

TRANSCRIPT
October 21, 2020

1

00:29:50.280 --> 00:29:51.180
Julie Thompson: Okay.

2

00:29:52.560 --> 00:29:56.820
Julie Thompson: By my clock. It is a quarter after you ready

3

00:29:58.890 --> 00:29:59.700
Okay.

4

00:30:04.410 --> 00:30:14.070
Julie Thompson: Okay, we have been called to order and our first item on the order of business is open forum and Amanda. Are you keeping the cube.

5

00:30:15.060 --> 00:30:19.170
Academic Senate: Yes, first in the queue is Elizabeth Dale.

6

00:30:20.490 --> 00:30:21.930
Julie Thompson: Elizabeth, welcome.

7

00:30:22.380 --> 00:30:23.490
Julie Thompson: Thank you. Why

8

00:30:25.710 --> 00:30:26.640
Elizabeth Dale: Are you ready for me.

9

00:30:27.090 --> 00:30:28.680
Julie Thompson: I am ready think

10

00:30:30.090 --> 00:30:30.660
Okay.

11

00:30:32.340 --> 00:30:37.500

Elizabeth Dale: I'm thank you very much for allowing me to speak in front of you today. I'm very honored

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00:30:38.730 --> 00:30:44.280

Elizabeth Dale: I want to have everybody just stop for a minute and imagine it's 2022

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00:30:45.120 --> 00:30:48.930

Elizabeth Dale: It's a crisp October day it's October 21, to be exact.

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00:30:49.260 --> 00:31:02.430

Elizabeth Dale: And in the early morning air students are noisily crossing the quad at Santa Rosa Junior College stopping at various booths promoting important issues or subjects of the day, or just moving on to their morning class.

15

00:31:03.090 --> 00:31:11.430

Elizabeth Dale: The SRO JCS theater department's production of Lin Manuel Miranda is Hamilton is in rehearsal and the nursing program is filled to capacity.

16

00:31:12.540 --> 00:31:26.070

Elizabeth Dale: A booth with a humanities faculty member holding an outdoor discussion of nature and Beyond Good and Evil has multiple students excitedly debating around it and a stem conference for our students is starting up in the cafeteria.

17

00:31:26.730 --> 00:31:31.950

Elizabeth Dale: The atmosphere of a community of scholars is palpable. And it is electric

18

00:31:32.670 --> 00:31:46.440

Elizabeth Dale: Faculty are preparing to lecture in their classrooms with the assistance of the many panels as well as interns from neighboring colleges that are available to all and later today, the Senate will be meeting to discuss and vote on pressing faculty issues.

19

00:31:47.460 --> 00:31:53.730

Elizabeth Dale: Go with 19 is a thing of the past. Besides, we've all been immunized. And there have been no fires this year.

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00:31:54.480 --> 00:31:59.640

Elizabeth Dale: And best of all our students are completing courses that they are taking at twice the rate as they were before.

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00:32:00.450 --> 00:32:10.140

Elizabeth Dale: Why is this because SRJC has approached their students education in such a way that no student regardless of their background is left alone to fend for themselves.

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00:32:10.590 --> 00:32:23.460

Elizabeth Dale: All the incredible services that were in place in 2020 before the pandemic became streamlined and all the students by 2022 have easy access to any and all academic support and other support services.

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00:32:23.880 --> 00:32:34.620

Elizabeth Dale: In fact, the newest plan introduced for the 2223 school year is to provide an actual backpack full of information for each student arriving on the campus.

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00:32:34.890 --> 00:32:43.020

Elizabeth Dale: This backpack contains academic max and college information that is tailored to their specific interests and needs.

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00:32:43.380 --> 00:32:53.130

Elizabeth Dale: Basic information about their general education and easily identified links to the SRJC website is central to this backpack and as they are all on their journey now.

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00:32:53.790 --> 00:33:07.680

Elizabeth Dale: Turned ecosystem of college life. They might become passionate about a new interest that they hadn't known anything about before taking a general ed course in philosophy biology math Theatre Arts or Kinesiology

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00:33:08.160 --> 00:33:16.290

Elizabeth Dale: This organic backpacking journey that our students are now on is an adventurous one full of creative exploration and exciting potential

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00:33:16.590 --> 00:33:24.840

Elizabeth Dale: And at the same time they've been given the very tools and safety features needed so that all of them have what they need to succeed.

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00:33:25.380 --> 00:33:41.130

Elizabeth Dale: This new approach excellently supported by our staff, faculty driven and faculty devised committed to providing an education with a highly successful outcome for all of our students. Welcome to a totally bear cub Guided Pathways

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00:33:45.480 --> 00:33:51.600

Julie Thompson: Thank you very much, Elizabeth. Thank you. Thanks, Amanda, who's next in the queue, please.

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00:33:52.350 --> 00:33:56.160

Academic Senate: next in the queue is summer Winston. Wonderful.

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00:33:56.940 --> 00:33:58.410

Julie Thompson: Summer you are

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00:33:59.460 --> 00:34:03.390

Summer (They/Them): Yes, how her so positive or can you hear me.

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00:34:03.990 --> 00:34:04.890

Summer (They/Them): I can. OK.

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00:34:06.330 --> 00:34:18.870

Summer (They/Them): 44% 15,842 2018 to 2019 these numbers should give each of us in this room and across this campus. Pause

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00:34:19.140 --> 00:34:33.000

Summer (They/Them): 44% 15,842 is the number of our as our JC students that completed their 2018 2019 school year with zero successful credits 44%

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00:34:33.390 --> 00:34:42.360

Summer (They/Them): And these figures are not a fluke from 2014 the percentage of unsuccessful completion has risen almost 10% from 36 to 44

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00:34:42.870 --> 00:34:52.200

Summer (They/Them): I don't share these numbers to shame us. My goal is to put us in the conversation to put this conversation in the framework that matters most, the framework of our students.

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00:34:52.440 --> 00:35:00.210

Summer (They/Them): I'm proud to be a part of the Sri JC ecosystem, but it's not because I see us as the best in California. The numbers say otherwise.

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00:35:00.510 --> 00:35:07.860

Summer (They/Them): Are because we've been on list declaring Sri JC a great place to work. I'm proud to be a part of this ecosystem because of our students.

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00:35:08.100 --> 00:35:14.010

Summer (They/Them): They are hard workers survivors of loss and violence they deal with helplessness and show up to class.

42

00:35:14.250 --> 00:35:27.270

Summer (They/Them): They are smart. They want to be doctors writers game designers philosophers and they trust us to guide them as they reach for their goals. I look at these numbers. And I wonder, do we deserve that trust.

43

00:35:27.840 --> 00:35:38.250

Summer (They/Them): I don't believe that. Guided Pathways is the answer to all of our problems across our campus. We are lucky to have so many amazing colleagues doing great work aiding our students in their success.

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00:35:38.550 --> 00:35:48.330

Summer (They/Them): However, I do believe that Guided Pathways is our chance to break down the campus silos and work together as a whole college to the benefit of our students.

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00:35:48.540 --> 00:35:53.160

Summer (They/Them): Today I'm probably speaking on behalf of my team mapping and scholar scheduling.

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00:35:53.460 --> 00:36:00.090

Summer (They/Them): My fellow centers senators for the last week. You've had access to the ideas, our teams have thoughtfully constructed

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00:36:00.330 --> 00:36:07.170

Summer (They/Them): The recommendations of mapping and scheduling revolve around three simple ideas clarity access and availability.

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00:36:07.440 --> 00:36:14.940

Summer (They/Them): Our aim is to organize our Programs and Courses in a way that is easy for our students to locate and navigate on a college wide level.

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00:36:15.240 --> 00:36:23.430

Summer (They/Them): Our rationale for this idea is simple. Students can make the best possible choices for their educational journeys. If they don't know what their options are.

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00:36:23.850 --> 00:36:32.610

Summer (They/Them): Our second recommendation asked us to rethink the way we schedule our courses to quote an excerpt from board policy three point 14.2

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00:36:32.850 --> 00:36:38.490

Summer (They/Them): It says the district will schedule courses at times and locations that reflect the needs of our students.

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00:36:38.820 --> 00:36:46.110

Summer (They/Them): Our second recommendation aims to bring us in alignment with board policy and student needs. I'll leave you with a few more numbers.

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00:36:46.380 --> 00:37:02.130

Summer (They/Them): Bakersfield. And Pasadena colleges are two schools at the forefront of GP work and that we have looked to as examples there 2018 2019 school year shows 28% in 25% of their students completing with zero credit hours.

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00:37:02.430 --> 00:37:16.080

Summer (They/Them): Know these numbers aren't perfect. But their progress. Like I said, I don't believe GP is the answer to all our problems, but this work is quite possibly the progress that our students and our college ecosystem needs. Thank you.

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00:37:17.280 --> 00:37:22.380

Julie Thompson: Thank you. Appreciate that, Amanda. Who is next in the queue, please.

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00:37:23.370 --> 00:37:25.350

Academic Senate: next in the queue is Sarah lesson.

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00:37:26.550 --> 00:37:27.720

Academic Senate: Sarah lesson, please.

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00:37:30.810 --> 00:37:31.650

Julie Thompson: you're muted.

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00:37:32.490 --> 00:37:44.670

Sarah Lesson: So I'm Hi, everyone. I'm Sarah lesson I'm an instructor in the philosophy department and I'd like to share some thoughts from the time I've spent on the Guided Pathways intro to college work group this year.

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00:37:45.090 --> 00:37:51.210

Sarah Lesson: I've had the opportunity to think deeply about the experience that our students have as they begin studies at the JC

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00:37:51.510 --> 00:37:58.170

Sarah Lesson: And about the type of experience. They could be having if we took a more intentional approach to welcome welcoming them into our community.

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00:37:58.590 --> 00:38:02.610

Sarah Lesson: I've been inspired by my colleague sharing of their own first year experiences.

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00:38:02.820 --> 00:38:12.780

Sarah Lesson: I've seen people's faces light up as they talk about how a freshman interdisciplinary seminar or campus shared read awakens their intellectual imagination and gave them a sense of belonging.

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00:38:13.050 --> 00:38:17.880

Sarah Lesson: These are testimonials to the power that we have to create a lasting impression on new students

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00:38:18.180 --> 00:38:29.850

Sarah Lesson: testimony that backs up what a growing body of research shows what happens in the first year of college can significantly impact a student success. These thoughts spring to mind the idea of ecosystems.

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00:38:30.900 --> 00:38:44.310

Sarah Lesson: What's so resonance in the comparison between a college and a natural ecosystem is the idea of interconnectedness whether in our day to day tasks we realize it or not. The work that each of us does is tied to everyone else's projects.

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00:38:44.640 --> 00:38:54.540

Sarah Lesson: Academic institutions tend to be organized in a way that can be isolating for its members. I think this is what people mean by silos, but any sense of separateness is an illusion.

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00:38:54.840 --> 00:39:05.730

Sarah Lesson: Regardless of department cluster campus or program. We all exist in this ecosystem together our individual success and survival is entwined with the success and survival of all

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00:39:06.330 --> 00:39:13.110

Sarah Lesson: A program designed to support first year students is the rare chance to cut across institutional divides

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00:39:13.350 --> 00:39:22.650

Sarah Lesson: When we think about a new students introduction to our college securing financial aid managing coursework navigating learning technologies forming an educational plan.

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00:39:22.920 --> 00:39:31.170

Sarah Lesson: Exploring or declaring a major joining student organizations identifying and making use of academic supports participating and student employment.

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00:39:31.470 --> 00:39:41.700

Sarah Lesson: Mapping a path towards transfer. I could go on, we clearly see that the issues that face first year students involved. Most, if not all areas of the work that we do at the JC

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00:39:42.330 --> 00:39:49.620

Sarah Lesson: To have the Guided Pathways that senators will consider involved the creation of a comprehensive and coordinated first year experience.

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00:39:49.920 --> 00:39:58.620

Sarah Lesson: This is an opportunity to more consciously consider our interconnectedness and to break down barriers that prevent us from celebrating the continuity of our work.

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00:39:58.890 --> 00:40:07.230

Sarah Lesson: By making adjustments to our educational ecosystem that better support our keystone species, the students, everyone will benefit. Thank you.

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00:40:09.000 --> 00:40:09.750

Julie Thompson: Thank you, sir.

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00:40:11.160 --> 00:40:13.350

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

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00:40:14.430 --> 00:40:20.970

Academic Senate: I don't have anyone else in the queue. And I don't see anyone raising their hands. Okay, excellent.

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00:40:21.000 --> 00:40:27.930

Julie Thompson: Thank you. Thank you so much for those comments and also thank you to Tara Jacobson for being our timekeeper

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00:40:29.880 --> 00:40:32.700

Julie Thompson: Not an easy job. Yeah, okay.

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00:40:36.090 --> 00:40:49.170

Julie Thompson: Okay, so I'm as you have seen I'm adjustments to the agenda, as specified in our bylaws are specific to moving a consent item.

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00:40:50.010 --> 00:41:02.610

Julie Thompson: To the action agenda and I had been using that mechanism, a little bit liberally I'm for which I apologize. We're going to skip that since we have no consent items today and I will move to reports.

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00:41:10.590 --> 00:41:10.920

Julie Thompson: Sorry.

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00:41:12.240 --> 00:41:16.140

Anne Donegan: President Thompson. I'm wondering if we could make an adjustment to the agenda.

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00:41:18.390 --> 00:41:20.340

Julie Thompson: So I'm

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00:41:23.460 --> 00:41:36.240

Julie Thompson: As I said, I'm not sure what the. So I think that the Senate can vote by two thirds to make certain kinds of adjustments, but not to add agenda items, um, which I have

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00:41:37.860 --> 00:41:43.890

Julie Thompson: Done in the past, which I am not allowed to do. Um, and are you talking about a break and on again.

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00:41:44.100 --> 00:41:45.930

Anne Donegan: I am talking about a five minute break.

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00:41:45.960 --> 00:41:54.480

Julie Thompson: Because we did, I did forget to put that on on and I believe that we can make that adjustment and I'll ask whether there are any

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00:41:56.760 --> 00:42:06.030

Julie Thompson: Does it, does anyone descent ANY SENATOR just descent from that I'm quite lovely idea that we take a break. So I'll look for a natural spot.

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00:42:07.350 --> 00:42:09.570

Anne Donegan: browser game for 30 years or so.

92

00:42:10.140 --> 00:42:17.910

Julie Thompson: Okay, then people look like they're starting to fall out of their chairs. I will look for a spot to break. Okay, thanks.

93

00:42:18.210 --> 00:42:19.890

Anne Donegan: Apologize for the interruption. Thank you.

94

00:42:20.190 --> 00:42:29.730

Julie Thompson: Okay. Not a problem. Okay. Um, so, first I'd like to welcome everyone. And first item in my report is that I would like to share that

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00:42:30.090 --> 00:42:38.250

Julie Thompson: Vice President Donegan has been working with as CCC the Academic Senate for the California Community College system.

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00:42:38.760 --> 00:42:47.760

Julie Thompson: To schedule training about the 10 plus one and diversity work and we have presenters on they are le Tanya Parker and Stephanie curry.

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00:42:48.270 --> 00:42:56.610

Julie Thompson: And the date which I would like you to holding your calendars. If you will please is Friday, November 13 from 12 to 2PM

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00:42:57.300 --> 00:43:05.520

Julie Thompson: And this will be of course the zoom meeting and we will announce more details as they become available, but please save that date. Again, that's November 13

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00:43:05.910 --> 00:43:10.980

Julie Thompson: From 12 to two and I do believe that that is a Friday the 13th.

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00:43:11.910 --> 00:43:23.880

Julie Thompson: And last week. Vice President, Don again and I had conversations with the chairs of ESL English and math about their participation in at AB705 related professional development support.

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00:43:24.210 --> 00:43:35.100

Julie Thompson: For faculty members in other disciplines. There are see funds available to support the communities of practice for this work. So I'll just keep you updated as this moves along and we get this in place.

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00:43:36.060 --> 00:43:46.200

Julie Thompson: We've also been informed that we have access to additional funds for equity related professional development. This from the HSI funds that the college has recently been awarded

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00:43:47.370 --> 00:43:56.040

Julie Thompson: Dean Robert Holcomb is serving as project director and he will join us at a senate meeting in the near future to provide a brief report on the grant.

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00:43:56.400 --> 00:44:11.910

Julie Thompson: This is a 2.8 million Title Five HSI grant and will run through september 2024 its name is the lawn Samantha Initiative, a Spanish word for launching or propelling

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00:44:12.990 --> 00:44:21.420

Julie Thompson: Dean hokum stated the following about the resources that have been made have been made available for communities of practice from this, from this grant

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00:44:22.500 --> 00:44:32.790

Julie Thompson: He says, through this new title five grant resource plus braided funding from the C program, there's an opportunity to establish a comprehensive communities of practice program that reaches more departments.

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00:44:33.150 --> 00:44:39.150

Julie Thompson: Involves more faculty and will allow faculty to do the critical equity work that's so necessary.

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00:44:39.870 --> 00:44:53.820

Julie Thompson: The two funding sources from CA and HSI will provide almost \$200,000 for communities of practice for the faculty so very excited about that. And thank you to Dane Holcomb for his work to secure that grant for the college

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00:44:55.380 --> 00:45:06.840

Julie Thompson: The Black Studies and ethnic studies Task Force had its first meeting last week and other really exciting thing that's happening at the college. This is a really stellar group of

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00:45:07.860 --> 00:45:17.550

Julie Thompson: Students classified staff administrators and a lot of faculty members and there's tremendous experience, knowledge and talent on this task force.

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00:45:18.000 --> 00:45:25.020

Julie Thompson: Vice President. So, Tanya Talia, and I joined on the task versus meeting and we have made a request that they include the Senate.

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00:45:25.440 --> 00:45:34.020

Julie Thompson: In their list of bodies that they'll be reporting out to as they do their work and I think it's safe to say that we are all very much looking forward to hearing from them.

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00:45:34.830 --> 00:45:44.310

Julie Thompson: And I wish them well in their endeavor. A couple of housekeeping items. As you have noticed we have made some changes to how we're posting meeting materials.

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00:45:44.730 --> 00:45:51.900

Julie Thompson: Our goal is to make accessing the materials in the end on that zoom link as seamless as possible.

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00:45:52.440 --> 00:46:02.580

Julie Thompson: These changes are in response to ideas from Senators one senator in particular who is modest and said that he would like to remain nameless, but I would like to thank him for his ideas.

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00:46:03.000 --> 00:46:09.180

Julie Thompson: And feedback and other ideas are always welcome. So thanks to everyone who has helped out with these changes.

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00:46:09.960 --> 00:46:22.980

Julie Thompson: Finally, today's a big day we will be discussing the recommendations from the Guided Pathways work groups after George's and my reports. The remainder of the meeting time except for the break is for discussion.

118

00:46:24.060 --> 00:46:34.260

Julie Thompson: So without any further ado, I'd like to pass the floor to our parliamentarian for his report and we will be discussing Guided Pathways work.

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00:46:34.620 --> 00:46:47.010

Julie Thompson: In just a few minutes. And again, I would like to express my thanks to the Guided Pathways for group members and they have put in a lot of hours, and we are grateful to them. So thank you.

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00:46:49.230 --> 00:46:54.360

Julie Thompson: Okay, so next on the agenda is our parliamentarians report.

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00:46:58.350 --> 00:46:59.880

Julie Thompson: And I am looking for George

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00:47:00.000 --> 00:47:00.720

George Sellu: Can you hear me now.

123

00:47:01.200 --> 00:47:02.160

Julie Thompson: I can. Hi.

124

00:47:02.460 --> 00:47:13.560

George Sellu: Okay, yeah, let me get my screens going. All right. Thank you, President Thompson Center colleagues President John BP Sedona tally and guest.

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00:47:14.340 --> 00:47:23.010

George Sellu: It gives me great pleasure to welcome you all to our October 21 meeting our meeting is governed by Robert's Rules and Brown Act.

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00:47:23.550 --> 00:47:38.130

George Sellu: And from time I'll use my report as it means to provide tips to help us with the flow of our meetings, typically meeting agenda includes reports action items discussion items and consent agenda items.

127

00:47:39.060 --> 00:47:48.330

George Sellu: For the action items. These items that we bought them for each of for each of these items we will need to develop a frame emotion that is voted upon by Senators.

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00:47:48.900 --> 00:47:56.880

George Sellu: For today's meeting. However, we do not have any items on the agenda on the action item on the action portion of our agenda.

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00:47:57.330 --> 00:48:07.440

George Sellu: The only motion that we should make today hopefully is to move discussion items to action at a future meeting in this case it may be our next meeting.

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00:48:08.280 --> 00:48:17.220

George Sellu: This motion should be made after we have had an exhaustive discussion of a specific recommendation or item that will be discussing today.

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00:48:18.420 --> 00:48:27.030

George Sellu: Discussion items are considered information, our consultation with the body to help us frame our motion for the action agenda.

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00:48:27.780 --> 00:48:42.390

George Sellu: And subsequent boarding, it is important for all of us to get enough information to help us understand the issues before we frame our emotions and now actually help us save a lot of time and, subsequently, we can be able to make

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00:48:42.900 --> 00:48:53.520

George Sellu: Decisions for today's agenda. We have approximately 80 minutes to discuss recommendations from the Guided Pathways what groups, let us use this time to ask questions.

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00:48:53.910 --> 00:49:07.890

George Sellu: And get notifications from our colleagues who have done a phenomenal job in putting together these recommendations we will discuss each recommendation exhaustively. And the President will entertain a motion to move these recommendations to action at a future meeting.

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00:49:08.910 --> 00:49:18.810

George Sellu: For discussion items will require more time for discussion items that require more time, the President will entertain a motion to extend time for discussion.

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00:49:19.170 --> 00:49:28.680

George Sellu: Or to bring an item back as a discussion item marked urgent so that we can move that we can discuss that item and move it to action within the same meeting.

137

00:49:29.550 --> 00:49:42.300

George Sellu: Please direct all comments at the president during today's meeting so that we can keep track of salient points and that will help us make decisions about these recommendations. I hope I have provided some pointers for today's meeting.

138

00:49:42.840 --> 00:49:50.610

George Sellu: Go forth and participate in a spirited discussion about recommendations of our work groups. Thank you.

139

00:49:53.040 --> 00:50:04.290

Julie Thompson: Thank you, George A. Appreciate that. I'm I have been reminded that I skipped something on the agenda, we're going to go back and the Minutes and Paulette, if you could get ready for a roll call vote.

140

00:50:05.610 --> 00:50:12.390

Julie Thompson: And I will ask whether there are any corrections to the minutes from the October 7 meeting.

141

00:50:16.980 --> 00:50:18.030

Julie Thompson: Hearing none.

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00:50:20.130 --> 00:50:23.730

Julie Thompson: Move this to a vote. I'll entertain a motion, please.

143

00:50:27.240 --> 00:50:29.490

Laura Aspinall: Mr Aspinall and move to approve the minutes.

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00:50:30.630 --> 00:50:31.200

Anne Donegan: Second,

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00:50:31.530 --> 00:50:42.900

Julie Thompson: You okay, we have a motion and a second and pilot. Is everyone ready. All senators ready to unmute yourselves and cast a vote. Okay, let's do this as quickly as we can. Thanks.

146

00:50:43.500 --> 00:50:44.400

Michael Aparicio: Ratio.

147

00:50:45.180 --> 00:50:47.160

Laura Aspinall: Yes Aspinall yes

148

00:50:47.610 --> 00:50:50.340

Paulette Bell: Bell yes oh janell ski.

149

00:50:53.400 --> 00:50:53.820

Paulette Bell: Ski

150

00:50:55.890 --> 00:50:56.580

Paulette Bell: Bush.

151

00:50:57.630 --> 00:50:58.260

Jessica Bush: Yeah.

152

00:50:59.520 --> 00:51:00.510

Paulette Bell: Earlier Goldberg

153

00:51:01.410 --> 00:51:01.890

Yes.

154

00:51:03.090 --> 00:51:03.810
Paulette Bell: Crawford.

155
00:51:04.440 --> 00:51:06.090
Paulette Bell: Yes down again.

156
00:51:06.450 --> 00:51:08.310
Paulette Bell: Yes bassler

157
00:51:08.760 --> 00:51:09.330
Yes.

158
00:51:10.530 --> 00:51:14.010
Paulette Bell: For from Nicole from the proxy weapon.

159
00:51:14.430 --> 00:51:16.560
Paulette Bell: Yes Jacobson.

160
00:51:16.860 --> 00:51:18.600
Paulette Bell: Yes, custom

161
00:51:19.050 --> 00:51:20.670
Paulette Bell: Yes lemer

162
00:51:21.300 --> 00:51:23.130
Paulette Bell: Yes, Martin.

163
00:51:23.460 --> 00:51:27.210
Paulette Bell: Yes, he has. Yes. A Kobo

164
00:51:27.780 --> 00:51:31.350
Paulette Bell: Yes, Oliver. Yes. Women Ali.

165
00:51:31.680 --> 00:51:34.950
Paulette Bell: Yes. Rosen yes salou

166

00:51:35.340 --> 00:51:36.900

Paulette Bell: Yes Stover

167

00:51:37.320 --> 00:51:39.330

Paulette Bell: Yes, balance, Willa.

168

00:51:39.810 --> 00:51:41.190

Paulette Bell: Yes, Whitman.

169

00:51:41.760 --> 00:51:43.350

Paulette Bell: As widely

170

00:51:43.770 --> 00:51:45.330

Paulette Bell: Yes, Winston.

171

00:51:45.990 --> 00:51:46.500

Yes.

172

00:51:47.700 --> 00:51:49.650

Paulette Bell: With a Aparicio

173

00:51:50.730 --> 00:51:51.750

Paulette Bell: Belgian ski.

174

00:51:52.470 --> 00:51:53.490

Michael Aparicio: I Brazil. Yes.

175

00:51:55.140 --> 00:51:56.100

Paulette Bell: Coaching housekeeping ski.

176

00:51:57.510 --> 00:51:58.050

Anne Donegan: I saw

177

00:51:58.110 --> 00:52:01.740

Anne Donegan: Mark give a thumbs up. I think you're having muting issues.

178

00:52:02.160 --> 00:52:05.490

Paulette Bell: Thank you complete. Okay, thank you.

179

00:52:05.580 --> 00:52:09.150

Julie Thompson: Um, the Minutes are approved as they appear in your packet

180

00:52:10.230 --> 00:52:10.950

Julie Thompson: Okay.

181

00:52:13.560 --> 00:52:27.960

Julie Thompson: We had a call to order we had open forum we approved our minutes we've added a break. We've done reports we have no action no consent discussion here we are. Okay. Um, so I'll say just a little bit.

182

00:52:30.120 --> 00:52:43.050

Julie Thompson: About how we're going to proceed, so that we had four route groups and their recommendations appeared in a particular order in your meeting packet and

183

00:52:44.130 --> 00:52:51.270

Julie Thompson: And on again. George salou and I are taking turns introducing each of the work groups.

184

00:52:52.380 --> 00:52:55.650

Julie Thompson: Material, even though we've already had some some pretty stellar

185

00:52:57.060 --> 00:53:00.810

Julie Thompson: introductions to the work groups recommendations in

186

00:53:02.460 --> 00:53:12.240

Julie Thompson: open forum both today and at our last meeting. So first is, and I think that you are first step is that correct

187

00:53:12.300 --> 00:53:13.470

Anne Donegan: Yeah. That is correct.

188

00:53:13.710 --> 00:53:22.410

Anne Donegan: Okay, okay. So Amanda. Could I asked you to show my bullet points for the web redesign group, please.

189

00:53:23.940 --> 00:53:24.600

Academic Senate: Yes.

190

00:53:24.810 --> 00:53:25.470

Academic Senate: Thank you.

191

00:53:26.220 --> 00:53:37.140

Anne Donegan: So I'm at this point we're assuming that all the senators that we've all read the recommendations that the workgroups gave to us.

192

00:53:38.040 --> 00:53:54.840

Anne Donegan: What I've done here. Just because personally, I'm a visual learner is just some major bullet points from both phase one of what the website redesign group is recommending and then phase two.

193

00:53:56.370 --> 00:54:11.910

Anne Donegan: And then what we're hoping after this. We're going over this really briefly. Actually, I don't even think I need to go over it. Amanda, maybe you could just make it go down a little bit lower. So we could see all of it on one page. Great. There you go back a little up again.

194

00:54:14.070 --> 00:54:15.480

Anne Donegan: Well, yeah, there you go.

195

00:54:16.620 --> 00:54:18.570

Anne Donegan: Thank you. Is that

196

00:54:20.730 --> 00:54:31.680

Anne Donegan: Want the Senate to discuss these recommendations ask clarifying questions of the work group members who were on in the zoom meeting.

197

00:54:32.070 --> 00:54:47.370

Anne Donegan: And then again, we're not an action item as George said, but we can start thinking about what ideas, what recommendations we want to continue pursuing as we go forward. Okay, so that's my introduction

198

00:54:50.250 --> 00:55:03.090

Anne Donegan: And obviously, there's two phases, one that was about making the website, more particularly, student friendly and then the second phase was making the website more user friendly for all of us.

199

00:55:06.780 --> 00:55:15.420

Julie Thompson: Okay, well, you are all kind of collecting your thoughts and figuring out you know where you want to start and who wants to initiate the discussion.

200

00:55:16.170 --> 00:55:23.340

Julie Thompson: I just, I'm just a detail about how will deal with questions that we might need to refer to the workgroups

201

00:55:23.700 --> 00:55:38.640

Julie Thompson: If such a question comes up, that we're unable to answer. Based on the information that we have in front of us in in the document that was provided from the work groups and then as a Senate, you will let me know and then

202

00:55:40.080 --> 00:55:51.360

Julie Thompson: I will ask the word group leads and I think we have representatives from all of the groups here with us today. And so last for the clarification, and then we'll come back to discussion.

203

00:55:52.380 --> 00:55:52.770

Okay.

204

00:55:54.570 --> 00:56:01.500

Julie Thompson: Um, I see two hands in the KYC john Stover and I see summer john please

205

00:56:03.480 --> 00:56:06.660

John Stover: Hi over process question, I

206

00:56:08.010 --> 00:56:25.140

John Stover: And I'm speaking as I mean I'm a senator, but I'm also one of the co leads on the mapping and scheduling group. And I'm wondering why we're looking at the personal summary of the vice president instead of the recommendations that were

207

00:56:26.400 --> 00:56:33.960

John Stover: Submitted by the work groups and submitted on within the parameters that the EC asked for.

208

00:56:36.540 --> 00:56:38.550

Julie Thompson: Okay, and I can

209

00:56:39.990 --> 00:56:43.380

Julie Thompson: Refer that question to and and would you like to respond.

210

00:56:43.650 --> 00:57:01.020

Anne Donegan: Yeah, no problem. So, um, because everyone already everyone had access to that we can show that if you want. I did run this by Terry, I just thought, having a few bullet point plates would make the discussion easier. But if we want to pull up the longer document that's fine.

211

00:57:02.490 --> 00:57:09.810

Anne Donegan: There's no reason. I just like I said I'm a visual bullet point person if Terry wants to add something.

212

00:57:11.010 --> 00:57:14.490

Anne Donegan: That's fine, whatever Terry wants is fine with me. Okay.

213

00:57:15.030 --> 00:57:15.600

Um,

214

00:57:17.430 --> 00:57:21.390

Julie Thompson: So why don't we do this and why don't I

215

00:57:24.630 --> 00:57:35.940

Julie Thompson: A couple of possibilities. One is, you know, we've used that method before you know having bullet points just to help facilitate so we can get something condensed right on our screens and but if that doesn't

216

00:57:36.600 --> 00:57:51.780

Julie Thompson: seem appropriate doesn't feel right for the Senate. I'm really happy to show the the full thing and it might take Amanda second to pull that one up. She does may not have it at her fingertips. She does have it at her fingertips. Okay.

217

00:57:55.980 --> 00:58:02.070

Julie Thompson: Okay so john was that the extent of your question, or did you have anything else that you wanted to say before I move on to summer.

218

00:58:03.000 --> 00:58:04.530

John Stover: That's it for now. Thank you.

219

00:58:04.860 --> 00:58:08.610

Julie Thompson: Okay, thank you. Thanks reason. The point I'm summer and then

220

00:58:09.690 --> 00:58:14.250

Julie Thompson: I'm going to have to pull up the participants again and then Monica so summer.

221

00:58:15.240 --> 00:58:19.110

Summer (They/Them): Um, hi. Yeah. My point was the same as John's. It's just that we

222

00:58:20.130 --> 00:58:31.500

Summer (They/Them): None of us had been given a chance to look over our approved the document within Guided Pathways that was shown today. So, but the problem is resolved. This was the same. Okay. Yeah.

223

00:58:32.040 --> 00:58:35.310

Julie Thompson: Thank you. Okay. Monica things

224

00:58:37.380 --> 00:58:43.110

Monica Ohkubo: Good afternoon, everyone. I wanted to start by saying that that I am really proud to work with.

225

00:58:43.650 --> 00:58:51.240

Monica Ohkubo: Faculty and classified administrators. People who produce such thoughtful dynamic and student centered practical ideas.

226

00:58:51.810 --> 00:59:03.690

Monica Ohkubo: And I thought summers point was well taken during open forum that we always hear about excellence and Sri JC and excellence and then if you actually dive into like the cow pass data, it doesn't really

227

00:59:04.560 --> 00:59:17.610

Monica Ohkubo: Say that were excellent. And those are like really important numbers for us. So I think that this is just like outstanding. I was on one of the workers, but to just see it all come together and the name of students and success is just really, really cool.

228

00:59:18.780 --> 00:59:30.120

Monica Ohkubo: And it just you know that Cal pass data really just proves that like we can say all we want, but to really live up to that we really need to make some major changes that are like outline so well in in a lot of these ideas.

229

00:59:31.020 --> 00:59:37.290

Monica Ohkubo: I wanted to bring up to. We have a promoting and supporting student athletes success group that's been going for, I don't know, eight years or so.

230

00:59:37.710 --> 00:59:46.830

Monica Ohkubo: And as a microcosm of all of these ideas of Guided Pathways. We've done a lot of these things before we've had big facilitated meetings and talked about student success and what can we do

231

00:59:47.160 --> 00:59:50.040

Monica Ohkubo: Similar to the backpack idea we've done things like that.

232

00:59:50.730 --> 00:59:56.700

Monica Ohkubo: We've had orientation which has changed a student athlete experience mainstream uniform progress reports discussion of

233

00:59:57.030 --> 01:00:00.270

Monica Ohkubo: Like first year requirements and how can we provide this environment.
So like

234

01:00:00.600 --> 01:00:12.690

Monica Ohkubo: My point is that these interventions really work no matter if we just picked one or all of them, they really make an immediate difference for students, as evidenced by this cohort of 600 students that we already have on campus and

235

01:00:13.680 --> 01:00:22.920

Monica Ohkubo: Examples from other colleges, you know, provide that the backup as well. Research and examples like pals and pass on this and on our own campus and

236

01:00:23.400 --> 01:00:31.170

Monica Ohkubo: So thank you for letting me share that information. And then my main question before we get started with all of this, as I was reading yesterday and taking notes and things

237

01:00:32.160 --> 01:00:43.770

Monica Ohkubo: Do we have a budget in mind as senators for. Do we need to be thinking about money, or are we just saying what's best for our students. And then we're just going to find a way to do this because I saw the web design.

238

01:00:44.310 --> 01:00:53.220

Monica Ohkubo: Quo right but I didn't see quotes for other groups which, you know, I was on one of those groups that didn't get quotes. It will take a lot of time to get those things that it would need to be

239

01:00:53.700 --> 01:01:01.110

Monica Ohkubo: Guided by the Senate and what they kind of wanted to see. So I was just wondering what what is the budget or do we need to be concerned with the budget.

240

01:01:02.220 --> 01:01:09.900

Monica Ohkubo: Or are we just making recommendations on pedagogy and student success as an academic senate and then we worry about the money later. Thank you.

241

01:01:10.350 --> 01:01:17.430

Julie Thompson: Okay, thank you. And next in the queue is Jennifer Carlin Goldberg

242

01:01:19.080 --> 01:01:24.630

Jennifer Carlin-Goldberg: Oh no, I was just going to since I were talking about the website redesign um

243

01:01:26.310 --> 01:01:27.270

Jennifer Carlin-Goldberg: I

244

01:01:29.040 --> 01:01:39.480

Jennifer Carlin-Goldberg: I like the ideas behind the website redesigned i think it's it's it's needed. I like the the the detail and the thought about the student section for

245

01:01:41.100 --> 01:01:55.830

Jennifer Carlin-Goldberg: The, the first phase for the second phase when we roll it out to other other sites little sub sites and we're

246

01:01:56.940 --> 01:02:23.040

Jennifer Carlin-Goldberg: Going to encourage department websites to shift to the whatever template is has been formed for the main site and hiring more it to help maintain the web, the website i think that's that's essential in needed, and I agree with that. I'm, I'm wondering, um, it's

247

01:02:24.360 --> 01:02:38.610

Jennifer Carlin-Goldberg: How are we going to be requiring all departments to shift to the new template. All right, and how much autonomy or the individual departments, for example, going to have over their own websites.

248

01:02:40.230 --> 01:02:43.020

Jennifer Carlin-Goldberg: How much of the change is going to be

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01:02:44.700 --> 01:02:48.720

Jennifer Carlin-Goldberg: As the cosmetic because they needs to match visually.

250

01:02:51.030 --> 01:03:04.200

Jennifer Carlin-Goldberg: I'm, I'm a little unsure about all of the details. I am actually the webmaster for the math department website and I have redesigned the math department website. I think three times maybe for in the past.

251

01:03:05.490 --> 01:03:12.240

Jennifer Carlin-Goldberg: Oh, it'll be six years because I think the first major one I did while I was on maternity leave for my twins and they are six

252

01:03:13.290 --> 01:03:27.660

Jennifer Carlin-Goldberg: Though I was just, I wanted to know more about that aspect of it. Other than that, I think this, this has a lot of merit and and I hope we I hope we prove

253

01:03:30.930 --> 01:03:35.550

Julie Thompson: Thank you very much. Jennifer chin Sean Martin is next in the queue.

254

01:03:37.200 --> 01:03:38.340

Sean Martin: At present time Johnson.

255

01:03:39.390 --> 01:03:47.550

Sean Martin: I have a question about process, real quick just starting with are we going to be talking about each group as a whole.

256

01:03:48.330 --> 01:03:58.500

Sean Martin: The recommendations of each work group or are we talking about each recommendation distinctly of each workgroup. So are we just talking about recommendation number one for the web.

257

01:03:59.040 --> 01:04:15.930

Sean Martin: Folks, or are we talking about both together and my reason for asking is, I think there may be some reciprocal issues in particular related to the point that both Monica and Jennifer brought up about cost that I'd like to address in my comments.

258

01:04:17.070 --> 01:04:22.320

Sean Martin: So if I could ask that question answer first and then have an opportunity to meet with comments, that'd be great.

259

01:04:23.760 --> 01:04:40.170

Julie Thompson: And like to say just a little bit about that. I think that it's, it's a, this is a big body of work. And so, but, but a lot of things are interconnected and the workgroups are thinking of them as being interconnected. And so my

260

01:04:41.130 --> 01:04:53.790

Julie Thompson: druthers would be for us to rather than fragmenting it even more and talking about one recommendation after another, I would say, you know, when we're with a work group. Let's be with the work group and then move on to the next.

261

01:04:54.210 --> 01:04:59.100

Julie Thompson: Work recommendations. So my recommendation would be we deal with both of these at the same time.

262

01:04:59.730 --> 01:05:08.430

Sean Martin: Thanks. Okay, so with that in mind, I'll just stick with the this work group, but maybe make my comments that are pertinent to both recommendations.

263

01:05:09.270 --> 01:05:25.080

Sean Martin: So in the first work group recommendation. It states that so JC Academic Senate will in partnership with student services and so on. And I realized Student Services has a really important role in the web page, but

264

01:05:25.950 --> 01:05:34.770

Sean Martin: I also think that Academic Affairs has an important role in the web page. If you continue reading in the recommendation. It talks about teaching and learning principles.

265

01:05:35.190 --> 01:05:47.130

Sean Martin: Talks about academics and so forth. So I would like that integration of discussion across student services and academic affairs to be noted there. I think that's important.

266

01:05:48.480 --> 01:05:52.800

Sean Martin: I also have some questions about what other people have raised

267

01:05:53.460 --> 01:06:02.670

Sean Martin: I like the estimate the budget. So I think it's super important, I think, you know, we have, we can have. We can talk about aspirations and goals all day long. But if there's not resources.

268

01:06:03.360 --> 01:06:13.140

Sean Martin: Those are hollow and they come to nothing. And so I'm looking at that first estimate of \$47,800. And I'm wondering if it's maybe to loan.

269

01:06:14.220 --> 01:06:31.950

Sean Martin: It because I think this is a crucial part of the Guided Pathways work going forward. It's really going to be the first hopefully one of the first things that rolls out and really changes conditions for students, especially and I'm thinking maybe we this is just a budgetary

270

01:06:32.610 --> 01:06:36.120

Sean Martin: Principle here, you know, it seems, it seems

271

01:06:36.300 --> 01:06:38.700

Sean Martin: Good to overestimate rather than underestimate.

272

01:06:38.730 --> 01:06:43.440

Sean Martin: Because I'm just thinking of all the hours. Not only that, but I'm thinking that

273

01:06:44.490 --> 01:06:54.180

Sean Martin: The budget shouldn't be just pointed towards the people doing the coding but also anyone else working. So Jennifer mentioned that, you know, she does that work for her department.

274

01:06:54.810 --> 01:07:03.660

Sean Martin: This is extra work. A can be done in college service time but Colin service time is pretty minimal and it's already consumed by so much other what we do.

275

01:07:04.020 --> 01:07:10.830

Sean Martin: I would like to set aside enough money if there's going to be money for any of this to make sure everyone working

276

01:07:11.250 --> 01:07:21.960

Sean Martin: On this is compensated in a manner that is then negotiated and so forth protected protecting faculty interest. And that brings me to the second recommendation.

277

01:07:22.530 --> 01:07:33.090

Sean Martin: There is a recommendation for hiring some new it personnel, and I think that's an excellent idea. I think it's great. But again, I just want us to be mindful.

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01:07:34.380 --> 01:07:45.060

Sean Martin: If we're talking about salary and benefits and these are full time positions. And my understanding is, we have roughly \$750,000 left in the Guided Pathways budget.

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01:07:47.130 --> 01:07:48.450

Sean Martin: That's going to consume a lot of it.

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01:07:49.800 --> 01:07:57.540

Sean Martin: Somebody's making \$100,000 a year with benefits. Pretty soon we're, you know, pushing the fold.

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01:07:58.140 --> 01:08:07.530

Sean Martin: And maybe that's an overestimated the salary. But in any case, I want us to be realistic about that going forward. So what we propose what we recommend can be done.

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01:08:08.070 --> 01:08:13.530

Sean Martin: I see that there's also identifying other possible sources outside of Guided Pathways

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01:08:13.860 --> 01:08:26.310

Sean Martin: But again, everything we draw from means we have to get rid of something, because I don't perceive, at least in the short term, maybe with prop 15 passing will see some more money, come to the district eventually it's phased in.

284

01:08:26.790 --> 01:08:36.240

Sean Martin: But for now, everything we spend means something else won't be done. And so just keep that in mind moving forward. So that's really all I have to say right now about this.

285

01:08:36.870 --> 01:08:47.940

Sean Martin: Work grip, other than it looks awesome. It'd be great if we can get this done. Even if this was all we got. That'd be great. It'd be a regrettable, we couldn't get other great things going. But this is a really

286

01:08:49.110 --> 01:08:50.430

Sean Martin: Good set of recommendations.

287

01:08:51.990 --> 01:08:54.120

Sean Martin: So thank you to you and others who worked on this.

288

01:08:55.710 --> 01:09:06.090

Julie Thompson: Show and thank you for your comments. And I'm I'm noticing that I'm and on again has heard the thumbs up. And I know that you can't get into the queue. Do you know where you are in the queue.

289

01:09:09.510 --> 01:09:10.380

Julie Thompson: And on again.

290

01:09:10.800 --> 01:09:12.180

Anne Donegan: Yeah, sorry I'm

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01:09:14.640 --> 01:09:17.490

Anne Donegan: Sorry about that. Yeah, I think I'm after, Tara.

292

01:09:18.180 --> 01:09:19.350

Julie Thompson: After terror. Okay.

293

01:09:20.040 --> 01:09:22.020

Anne Donegan: Okay. Yeah. So yeah, after care.

294

01:09:22.470 --> 01:09:25.500

Julie Thompson: Okay, I'm Laura Aspinall is on next.

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01:09:27.090 --> 01:09:40.770

Laura Aspinall: Thank you. First, I just wanted to thank all participants work on this. I know this has been enormous endeavor. And I'm very excited about the work that's going on. And for our discussion today and

296

01:09:41.280 --> 01:09:50.520

Laura Aspinall: I'm trying to figure out how to frame my questions and keeping with Julie's request for how to go through this, so my apologies if I am a little off. But, um,

297

01:09:51.390 --> 01:09:59.070

Laura Aspinall: But I did want to go back to Monica did ask a question about budget and I don't know that that question was answered.

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01:09:59.430 --> 01:10:20.760

Laura Aspinall: And I had a similar question. I was thinking something similar. So I would like us to revisit that and then I also wanted to ask the work groups and at times and reading this document it felt to me like I could feel the integration of prop across groups and other times I felt like

299

01:10:22.200 --> 01:10:35.160

Laura Aspinall: I couldn't. And I know that time has been very short and this work has been interrupted many times by circumstances outside of our control. So I don't necessarily mean that as a criticism is more of just an observation.

300

01:10:35.490 --> 01:10:42.990

Laura Aspinall: And I understand if you weren't able to work across groups, but knowing that, for example, the website and

301

01:10:44.190 --> 01:10:52.140

Laura Aspinall: The mapping and scheduling, in particular, to me seem very, very hand in hand. I'm just curious to hear about

302

01:10:53.220 --> 01:10:56.580

Laura Aspinall: About how one groups work and formed and others.

303

01:10:57.300 --> 01:11:04.980

Julie Thompson: Okay. Um, if there's a specific requests for specific information from work groups, as in this example right here.

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01:11:06.180 --> 01:11:10.110

Julie Thompson: Laura's question, I am happy at this point to ask

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01:11:11.700 --> 01:11:18.600

Julie Thompson: The website redesign group and also the mapping and scheduling scheduling group if they would like to weigh in and respond to that.

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01:11:19.770 --> 01:11:24.750

Julie Thompson: And so we'll just suspend the queue for a minute. And after we talk about this.

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01:11:26.100 --> 01:11:27.060

Julie Thompson: Will get back to the cube.

308

01:11:30.390 --> 01:11:42.060

Terri Fro: Thank you Julie. This is cherry. I'll speak for a moment about the the website and how it touches other elements, particularly mapping and scheduling and we know that's a huge job.

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01:11:42.960 --> 01:11:51.120

Terri Fro: We have a homegrown system right now of our curriculum and programs and it is basically

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01:11:51.930 --> 01:11:57.930

Terri Fro: I'll defer to john and summer of talk a little more about what they're proceeding, but it's basically a data dump.

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01:11:58.470 --> 01:12:12.840

Terri Fro: A lot of text running and long sequences that don't help students were fully aware of that and it kind of depends on what the mapping and scheduling vision would be. That's the consensus.

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01:12:14.370 --> 01:12:26.220

Terri Fro: Of the work group in the Senate of how that would look within the context of the website. So it's very much a part of that. And we know that the programs that the mapping and scheduling calendar etc are used.

313

01:12:27.090 --> 01:12:35.880

Terri Fro: Extraordinarily frequently by students. So that is an absolutely key part that runs throughout the student journey. Just how to come to terms with that.

314

01:12:36.510 --> 01:12:44.490

Terri Fro: Has to be determined. And so I'll pass it over to John and Summer if they want to chat a little bit about how they envision the interface. Okay.

315

01:12:44.730 --> 01:12:47.910

Julie Thompson: Terry. Thank you, appreciate that and John in Summer.

316

01:12:49.440 --> 01:12:58.170

John Stover: Um, well, I'll start Summer and then jump in. I would say that, depending on what direction we want to go in

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01:12:59.310 --> 01:13:12.420

John Stover: The, the budget estimates are going to vary. And one of the things that I learned from Terry's research is that we basically have two people right now who run our websites.

318

01:13:12.900 --> 01:13:23.010

John Stover: And one of those two people are retiring in the next 12 to two years. So we are woefully understaffed on the website side.

319

01:13:23.880 --> 01:13:30.480

John Stover: This is an operational issue, it's not even just a Guided Pathways issue like this is an operational issue.

320

01:13:31.470 --> 01:13:37.320

John Stover: Terry has also highlighted that right now. What is our main campus. It's the website.

321

01:13:37.710 --> 01:13:46.620

John Stover: So there is a massive amount of work that needs to be done. And I think Terry's proposal, including the budget estimate which may be low. I agree with Sean

322

01:13:47.190 --> 01:13:57.720

John Stover: On highlights. We did not include a budget estimate and mapping and scheduling because a lot of this work is required of departments and programs already

323

01:13:58.200 --> 01:14:15.000

John Stover: Think of this as a lens through which this work could be conducted in order to create more clarity for students. So it's a lens. It's not a budget line item summer. Do you want to add anything

324

01:14:16.500 --> 01:14:27.630

Summer (They/Them): Um, yeah, I'm I'm basically my thoughts basically align with what John said there. We did consider breaking our items in terms of budget.

325

01:14:28.500 --> 01:14:47.940

Summer (They/Them): But we realized that, as things progress, it's, there's too many working pieces that have to come together in order for us to be able to say, hey, this is the clear breakdown of what this would look like in terms of budget. And then there's two sides of our equation.

326

01:14:49.080 --> 01:15:03.420

Summer (They/Them): One side like John already said, are things that we are supposed to be doing anyway Elisa like as departments or program coordinators and things of that nature. And then the other side is can be software based, it could be

327

01:15:04.860 --> 01:15:12.270

Summer (They/Them): There's a number of different ways that we talked about that we could resolve some of the scheduling based issues and in terms of us.

328

01:15:13.410 --> 01:15:17.460

Summer (They/Them): collaborating across teams we

329

01:15:18.750 --> 01:15:30.450

Summer (They/Them): We've talked a lot and planned a lot together as GP as a whole with all of our individual subgroups and coming together with

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01:15:31.350 --> 01:15:40.440

Summer (They/Them): And we wanted to actually come together with a cohesive document that shows the way that our ideas would collaborate with one another.

331

01:15:41.160 --> 01:15:56.070

Summer (They/Them): But the structure for how we said we were to submit the information I didn't quite fully aligned with that. And then, time wise we were under really tight time constraints to really be able to pull it together.

332

01:15:57.750 --> 01:16:02.730

Summer (They/Them): In a way that would really illustrate our collaboration across teams.

333

01:16:05.220 --> 01:16:11.610

Terri Fro: And I'd like to add one more thing before we leave this this discussion about the the interface and budget.

334

01:16:13.650 --> 01:16:24.240

Terri Fro: Lila Rand, who is one of the web. Web programmers and she's on our team mentioned that there is bond money available for what we call the enterprise components.

335

01:16:25.140 --> 01:16:39.180

Terri Fro: Like si es scheduling curriculum, etc. And there were reviews being conducted on different packages that they district could adopt but action hadn't been taken yet and was coded things where I get suspended.

336

01:16:39.990 --> 01:16:54.390

Terri Fro: Legal if I miss speaking, please do correct me. But anyway, that's a big chunk of money that is intended to help with major overhauls which, like the curriculum database would be one of those, because that's home grown and

337

01:16:55.590 --> 01:17:00.180

Leila Rand: I just wanted to clarify that the it paused before coven

338

01:17:01.470 --> 01:17:05.760

Leila Rand: Colleagues pause because it was overwhelming. I think at that time.

339

01:17:07.080 --> 01:17:17.010

Julie Thompson: Okay, thank you. Thanks for all of the clarification that the four of you just provided and and I want to just share a thought about how to think about budget.

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01:17:17.610 --> 01:17:21.600

Julie Thompson: And you receive you know the available resources and

341

01:17:22.500 --> 01:17:31.260

Julie Thompson: Maybe we can set that aside, till we get to, and I'm guessing this is not going to happen today and think this is going to spill over into our next meeting and

342

01:17:31.680 --> 01:17:43.020

Julie Thompson: When we get to the point where we're we're considering language and details for emotion that might be the time when the senate starts to really

343

01:17:44.610 --> 01:17:45.120

Julie Thompson: Get

344

01:17:46.200 --> 01:17:50.280

Julie Thompson: Do some decision making around. You know how you want to approach the

345

01:17:51.030 --> 01:17:58.230

Julie Thompson: Maybe the reality of limited resources or whether we want to set the reality of limited resources aside and just

346

01:17:58.590 --> 01:18:08.940

Julie Thompson: As a Senate decide what we think is right and advocate for that. And then the details about the dollars can be worked out and outside of the Senate.

347

01:18:09.360 --> 01:18:19.170

Julie Thompson: I can definitely advocate for the Senate's priorities and my conversations with the administration and we can ask a FA to fight hard at the table as well.

348

01:18:19.950 --> 01:18:35.880

Julie Thompson: So why don't we not worry about it now but recognize that we probably will get to the point where we need to as a Senate decide what we're going to do on that question. So I'm I'm going back to the queue now and I have Taryn Jacobson, please.

349

01:18:37.110 --> 01:18:46.320

Tara Jacobson: Hi. I was going to suggest that we're a community college, and if we wait for a pile of money to be available before we decide the things that

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01:18:46.710 --> 01:18:58.680

Tara Jacobson: We want to do is just never nothing's ever going to get done. So I really do feel like this should come from a place of creating a vision and some priorities of what we feel is important for students.

351

01:18:59.040 --> 01:19:07.470

Tara Jacobson: And we start off with that. And then we say, okay, these are all the high priorities that we have. I think we should, dream big.

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01:19:07.860 --> 01:19:13.830

Tara Jacobson: And then we look for ways to fund those things in in the priority that we put them

353

01:19:14.490 --> 01:19:23.250

Tara Jacobson: And yeah, of course, there's some things that won't get done. But I think we need to really just put out there what we feel is appropriate for our district and for students.

354

01:19:23.970 --> 01:19:36.210

Tara Jacobson: And I did want to bring up also the it funds from our bond that were not spent on new si, si, si, si system. So just put that in the back of our minds about some possibilities.

355

01:19:36.870 --> 01:19:48.810

Tara Jacobson: And I think that in this day and age, our web presence is we we have we have to have a good way for I mean just that's just how it is. We know what kind of world we're living in right now.

356

01:19:49.260 --> 01:20:00.930

Tara Jacobson: We have to have that for students. If we want to move forward with them and to me it's just it just I can't imagine not having that we need that. It's part of

357

01:20:01.410 --> 01:20:09.390

Tara Jacobson: I look at other community colleges websites. They are so much in better shape than where we're at. I feel like we're just really backwards.

358

01:20:09.780 --> 01:20:22.950

Tara Jacobson: And we need to go forward. So I support this wholeheartedly, I think it's a long time coming. And I think it should be one of the highest priorities. It is our campus right now. Okay.

359

01:20:23.250 --> 01:20:27.540

Julie Thompson: Tara. Thank you. And next in the queue is April all of her

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01:20:29.100 --> 01:20:39.630

April Oliver: I just kind of wanted to add to a little bit of the point about the budget, not so much the numbers, but I think it's also important to think of

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01:20:40.170 --> 01:20:52.020

April Oliver: These projects as as projects that are sustainable, not just like a one time. Let's fix up the website and then wait another 10 1520 years to

362

01:20:52.620 --> 01:21:00.720

April Oliver: To work on it again. I think it's something where it needs to be kind of more living where we're seeing how

363

01:21:01.380 --> 01:21:18.810

April Oliver: The students are navigating if there are changes that need to be made. So I just want to also kind of make a note of that. Just. It's not just about using this Guided Pathways money it's about doing something that's sustainable and going along with that vision that Tara was talking about.

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01:21:20.400 --> 01:21:27.330

April Oliver: And then I just wanted to add I'm I'm part of the website redesign work group. And one thing that

365

01:21:27.840 --> 01:21:35.280

April Oliver: I feel like that I've seen over and over again. And I think is really kind of going back to the point Sean made about academic affairs.

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01:21:35.910 --> 01:21:54.240

April Oliver: Being included all I'm hearing is collaboration and its collaboration with other existing groups like the existing website group or committee or whatever the official name is, but I feel like that is really being looked at.

367

01:21:55.380 --> 01:22:07.920

April Oliver: As in a strong way not to kind of like come in and bulldoze and do a certain type of web page or process, but really collaborating with all of the different groups.

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01:22:08.490 --> 01:22:17.730

April Oliver: And I think there's been a lot of thought put into that. So I just wanted to kind of point that out to this is all a work in progress together.

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01:22:19.530 --> 01:22:24.090

Julie Thompson: Okay. Appreciate that. I believe that I skipped in down again.

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01:22:25.380 --> 01:22:27.330

Julie Thompson: And I apologize for that and and

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01:22:28.950 --> 01:22:38.040

Anne Donegan: Thanks. No worries. So I just want to say I really like the first recommendation, especially this idea of on our main page.

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01:22:38.490 --> 01:22:48.930

Anne Donegan: Really clear icons for I'm a new student. I'm a returning student and then clear links to a one place where I can get so much of what I want, because

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01:22:49.380 --> 01:22:56.430

Anne Donegan: For those of us who have worked with students. Right. We know that if you're trying to get students information about how to get a laptop.

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01:22:57.120 --> 01:23:04.470

Anne Donegan: A loaner laptop. How to find out about the food pantry. How to find out about the Doyle scholarship, right, or if

375

01:23:04.740 --> 01:23:14.850

Anne Donegan: They're all on different pages right and it's it's it's laborious. It's time consuming. Right. So having one place to shop is I just think it's such a great idea.

376

01:23:15.300 --> 01:23:34.440

Anne Donegan: I do I hear what everyone's saying about budgets and i i agree with you in spirit. But one thing I think we really need to be careful of is to make sure that salaries, don't get attached to get it pathways money because that can get us in trouble, really quickly.

377

01:23:35.730 --> 01:23:49.440

Anne Donegan: And I also think we need to be careful at this early stage about saying, who's going to do what work right. We're like, you know, our departments going to do this work, and I think we need to be careful about

378

01:23:50.130 --> 01:23:55.530

Anne Donegan: That I don't think we're there yet. And then I want to jump to phase two. And I know, Terry.

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01:23:56.730 --> 01:24:08.160

Anne Donegan: Started to address this, because you know i know that we've been discussing debating about our SMS system for I want to say 1015 years now.

380

01:24:08.670 --> 01:24:23.190

Anne Donegan: And I heard. I'm sorry, I forgot her name. I think it was late Lila, if I mispronounce it. I apologize, say that it was overwhelming before coded. I'm just wondering what the plan is

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01:24:24.060 --> 01:24:34.410

Anne Donegan: To make that a manageable task because I while I think you know that first recommendation about making this user friendly for students is huge.

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01:24:35.010 --> 01:24:54.420

Anne Donegan: But I think this our college can be so much more efficient if we can create some sort of system where curriculum talks to scheduling talks to HR talks to the a's and the departments which, for those of us who have been here for a while. We know that that's not true. So, um,

383

01:24:56.100 --> 01:25:06.030

Anne Donegan: And I was gonna say a budget question, but I don't think that's the right question. So no, Terry. Terry and or some of your colleagues, if you could help me understand that better. That would be greatly appreciated.

384

01:25:07.680 --> 01:25:23.430

Terri Fro: Well, I think it from my perspective, it's political will, number one exerting pressure for the political will to endorse moving down this road. It is a big thing to do to convert from a homegrown system to

385

01:25:23.880 --> 01:25:35.310

Terri Fro: You know, a major enterprise. I believe in Leela, maybe you want to bring us up on this. I think we're the only college left and community college that has a homegrown system.

386

01:25:38.640 --> 01:25:40.950

Leila Rand: There might be one more. There might be

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01:25:42.060 --> 01:25:44.850

Leila Rand: Yeah, that might be one in Monterey, but let's definitely where

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01:25:46.080 --> 01:25:47.400

Leila Rand: We're in the minority, for sure.

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01:25:49.620 --> 01:25:53.460

Leila Rand: And I wanted to just agree with what Terry said about it being

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01:25:54.480 --> 01:26:09.210

Leila Rand: political will, it is a very, very large undertaking and it will impact a lot of people's work lives very deeply. And so I think that that's one of the reasons that

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01:26:11.070 --> 01:26:17.820

Leila Rand: It's hard to to go down that road. And I think it's easier to shunted aside, but the money is still there.

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01:26:19.290 --> 01:26:19.470

Terri Fro: And

393

01:26:20.280 --> 01:26:38.970

Terri Fro: I agree with and it has been shut that aside for way too long. And now, the web is not just a nice to have it. It's a utility. It's like this. We're redoing our LED lights. You know, like to move into led for sustainability, or whatever. It's exactly the same concept.

394

01:26:40.530 --> 01:26:51.150

Terri Fro: That we have to be updated and it will be difficult and challenging and a big animal to wrestle around but that's just the reality of it. And the sooner we start doing that.

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01:26:51.450 --> 01:27:04.500

Terri Fro: The better off. We're all going to be and the students and the faculty and staff are gonna be better supported so they can do the learning the teaching and the jobs that we need to have done in excellent quality way.

396

01:27:05.670 --> 01:27:18.900

Julie Thompson: Okay, thank you. I'm going to return to the queue. And I'm also just going to let the senate know that it is 12 minutes after four. Um, and I'm thinking, well, let me ask you.

397

01:27:19.860 --> 01:27:29.400

Julie Thompson: If there are no objections I would like for us to maybe try to get through a couple of the word groups recommendations today. Um, so maybe

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01:27:30.120 --> 01:27:47.340

Julie Thompson: We can take a few more comments about this and then maybe a little break and then come back and move on to the next one such on. I don't want to rush us, but I also, I think we want to have a decision before the end of the semester so

399

01:27:48.660 --> 01:27:50.340

Julie Thompson: Okay, next in the queue is Joe faster.

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01:27:53.190 --> 01:27:56.340

Joe Fassler: Nurse. Okay. Okay, thank you. And, and I want to

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01:27:56.970 --> 01:28:07.290

Joe Fassler: I want to thank the workgroups and I'll try to be brief. I want to thank the workgroups for the summary. It's the best I've seen so far I've Guided Pathways and really helps me understand what we're doing, we're trying to do.

402

01:28:07.830 --> 01:28:12.180

Joe Fassler: I also appreciate the conversation that the sentence, having. It's very, it's great. So

403

01:28:13.290 --> 01:28:15.690

Joe Fassler: So I think my comments reflect on on

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01:28:16.410 --> 01:28:25.740

Joe Fassler: Website redesign and also mapping and scheduling and I think like back to a year ago, I think it was a year ago that they redid the website or a little, a little for a little longer, maybe a year and a half or something.

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01:28:26.160 --> 01:28:31.830

Joe Fassler: It wasn't that long ago. I remember Terry talking about how the website was difficult to use. And I was saying, yes, it's super frustrated

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01:28:32.130 --> 01:28:39.300

Joe Fassler: Because it was new at that time and in the in in the meantime I feel like I've learned to navigate the website, the way it is now and it's actually

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01:28:39.720 --> 01:28:48.120

Joe Fassler: You know, it definitely isn't totally uniform, but no website redesign ever achieved that. I don't think I've seen lots of them. And I've never seen one totally cover all the websites so

408

01:28:48.480 --> 01:28:53.400

Joe Fassler: There's gonna be some lack of uniformity. It's to me. The question is, like, can you get to the information you need.

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01:28:53.730 --> 01:28:57.780

Joe Fassler: And I think our students are very good at that. But I think the place that they need the most help.

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01:28:58.050 --> 01:29:05.490

Joe Fassler: Is actually in choosing their classes and then choosing a major into those kinds of things. I think really where and that's where it touches that mapping and scheduling so

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01:29:06.090 --> 01:29:11.310

Joe Fassler: I would, I would encourage us to think in that direction. And I looked at the examples that the mapping and scheduling committee.

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01:29:12.120 --> 01:29:18.510

Joe Fassler: Put in there right up. And I think that one from Bakersfield College just looks really nice. It not only helps them.

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01:29:19.110 --> 01:29:25.530

Joe Fassler: You know, not only shows you which classes, you need to take which horse does but like someone said, Maybe Terry is like a data dump.

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01:29:25.950 --> 01:29:36.180

Joe Fassler: So, you, you're just left to just pick up the pieces from that kind of information but Bakersfield like sort of puts it into, like, here's a, you know, here's like a in two years, you know, this is the sort of schedule, you would need

415

01:29:36.600 --> 01:29:46.140

Joe Fassler: To do. And I think that's really helpful. I, I liked the look of it. And I think whatever it needs to be sort of automated, my understanding is the backside of our major system is not very well automated

416

01:29:46.530 --> 01:29:56.070

Joe Fassler: So that there's someone has to go in and like manually update courses and majors are are done. And if Bakersfield system is more automated on the backside. That will save us a lot of times

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01:29:56.910 --> 01:30:05.310

Joe Fassler: Too. So anyway, I think I would encourage pettiness was good but it also felt kind of like a data dump so so anyway.

418

01:30:08.220 --> 01:30:15.480

Joe Fassler: Want to make sure I didn't miss anything, but I think those are the main things there. And basically, I want to sort of say like our karma. It's actually not too bad, like

419

01:30:15.900 --> 01:30:22.200

Joe Fassler: I was looking at, like everything is right there. I'm finding majors. I'm finding schedule of classes the schedule could be a little better displayed, I think, but

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01:30:23.580 --> 01:30:34.710

Joe Fassler: But you know it does. It is functional. And that's. Oh, and then the other comment was on si es in and i i agree that there's there's actually a pretty good reasons for not wanting to upgrade this is I think I was at a

421

01:30:35.190 --> 01:30:42.900

Joe Fassler: Meeting and PDA. A couple years ago and in there, everybody was opposed to it because it really will impact our workflow. It's not just like changing the light bulbs. It's like

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01:30:43.170 --> 01:30:49.710

Joe Fassler: Moving the lights around and redoing the circuits and then like everything will be really different in terms of workflow for most people. So

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01:30:50.100 --> 01:30:54.930

Joe Fassler: I think our homegrown system has its issues, but with the amount of money that would, that we would

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01:30:55.440 --> 01:31:07.410

Joe Fassler: Put into getting a new S is a lot of resources to be devoted to improving what we have and I feel like that's probably why I got sideline, I don't know, it's not up to me. But that's my my thought on that. So thank you all. I'll stop there.

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01:31:07.950 --> 01:31:26.160

Julie Thompson: Okay. And thank you, um, next I have a cat Brenda flies with hawks and on again. I'll call on cat. She hasn't spoken yet and and Don again being a senator, I will go to her first. I think it's your second time speaking and then to Brenda as a guest cat.

426

01:31:27.750 --> 01:31:38.520

Kat Valenzuela: Hey, thanks everybody. This this 100% agree we need to redo the website. I do have a question, though, about the first recommendation underneath the rationale

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01:31:38.970 --> 01:31:50.220

Kat Valenzuela: Where it says essential essential content students need is distributed across hundreds of websites and many separate domains. It is siloed and needs to be coordinated and integrated

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01:31:50.520 --> 01:31:59.730

Kat Valenzuela: To provide better students support and alignment with our educational mission. And so my question kind of there is, what is the criteria for that essential

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01:32:00.360 --> 01:32:09.270

Kat Valenzuela: Content to be put under what I'm understanding and maybe I'm misunderstanding what this means. But to put under that umbrella of the integrated students support.

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01:32:10.380 --> 01:32:20.820

Kat Valenzuela: Does the departments lose autonomy and control in that said content. So for example, when coven happen the math.

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01:32:21.390 --> 01:32:26.700

Kat Valenzuela: The math lab you know they got quickly up and running and, you know, Jen. Our website.

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01:32:27.390 --> 01:32:38.490

Kat Valenzuela: Person was able to as soon as they were ready, you know, put it on the math department website. This is where you go to do tutoring and know their schedules and everything. And so I'm wondering if something like that.

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01:32:38.820 --> 01:32:47.010

Kat Valenzuela: Is going to be taken away from you know the departments, you know, I don't want to say like control, but the autonomy that we have there to

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01:32:48.270 --> 01:32:51.090

Kat Valenzuela: You know, talk about what's going on in our department.

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01:32:53.070 --> 01:33:01.440

Julie Thompson: Okay, thanks. Cat and it looks like an has removed herself from the queue Brenda and then Sean Martin and then

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01:33:03.120 --> 01:33:09.720

Julie Thompson: I will give you a break and then we'll move on to the next work recommendations. I'm Brenda

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01:33:10.710 --> 01:33:20.250

Brenda Flyswithhawks: Well thank you President Thompson and senators and I want to express my appreciation to the Guided Pathways teen you've done an exceptional

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01:33:21.060 --> 01:33:30.510

Brenda Flyswithhawks: exceptional job and I appreciate the detail in the presentation I'm I was going to make some remarks or comments about a couple of questions. But I'm going to

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01:33:31.140 --> 01:33:40.410

Brenda Flyswithhawks: Because of time refrain from that. And I'd like to make a suggestion around the budget, if I might, President Thompson if because I believe that is important.

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01:33:41.040 --> 01:33:52.500

Brenda Flyswithhawks: A lot of comments have already been made expressing I agree with Tara In regards to the creativity of the vision for the college and students and I don't want that vision and the creativity.

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01:33:53.400 --> 01:34:04.710

Brenda Flyswithhawks: And student success to be hampered or clipped in any way by not having that budget and it is just something that comes up, regardless of what we are doing.

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01:34:05.280 --> 01:34:24.090

Brenda Flyswithhawks: At the college budget is part of that conversation. I do believe with all my heart that academic affairs, all the way up to the President and trustees wants to isn't an agreement in some of the comments and the discussion today regarding the need to update

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01:34:25.650 --> 01:34:37.890

Brenda Flyswithhawks: Our web presence that we are behind as a district as a college. And so I'd like to suggest that at a future.

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01:34:39.090 --> 01:34:47.100

Brenda Flyswithhawks: Senate meeting. Hopefully the next meeting, no later than maybe the meeting after the next meeting, but maybe the next meeting. You might have time

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01:34:47.730 --> 01:34:52.650

Brenda Flyswithhawks: To place just the budget for Guided Pathways on the agenda.

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01:34:53.340 --> 01:35:00.570

Brenda Flyswithhawks: And talk about what we're talking about today threaded out and maybe we can ask the team. The Guided Pathways team.

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01:35:00.810 --> 01:35:07.260

Brenda Flyswithhawks: to thread it out specifically more for that part of the discussion about where they would like to see funds go

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01:35:07.530 --> 01:35:19.170

Brenda Flyswithhawks: Not limited to this 49,000 or whatever's there but just what they might see this overall budget calls being whether it's 100,000 200,000 not not to limit their cell.

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01:35:19.740 --> 01:35:30.720

Brenda Flyswithhawks: And the second thing I'd like to suggest when putting it on the agenda is to invite Dr. Chong, the academic side of the house for him to

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01:35:31.170 --> 01:35:44.430

Brenda Flyswithhawks: Decide who he would like to speak to it, but to have them participate as a presenter in that discussion and what is their commitment and how can they because as April said

451

01:35:45.000 --> 01:35:54.660

Brenda Flyswithhawks: This is a collaboration process between the senate 10 plus one and the academic of fire affair side of the house. So I believe they do want to support

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01:35:56.190 --> 01:36:03.780

Brenda Flyswithhawks: And financially. So let's invite I would suggest that if we could invite them to be part of that discussion, give them time to present

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01:36:04.710 --> 01:36:11.340

Brenda Flyswithhawks: As well as accurate Guided Pathways again about the budget and then have a detailed more specific.

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01:36:11.850 --> 01:36:28.860

Brenda Flyswithhawks: Discussion I do agree with some comments that have been made before this is bigger than just a Guided Pathways budget discussion. This is an operational issue, not a Guided Pathways issue. So that's my suggestion and thank you very much for allowing me to speak.

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01:36:29.850 --> 01:36:34.380

Julie Thompson: Thank you, Brenda and Sean, you'll be the last speaker before we have our break

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01:36:36.480 --> 01:36:42.510

Sean Martin: Thank you, President Thompson. So I'm sorry to have to beat the drum. Once again, but

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01:36:43.110 --> 01:36:51.120

Sean Martin: I really think, you know, there's no way to sever the discussion of budget in the discussion of goals and values.

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01:36:51.570 --> 01:37:00.510

Sean Martin: At and it took me a long time to really learn this lesson. But if you really want to understand the values of an organization, you look at their budget. What they spend money on

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01:37:01.140 --> 01:37:09.180

Sean Martin: And if we want this Guided Pathways effort to reflect our values, we need to think

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01:37:09.780 --> 01:37:26.790

Sean Martin: Hard about the sustainable long term about what the budget will look like, because spending money for the general fund or other sources on this will mean not spending money on something else we're talking at a moment of a dramatically shrinking schedule.

461

01:37:28.020 --> 01:37:39.000

Sean Martin: Are we've seen our programs courses offered diminish semester after semester. Some due to an avoidable circumstances in the economy and disaster.

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01:37:39.390 --> 01:37:52.020

Sean Martin: But some by choice. And this is under the context of a fire weather waiver, where we have significant liberty to be flexible due to the extra funds coming to the district.

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01:37:53.520 --> 01:38:04.140

Sean Martin: Another factor, we need to consider the Guided Pathways Grant was explicitly intended to help you know exploring design Guided Pathways

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01:38:04.560 --> 01:38:14.970

Sean Martin: But we were told from the beginning, there would be no more money to implement the programs we design through this process. So we need to think about that.

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01:38:15.900 --> 01:38:29.310

Sean Martin: As well. We vice president of supercuts Student Services came and spoke to the Senate, not too long ago about the problem with existing grant programs like the secret. They're not adding cola. So we've used we've

466

01:38:30.900 --> 01:38:47.460

Sean Martin: Targeted or we've used some of that money to create position really positions I important positions. I'm not in any way criticizing the importance of those those roles but there's not enough money to pay for them. And now we have to find ways to pay for those ongoing positions.

467

01:38:48.600 --> 01:38:54.780

Sean Martin: And in any case, all I'm asking. I'm not asking. I'm not making suggestions about what we should keep a drop

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01:38:55.140 --> 01:39:03.900

Sean Martin: We need to prioritize though, so whatever we recommendations if they're going to be taken seriously, or the board of trustees in their allocation of

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01:39:04.710 --> 01:39:15.990

Sean Martin: Funds for whatever program we design going forward, we have to we have to prioritize our recommendations. And just one more nuanced point. I just want to make

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01:39:16.410 --> 01:39:24.150

Sean Martin: If any of the money down the road is coming out of the general fine and any of the money is going to be used to support faculty positions.

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01:39:24.870 --> 01:39:33.750

Sean Martin: That would be negotiated and so forth. We need to keep in mind that there are provisions in our contract that cap, the amount of salary that can go to faculty

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01:39:34.260 --> 01:39:46.320

Sean Martin: And so at the same time we're trying to improve diversity by hiring diverse new faculty and trying to attract people from out of the area to our community that lacks sufficient diversity.

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01:39:46.800 --> 01:39:59.250

Sean Martin: It's going to be harder and harder if we can't maintain competitive salaries and so there's no way of unwinding this discussion to the broad budget discussion. I just want to keep that on the radar, but

474

01:40:00.690 --> 01:40:14.490

Julie Thompson: Sean. Thank you. I've been notified in the the chat that Dr. Chong had his hand up a moment ago, and I'm sorry I did not see that. And so I'm going to call him, Dr. Chong, and then summer, and then I am going

475

01:40:15.780 --> 01:40:18.750

Julie Thompson: To force you to take a break. Okay. DR. JOHN

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01:40:19.320 --> 01:40:24.270

Frank Chong: Thank you Julie for recognizing me and I just want to say that I've been so so impressed with the

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01:40:25.770 --> 01:40:36.000

Frank Chong: The, the depth and breadth of work that's been done and this Guided Pathways issue. I just wanted to say that we'll figure it will figure this out. But it's Sean said there's a lot of other

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01:40:38.040 --> 01:40:46.470

Frank Chong: pressure points on the budget right now and. However, if we want to support the Guided Pathways we know we have at least \$750,000

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01:40:47.040 --> 01:40:52.260

Frank Chong: To spend on it. And I just want to make another point about the enterprise system.

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01:40:52.680 --> 01:40:58.200

Frank Chong: This is not something that doesn't have political will, two years ago, we went through an entire college wide.

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01:40:58.500 --> 01:41:07.800

Frank Chong: Assessment of looking at all the different software packages that were available and faculty were involved with it as well as classified our IT folks.

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01:41:08.130 --> 01:41:21.870

Frank Chong: And we came to the conclusion that there was no product currently on the market that met our needs and that's you're looking at about a 20 plus million dollar investment. So it was the recommendation of the work group that we wait until

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01:41:22.410 --> 01:41:31.140

Frank Chong: These enterprise systems continued to be refined to meet our needs, because we don't want to buy a system and then spend all our time upgrading it

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01:41:31.590 --> 01:41:35.670

Frank Chong: So I just wanted to put some fact there that there is no lack of political will.

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01:41:35.940 --> 01:41:43.680

Frank Chong: We have the will, we tried to find a system and we didn't find a product, we were satisfied with and it wasn't the president. It was a work group comprised of

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01:41:43.920 --> 01:41:49.590

Frank Chong: Faculty, staff and IT professionals and I wouldn't expect you guys to know that because we've been doing so much other stuff.

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01:41:50.160 --> 01:42:03.270

Frank Chong: But I just wanted to set the record straight. And I want, I want to commend the group and I continue to look forward to working with the Academic Senate on really maximizing what we can do with these funds for for the Guided Pathways. Thank you.

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01:42:04.380 --> 01:42:09.900

Julie Thompson: Thank you, Dr. Chong and summer, you will get the last word on this part of the discussion.

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01:42:10.800 --> 01:42:11.400

Summer (They/Them): Thank you.

490

01:42:12.960 --> 01:42:30.990

Summer (They/Them): So I want to speak up on our behalf in relation to the budget conversation. I have my GP hat on right now. And also because no one in the executive committee is speaking up on our behalf in relation to this, we

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01:42:32.100 --> 01:42:39.540

Summer (They/Them): In our multiple meetings that we had with executive committee, we asked multiple times. How much is in the budget.

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01:42:39.810 --> 01:42:51.180

Summer (They/Them): What is in the budget should we be considering budget while we are trying to figure out our recommendations we asked this question, multiple times. And we were told multiple times.

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01:42:51.480 --> 01:42:57.570

Summer (They/Them): Don't worry about budget work on your recommendations and pull together your thoughts.

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01:42:57.810 --> 01:43:15.930

Summer (They/Them): And we'll figure out where the money comes from. If there's not enough money when it's time to make our decisions based on your recommendations. So it's, it is a little frustrating to sit as a GP member and listen to the conversation unfold. So

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01:43:16.500 --> 01:43:29.640

Summer (They/Them): So just directly along the line of budget budget budget because we were told not to worry about that, even though we really wanted to take that into consideration.

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01:43:30.240 --> 01:43:38.670

Summer (They/Them): So I just wanted to speak up on that point with my GP hat on, in relation to Guided Pathways and also

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01:43:39.570 --> 01:43:51.270

Summer (They/Them): There's a lot of talk about salaried positions being connected to the GP work. None of us. We're not recommending that we hire someone to directly do GP work.

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01:43:51.990 --> 01:44:06.750

Summer (They/Them): The website committee talked about hiring a new IT person and like multiple people have already said that's not GP related that's operationally, we are a huge college and in to have two people.

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01:44:07.110 --> 01:44:13.800

Summer (They/Them): Like in charge of all the website work, especially when it comes down to things like where we are right now with Kovac.

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01:44:14.220 --> 01:44:27.510

Summer (They/Them): That in and of itself is not an acceptable position for those two folks to be in. And for our college to be in, especially if one other person is retiring. So that's the only instance where anyone has talked about there being

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01:44:27.810 --> 01:44:45.150

Summer (They/Them): A new salary position, potentially, and it's really more along the lines of getting our school into a place where we can handle what needs to be done in this current century in relation to website requirements and student needs.

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01:44:46.200 --> 01:44:47.760

Summer (They/Them): That's all I wanted to say thank you.

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01:44:49.230 --> 01:44:57.120

Julie Thompson: Okay, thank you. And we'll take a break and it's exactly 430 I will see you at 435

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01:44:58.560 --> 01:44:59.010

Thank you.

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01:50:42.570 --> 01:50:47.760

Julie Thompson: Okay, we are ready to roll people here ready

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01:50:51.840 --> 01:50:54.510

Julie Thompson: Amanda. Can you hear me, and if so, could you speak up.

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01:50:54.570 --> 01:50:55.470

Julie Thompson: And just say yes.

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01:50:55.710 --> 01:50:57.480

Julie Thompson: Yes. Excellent. Thank you.

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01:50:57.780 --> 01:51:03.570

Julie Thompson: Um, so we're going to move on. Oh, you're already in the right spot. Okay, we're going to move on to mapping and scheduling.

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01:51:04.050 --> 01:51:20.910

Julie Thompson: And I'm wondering if we can just for 30 seconds just kind of switch away from sharing the screen and just kind of, you know, look at the group, remember that we are a group of human beings sharing the room together see each other. Okay.

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01:51:22.680 --> 01:51:33.600

Julie Thompson: Thanks. It looks like pretty much everyone is back. So, okay, let's move on to mapping and scheduling and Amanda. I'm ready for you to put that back on the

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01:51:35.130 --> 01:51:37.770

Julie Thompson: To share the screen and so that the document again please.

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01:51:44.280 --> 01:51:44.850

Julie Thompson: Okay.

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01:51:48.060 --> 01:51:56.040

Julie Thompson: And I believe that George is going to make some introductory remarks about mapping and scheduling.

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01:51:57.630 --> 01:51:59.430

George Sellu: Right, do my best here.

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01:52:01.170 --> 01:52:09.060

George Sellu: Introduce this, I want to thank the what group that worked on mapping and scheduling. This is a phenomenal walk and

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01:52:10.020 --> 01:52:20.640

George Sellu: I cannot thank you anymore and recommendation. So really, really integral to our success in our students in completing the educational plan here Santa Rosa JC

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01:52:21.510 --> 01:52:39.870

George Sellu: So the committee came up with two recommendations and I hope my wonderful colleagues have all read these recommendations. The first one is Claire accessible program mapping would align course sequences and the second one is dynamic scheduling changes that support students and the college

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01:52:41.490 --> 01:52:45.600

George Sellu: Let me just see see a couple things here. I think that

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01:52:46.830 --> 01:52:54.330

George Sellu: The record for the first recommendation, improving really improving students awareness of educational opportunities and establishing campus wide mappings.

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01:52:55.050 --> 01:53:01.110

George Sellu: I encourage all of us to look at what was presented in our document, looking at the cat program here and looking at Pasadena.

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01:53:01.680 --> 01:53:09.090

George Sellu: You know, because for college. Really, you will see a clear mapping and how to actually fit well into our, you know, our goals.

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01:53:09.330 --> 01:53:16.740

George Sellu: Of supporting our students. And so I think if you haven't looked at it, please click on those links in the document and take a look again as we discussed these

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01:53:17.070 --> 01:53:21.450

George Sellu: And the second one, of course, they are already rationales that we're going to look at the second one.

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01:53:21.900 --> 01:53:31.920

George Sellu: Dynamic scheduling, especially, we will find ourselves now trying to schedule around what the data says, and when I was students. Our students before I think is going to be critical for us to be able to

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01:53:32.550 --> 01:53:40.680

George Sellu: Look at these. Look at his recommendations. So at this point I will like to open the floor for discussion.

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01:53:41.070 --> 01:53:53.370

George Sellu: And as we did in the past, please ask questions. The time for us to ask questions of the work group of our colleagues who've done this walk and so that we can actually be able to inform our decision going forward. Thank you.

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01:53:54.600 --> 01:54:05.490

Julie Thompson: Thank you. Okay, um, to reiterate, if I'm, if you have questions of the the work group members. Um, can you raise them and let me know and then I'll

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01:54:06.000 --> 01:54:17.070

Julie Thompson: acknowledge them and we'll get them into the conversation so that they can respond. And so I am just watching the queue and looking for hands to see who would like to speak to this.

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01:54:29.370 --> 01:54:34.530

Julie Thompson: OK, I see cat. I see. Shawn, I see Jen curling Goldberg

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01:54:35.610 --> 01:54:36.060

Julie Thompson: Thanks.

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01:54:36.960 --> 01:54:44.910

Kat Valenzuela: I tried to wait as long as I could. Um, okay. Um, so I guess I have a couple questions for the word group. They're kind of separate questions. Um,

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01:54:45.360 --> 01:54:53.550

Kat Valenzuela: Because when I was reading over recommendation number two I was, you know, thinking like, Yeah, you know, I do the math department does this the math department does this

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01:54:54.030 --> 01:55:09.870

Kat Valenzuela: And so I was kind of wondering at least reading the rationale, seeing what happens with scheduling, um, you know, thinking like, who, you know, who doesn't do this. And is this something that I guess.

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01:55:11.340 --> 01:55:12.210

Kat Valenzuela: Senate.

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01:55:13.830 --> 01:55:17.730

Kat Valenzuela: Maybe the direction to which senate can direct this dynamic

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01:55:19.080 --> 01:55:26.160

Kat Valenzuela: Scheduling because number one department chairs, or excuse me department chairs have the contractual right to schedule.

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01:55:26.700 --> 01:55:36.030

Kat Valenzuela: And then when it talks about assessing student demand currently with year long scheduling. We're scheduling for eight months, you know, down the road when

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01:55:36.270 --> 01:55:53.520

Kat Valenzuela: We haven't even had, like, for example, we're scheduling for summer and spring hasn't even happened and we haven't been able to see demand or see what's happened in the previous semesters and then I'm looking at the data for the unmet demand where you know the number one thing is Matt.

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01:55:54.570 --> 01:56:02.520

Kat Valenzuela: And currently we have 39 sections, a massive team. And unfortunately, we only have so many faculty that can fill

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01:56:03.060 --> 01:56:11.040

Kat Valenzuela: Or at least teach these courses and especially in the math department, we are losing people faster than we can hire

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01:56:11.670 --> 01:56:17.790

Kat Valenzuela: So we are unfortunately unable to keep up with the number of faculty that are available to teach these classes.

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01:56:18.270 --> 01:56:31.770

Kat Valenzuela: And then on top of that with the district right sizing the established 15 yes and not being able to add classes and cutting class classes that are low enrolled, then the cherry on top of it only be 705

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01:56:32.340 --> 01:56:53.130

Kat Valenzuela: I'm just wondering, you know, was this all accounted for. Just to make sure. And is this necessarily something that needs to be directed at the departments as per se. Something directed towards the district to say, you know, here's what we can do to meet these recommendations. Thank you.

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01:56:53.880 --> 01:57:03.300

Julie Thompson: Okay, thank you. And cap. Can I ask you, is that, um, are you more making the point are you asking a question that you would like the work group to respond to

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01:57:03.570 --> 01:57:12.690

Kat Valenzuela: Um, I would like. So my question is, was, you know, kind of like I guess these confounding variables that people may or may not be aware of accounted for.

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01:57:13.440 --> 01:57:26.220

Kat Valenzuela: And in the recommendations of states, you know, encouraging which I appreciate that words encouraging departments encouraging departments and maybe this needs to be more encouraging the district, you know, Navy in order to

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01:57:26.550 --> 01:57:43.740

Kat Valenzuela: Meet this unmet excuse me, assess student demand at that time your long scheduling needs to we need to rethink that. Or I'm looking differently at right sizing. And so that's kind of my point. Does that make sense.

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01:57:44.730 --> 01:57:57.570

Julie Thompson: Okay. Um, it does to me. Yes, thank you. Um, can I ask the mapping and scheduling work group, whether they would like to respond to this and provide an answer to cats question.

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01:58:02.820 --> 01:58:11.310

John Stover: So this is John Stover I was one of the co leads on mapping and scheduling. Would anybody from the group like to answer cats concern.

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01:58:17.130 --> 01:58:28.350

John Stover: I'm so Hearing none, I welcome anybody jumping in cat. I would say that, obviously the confounding variables as you put them

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01:58:28.800 --> 01:58:44.940

John Stover: Are vast when it comes to this area of Guided Pathways work and absolutely we thought about these issues that you raise, we thought about at 705 we thought about a lot of things and

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01:58:46.110 --> 01:58:47.790

John Stover: I think, how many sections of

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01:58:48.390 --> 01:58:51.810

Kat Valenzuela: You say you have 3939 this semester. Correct.

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01:58:51.900 --> 01:58:53.340

John Stover: Yeah. And so when I

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01:58:54.720 --> 01:59:07.590

John Stover: You know, before I came to us or JCI, remember I was in a role where I recruited math faculty, amongst other faculty and they were the hardest faculty to recruit and so I, I get it. Um,

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01:59:08.610 --> 01:59:13.290

John Stover: I don't think you know that's not that's not the

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01:59:14.430 --> 01:59:25.140

John Stover: Question to ask here. I think the question to ask is if the math department is taking into account all of these variables around

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01:59:25.590 --> 01:59:34.980

John Stover: Class availability and times and students schedules. If your system is actively linked to the SSI.

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01:59:35.520 --> 01:59:49.650

John Stover: And this the college scheduler. That's fantastic. But then why isn't that happening across the college. So I would think of these as best practices and again this is a lens through which this work.

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01:59:50.220 --> 01:59:59.550

John Stover: could occur. These are on the rationale is pointing out sort of reasons why we thought this was important.

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02:00:00.120 --> 02:00:14.190

John Stover: I don't think they necessarily would be the main focus of our discussion, but I appreciate on the concerns I also want to highlight that in all of the recommendations, we've made, as you pointed out.

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02:00:15.270 --> 02:00:26.910

John Stover: It was that the academic senate, which is at the heart of Academic Affairs would encourage these changes and support these changes and promote these changes.

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02:00:27.960 --> 02:00:40.770

John Stover: In none of the recommendations have we purported to control your curriculum or say what you can say about your programs. But when the

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02:00:41.520 --> 02:00:52.530

John Stover: Course maps or the sequence of courses are in an array of formats that students have to navigate across multiple domains in the website.

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02:00:53.040 --> 02:01:14.640

John Stover: There's not uniformity in the way that information is presented. And that's what this is about unit using universal design principles to make the information that departments control that programs control accessible and readable and understandable and help them make informed decisions.

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02:01:16.230 --> 02:01:16.770

Julie Thompson: John thank

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02:01:17.430 --> 02:01:21.060

Julie Thompson: You Jason appreciate that and Sean Martin.

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02:01:22.080 --> 02:01:30.840

Sean Martin: I think so much, President Thompson. I'm, I'm actually really excited about some of the recommendations coming out of the his work group.

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02:01:32.070 --> 02:01:44.490

Sean Martin: In particular, I really think this is the sort of thing. The Senate should be doing vigorously and often is demanding greater responsiveness of our scheduling to demand student needs.

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02:01:46.260 --> 02:02:05.040

Sean Martin: Specifically, even I those the second, third, and fourth bullet points in the second recommendation are really strong points that I hope our district colleagues are hearing right now. And hopefully, if we forward these recommendations will be adopted.

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02:02:06.510 --> 02:02:14.670

Sean Martin: I do think that we have not been responsive and I am. My view is that that report from students coming from the

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02:02:17.460 --> 02:02:27.120

Sean Martin: The data from our, our that students sense of feeling supported has declined. A lot of that comes from students not being able to get into the classes they need

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02:02:27.690 --> 02:02:38.550

Sean Martin: Or or to the point, the classes they want, right. So, there are certain classes that students want to get into and they can't get into. And sometimes they'll settle for another class and it gives the appearance

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02:02:38.940 --> 02:02:47.280

Sean Martin: That the district is responding to the man because there are people that aren't getting into a class but but that I so I commend

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02:02:47.850 --> 02:03:02.040

Sean Martin: The group for those recommendations there is in the second recommendation, the suggestion of getting new interactive technologies to help estimate time to degree completion, I recognize the worthiness of that for sure.

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02:03:02.670 --> 02:03:13.500

Sean Martin: As a parent of college age students. I want to know what they need to complete. I think that'd be great. Again technology can be expensive. I want to make sure we cost that out.

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02:03:13.800 --> 02:03:32.070

Sean Martin: But also I want to be wary of reinforcing this notion of finishing faster. I actually think that that is degrading equity in many ways. And that's my view. I know I'm not alone in that, but I also I know that's controversial view and

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02:03:33.780 --> 02:03:45.660

Sean Martin: I think that's about it. I guess there is, there's one other point, there's a tension between the three bullet points that I find really important, you know, allowing for responsiveness.

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02:03:46.410 --> 02:03:52.020

Sean Martin: In, you know, I live responsiveness to demand and need for additional classes, but also

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02:03:52.410 --> 02:04:01.980

Sean Martin: Planning for the lives of our students, many of them work and need a class at night, but if it's not making 2022 students that might be bumped

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02:04:02.490 --> 02:04:08.100

Sean Martin: And so that's that's a problem for a lot of our students, but I'm this bullet point

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02:04:08.640 --> 02:04:19.650

Sean Martin: Let's see, for in the rationale talks about offering alternative options for efficient completion of goals and that is troubling for me because

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02:04:20.580 --> 02:04:31.410

Sean Martin: The efficient part I guess is the part that concerns me there are some elements of the vision plan and the figure fast pastor month mantra that we see in the

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02:04:32.640 --> 02:04:33.870

Sean Martin: Online initiative.

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02:04:34.920 --> 02:04:42.030

Sean Martin: That, for instance will recommend to a student that they not take a class, but instead take a different class because maybe it offers

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02:04:42.750 --> 02:04:53.760

Sean Martin: To completion points in place of one course. And so instead of a person, for instance, taking a course in a discipline. They're fascinated by

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02:04:54.120 --> 02:05:00.990

Sean Martin: Recognizing that another question will satisfy to graduation points is often used as a reason to steer that student to that.

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02:05:01.200 --> 02:05:10.440

Sean Martin: And that may i think that recommendation is worthy because we don't want to delay people's graduation unnecessarily. But if it means distracting them from an interest.

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02:05:10.830 --> 02:05:19.980

Sean Martin: They'd like to hit class. I think that's a problem. And actually, his intention when I think the very excellent recommendations that that rationale is supposed to serve, namely

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02:05:20.370 --> 02:05:34.170

Sean Martin: To allow departments to see there's a demand and offer opportunities for people to take the class, independent of a calculation of efficiency or fastness or quickness to degree completion. Thanks.

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02:05:35.610 --> 02:05:40.080

Julie Thompson: Sean. Thank you for your comments. I'm next in the queue is Jessica bush.

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02:05:42.090 --> 02:05:52.290

Jessica Bush: Time. Thank you. I just wanted to say two things really quickly. One is I really liked and appreciated the examples that were provided. It was nice to be able to go and view.

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02:05:52.650 --> 02:06:06.120

Jessica Bush: Some other colleges and see what they're doing and kind of play around with following their links and I feel like that really gave me a really clear vision of what this group is trying to do. So I want to say thank you for providing that that was

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02:06:06.450 --> 02:06:14.550

Jessica Bush: definitely appreciate it. And then the second thing I wanted to bring up just from a counseling perspective is the idea of these bottleneck courses.

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02:06:14.850 --> 02:06:18.330

Jessica Bush: Because I definitely talk to students every semester and I'm

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02:06:18.660 --> 02:06:26.730

Jessica Bush: sure many of you have heard this from students, especially in our nursing major that those upper level sciences, the anatomy, the physio the micro

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02:06:27.000 --> 02:06:33.930

Jessica Bush: We lose a lot of students to other colleges, because they need to get in those courses and we

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02:06:34.320 --> 02:06:42.030

Jessica Bush: Are really inhibiting them being able to finish what they need to finish to move on to apply to our nursing program to transfer

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02:06:42.330 --> 02:06:54.030

Jessica Bush: Into another program and I feel like that's doing a huge disservice to the students by not offering enough sections so that students can get the classes they need and it's become this very

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02:06:54.390 --> 02:06:57.210

Jessica Bush: You know, competitive sort of system.

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02:06:57.450 --> 02:07:08.970

Jessica Bush: Especially, I noticed within those classes where you have so many people vying for such few seats that they have like a lottery that they've had to establish and all these other things. And I feel like it's really discouraging to our students.

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02:07:09.330 --> 02:07:19.710

Jessica Bush: Especially in majors that are already inherently competitive to have roadblocks before they're able to even get into the program themselves. So I really appreciate this and

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02:07:20.490 --> 02:07:27.960

Jessica Bush: I commend them for looking at these different areas in which we are facing bottle necking but I also am concerned about

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02:07:28.470 --> 02:07:35.850

Jessica Bush: Whether or not that something that Guided Pathways can make improvements on. I feel like that's more almost like a district.

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02:07:36.210 --> 02:07:44.010

Jessica Bush: Issue in. Do we need to hire more people, you know, more instructors and certain disciplines. How would we go about doing that.

607

02:07:44.250 --> 02:07:52.860

Jessica Bush: And so I'm just wondering if that's something that's really under the purview of the Guided Pathways group or not, but I do appreciate that being included, that's all.

608

02:07:54.120 --> 02:08:01.320

Julie Thompson: Thank you for your comments. Um, so I'm looking at the Q and I see Tara Johnson and Tara or

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02:08:02.130 --> 02:08:15.780

Julie Thompson: Practice we follow, Robert schools. We give senators first right to speak. And then guess after senators have had two opportunities in a queue. So, I will. I'll keep you there and come back to you as time allows. Sarah Wiley.

610

02:08:19.290 --> 02:08:22.200

Sarah swhyly@santarosa.edu: So in in working this, I find myself.

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02:08:23.280 --> 02:08:36.750

Sarah swhyly@santarosa.edu: And while I was reading it. I was thinking of something kind of along a combination of what Brenda had had asked for earlier and what Sean is saying. And when I was reading this, I was thinking similar things to

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02:08:38.160 --> 02:08:46.470

Sarah swhyly@santarosa.edu: These questions about the cost and how we would pay as well as the question of whether or not that should even be

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02:08:47.730 --> 02:09:06.720

Sarah swhyly@santarosa.edu: The concern that we focus on is, as we know, the work groups weren't tasked with that so on, you know, for the Senate to kind of decide the path forward any decision. I think we need to make a decision first about what about the money issue right whether or not we're going to

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02:09:09.090 --> 02:09:18.000

Sarah swhyly@santarosa.edu: Put that up front before we make decisions about about what we support in the work groups findings and recommendations.

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02:09:18.630 --> 02:09:26.730

Sarah swhyly@santarosa.edu: On or whether we put that at the back of it and concern ourselves with what these work groups have have done in terms of producing

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02:09:27.210 --> 02:09:45.030

Sarah swhyly@santarosa.edu: This information for us. That tells us what we need to do to try to fix some of these issues that we have to improve what we're offering to students on and and i i don't normally disagree with Sean, but I do think in this case that I'm that i i feel like

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02:09:47.520 --> 02:10:07.200

Sarah swhyly@santarosa.edu: I don't think that we should be putting that at the front of what we're making decisions on I think that that should come after we've decided what is what is best. We looked at the recommendations. They've done all this work on. And so we should really be focused on as the Senate on

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02:10:08.460 --> 02:10:17.040

Sarah swhyly@santarosa.edu: What that looks like, what recommendations. We're adopting and what we're going to move forward with on, but I think that when we do that.

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02:10:17.700 --> 02:10:28.410

Sarah swhyly@santarosa.edu: In, you know, to recognize what Sean was saying I think need to tie that to getting some sort of response. Once we've said this is what we want to move forward with then

620

02:10:29.370 --> 02:10:40.380

Sarah swhyly@santarosa.edu: Saying we need to know what the college's the district's commitment monetary is going to be on and and i think you know burned up very nicely requesting that that they

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02:10:41.130 --> 02:10:47.760

Sarah swhyly@santarosa.edu: Speak to this and let us know what their financial commitment is going to look like on and

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02:10:48.360 --> 02:10:55.170

Sarah swhyly@santarosa.edu: Keeping in mind that you know the work groups and we have been tasked with this for a long time. This has been a long time in the making.

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02:10:55.740 --> 02:11:02.190

Sarah swhyly@santarosa.edu: On and we were told, right from the very start, that this would this would be senate work that this was

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02:11:03.180 --> 02:11:13.650

Sarah swhyly@santarosa.edu: Work that that involved all aspects of the college but that the Senate was central to this in the decision making process on

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02:11:14.250 --> 02:11:18.900

Sarah swhyly@santarosa.edu: And I feel as though if we're going to honor that. And we're going to honor the work that was done.

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02:11:19.650 --> 02:11:36.480

Sarah swhyly@santarosa.edu: We have to put that work first. And I'm, you know, Ben here from the district exactly what the plan is to implement those things that, that we vote yes on the things that we want to see implemented on because I think it is the district's responsibility to

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02:11:37.710 --> 02:11:46.890

Sarah swhyly@santarosa.edu: To fund those initiatives, you know, keeping in mind that that we know now that this is that this after all of this work that this is what we can do to improve

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02:11:47.730 --> 02:11:59.100

Sarah swhyly@santarosa.edu: On and that was what we were tasked with so moving that forward and then asking the district to be responsive in terms of transparency with numbers and knowing

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02:11:59.670 --> 02:12:13.770

Sarah swhyly@santarosa.edu: What what the monies are available and being if if they're planning to take money away from one thing to put it to another being upfront and transparent about that on. But I think the only way to get those answers is to have

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02:12:14.910 --> 02:12:29.700

Sarah swhyly@santarosa.edu: Keep Ali and and Dr. Chong come to us and speak directly to those things. I think I'd like to hear that on after restate what it is we're interested in moving forward with. Thank you.

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02:12:30.810 --> 02:12:36.900

Julie Thompson: Thank you. I'm going to correct what I had said earlier about the queue Tara Johnson was in the queue as a

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02:12:37.380 --> 02:12:46.770

Julie Thompson: Guided Pathways work group member and wanted to address this respond to something that someone had said, I believe, so I'm going to call on Tara

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02:12:47.760 --> 02:12:59.430

Julie Thompson: And then next in the queue is Dan Donegan and we're in our last two minutes. And if we run out of time, I will carry this Q forward to the next meeting. So Tara Johnson, please.

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02:13:08.280 --> 02:13:10.410

Julie Thompson: Tara Johnson. Are you still with us.

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02:13:15.720 --> 02:13:16.260

Joe Fassler: Okay.

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02:13:16.800 --> 02:13:18.060

Julie Thompson: I'm not hearing

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02:13:18.420 --> 02:13:19.260

Laura Aspinall: Here but

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02:13:19.830 --> 02:13:21.960

Laura Aspinall: She's here. You just can't. SHE'S DEALING WITH HER sound.

639

02:13:22.710 --> 02:13:23.220

Okay.

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02:13:26.340 --> 02:13:27.720

Tara Johnson: Can you hear me like

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02:13:28.350 --> 02:13:28.920

Julie Thompson: Thank you.

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02:13:29.790 --> 02:13:36.060

Tara Johnson: In this game, can you hear me okay hi everybody. Thank you for this conversation. It's been very valuable. I appreciate all the feedback.

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02:13:36.300 --> 02:13:44.370

Tara Johnson: I'm a member of the mapping and scheduling group and I just wanted to go back to a couple of comments one starting with with cat. Thank you for those comments.

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02:13:44.880 --> 02:13:52.860

Tara Johnson: We really came from the place of the students experience with the mapping and scheduling and for scheduling, in particular, looking at

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02:13:53.160 --> 02:14:04.560

Tara Johnson: Opportunities for our disciplines to be more collaborative in that process. So it's not just this siloed. This is what our schedule is going to be for a map and this is what our schedule is going to be because the students are trying to

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02:14:04.860 --> 02:14:13.110

Tara Johnson: Build their schedules and enroll in classes that really matters to them when things are offered when we already have a process to determine what

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02:14:13.500 --> 02:14:20.310

Tara Johnson: The need is going to be for the following semester for the semester after that we have ed plans that our students have

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02:14:20.520 --> 02:14:30.660

Tara Johnson: That already drives what courses and what number of courses are going to be needed coming forward, we have the ability within our SI system to map those together. If we have

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02:14:32.250 --> 02:14:47.130

Tara Johnson: A push to get that done. And so that would be hugely helpful one semester we may need a huge number of said classes. The next semester. Maybe they had plans fall off on that, but they grow in another area. That's what we're talking about with a dynamic, you know,

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02:14:48.150 --> 02:15:00.120

Tara Johnson: Technology enterprise that would do that. And whether that's something off the shelf or whether that's something that is homegrown we left that open. We did not specifically say we're going to go out and buy a software to do that. We specifically

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02:15:01.140 --> 02:15:09.840

Tara Johnson: Just said let's look at the options that we have. And so that's what we're looking at. We know there are a lot of other constraints with the scheduling.

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02:15:11.400 --> 02:15:17.370

Tara Johnson: For each disciplines for all the things that that cat shared as well. And for Sean with the completion issues.

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02:15:20.640 --> 02:15:31.050

Tara Johnson: Agreed. We don't want to limit students and their ability to have exploration and so part of what we're recommending here also is along those same lines of collaboration between

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02:15:31.410 --> 02:15:36.930

Tara Johnson: Disciplines at the district to look at what kinds of things could crossover so that, of course,

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02:15:37.140 --> 02:15:51.450

Tara Johnson: That's only available here and only counts over here. Maybe it could count more broadly. If we had those discussions on a district wide conversation right if we brought in that conversation and. And the last thing I wanted to say is about the essays and just

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02:15:52.950 --> 02:15:58.230

Tara Johnson: On what Dr. Chong had shared as well. I was in the weeds on that whole process for those two years that we were looking at

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02:15:59.100 --> 02:16:10.290

Tara Johnson: Systems and none of them were as robust as the SMS system that we have all of them would have required a ton of add on or third party software's to be attached to it and connected

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02:16:10.620 --> 02:16:22.530

Tara Johnson: None of them had the flexibility that we currently had. And so some of them were close and some of them did a lot very beautifully in a much more, you know, aesthetic way than RS is does

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02:16:24.270 --> 02:16:34.590

Tara Johnson: But none of them were cooked yet all of them were saying we have OH in three years, we might have that and then two years, we might have that. So those were the limitations with that so I

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02:16:35.100 --> 02:16:42.960

Tara Johnson: Am fully supportive of what Dr. Chong said and I reckon I recognize the limitations that our system has but it also

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02:16:44.070 --> 02:16:55.320

Tara Johnson: Has a lot more functions than the off the shelves did right now. So I was in full agreement to wait until those get a little better cooked and put together and then we can go revisit them again. And that was the promise that was made to us.

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02:16:55.710 --> 02:17:05.460

Tara Johnson: And so I just want everybody to kind of hear that is there was no pushback. There was no political pushback on that it was technology. It wasn't there yet.

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02:17:06.000 --> 02:17:17.400

Tara Johnson: And other schools that have off the shelf. They never had something as robust as what we have with our si s system. And so that's just something to take point of. So thank you very much. All in my comics there.

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02:17:17.760 --> 02:17:23.130

Julie Thompson: Okay, thanks. So we are at the end of our meeting time and this is who I have in the queue.

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02:17:23.430 --> 02:17:35.400

Julie Thompson: And on again. Jen Carlin Goldberg John Stover was in the queue. But I see that his hand has gone down, I believe, and then Joe faster. I'm going to hold on to that. We'll start with that. We have a lot more discussion.

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02:17:36.360 --> 02:17:49.320

Julie Thompson: To do about these recommendations. I'm so appreciative of the robust discussion. Thank you for coming, prepared. Can I, Amanda. Can I ask it, we can look at each other before we say goodbye.

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02:17:50.130 --> 02:18:07.320

Julie Thompson: Well, yeah. And so again, thank you for coming. Prepared senate and thank you for the robust discussion and thank you so much to the Guided Pathways work groups on folks for giving us such interesting wonderful recommendations to kind of sink our teeth into.

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02:18:08.460 --> 02:18:10.440

Julie Thompson: Thank you are meeting is adjourned.