> 02:02:54.270

Byron Reaves (he/him): Looking at the students who are quote who is furthest from success right or for or most disadvantaged and I am up for any process collaboratively that does that but i'm not proper processes that take that away, thank you.

779

02:02:57.090 --> 02:03:00.420

Julie Thompson: Thank you, Senator reeves and Senator schoolwork.

780

02:03:01.080 --> 02:03:10.950

Hannah Skoonberg: hey so I worked on the art department scholarships, this year, and before the pandemic we literally just did them on paper, I think the scholarship Office think the art department had gone rogue.

781

02:03:11.250 --> 02:03:15.240

Hannah Skoonberg: They didn't know what we did they don't understand what we were doing we literally just did it on paper.

782

02:03:15.750 --> 02:03:24.780

Hannah Skoonberg: Our department has a portfolio review, where the students submit their paintings and their artwork and the Faculty score the students physical artwork one out of 10.

783

02:03:25.410 --> 02:03:35.880

Hannah Skoonberg: The issue is one of anonymity, is that the work has never really an anonymous because you see the your senior students artwork hanging on the wall you're like oh that's such and such.

784

02:03:36.300 --> 02:03:50.430

Hannah Skoonberg: And so we make a lot of effort to anonymize the evaluation process we scrape all the student names off of the work, but it never ever is truly anonymous but then we average our department scores, and we get anonymous totals.

785

02:03:50.910 --> 02:03:58.080

Hannah Skoonberg: The issue this year has been that because we've been working with the scholarship office there were students that were eligible for scholarship.

786

02:03:58.380 --> 02:04:04.320

Hannah Skoonberg: Who when applying through award spring did not get sorted into our pool there were students who.

787

02:04:04.890 --> 02:04:11.580

Hannah Skoonberg: fail to apply to all of the art scholarships, even though they were eligible for us, they only showed up for one scholarship but then they applied for these other ones.

788

02:04:12.030 --> 02:04:18.780

Hannah Skoonberg: And, and I think that if we, and I know the on the scholarship office is like a couple of people.

789

02:04:19.140 --> 02:04:33.300

Hannah Skoonberg: Who are like really overworked and we're like very doing their best to kind of answer my concerns, but I think until there are like consistent semesters where we're not accidentally finding students incorrectly excluded from scholarship.

790

02:04:33.720 --> 02:04:39.120

Hannah Skoonberg: that we need to have at least a few people in the department, who it is not anonymous who are able to like.

791

02:04:39.420 --> 02:04:47.940

Hannah Skoonberg: double check and screen these to make sure our eligible eligible students are not unfairly being excluded, I had four different students who.

792

02:04:48.420 --> 02:04:58.770

Hannah Skoonberg: should have been automatically put in for scholarship they couldn't figure out why they weren't added a scholarship and I had to like call the scholarship office four different times be like, why is this student on our list.

793

02:04:58.980 --> 02:05:04.410

Hannah Skoonberg: And it was because I could see their names that I was able to advocate for those students, that the system had failed.

794

02:05:04.950 --> 02:05:07.350

Hannah Skoonberg: Okay, and so that was a real issue for me.

795

02:05:07.770 --> 02:05:19.530

Hannah Skoonberg: And it continued, and then they sent me names for students who weren't even in my my my thing I gotta let the list of students who weren't even my students and I was like wait a Min these are these are 40 people we usually get 20 our students Max.

796

02:05:19.830 --> 02:05:26.790

Hannah Skoonberg: And so there was like a huge bit of a scuffle up and and so like they weren't like the scholarship system is not perfect, and so we have to have.

797

02:05:27.060 --> 02:05:30.840

Hannah Skoonberg: The support of faculty to double check to make sure that people are not excluded.

798

02:05:31.170 --> 02:05:40.620

Hannah Skoonberg: As far as the question of like including students like I literally had a student who was eligible for scholarship I drag that student in class to a computer lab and I was like apply.

799

02:05:41.190 --> 02:05:54.750

Hannah Skoonberg: apply now use your class i'm right now apply for scholarship and you know what that student got a scholarship you know it's like you have to advocate for your students and you pull them in so but that's that's anyhow, so thank you so much.

800

02:05:56.670 --> 02:06:01.800

Julie Thompson: Thank you, Senator scooper and Senator stover you are going to have the last word.

801

02:06:04.530 --> 02:06:05.010

Dr John Stover: um.

802

02:06:06.390 --> 02:06:08.970

Dr John Stover: Implicit bias is real.

803

02:06:12.090 --> 02:06:28.380

Dr John Stover: When the Boston symphony wanted to diversify and couldn't figure out why they weren't hiring any musicians of color they started auditioning people behind a screen, so they couldn't identify them and Lo and behold the Boston symphony diversified.

804

02:06:29.580 --> 02:06:46.860

Dr John Stover: Studies have shown that, when you send out the same resume with 100 white names and 100 black names, the resumes with white names get calls back the resumes with black names do not implicit biases real, we need to address it.

805

02:06:48.810 --> 02:07:00.720

Dr John Stover: and clearly our current system doesn't work for anybody, except for maybe the two people running award spring, so I agree with Senator reeves, we need to go to the forum and come up with solutions.

806

02:07:05.580 --> 02:07:06.570

Julie Thompson: Senator aspinall.

807

02:07:09.060 --> 02:07:15.600

Laura Aspinall- she/her: Thank you, sorry I keep getting kicked out of the meeting, so my internets doing weird things so hopefully I can make my comment and.

808

02:07:16.320 --> 02:07:29.460

Laura Aspinall- she/her: I agree with some of my past senators regarding an opportunity to really fix our scholarship system, which to me also means having a conversation about what is the intention of scholarship.

809

02:07:31.320 --> 02:07:38.970

Laura Aspinall- she/her: The fact that we're a Community college and we have so many still merit based scholarships to me, is very concerning.

810

02:07:40.230 --> 02:07:50.130

Laura Aspinall- she/her: Typically, students, that are high, achieving will find resources, you know we have a whole body of students that have very limited resources to draw from.

811

02:07:50.460 --> 02:08:07.620

Laura Aspinall- she/her: Many of those students never make it too many of my colleagues classrooms, particularly in the area of stem, so I think that's a really important piece of this conversation that we're having as far as the students that are coming into the College and in need of support and.

812

02:08:08.640 --> 02:08:21.570

Laura Aspinall- she/her: Not just support but but affirmation from their institution that they can do this and we're with you and we're here to support those efforts so for me that's that's just as integral part of this conversation.

813

02:08:22.710 --> 02:08:29.100

Laura Aspinall- she/her: As to whether or not we blind her and blind names, some of the language we use scholarship winners.

814

02:08:29.940 --> 02:08:35.790

Laura Aspinall- she/her: You know these things convey a very specific message to students and it's not lost on them.

815

02:08:36.300 --> 02:08:47.790

Laura Aspinall- she/her: And I many students I work with when we talk about scholarships they don't see themselves as a scholar, as someone who could even apply for such a thing, so the fact that we even refer to it as scholarship.

816

02:08:48.900 --> 02:08:57.510

Laura Aspinall- she/her: Is is exclusionary language, so I just encourage us to really think about that about what is the purpose of our scholarships, who are we.

817

02:08:58.530 --> 02:09:03.780

Laura Aspinall- she/her: Who are we rewarding and who do we want to support with those resources, thank you.

818

02:09:05.160 --> 02:09:24.090

Julie Thompson: Thank you, Senator aspinall we are over, on time, I still have two people in the queue i'm and I will, I think, have prerogative to do this to ask for a very quick comments from Senator jacobson but i'm since Senator scooper has already spoken Senator jacobson quickly.

819

02:09:27.990 --> 02:09:32.550

Tara Jacobson (she/her): Yes, I just think that we can solve this and still blind the scholarships.

820

02:09:32.910 --> 02:09:44.640

Tara Jacobson (she/her): There could be one person from the department to verify that everyone is qualified based on if they're on the baseball team their art student someone verified they're not voting person sorry easy we're voting.

821

02:09:44.880 --> 02:09:56.790

Tara Jacobson (she/her): Then you go into the department and then everything's blinded we know those people qualify, and then the decisions can be made, based on that so missing their solutions to be made, I think the groups can come together some point, hopefully.

822

02:09:58.770 --> 02:10:04.290

Julie Thompson: Thank you, I really appreciate the conversation I appreciate the spirit of Problem Solving and.

823

02:10:05.040 --> 02:10:21.090

Julie Thompson: I appreciate all of you you're an amazing Senate, I thank you for your time, thank you for staying late, and I will see you all on oh at the recognition awards tomorrow, I hope, and then on may 18 so have a lovely evening thanks.