

TRANSCRIPT  
November 4, 2020

65

00:16:07.260 --> 00:16:18.990

Julie Thompson: Well, according to my clock. It is a quarter after the hour. So let's go ahead and call the meeting to order. And we will start with open forum. Do we have anyone in the queue for open forum.

66

00:16:21.870 --> 00:16:28.080

Academic Senate: I haven't been contacted by anyone. Is there anybody who would like to speak at open forum.

67

00:16:28.290 --> 00:16:28.710

Okay.

68

00:16:31.440 --> 00:16:33.240

Monica Ohkubo: You have a

69

00:16:36.720 --> 00:16:37.380

Academic Senate: Juice.

70

00:16:37.920 --> 00:16:40.560

Academic Senate: I do see Rome, raising her hand.

71

00:16:40.680 --> 00:16:43.200

Academic Senate: On hand and Brenda flies with hawks

72

00:16:43.470 --> 00:16:44.790

Julie Thompson: Okay, excellent. I'm

73

00:16:45.540 --> 00:16:47.850

Julie Thompson: Romans up first. I room.

74

00:16:48.180 --> 00:16:49.470

Roam Romagnoli: All right. Hi, everybody.

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00:16:50.700 --> 00:16:52.260

Roam Romagnoli: Um, can you all hear me okay

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00:16:53.580 --> 00:17:00.840

Roam Romagnoli: So good afternoon. I, I left our last meeting feeling pretty discouraged that instead of taking action on Guided Pathways

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00:17:01.260 --> 00:17:10.680

Roam Romagnoli: We spent a fairly depressing amount of time focused on what might not be possible few days later, though I attended the statewide webinar about transforming campus and classroom climate.

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00:17:11.190 --> 00:17:18.870

Roam Romagnoli: And I left feeling deeply inspired by the innovation and collaboration happening at other community colleges and I couldn't help but wonder why not here.

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00:17:19.590 --> 00:17:27.930

Roam Romagnoli: Many community colleges are using Guided Pathways as an opportunity to redesign their campuses, with a focus on equity and social justice, while centering black lives and black leadership.

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00:17:28.470 --> 00:17:36.900

Roam Romagnoli: Chabot use data for black lives and data for institutional justice which led them to organize 100 faculty into the black excellence collective 10 by 10 task force.

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00:17:37.260 --> 00:17:48.480

Roam Romagnoli: It struck me deeply. When they said that instead of starting small and scaling up it was critical that they started at scale, which allowed them to immediately impact the lives of 2000 black students, it took them one month to get it off the ground.

82

00:17:48.990 --> 00:17:52.680

Roam Romagnoli: Equally inspiring Long Beach City shared their cultural curriculum audit program.

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00:17:53.160 --> 00:17:59.850

Roam Romagnoli: Which pays faculty \$1,000 to participate in a supported process reviewing their own course data and course design with an equity lens.

84

00:18:00.240 --> 00:18:08.490

Roam Romagnoli: They had more than 120 faculty opt in for the program's first cohort these colleges are leveraging the same funding that we have at our disposal to do amazing things.

85

00:18:09.210 --> 00:18:14.160

Roam Romagnoli: As we continue discussing our own redesigned today I want to share just two more shining examples of what's possible.

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00:18:14.730 --> 00:18:21.420

Roam Romagnoli: Highline College is leadership committed to having every policy program and procedure on campus revised with an equity lens within five years.

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00:18:21.780 --> 00:18:28.560

Roam Romagnoli: This is something we can do here. Now immediately every department program committee and governing body including us can commit to doing this work.

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00:18:29.220 --> 00:18:38.970

Roam Romagnoli: And a final inspiring example I'm going to copy and paste into the chat a Senate resolution from skyline College, which is widely known as a

89

00:18:40.860 --> 00:18:45.150

Roam Romagnoli: I'm sorry, I'm trying to do the chat and talk at the same time, which is not my strong suit.

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00:18:45.540 --> 00:18:54.090

Roam Romagnoli: So there's, there are sentence resolution and you can see, we've already started doing some of the things in this resolution and there's also some fabulous ideas for us to consider including mandatory.

91

00:18:54.330 --> 00:18:59.010

Roam Romagnoli: Equity trainings for faculty and staff and the mandatory inclusion of discussions of race and every single course.

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00:18:59.760 --> 00:19:06.240

Roam Romagnoli: I'm going to finish with this. I feel like we have an opportunity, arguably an obligation to center today's conversation about Guided Pathways

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00:19:06.540 --> 00:19:14.220

Roam Romagnoli: And our upcoming discussion about professional development in our statement of solidarity with black lives matter in our commitment to our own vs us demands.

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00:19:14.760 --> 00:19:20.340

Roam Romagnoli: And with the exigency of the crisis of workplace safety for by pop colleagues that Senator Winston illuminated weeks ago.

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00:19:21.000 --> 00:19:25.920

Roam Romagnoli: I believe we had the support of Dr. Chong, and the rest of our administration, which means it's up to us to make the changes we want

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00:19:26.340 --> 00:19:38.400

Roam Romagnoli: So now's not the time to dwell on what's not what's not possible. I think now is the time to drink big hand to finally begin to enact educational justice on our campus and I feel like we can do this, y'all. That's all, thank you. Okay.

97

00:19:39.060 --> 00:19:44.190

Julie Thompson: Room. Thank you. Appreciate that. I'm Brenda flies with hawks justifies the parks.

98

00:19:52.830 --> 00:20:03.030

Brenda Flyswithhawks: My apologies. A good afternoon. President Thompson Executive Committee. Senators and guests. I'd like to speak to the Guided Pathways discussion on today's agenda.

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00:20:03.540 --> 00:20:13.200

Brenda Flyswithhawks: First, thank you President Thompson and executive committee for your academic stewardship of this important issue addressing improving student success at Santa Rosa Junior College.

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00:20:13.920 --> 00:20:17.460

Brenda Flyswithhawks: I also thank you for dedicating 80 minutes to this discussion today.

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00:20:18.420 --> 00:20:27.930

Brenda Flyswithhawks: I'd like to express appreciation. And thank you also to the Guided Pathways team and your tireless work over these past two years, please. No, it is appreciated.

102

00:20:28.920 --> 00:20:34.410

Brenda Flyswithhawks: I attended the gathering pathways town hall on Thursday, October the 29th and it was exceptional

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00:20:34.830 --> 00:20:42.900

Brenda Flyswithhawks: It provided the opportunity for further clarity on each recommendation as well as depth behind the decision making for each one of those recommendations.

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00:20:43.440 --> 00:20:48.450

Brenda Flyswithhawks: Like many other interested faculty and senators. I have journeyed with guided pathway since its inception.

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00:20:48.660 --> 00:21:00.240

Brenda Flyswithhawks: And have come to the conclusion that our students would greatly benefit from the implement implementation of all the recommendations and I say again, all of the recommendations that have come forth to the Senate.

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00:21:00.990 --> 00:21:07.380

Brenda Flyswithhawks: As you continue the discussion today, I urge the Senate to move the Guided Pathways recommendation to an action item today.

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00:21:07.650 --> 00:21:15.840

Brenda Flyswithhawks: So that we can move forward to talking about implementing this much needed student success pathway for our Santa Rosa Junior College students

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00:21:16.110 --> 00:21:28.020

Brenda Flyswithhawks: This is our opportunity to support students be better faculty and have better programs for our academic programs at this institution. Thank you very much. Okay.

109

00:21:28.170 --> 00:21:33.780

Julie Thompson: Thank you very much. We appreciate that. Okay, I'm seeing no one else in the queue.

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00:21:34.980 --> 00:21:40.890

Julie Thompson: Okay, we will move on to Approval of the Minutes

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00:21:47.490 --> 00:21:50.490

Julie Thompson: And, sorry. **Are there any**

112

00:21:51.510 --> 00:21:56.160

Julie Thompson: **Changes any amendments to the October 21 2020 minutes**

113

00:22:00.630 --> 00:22:05.370

Julie Thompson: Okay, **I'm hearing none, someone care to make a motion to approve those**

**114**

00:22:12.480 --> 00:22:13.890

Jessica Bush: **Bush I Motion to approve.**

115

00:22:14.430 --> 00:22:15.120

Julie Thompson: Okay, thank you.

116

00:22:15.180 --> 00:22:22.770

Julie Thompson: Second. Okay. Thanks, Jen. And so we have a motion and a second. And probably you ready for a roll call.

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00:22:22.800 --> 00:22:24.990

Julie Thompson: Vote, and thank you.

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00:22:25.980 --> 00:22:26.460

Paulette Bell: See you.

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00:22:26.790 --> 00:22:30.450

Julie Thompson: And then of senators can be at the ready for I'm muting. Okay, thanks.

120  
00:22:31.920 --> 00:22:33.060  
Paulette Bell: Yes. Every CEO.

121  
00:22:33.360 --> 00:22:33.870  
Yes.

122  
00:22:34.980 --> 00:22:35.820  
Michael Aparicio: Aspinall

123  
00:22:36.000 --> 00:22:40.260  
Paulette Bell: Yes, though. Yes. Coaching out ski.

124  
00:22:40.500 --> 00:22:42.600  
Paulette Bell: Yes. Bush.

125  
00:22:42.960 --> 00:22:48.450  
Paulette Bell: Yes Carlin Goldberg Yes. Crawford.

126  
00:22:48.900 --> 00:22:51.210  
Paulette Bell: Yes down again.

127  
00:22:51.360 --> 00:22:53.400  
Paulette Bell: Yes bassler

128  
00:22:54.030 --> 00:22:56.010  
Paulette Bell: Yes fronds

129  
00:22:56.520 --> 00:22:58.500  
Paulette Bell: Yes Jacobson.

130  
00:22:58.590 --> 00:23:00.480  
Paulette Bell: Yes coston

131  
00:23:00.990 --> 00:23:02.550

Paulette Bell: Yes lemer

132

00:23:03.210 --> 00:23:04.860

Paulette Bell: Yes, Martin.

133

00:23:05.430 --> 00:23:07.140

Paulette Bell: Yes, they has

134

00:23:08.220 --> 00:23:10.290

Lauren Nahas: Yes Okubo

135

00:23:10.650 --> 00:23:12.510

Paulette Bell: Yes, Oliver.

136

00:23:12.780 --> 00:23:14.910

Paulette Bell: Yes, Roman Ollie.

137

00:23:15.360 --> 00:23:17.130

Paulette Bell: Yes. Rosen.

138

00:23:20.310 --> 00:23:21.270

Paulette Bell: Scott Rosen.

139

00:23:22.860 --> 00:23:23.550

Paulette Bell: salou

140

00:23:24.600 --> 00:23:27.240

Monica Ohkubo: I'm senators loose proxy and yes

141

00:23:28.140 --> 00:23:30.060

Paulette Bell: Thank you Stover

142

00:23:30.750 --> 00:23:31.350

Yes.



143

00:23:32.370 --> 00:23:32.670

John Stover: Top

144

00:23:33.540 --> 00:23:34.320

Paulette Bell: beltway law.

145

00:23:34.860 --> 00:23:36.630

Paulette Bell: Yes weapon.

146

00:23:37.140 --> 00:23:38.850

Paulette Bell: Yes, Wiley.

147

00:23:39.390 --> 00:23:41.010

Paulette Bell: Yes, Winston.

148

00:23:41.490 --> 00:23:43.350

Paulette Bell: Yes, complete

149

00:23:43.980 --> 00:23:56.040

Julie Thompson: Okay, thanks. The minutes are adopted as presented in the meeting packet. So thanks for that. Okay. Next on the agenda is adjustments to the agenda.

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00:23:57.810 --> 00:24:07.500

Julie Thompson: Are there any adjustments to the agenda, anything from the consent agenda that anyone would care to move to the action agenda and that's allow for discussion of that item.

151

00:24:10.110 --> 00:24:17.460

Julie Thompson: I'm slowing down because the senator gave me advance warning that this was the case that there was something to move from consent to

152

00:24:19.620 --> 00:24:21.000

Julie Thompson: To action for discussion.

153

00:24:24.690 --> 00:24:26.610

Julie Thompson: San Martin I see your hand.

154

00:24:27.240 --> 00:24:32.100

Sean Martin: Sorry, I'm I'm fumbling a number of things, you know,

155

00:24:33.540 --> 00:24:46.710

Sean Martin: I think that the the item regarding the election is something we probably should look at. I don't know if there's any problems with it or anything, but I I think maybe if the group had a glance at it before we send out

156

00:24:47.790 --> 00:24:56.940

Julie Thompson: Okay, so you're pulling that from consent that over to action, so that we can make a few minutes to discuss it. Okay, um, anything else.

157

00:24:59.670 --> 00:25:01.410

Julie Thompson: Am I allowed to move anything from

158

00:25:02.640 --> 00:25:13.920

Julie Thompson: I'll tell you what the issue was that someone had flag to me in advance the on the document for the signatures on the exchange bank on resolution.

159

00:25:14.640 --> 00:25:19.200

Julie Thompson: Ads me and Amanda, but it doesn't remove Eric and Jessica.

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00:25:19.680 --> 00:25:33.450

Julie Thompson: It says that there are no longer with the organization, but it doesn't make a formal statement to remove them. And so someone went. And I think that that is an oversight on someone wish to pull that from the consent agenda and move it to action that

161

00:25:33.540 --> 00:25:36.300

Dave Lemmer/Area 11: That was me, but I was thinking that if

162

00:25:38.280 --> 00:25:51.600

Dave Lemmer/Area 11: We don't need to pull it from the action or from the consent agenda, we can just approve that, and then create another one for next week or next month and or next time to remove the other two people.

163

00:25:53.190 --> 00:25:54.450

Dave Lemmer/Area 11: Is that not workable.

164

00:25:55.620 --> 00:26:03.750

Julie Thompson: I'm it's workable. It's just that we haven't been able to get into the account all semester and we're, we've gotten to the point where we're we kind of need to

165

00:26:03.930 --> 00:26:09.780

Dave Lemmer/Area 11: Write. But if we if if we add you as signatories that gets you when. Boom. Done.

166

00:26:10.470 --> 00:26:12.360

Julie Thompson: Yeah, two weeks. Hence,

167

00:26:14.460 --> 00:26:20.340

Julie Thompson: Okay, okay. Um, so we will bring that back as a consent item with an amendment to it.

168

00:26:21.720 --> 00:26:22.410

Julie Thompson: Okay.

169

00:26:22.650 --> 00:26:24.630

Dave Lemmer/Area 11: Can we can we approve it right now.

170

00:26:25.830 --> 00:26:29.970

Dave Lemmer/Area 11: With no amendment ads you and Amanda as signatories.

171

00:26:31.740 --> 00:26:35.400

Julie Thompson: Oh, I see what you're saying. So two different resolutions.

172

00:26:35.460 --> 00:26:39.630

Julie Thompson: Us with one for next week, I get you. Okay, and then I will

173

00:26:42.270 --> 00:26:46.380

Julie Thompson: If someone wants to make that motion in second, it will have a roll call vote.

174

00:26:48.570 --> 00:26:49.710

Julie Thompson: And that question, Dave.

175

00:26:49.890 --> 00:26:51.060

Dave Lemmer/Area 11: What is the motion.

176

00:26:51.960 --> 00:26:56.130

Julie Thompson: To approve the can. The remaining consent item.

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00:26:56.580 --> 00:27:03.570

Dave Lemmer/Area 11: Okay, I moved to approve the remaining content item regarding signatories to the Senate account. Okay, as written.

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00:27:04.080 --> 00:27:04.890

Julie Thompson: Okay, thanks.

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00:27:05.460 --> 00:27:10.770

Julie Thompson: And we have a second from Michael. Thanks. Okay, and all that. Are you ready to go.

180

00:27:11.160 --> 00:27:15.780

Paulette Bell: Yes Aparicio yes Aspinall

181

00:27:15.990 --> 00:27:19.800

Paulette Bell: Yes. Bell yes Belgian ski.

182

00:27:19.950 --> 00:27:22.050

Paulette Bell: Yes. Bush.

183

00:27:22.440 --> 00:27:24.660

Paulette Bell: Yes Carlin Goldberg

184  
00:27:25.350 --> 00:27:27.240  
Paulette Bell: Yes. Crawford.

185  
00:27:27.720 --> 00:27:29.400  
Paulette Bell: Yes down again.

186  
00:27:33.720 --> 00:27:34.470  
Anne Donegan: Yes, sorry.

187  
00:27:34.500 --> 00:27:36.120  
Joe Fassler: bassler yes

188  
00:27:36.930 --> 00:27:38.790  
Paulette Bell: France. Yes.

189  
00:27:39.150 --> 00:27:40.800  
Tara Jacobson: Jacobson, yes.

190  
00:27:41.370 --> 00:27:43.590  
Jesse Kosten - Area 11: Boston. Yes.

191  
00:27:45.540 --> 00:27:46.080  
Dave Lemmer/Area 11: Yes.

192  
00:27:47.010 --> 00:27:48.630  
Sean Martin: Martin. Yes.

193  
00:27:49.290 --> 00:27:50.100  
Paulette Bell: They has

194  
00:27:52.650 --> 00:27:53.430  
Lauren Nahas: A qubo

195  
00:27:53.970 --> 00:27:58.110

Paulette Bell: Yes, Oliver. Yes, Roman Ollie.

196

00:27:58.620 --> 00:28:00.180

Paulette Bell: Yes. Rosen.

197

00:28:02.340 --> 00:28:02.790

Scott Rosen: Yes.

198

00:28:04.680 --> 00:28:06.000

Paulette Bell: Salute proxy.

199

00:28:07.650 --> 00:28:08.250

Monica Ohkubo: Yes.

200

00:28:09.090 --> 00:28:10.980

John Stover: Stover yes

201

00:28:11.850 --> 00:28:13.530

Paulette Bell: Top boundary law.

202

00:28:14.250 --> 00:28:15.960

Paulette Bell: Yes weapon.

203

00:28:16.530 --> 00:28:18.090

Paulette Bell: Yes, Wiley.

204

00:28:18.720 --> 00:28:20.340

Paulette Bell: Yes, Winston.

205

00:28:21.420 --> 00:28:21.990

Summer (They/Them): Yes.

206

00:28:22.320 --> 00:28:22.950

Complete

207

00:28:24.840 --> 00:28:26.850

Julie Thompson: Thanks, everyone. I'm so will bring back

208

00:28:28.590 --> 00:28:36.150

Julie Thompson: An additional resin resolution to remove individuals from the signature card for that account, um,

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00:28:37.740 --> 00:28:41.520

Julie Thompson: Okay so we are at the reports.

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00:28:43.110 --> 00:28:44.100

Julie Thompson: Section

211

00:28:46.590 --> 00:28:47.040

Okay.

212

00:28:48.960 --> 00:28:50.160

Julie Thompson: Greetings and welcome.

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00:28:51.540 --> 00:29:05.880

Julie Thompson: This is a historic day regardless of what's happening at the national and state levels here. We can nurture our relationships and the institution of the Senate and we can do good humane work our community and institutions matter.

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00:29:07.470 --> 00:29:20.640

Julie Thompson: Seven senators will be attending virtual plenary this week Thursday through Saturday attendees include Laura Aspinall Monica Okubo Roman Roman only George salou john Stover Sarah Wiley and me.

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00:29:21.270 --> 00:29:25.950

Julie Thompson: We are coordinating efforts so that we can attend as many of the breakout sessions as possible.

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00:29:26.610 --> 00:29:32.970

Julie Thompson: And in case anyone is interested the full plenary schedule is posted on the statewide academic senate website.

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00:29:33.540 --> 00:29:39.120

Julie Thompson: And I look forward to the ideas from those plenary sessions being woven into future senate discussions.

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00:29:40.050 --> 00:29:50.580

Julie Thompson: As I will be a plenary tomorrow, the Senate Executive Committee will not meet our next meeting will be Thursday, November 12 from one to three, as usual, please let me know if you would like to join us.

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00:29:51.840 --> 00:30:01.530

Julie Thompson: And I'd like to say a little bit about what I'm hoping to get on to Senate agendas before the end of the semester we have three regular meetings scheduled after today, November.

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00:30:02.790 --> 00:30:14.640

Julie Thompson: And December 2 and 16th I imagined that today we will finish or get close to finishing our discussion of the Guided Pathways work group recommendations and that we are likely to vote on November 18

221

00:30:16.320 --> 00:30:26.340

Julie Thompson: Next item, the sustainability committee has requested that the academic senate consider supporting its request that casters divest from fossil fuel industries.

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00:30:26.820 --> 00:30:42.270

Julie Thompson: We hope to see that item on the November 18 agenda. Also, in the meantime, Amanda has posted on the senator resources web page, the sustainability committee is letter to canisters, so you can take a look at that in advance of our November 18 meeting.

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00:30:43.290 --> 00:30:51.450

Julie Thompson: Next item. I'm also hoping that we will be able to recommends discussion of the faculty hiring policy and procedure before the end of the semester.

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00:30:51.840 --> 00:30:58.560

Julie Thompson: My goal is to have an initial discussion in December to re familiarize ourselves with the material. It's a



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00:30:58.980 --> 00:31:07.470

Julie Thompson: pretty hefty document and then really dig into the revisions. As soon as we get back in January, those materials are also posted on the senators resource page.

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00:31:08.340 --> 00:31:17.670

Julie Thompson: We will also be considering a policy on credit for prior learning, there are documents posted on this on the senators resource page.

227

00:31:18.660 --> 00:31:32.790

Julie Thompson: And on November 18 and also planning on agenda icing, the Senate IQ expansion details that we can then Once approved for to a favorite negotiations and I'm not looking at the screen. How's my time. Where's the timekeeper. How am I

228

00:31:33.390 --> 00:31:34.440

Tara Jacobson: You have 20 seconds.

229

00:31:34.950 --> 00:31:44.370

Julie Thompson: Oh my gosh, okay, and George Lewis, not with us today. I'm going to pilfer some of his time to get through the rest of this. Okay, thanks. Um, let's see.

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00:31:45.180 --> 00:31:58.080

Julie Thompson: We will also be holding officer elections and before the end of the semester so Vice President, Secretary and these additional seats that we've added. We will open the nominations period and in early December.

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00:31:58.470 --> 00:32:11.100

Julie Thompson: And aim to hold this elections at the December 16 meeting and we are working on getting in place an electronic voting system so that senators will have private ballots in the event that any of these elections are contested.

232

00:32:12.750 --> 00:32:21.870

Julie Thompson: Finally, Amanda has sent out the calendar invites for the training session that we're doing on November 13 with the representatives from

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00:32:22.290 --> 00:32:29.310

Julie Thompson: The statewide academic senate and I'm going to switch hats, a little bit since George isn't here, just wanted to say a little bit about our process today.

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00:32:29.820 --> 00:32:38.640

Julie Thompson: And I think that I know that George has done a lot to help us get clear about and comfortable with Robert's Rules and parliamentary procedure.

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00:32:39.330 --> 00:32:46.320

Julie Thompson: And if we pull our knowledge today and help each other out. I think that we can conduct a meeting that George would be proud of.

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00:32:46.800 --> 00:32:56.370

Julie Thompson: So let's remember that we are to give the recommendations, a full airing we should be mindful of time, we should allow the body to move from discussion to motion.

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00:32:56.940 --> 00:33:12.180

Julie Thompson: And that if so move this item may appear as an action item on the November 18 agenda. Our goals include respectful and full consideration of the workgroups recommendations and good decisions on behalf of our students. And that is my report things

238

00:33:13.200 --> 00:33:28.890

Julie Thompson: Okay, since we don't have George with us today I am going to move on to the on the HSI the Hispanic serving institution grant report from Robert Holcomb Dean of La FF learning

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00:33:29.700 --> 00:33:30.750

Robert Holcomb: Language Arts and academic

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00:33:31.380 --> 00:33:35.760

Julie Thompson: Academic foundations. Thank you. I'm in the cluster and I should know okay my rabbit thing.

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00:33:36.300 --> 00:33:47.250

Robert Holcomb: Thank you Julie, good afternoon members of the Senate, good to see everyone, I'm happy to give you an update about our new title five HSI grant and I will share screen share my screen to get that going.

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00:33:49.890 --> 00:33:50.310

Robert Holcomb: OK.

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00:33:53.760 --> 00:33:56.580

Robert Holcomb: So I'll start with a little background.

244

00:34:02.340 --> 00:34:08.850

Robert Holcomb: There is. OK. So I'll start with a little background as our JC became a HSI in 2014.

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00:34:09.360 --> 00:34:21.330

Robert Holcomb: Mean that designation from US Department of Education, because we have crossed the threshold, whereby at least 25% of our credit student enrollment identified as Latinx today that the present is is closer to 35%

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00:34:21.810 --> 00:34:35.280

Robert Holcomb: Also in 2014 right out the gate, we were able to secure our first title five HSI grant initiative that was the metaphor grant, which is since expired and sunset. This is so JC second pedophile HSI grant initiative.

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00:34:36.450 --> 00:34:48.780

Robert Holcomb: It is this new this new grant is called the Lancer mental grant it started last month on October 1 scheduled to run through September of 2025 to five year \$2.8 million award.

248

00:34:49.350 --> 00:34:55.500

Robert Holcomb: There's no matching fund or district match requirements district allotment for us to do some some really promising programming.

249

00:34:56.640 --> 00:35:08.490

Robert Holcomb: For those who don't know, and that's a Mentos a Spanish word that means to launch or to propel so obviously there's some symbolism here. We want our students to launch toward bold academic ambitions.

250

00:35:10.110 --> 00:35:18.570

Robert Holcomb: The the the conceptual framework for the grant is comprised of three pillars. It's to increase access for the target population.

251

00:35:19.290 --> 00:35:31.440

Robert Holcomb: To improve success so that they're persevering through their coursework and to pro completion, so they're able to achieve their educational goals transfer degree completion certificate of completion and so forth.

252

00:35:32.670 --> 00:35:39.630

Robert Holcomb: So so toward these ends. We've identified four strategies, each of which has a set of

253

00:35:40.710 --> 00:35:43.380

Robert Holcomb: Activities of grant activities strategy one

254

00:35:44.640 --> 00:35:48.510

Robert Holcomb: Deals with implementing a comprehensive and aligned to premature collation initiative.

255

00:35:49.320 --> 00:36:04.830

Robert Holcomb: It really is about the way we engage students when we first engaged when we were first bringing them to test our JC are out in the community and and engaging with them. It's to provide resources toward dual enrollment welcome and connect center.

256

00:36:06.030 --> 00:36:19.740

Robert Holcomb: Financial aid and mental health services as not just about more of the same, even though these these areas are high functioning doing great things, but it's new resources to to allow these areas to kind of enhance the way they

257

00:36:21.150 --> 00:36:31.470

Robert Holcomb: Engage and serve the target population strategy to I hope you'll take particular interest in and pay attention to. Yeah, we have the opportunity in the grant to

258

00:36:33.030 --> 00:36:36.390

Robert Holcomb: to institute a number of HSI designated course sections.

259

00:36:37.320 --> 00:36:50.520

Robert Holcomb: These won't be learning communities they probably won't even be restricted in the schedule classes will have mechanisms whereby counselors are shepherding students from the target population into the courses are making them aware of them. These are going to be course offerings.

260

00:36:52.200 --> 00:37:00.780

Robert Holcomb: There'll be available to students and faculty members who opt into this program will be committing to culturally relevant practices.

261

00:37:01.770 --> 00:37:11.070

Robert Holcomb: cross disciplinary exploration D colonizing the correct the curriculum and really having progressive ideologies about how to meet the needs of the student population.

262

00:37:11.460 --> 00:37:16.740

Robert Holcomb: And the idea is that there'll be a community of practice that will be tied to one another, but they'll also be able to share this

263

00:37:17.430 --> 00:37:30.450

Robert Holcomb: Ideology and these innovative practices back with their respective instructional departments. So there's really a big opportunity for instructional faculty to be involved in this grant. I hope many of you will consider doing so.

264

00:37:32.070 --> 00:37:41.070

Robert Holcomb: Strategy three deals with embedded Learning Support it's integrated tutoring with pals program peer coaching with a Success Coach program.

265

00:37:41.850 --> 00:37:55.170

Robert Holcomb: There will be an HSI librarian. So the students can really hone in their research, research methods and information competencies that they can excel in coursework that's heavy and writing and research and the fourth strategy.

266

00:37:57.450 --> 00:38:06.840

Robert Holcomb: Deals with a comprehensive transfer and completion initiative. So, and we're going to partner really closely with the Transfer Center. There'll be opportunities to do enhanced workshops

267

00:38:07.290 --> 00:38:20.280

Robert Holcomb: Geared toward the target population. And once we're at a coven University tours, so students can see what's out there and get inspired about dreaming big and checking out some these four year schools and and transferring to them.

268

00:38:23.820 --> 00:38:30.150

Robert Holcomb: In terms of measurable outcomes. By the end of the grant will have annual benchmarks that will be required to report on but by the end of the grant.

269

00:38:31.680 --> 00:38:39.000

Robert Holcomb: We are aiming to increase the percentage of the target population completing transportable math and English in the first year.

270

00:38:39.900 --> 00:38:52.560

Robert Holcomb: From 5% times up. Okay, these are the measurable outcomes there about completing math English in the first academic year 5% 20% other ones do of course completion transfer rate, rate of earning high grades.

271

00:38:53.940 --> 00:38:57.270

Robert Holcomb: We're putting this all together and

272

00:39:00.060 --> 00:39:13.110

Robert Holcomb: And we're hoping this will be a district wide initiative all stakeholders are welcome. And we have some real good potential here. So I'll conclude on that point, sorry, the five minute was kind of constraining but I hope I hit on all the key points. Okay, thank you.

273

00:39:17.130 --> 00:39:31.740

Julie Thompson: Thanks, Robert. And I am sorry that our agenda is so packed in the week have to give everybody just a little bit of time and we have one additional report today and that is from Jessica Russell, who's the faculty coach here for accreditation.

274

00:39:33.150 --> 00:39:33.660

Julie Thompson: Jessica.

275

00:39:34.170 --> 00:39:38.400

Jessica Russell: All right, thank you. It's wonderful to see everyone Amanda. Would you like me to share

276

00:40:02.430 --> 00:40:15.660

Jessica Russell: It will be quick, a meeting at my time here. So the accreditation process after JC is well underway began this semester, and it goes into spring 2022 culminating with an ACC facie

277

00:40:16.110 --> 00:40:30.060

Jessica Russell: conducting their site visit so breakdown of what's expected for each semester. Right now we are putting together our standards teams. We have about 100 people participating and this really important process.

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00:40:30.540 --> 00:40:46.770

Jessica Russell: Will be of nine standards teams created, who will soon be moving into gathering research and answering the questions provided by ACC JC to complete our ISO report institutional self evaluation report.

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00:40:47.130 --> 00:41:00.750

Jessica Russell: Which will primarily be drafted in spring and then sent out to the college community for review and preparation of presenting it to ACC JC at our site visit and 2022

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00:41:01.770 --> 00:41:04.860

Jessica Russell: So our leadership is in place.

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00:41:05.460 --> 00:41:20.130

Jessica Russell: So here I'll just briefly our leadership, we are still in need of a faculty coach here for one really important area and that standard to a instructional sorry student learning programs and services instructional programs.

282

00:41:20.430 --> 00:41:35.730

Jessica Russell: There are 16 questions 16 standards that need to be answered. Josh Adams is our administrative liaison and but we do need a faculty co chair for that one important area. And a big thank you to everyone else who is taking on these leadership roles.

283

00:41:36.900 --> 00:41:44.880

Jessica Russell: We had a fantastic response to our web survey around 70 volunteers from the three email surveys that we sent out

284

00:41:45.180 --> 00:42:05.730

Jessica Russell: And we are complete in every area. If you look at the recommended number of people. That's from ACC JC every area has enough or more than needed except for standard one. So if you're interested in institutional mission and effectiveness. We could use a couple more faculty members there.

285

00:42:07.500 --> 00:42:16.650

Jessica Russell: And we are also, this is just briefly shows the breakdown of for each standard committee we, the number of management faculty

286

00:42:16.950 --> 00:42:25.290

Jessica Russell: And classified. We also have a few students. It's really important that we have representation from all the constituent groups.

287

00:42:25.590 --> 00:42:44.220

Jessica Russell: And so there are a few areas where we do still need additional faculty and classified. These numbers are changing daily as I receive emails so please email me. Jay, Russell at Santa rosa.edu if you are interested in being part of this project, right. Thank you. Okay.

288

00:42:46.440 --> 00:42:47.940

Julie Thompson: Thank you very much, Jessica.

289

00:42:49.170 --> 00:43:07.800

Julie Thompson: Thanks for your hard work and also to everybody who stepped forward. It's an amazing response that you got so okay um so we are now at the action agenda and we have one item that was removed from consent to action, and that is the ballot.

290

00:43:08.970 --> 00:43:16.470

Julie Thompson: And the draft ballot language. So let's go ahead and take a quick look at that and if the Senate.

291

00:43:18.000 --> 00:43:26.880

Julie Thompson: Can move on this. I don't want to rush it. But, um, if we can move on this expeditiously of people are comfortable with the language we can entertain an



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00:43:27.900 --> 00:43:35.640

Julie Thompson: Emotion and move this to a vote. And if it looks like there's a need for discussion. Then I'm going to

293

00:43:37.440 --> 00:43:39.450

Julie Thompson: Kick this to the next meeting.

294

00:43:40.620 --> 00:43:45.030

Julie Thompson: So that we can reserve the balance of our time for Guided Pathways. Okay.

295

00:43:47.370 --> 00:43:48.810

Okay, thanks.

296

00:43:49.830 --> 00:43:52.830

Julie Thompson: And Amanda. It looks like you are as we speak.

297

00:43:53.910 --> 00:43:55.860

Julie Thompson: Trying to get that on the screen. Is that the case.

298

00:43:57.360 --> 00:43:57.900

Excellent.

299

00:43:59.670 --> 00:44:01.440

Academic Senate: Yes. Okay.

300

00:44:02.640 --> 00:44:07.770

Julie Thompson: So before we get started with this. I just want to say thank you John Stover

301

00:44:08.790 --> 00:44:27.120

Julie Thompson: Had quite some time. Go put his name forward for the Elections Committee and we still had two seats open we needed to more people. And Jennifer Carlin Goldberg Lauren us both agreed to step up and help with this process. And so we're looking at their work and you know open this for discussion.

302

00:44:30.960 --> 00:44:37.260

Julie Thompson: And I see Sean's hand. Let me. Hold on one sec. Let me just look at participants. Okay, Shauna looks like you're the only one in the cube.

303

00:44:38.400 --> 00:44:46.170

Sean Martin: Thanks. So, like, my question is really about the content of all looks great, thanks. Folks who worked on this. My question is about the

304

00:44:47.130 --> 00:44:56.580

Sean Martin: bold print headlined at the top it says approval of ballot for constitutional amendment or we approving this language that will appear on the ballot.

305

00:44:57.030 --> 00:45:04.230

Sean Martin: Or are we approving the actual ballot. And if you recall, you know, last year wasn't the year before. Time flies.

306

00:45:04.560 --> 00:45:23.610

Sean Martin: We had quite a bit of discussion about how the you know ballot would actually look how we deliver and all that. Is that a conversation, we will have at the senate before this goes out to the faculty or is this our last conversation about this item before the polls are open, so to speak.

307

00:45:26.670 --> 00:45:37.560

Julie Thompson: So I, my understanding is that the elections committee has given us the language that we would put it. When somebody opens their ballot. This is what they would see

308

00:45:39.300 --> 00:45:43.050

Sean Martin: And they would have two options approve or disapprove.

309

00:45:43.620 --> 00:45:54.720

Julie Thompson: And scroll down a little bit. It says on what is it approved or decliners I forget what the approve or disapprove. So they would have two options.

310

00:45:55.260 --> 00:46:07.890

Sean Martin: Okay, and then the other. Some of the other irregularities that occurred in our last election. I just want to make sure that we're all clear. The process is all set up. There's no question about

311

00:46:08.910 --> 00:46:11.370

Sean Martin: People having access to incomplete.

312

00:46:12.540 --> 00:46:18.540

Sean Martin: Votes or any of that kind of thing that would derail this in the event that something irregular occurred.

313

00:46:18.990 --> 00:46:24.510

Sean Martin: If I, if all of that is covered. Then I really have no other issues and I'm ready to vote yes

314

00:46:25.230 --> 00:46:30.030

Julie Thompson: Okay. Is there any other discussion. I see. Tara and

315

00:46:30.060 --> 00:46:36.870

Tara Jacobson: I see is going to make a motion to approve the ballot for the constitutional amendment.

316

00:46:37.500 --> 00:46:47.040

Julie Thompson: Okay, second, okay. I hear a motion and a second. I'm asked for further discussion on Brenda Feisal hawks has her hand up.

317

00:46:49.590 --> 00:47:01.020

Brenda Flyswithhawks: Thanks. Thank you, President Thompson. I was just going to suggest that maybe just inserting the word language, their approval of ballot language. And then there's really no confusion and

318

00:47:01.860 --> 00:47:10.380

Brenda Flyswithhawks: In regards to what Sean was saying, if I'm understanding what his concern was if we if you just inserted that and I think you could do that with just a friendly amendment to

319

00:47:11.070 --> 00:47:24.270

Brenda Flyswithhawks: Or just that there's you know folks would agree that if they agree with what I'm proposing that you could just insert that one word approval of ballot language and then it's taken care of. It's real clear

320

00:47:24.750 --> 00:47:29.460

Julie Thompson: Okay, Amanda. Can I ask you to scroll so that we can see the top of the document.

321

00:47:30.540 --> 00:47:36.540

Julie Thompson: So the word would go, sorry I'm Brenda again approval of ballot language.

322

00:47:36.690 --> 00:47:38.580

Brenda Flyswithhawks: Language would go after the word valid.

323

00:47:39.090 --> 00:47:41.610

Julie Thompson: Or invalid. Okay, I'm

324

00:47:43.200 --> 00:47:51.240

Anne Donegan: Kind of point of order, I'm sorry, I'm trying to raise my hand, but I think I'm a host. And yeah, I definitely hear what I'm a

325

00:47:52.290 --> 00:48:01.410

Anne Donegan: Doctor flies with hawks is saying here, but that title is not the title, that's going to be on the ballot. That was just the title for this discussion here.

326

00:48:02.070 --> 00:48:19.350

Anne Donegan: Oh, what the what are, what our colleagues are going to see when they open up this amendment is going to start with shall the academic senate approve so that title. It was just for this meeting was just for the document for this content item. Okay.

327

00:48:19.500 --> 00:48:20.880

Julie Thompson: Thank you for that clarification.

328

00:48:21.000 --> 00:48:32.280

Brenda Flyswithhawks: Yes, that's very helpful for that clarification and then you, you don't need to insert that in there. Then if, as long as your senators understand what they're voting on. So thank you very much.

329

00:48:33.990 --> 00:48:39.600

Julie Thompson: Okay, so we have a motion on the floor and we have a second. Is there any further discussion.

330

00:48:41.190 --> 00:48:41.790

Julie Thompson: I'm

331

00:48:43.650 --> 00:48:46.890

Julie Thompson: Sorry, I'm Sean is your hand is still up or is it up again.

332

00:48:47.670 --> 00:48:51.270

Sean Martin: It's up again and it just has to do with what and Joe said, I'm sorry.

333

00:48:52.860 --> 00:48:58.590

Sean Martin: The electorate will not read the shall the Academic Senate approved, that's not going to be on there right it's going to start with.

334

00:48:58.620 --> 00:49:00.060

Sean Martin: The Academic Senate proposal.

335

00:49:02.730 --> 00:49:03.300

Sean Martin: Thank you.

336

00:49:05.070 --> 00:49:05.700

Thank you.

337

00:49:07.260 --> 00:49:18.180

Julie Thompson: Okay, so for clarification. Then, Amanda. I'm going to ask you to scroll again so that we're looking at the paragraph that starts the action right there, right there.

338

00:49:21.030 --> 00:49:40.470

Julie Thompson: So that is what people will see when they open their ballot. Are we correct here. Okay, so we have a motion and a second and Seeing no further names in the queue and I'm ready to call for the boat, Paulette

339

00:49:40.920 --> 00:49:42.240

Paulette Bell: Are you ready to receive. Oh.

340

00:49:42.630 --> 00:49:44.850

Paulette Bell: Yes Aspinall

341

00:49:47.250 --> 00:49:47.550

Paulette Bell: Lord

342

00:49:48.480 --> 00:49:49.050

Yes.

343

00:49:50.220 --> 00:49:52.770

Paulette Bell: Bill yes oh janell ski.

344

00:49:53.160 --> 00:49:55.080

Paulette Bell: Yes. Bush.

345

00:49:55.680 --> 00:49:57.660

Paulette Bell: Yeah, Harlan Goldberg

346

00:49:58.620 --> 00:50:00.300

Paulette Bell: Yes. Crawford.

347

00:50:00.930 --> 00:50:02.370

Paulette Bell: Yes down again.

348

00:50:02.670 --> 00:50:04.410

Paulette Bell: Yes bassler

349

00:50:06.660 --> 00:50:07.680

Paulette Bell: Job bassler

350

00:50:08.910 --> 00:50:09.480

Joe Fassler: Sorry.

351

00:50:09.540 --> 00:50:09.990

Yes.

352

00:50:11.250 --> 00:50:11.880

Joe Fassler: Front.

353

00:50:12.420 --> 00:50:14.520

Paulette Bell: Yes Jacobson.

354

00:50:14.730 --> 00:50:17.460

Paulette Bell: Yes, cause coston

355

00:50:17.910 --> 00:50:18.360

Yes.

356

00:50:20.010 --> 00:50:20.610

Dave Lemmer/Area 11: Yes.

357

00:50:20.940 --> 00:50:22.650

Sean Martin: Martin. Yes.

358

00:50:23.190 --> 00:50:23.880

Paulette Bell: He has

359

00:50:24.930 --> 00:50:25.350

Lauren Nahas: Yes.

360

00:50:26.250 --> 00:50:27.930

Monica Ohkubo: A qubo yes

361

00:50:28.530 --> 00:50:29.220

Paulette Bell: I love her.

362

00:50:29.490 --> 00:50:31.440

Paulette Bell: Yes, Roman only

363

00:50:31.920 --> 00:50:34.920

Paulette Bell: Yes, Rosa. Yes.

364

00:50:36.060 --> 00:50:37.350

Paulette Bell: Salute proxy.

365

00:50:37.890 --> 00:50:39.780

Paulette Bell: Yes, Dover.

366

00:50:40.200 --> 00:50:42.420

Paulette Bell: Yes, balance way law.

367

00:50:43.500 --> 00:50:44.010

Kat Valenzuela: Yes.

368

00:50:44.670 --> 00:50:46.530

Kyla Wegman: Whiteman, yes.

369

00:50:47.130 --> 00:50:47.820

Wildly

370

00:50:49.170 --> 00:50:49.620

Sarah swhyly@santarosa.edu: Yes.

371

00:50:50.280 --> 00:50:52.290

Summer (They/Them): Winston, yes.

372

00:50:52.650 --> 00:51:00.720



Julie Thompson: Complete. Okay, thank you. The motion carries. Um, thanks again to the elections committee for their work on that. I appreciate it.

373

00:51:02.040 --> 00:51:03.600

Julie Thompson: Okay, um,

374

00:51:10.380 --> 00:51:17.010

Julie Thompson: So I think we can and share if Amanda if you're ready to take that down, that'd be great.

375

00:51:19.350 --> 00:51:31.440

Julie Thompson: Thanks, appreciate it. Okay. Um, so. Next on the agenda is the break. And so if we have a break now then we come back and we work for if we do five minutes, we'll come back and we'll work for an hour and five straight

376

00:51:31.770 --> 00:51:44.460

Julie Thompson: Is that agreeable to people. Does that sound like a decent enough place to start the break. Okay, so we'll actually have 65 minutes when we get back. Okay, I'll see you. I'm five I'll see you at

377

00:51:45.660 --> 00:51:47.040

Julie Thompson: 56 after the hour.

378

00:57:24.420 --> 00:57:26.640

Julie Thompson: Okay, welcome back.

379

00:57:28.260 --> 00:57:30.210

Julie Thompson: Hope you had a really exciting break

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00:57:31.650 --> 00:57:33.210

Julie Thompson: In five minutes. Okay.

381

00:57:34.440 --> 00:57:35.550

Julie Thompson: So,

382

00:57:38.790 --> 00:57:40.470

Julie Thompson: So we had just started

383

00:57:41.850 --> 00:57:45.030

Julie Thompson: Georgia just kind of gotten the the mapping and scheduling.

384

00:57:46.590 --> 00:58:05.100

Julie Thompson: And conversation off the ground. Mmm. We got to the end of our meeting time, two weeks ago we had three people in the queue and on again. Jennifer Carlin Goldberg and feel faster. So I'm going to call on and if you are ready to go.

385

00:58:05.370 --> 00:58:16.710

Anne Donegan: I'm ready to go. Thank you so much, President Thompson. First off, I know I'm not supposed to do this here, but I want to respond really quickly to Robert Holmes presentation, which I thought overall was fantastic.

386

00:58:17.280 --> 00:58:27.810

Anne Donegan: But I just want to raise an objection that we live in the six largest economy in the world. And we're pushing our students to get financially.

387

00:58:28.200 --> 00:58:37.890

Anne Donegan: I have a real problem with that. I think I have no problem, putting our students towards the oil scholar scholarship to the college to the California promise.

388

00:58:39.030 --> 00:58:43.590

Anne Donegan: But making financial aid a bullet point there I found very concerning

389

00:58:45.090 --> 00:58:51.060

Anne Donegan: Okay so mapping and scheduling I'm boiling. Boy, do we need this.

390

00:58:52.140 --> 00:58:52.770

Anne Donegan: It is

391

00:58:54.450 --> 00:59:16.440

Anne Donegan: So difficult when I work with students to try to find an easy place to find what classes they might or should take for this program versus this program this major. This is that, so having some consistency across our district is great and I liked the examples.

392

00:59:17.520 --> 00:59:27.990

Anne Donegan: Obviously, they were very clear from Pasadena in Bakersfield. I am really glad that the document that our workgroup provided

393

00:59:28.500 --> 00:59:37.350

Anne Donegan: didn't include language that the senator from philosophy was talking about at our last meeting about finishing faster and getting through as quick as you can.

394

00:59:38.160 --> 00:59:46.530

Anne Donegan: I did see that in Pasadena. And or Bakersfield. I can't remember. So I really want us to be conscious of that.

395

00:59:47.100 --> 00:59:57.390

Anne Donegan: In fact, while I understand that for some students that is a primary goal, but I think we're doing a real disservice to our students.

396

00:59:57.810 --> 01:00:10.110

Anne Donegan: If we don't let them know that there is something valuable in and of itself of just procuring an education. So I'm going to steal from something that Robert Holcomb said

397

01:00:10.590 --> 01:00:19.410

Anne Donegan: I would like to see some sort of standard language when we get the standard maps in place.

398

01:00:20.040 --> 01:00:40.890

Anne Donegan: Where and I'm just paraphrasing here, the standard language that here at us or JC we value learning we value education we value exploration and here's the part that I'm stealing from Dean hokum we value bold academic ambitions that is a great line.

399

01:00:41.910 --> 01:00:58.710

Anne Donegan: I also think that I'm encouraging departments to really reconsider their schedule is so important. I can tell you in my department when we schedule classes after 3pm.

400

01:00:59.310 --> 01:01:05.820

Anne Donegan: We could schedule as many as we want and we'd never have to leave our building because so many rooms are empty. After 3pm.

401

01:01:06.870 --> 01:01:19.710

Anne Donegan: Whereas between nine and three many of my colleagues are schlepping over to different buildings, because the building is packed. So I think that's a really important thing to remind departments of

402

01:01:20.910 --> 01:01:34.080

Anne Donegan: Also, same thing. My department. Well, well, I should say late afternoon classes is a fantastic way to get dual enrollment students like we have many high school students take our classes from four to six.

403

01:01:34.500 --> 01:01:43.020

Anne Donegan: It's a great way to get this population to show them how great Sri JC as an institution of teaching.

404

01:01:44.190 --> 01:01:44.850

Anne Donegan: Can be

405

01:01:46.140 --> 01:01:49.200

Anne Donegan: I also just want to reiterate something that I heard the senator

406

01:01:50.400 --> 01:02:05.970

Anne Donegan: From math say last week. I think that if we are. If we really want to help our students learn and reach their bold academic ambitions at a rate that makes the most sense to them.

407

01:02:07.680 --> 01:02:18.750

Anne Donegan: We need to also work with a district, not just departments and I think part of that discussion is a serious discussion about class size about supports that we need

408

01:02:20.040 --> 01:02:20.640

Anne Donegan: In regards to

409

01:02:22.770 --> 01:02:32.460

Anne Donegan: About the reality of canceling a class. If it doesn't make 22 right that how much of a roadblock is is that doing to our students.

410

01:02:33.960 --> 01:02:47.820

Anne Donegan: And offering a lot of part time students more services, especially at night, but, um, any overall these recommendations I think could really do a lot of good work for our students.

411

01:02:50.040 --> 01:02:50.430

Okay.

412

01:02:52.470 --> 01:03:00.000

Julie Thompson: Thank you. And next in the queue is Jennifer Carlin Goldberg and then Joe and then I see cannon and then I Stevens, Hamilton.

413

01:03:01.530 --> 01:03:04.920

Jennifer Carlin-Goldberg: Actually okay for now I'll talk at a, at a different time.

414

01:03:06.150 --> 01:03:06.900

Julie Thompson: Okay, thank you.

415

01:03:08.220 --> 01:03:08.910

Julie Thompson: Joe kasler

416

01:03:09.540 --> 01:03:12.240

Joe Fassler: I also will probably defer a lot of my time I

417

01:03:13.920 --> 01:03:20.340

Joe Fassler: Think I just want to note that scheduling is one of those things that often is influenced by administration decisions as well. It's not only faculty

418

01:03:20.760 --> 01:03:30.120

Joe Fassler: And so that I think could be acknowledged by this document. Somehow, I don't know how, but I think it needs to be acknowledged. Because a lot of times the schedule will be adjusted after it's been

419

01:03:31.050 --> 01:03:37.710

Joe Fassler: Worked on it gets worked on from both sides. So I think that's the main point I want to make. And I'll leave the rest for other people to talk about

420

01:03:38.070 --> 01:03:39.330

Joe Fassler: Okay. Thanks very much.

421

01:03:39.660 --> 01:03:42.300

Julie Thompson: And cannon. You are next in the queue.

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01:03:43.110 --> 01:03:53.940

Canon Crawford: Thank you very much, conflicts, for the moment, to speak to other areas where I'm really focused are kind of just spread out in so many areas and Guided Pathways so

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01:03:54.270 --> 01:04:03.720

Canon Crawford: As a librarian. You know, I see the library as a place to support many aspects of Guided Pathways and not necessarily a bullet point

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01:04:04.380 --> 01:04:11.490

Canon Crawford: In the overall proposal, but libraries are definitely situated. The other area of interest of mine and

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01:04:12.000 --> 01:04:22.320

Canon Crawford: I'll get to the point a little bit more clearly is open educational resources and the cost of textbooks and that that necessarily isn't within

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01:04:22.830 --> 01:04:34.710

Canon Crawford: The immediate scope as I see the documents before me, but it's something that's always an issue is the cost of learning materials and sometimes really a student's ability to take

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01:04:35.250 --> 01:04:42.780

Canon Crawford: The classes that they need in a given semester. Semester can be pinned on the cost or availability of learning materials and

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01:04:43.710 --> 01:05:00.870

Canon Crawford: I see now with the discussion of the HSI grant that there is a lot of overlap with the themes here and the guided path pathways documents and what might be happening concurrently. So hopefully senate could and I would be supportive of Senate looking at

429

01:05:02.700 --> 01:05:21.630

Canon Crawford: Policies to kind of shape things maybe move in the same direction and the financial aid element is interesting and I would just like to see more information on what that truly means i i definitely be would be a proponent of exploring that just because of the cost of

430

01:05:23.160 --> 01:05:36.690

Canon Crawford: Textbooks and not to mention all the other ancillary costs of education. So I think that's a really important thing to come up today and hopefully we can come back to that as it is, I shall see my time. Thank you.

431

01:05:37.680 --> 01:05:42.540

Julie Thompson: Okay, thanks. Um, so no other senators are in the queue and

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01:05:43.560 --> 01:05:44.490

Julie Thompson: Vince Hamilton.

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01:05:45.750 --> 01:05:52.800

Vince Hamilton: I thank you. So I am Vince Hamilton counselor and I'm on this work group. So just wanted to chime in just a little bit.

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01:05:53.250 --> 01:05:58.440

Vince Hamilton: That I want to actually address something that came up with and and Sean is one who brought up the

435

01:05:59.430 --> 01:06:04.500

Vince Hamilton: part about efficiency last time to. And so I just want to read on the line in here where that comes up.

436

01:06:05.010 --> 01:06:10.230

Vince Hamilton: And so it just says enhanced clarity of an increase commitment to students completion of their academic plans.

437

01:06:10.980 --> 01:06:17.460

Vince Hamilton: If a course is closed, for example, or alternative options for efficient completion of goals would be identified.

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01:06:17.820 --> 01:06:22.680

Vince Hamilton: So I just want to clarify that. It's used in this frame in this like framing it in here.

439

01:06:23.010 --> 01:06:29.550

Vince Hamilton: Is about students who've already identified goals are already working towards a specific goal and they're running into barriers completing their identified goal.

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01:06:29.880 --> 01:06:33.000

Vince Hamilton: And so often as a counselor. When I run into students with this happening.

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01:06:33.330 --> 01:06:38.280

Vince Hamilton: We're working together to figure out, okay, is there something that could be substituted. You have another option within the major

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01:06:38.490 --> 01:06:46.050

Vince Hamilton: So when we're talking about efficient completion, we're trying to find a way for them to still meet their goals without them having to take a circuitous route around

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01:06:46.770 --> 01:06:53.940

Vince Hamilton: A class that might not be offered or might have been cancelled for enrollment or whatever purpose and in on this topic. I just want to also say that

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01:06:54.240 --> 01:07:02.850

Vince Hamilton: Definitely as a counselor, we're always thinking about the students that are the lifelong learners that are here for exploration, not just an everyone's your preparation, right, like, not just lifelong learners.

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01:07:03.180 --> 01:07:09.540



Vince Hamilton: Students that are even fresh at the high school are exploring so often, they have opportunities take classes that they never even heard of before.

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01:07:09.870 --> 01:07:17.160

Vince Hamilton: When they first come to the JC. And so I just want to emphasize that, that definitely is all still very much within the framework of what we do.

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01:07:17.460 --> 01:07:29.820

Vince Hamilton: As counselors and what we're envisioning as part of this work group that students can still be doing a lot of their exploration within the, what were the scope of what we're considering here for the map scheduling group.

448

01:07:31.140 --> 01:07:37.320

Julie Thompson: Thank you. Thank you for this clarifications they appreciate that. Um, and next in the queue is Sean Martin.

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01:07:40.650 --> 01:07:50.370

Sean Martin: Oh, I thought, Laura and Tara would have before me, but that's okay. I'll make my point and fence fence for that clarification, I guess Mike. My concern is with the, the emphasis on

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01:07:51.090 --> 01:08:01.830

Sean Martin: The class isn't there. So we help the student, find a substitute class and that is problematic for me for salmon same reasons and raised concerns about

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01:08:02.730 --> 01:08:10.680

Sean Martin: Completion being emphasized at the expense of learning, just a brief, if you'll bear with me.

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01:08:11.100 --> 01:08:20.220

Sean Martin: What I guess maybe I'll start with what I think we should do instead what we ought to be doing is recommending the district ensure that there are sufficient numbers of classes.

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01:08:20.490 --> 01:08:29.040

Sean Martin: So that that discussion is not necessarily. In other words, if a student wants to take. I'll just use my department of philosophy five course and

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01:08:29.640 --> 01:08:37.020

Sean Martin: And they find out that, oh, they could finish more efficiently by taking English five and there's more sections open

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01:08:37.410 --> 01:08:46.980

Sean Martin: But they wanted to take philosophy five. The problem there in my mind is that there's not enough philosophy five sections offered in that the Guided Pathways ought to make that class available right

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01:08:47.640 --> 01:08:56.010

Sean Martin: That's not that there's any problem with English five. It's just that, that the problem then is having the student change their goal or their plan with their preference.

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01:08:56.580 --> 01:09:05.700

Sean Martin: In light of lack of offering, but also I really want to make sure that we understand what we're saying. When we say that somebody has set their goals.

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01:09:06.660 --> 01:09:13.830

Sean Martin: I just, I'm reflecting on what it was like to be a student and also all the students who interact with on a regular basis.

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01:09:14.280 --> 01:09:21.450

Sean Martin: Who really are, are not prepared to set their goals. And I know there is an option for people to hold off on a specific goal.

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01:09:22.110 --> 01:09:32.160

Sean Martin: But I really want to maximize the flexibility students have to change their goals in light of some interest that is developed in the course of their education plan.

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01:09:32.700 --> 01:09:42.330

Sean Martin: We had the privilege and pleasure of meeting with Steven Kotler who's the president of the statewide Student Government Association.

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01:09:42.870 --> 01:09:56.640

Sean Martin: From the community colleges at our conference and you know he was talking about how excited he was about many of the provisions of the vision plan. And

when we raise this issue about finishing faster or the goal of Completion with fewer units.

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01:09:57.660 --> 01:10:05.070

Sean Martin: It struck him as something new and surprising and he's he's majoring in four different disciplines.

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01:10:05.820 --> 01:10:12.180

Sean Martin: Kinesiology business administration communication studies and political science, he plans to graduate with four A's.

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01:10:12.600 --> 01:10:21.600

Sean Martin: He was talking about how he was a first generation student and that he would never have the opportunity to explore like this. If he had transferred earlier.

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01:10:21.930 --> 01:10:30.210

Sean Martin: To a four year college and he was also reporting how his mother. I had gone back to college and I'm really glad Vince for you to mention the the

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01:10:31.440 --> 01:10:42.600

Sean Martin: The, the Lifelong Learner prospect, because that's what she was doing and when he learned that the emphasis on finishing faster was a real central component of all of the initiatives.

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01:10:43.020 --> 01:10:49.920

Sean Martin: And and plans around the vision plan it caused him pause and we had a very interesting conversation. Following that

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01:10:50.190 --> 01:11:00.330

Sean Martin: Where he explained that that is a game changer for him. He was really concerned that the students. He represents would be potentially distracted from or denied opportunities to pursue

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01:11:01.410 --> 01:11:10.920

Sean Martin: Things at the community college where it remains affordable challenging for many students. And so that's all I was concerned with. I just want to make sure that we keep learning

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01:11:11.340 --> 01:11:23.700

Sean Martin: And and not abandon the intrinsic benefits of education and and not short shorten students ambitions and goals or aspirations to

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01:11:24.450 --> 01:11:29.040

Sean Martin: Pursue disciplines that maybe don't occur to them when they first sign up at the college

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01:11:29.760 --> 01:11:47.130

Sean Martin: In the first or second semester. And so that's what I'm hoping to maximize the flexibility students have so that everyone can pursue the rich opportunities we have the college independent of their means or backgrounds or experience with a call. Thank you.

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01:11:48.750 --> 01:11:53.910

Julie Thompson: Sean. Thank you. I had Laura next in the queue and Laura. Your hand is been taken down is that

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01:11:54.420 --> 01:11:56.640

Academic Senate: That I accidentally did that.

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01:11:56.790 --> 01:11:57.840

Academic Senate: As a dinner.

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01:11:58.140 --> 01:12:00.090

Academic Senate: Or Aspinall is the next

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01:12:00.900 --> 01:12:01.560

Laura Aspinall: Thank you.

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01:12:01.830 --> 01:12:12.930

Laura Aspinall: I had two points one just to respond to to Sean's comments and also to Vince's you know i i encourage us not to think about this as some sort of

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01:12:13.200 --> 01:12:22.740

Laura Aspinall: Either or or binary thinking that we cannot pursue academic excellence and exploration and also honor that we have students that have a very real life circumstances.

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01:12:23.010 --> 01:12:29.100

Laura Aspinall: That they have to balance and we need to be responsive to that it's not an either or, and I've heard that false dichotomy.

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01:12:29.490 --> 01:12:37.140

Laura Aspinall: Through this entire conversation we've been having over the last couple of years, and I encourage us to put it aside, I do not think it is useful.

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01:12:37.470 --> 01:12:45.480

Laura Aspinall: And it polarizes us versus talking about the things that we have in common, which is we all have a desire for our students to be successful and get what they need.

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01:12:46.320 --> 01:13:00.150

Laura Aspinall: That wasn't actually why I raised my hand. What I raised my hand to say was, I was curious as far as point of order, and to be respectful to my GP colleagues who were here. Are we going to hear for the last two workgroups before we continue on this conversation. Thank you.

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01:13:01.170 --> 01:13:08.940

Julie Thompson: And thank you, Laura. I meant to say something about this at the start, and thank you for that reminder. I want to worry about.

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01:13:10.530 --> 01:13:32.040

Julie Thompson: 15 minutes into this part of the conversation and I had been hoping we have two more groups that we need two more sets of recommendations that we need to get to. So I'd like to give this a few more minutes and then shift to the next worker recommendations. And so I see Tara Jacobson.

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01:13:33.270 --> 01:13:47.010

Tara Jacobson: I'll be brief because I want to give time to the next work groups, but I just want to say, we've done a great job of doing what Shawn's explaining, which isn't allow students to to explore and take multiple degrees they spend multiple years here some never leave

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01:13:47.220 --> 01:13:53.610

Tara Jacobson: We've done a great job of doing that for students. Well, we need to do or asking you right now is really help the students that

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01:13:53.910 --> 01:14:04.170

Tara Jacobson: Are asking for help and getting through by looking at our scheduling and how we do things and sort of honoring where they're at in their schedule and their life circumstances and how we can help them so

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01:14:04.320 --> 01:14:17.040

Tara Jacobson: I think we've done the other thing really well. We're not going to get rid of it or lose it, but are we really trying to help the students that are struggling and going elsewhere because they can't get what they need. Here in the timely manner. Thank you.

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01:14:17.700 --> 01:14:24.390

Julie Thompson: Okay, thanks so much. And I see tumor senators in the queue. I'm going to call in them. And then I'm going to shift us to the next conversation.

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01:14:26.160 --> 01:14:31.500

Julie Thompson: I see three hands in the queue on John Stover Sarah Wiley Sean Martin and then I'm going to wrap it up.

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01:14:33.150 --> 01:14:34.170

Julie Thompson: John Stover please

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01:14:35.520 --> 01:14:47.670

John Stover: Thanks, Julie. I really appreciated what my colleagues and and Sean said at the end of their statements about the importance of learning.

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01:14:48.060 --> 01:15:01.080

John Stover: The importance of the integrity of education. Our, our commitment to students to provide them options. Um, I do want to make one correction.

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01:15:01.560 --> 01:15:15.090

John Stover: Sean, you were interpreting part of our statement as completion at the expense of learning and that is absolutely not what we are proposing, what we are proposing.

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01:15:15.720 --> 01:15:24.600

John Stover: Is that we make options available to students that are transparent that are clear that are clearly articulated

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01:15:24.960 --> 01:15:40.410

John Stover: And that fold up and branch out along the oak tree of their journey so that the options that they have lead them along the path of learning in a dynamic student centered way.

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01:15:40.710 --> 01:15:51.000

John Stover: So that the choices they make actually result in them graduating with a certificate and a degree and, you know, maybe even a second certificate

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01:15:51.660 --> 01:15:59.790

John Stover: Um, I think the other important point, and I'll end on this note is that right now. We know that the majority of our students are part time

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01:16:00.510 --> 01:16:07.050

John Stover: And we also know that for many of them, it takes them six years to go through a two year program.

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01:16:07.920 --> 01:16:20.460

John Stover: So let's think for a second, what that would mean for any of us who went to a four year university. Do you think it's efficient to be in a bachelor's program for 12 years

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01:16:20.940 --> 01:16:31.980

John Stover: Figuring out what you're doing and where you're going and how you're operating I myself changed majors and spent five years and undergraduate, which is sort of a national average.

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01:16:32.730 --> 01:16:43.770

John Stover: But we can do better by our students and we can support the integrity of their exploration and their intellectual development. Thanks so much. Okay.

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01:16:44.100 --> 01:16:50.430

Julie Thompson: So as I said, I'm going to call on two more. And then we're going to shift. And also, I'd like to remind our

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01:16:52.080 --> 01:17:02.670

Julie Thompson: The body that we do not address one another so comments directed to the the chair, please. Thanks. I'm next in the queue is Sarah Wiley.

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01:17:04.260 --> 01:17:08.820

Sarah swhyllly@santarosa.edu: And so I just wanted to make the point that I think that

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01:17:10.380 --> 01:17:21.420

Sarah swhyllly@santarosa.edu: The problem is that I think that both what Laura said and what Sean said and have value and the issue is, I think for a lot of us.

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01:17:21.990 --> 01:17:28.500

Sarah swhyllly@santarosa.edu: Who have been more hesitant is not the question of whether or not we think we could do both because I think a lot of us believe that we can

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01:17:29.220 --> 01:17:40.140

Sarah swhyllly@santarosa.edu: But it becomes a false dichotomy. If we believe that we will not receive the kind of support, we need to do both. Well, if we believe the institutions.

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01:17:40.650 --> 01:17:49.530

Sarah swhyllly@santarosa.edu: And the bodies that govern our ability to do this work that fund it that support it are going to allow us to continue to do both. Well,

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01:17:50.280 --> 01:17:59.670

Sarah swhyllly@santarosa.edu: And I think that some of the fears that I'm hearing or that I do hear from my colleagues like Sean come from a place of having had experience.

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01:18:00.570 --> 01:18:14.640



Sarah swhyly@santarosa.edu: That that is not the case that when there is a particular agenda or view in mind that one side is right that there's a lot of pressure brought to bear on the decision to do one thing, and I think

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01:18:15.690 --> 01:18:26.610

Sarah swhyly@santarosa.edu: I don't think I doubt for one second. I know I don't doubt for one second. Any of my colleagues abilities to do both of those things that we're talking about very well. And if that were the only question.

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01:18:27.450 --> 01:18:34.110

Sarah swhyly@santarosa.edu: I would, I would never have anything to say about this whatsoever. My question is not about

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01:18:34.770 --> 01:18:42.780

Sarah swhyly@santarosa.edu: Your ability to do all this and to do it well. My question is about whether or not we're going to receive the support and the continued

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01:18:43.350 --> 01:18:52.980

Sarah swhyly@santarosa.edu: Ability to do that work and do it well that's I think where that fears or where those fears are rooted and that's what makes that not a false dichotomy. It's

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01:18:53.550 --> 01:19:01.440

Sarah swhyly@santarosa.edu: It's the thing that makes it a very real possibility and it doesn't come from us. It comes from outside on and so

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01:19:02.100 --> 01:19:15.990

Sarah swhyly@santarosa.edu: You know I value the voices that are asking that question, and at the same time I value the voices that are saying we have to evaluate we press forward. Regardless, and assume that we can do it and that we will do it. And then we will do our best to do it.

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01:19:17.190 --> 01:19:34.020

Sarah swhyly@santarosa.edu: But I don't think that we should discount the voices that are saying, I've seen this happen before and we can't necessarily trust these people, we have to put things in place to ensure that we're allowed to continue to do both and to do it as well as we have in the past. Thank you.

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01:19:35.310 --> 01:19:40.770

Julie Thompson: Thank you. We have 41 minutes left. I'm going to give Sean. The last word.

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01:19:42.060 --> 01:19:46.650

Julie Thompson: For what I hope for obvious reasons. And then we're going to move on to the next one. Thanks, Sean.

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01:19:47.310 --> 01:19:54.870

Sean Martin: Thank you. I just want to clarify. I'm not proposing a logical dichotomy. I'm proposing a practical dichotomy.

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01:19:55.380 --> 01:20:10.440

Sean Martin: And we have a context where we are dramatically reducing our schedule of classes and not all departments are impacted the same way. This is a budgetary issue and, for instance, in my department, the classes fill well before the

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01:20:11.580 --> 01:20:16.530

Sean Martin: Registration is closed. There are many people trying to add those classes who can't get in.

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01:20:16.890 --> 01:20:29.220

Sean Martin: And what I'm advocating for us for us to recommend to the district. The way to meet that problem. When a student can't get the class. They want to fulfill their education plan is to add classes to the schedule.

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01:20:29.970 --> 01:20:40.380

Sean Martin: Also, it's really important to understand that we're operating I like none of this is a critique of the Guided Pathways work groups work which I actually think is quite good.

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01:20:41.130 --> 01:20:51.150

Sean Martin: The problem here is that we're operating in a context as, as my fellow senator. So I said, where the state is intense on

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01:20:52.140 --> 01:21:03.180

Sean Martin: decreasing number of units to completion and there is a performance based funding formula being imposed. It's been delayed has many problems involved, but there are

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01:21:03.810 --> 01:21:20.580

Sean Martin: structural elements at the state level that are imposing nudging districts to adopt preference for some values over others. And in this case, efficiency or speed to completion is being emphasized, and there are pressures to go back to

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01:21:21.780 --> 01:21:23.040

Sean Martin: Our vice presidents comments.

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01:21:24.120 --> 01:21:33.000

Sean Martin: That are putting pressures on districts and students to not engage in exploration and to take out financial aid.

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01:21:33.870 --> 01:21:40.350

Sean Martin: As many have mentioned many of our students are part time because they have profound economic challenges.

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01:21:40.830 --> 01:21:51.060

Sean Martin: I know that's true by students if we had the opportunity to alleviate their needs to have two or three jobs on top of being a student, I'd be advocating for that wholeheartedly.

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01:21:51.540 --> 01:22:01.140

Sean Martin: But in the context of our budgetary restraints. I think the dichotomy is real, we have to we have to be on guard and to demand that our district not abandon

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01:22:01.560 --> 01:22:10.440

Sean Martin: Our long held values in favor of a completion agenda that is being driven at every single level of the state initiative process.

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01:22:10.680 --> 01:22:21.510

Sean Martin: Including the ODI and could be Guided Pathways, including the vision plan. Generally, and it's being pressured by the very corporations that benefit profit from student loans.

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01:22:21.810 --> 01:22:33.180

Sean Martin: The Lumina Foundation is started by a massive grant from the largest Student Loan Corporation in the country if we forget that context we're doing our students a deep the service.

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01:22:34.890 --> 01:22:40.650

Julie Thompson: Okay, thank you, Sean, and Monica. I'm sorry, but I am going to move on to the next item.

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01:22:41.100 --> 01:22:42.600

Monica Ohkubo: Of a point of order question.

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01:22:42.630 --> 01:22:43.020

Julie Thompson: About

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01:22:43.590 --> 01:22:50.520

Monica Ohkubo: That I have spoken on this topic yet and other senators have spoken on this topic and I hadn't yet my hand was up.

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01:22:52.530 --> 01:22:55.050

Julie Thompson: I'm sorry. You're right about that and

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01:22:55.230 --> 01:22:58.350

Monica Ohkubo: I'm sorry to even do that because I hate to be like that, but

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01:22:58.590 --> 01:22:58.950

Okay.

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01:23:00.150 --> 01:23:05.550

Julie Thompson: You're right. I did. I called on Sean for a second bite at the apple before calling on you. Okay.

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01:23:06.450 --> 01:23:12.390

Monica Ohkubo: I'll talk really fast, because I do think that this is excellent, excellent discussion on all points.

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01:23:13.710 --> 01:23:23.340

Monica Ohkubo: I and I wanted to just reassure people I'm on the mapping and scheduling group the completion agenda that whole idea exploration and the value like we all value those things we're all concerned about those things.

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01:23:23.610 --> 01:23:32.160

Monica Ohkubo: That was like leading our conversations every, a lot of the conversation that we had to ensure that we could do both. So we can try to be the best

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01:23:33.000 --> 01:23:39.990

Monica Ohkubo: For all students right and to not leave those students behind and push those agendas, because none. No one in that room ever said we have, you know,

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01:23:40.230 --> 01:23:50.280

Monica Ohkubo: No, let's push that completion agenda. I'm an evidence based person I evidence based medicine is all I do all day long. So for me, that helps data still speaks

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01:23:50.820 --> 01:24:00.960

Monica Ohkubo: really strongly that we need all of these and you know all these recommendations because cow pass data shows were not successful, and our students really need this. We need help. We need all this GP help

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01:24:01.260 --> 01:24:07.830

Monica Ohkubo: All the recommendations are amazing. Students are confused, our systems are not as efficient as they could be. And I think we all recognize that

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01:24:08.310 --> 01:24:17.670

Monica Ohkubo: From the website to mapping and scheduling to the digital backpack. These are all dire needs for us to just catch up with what some of our sister institutions are already doing and have been doing

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01:24:17.910 --> 01:24:22.920

Monica Ohkubo: So I'm excited and I hope that we approve all these recommendations. They're all amazing and

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01:24:23.760 --> 01:24:32.490

Monica Ohkubo: And I hope that finances don't come into it because it really could be something where we approve all these we think we love. We love them all. We want to do them we commit to them and

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01:24:32.940 --> 01:24:50.250

Monica Ohkubo: You know, let's talk about the order of operations later what's most important. And we can decide that later. And we can roll this out over years. Right. It's not all going to have to happen spring 2020 or 2122 right for spring 21. I'm sorry. So yeah, thank you very much for letting me speak.

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01:24:50.550 --> 01:25:07.380

Julie Thompson: Okay, thank you. And I apologize for I'm skipping over you like I did. Okay. Um, thank you. I'm really appreciating the quality of the conversation. And so let's move on to the next work group. And I'm going to share my screen.

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01:25:08.610 --> 01:25:09.900

Julie Thompson: And

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01:25:12.750 --> 01:25:19.830

Julie Thompson: Okay, so I hope that I'm going in the right order. Yeah, okay, academic support says up next, and.

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01:25:21.060 --> 01:25:21.510

Julie Thompson: I'm

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01:25:22.890 --> 01:25:37.530

Julie Thompson: Send it exact David it up, you know, George did mine ended one I'm doing one. So this is the one that I'm doing the title of the recommendation is in green at the top. All of these words and phrases that you see here. We're word taken verbatim from the

563

01:25:38.640 --> 01:25:42.000

Julie Thompson: From the, from the document and and

564

01:25:43.200 --> 01:25:54.960

Julie Thompson: So you'll see this is the first one and then we'll get to the backpack one in just a second. So I was able to have a conversation with Elizabeth Dale. She was one of the co leads for this group, and I'm

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01:25:56.100 --> 01:26:02.130

Julie Thompson: In preparation for facilitating that the conversation today and

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01:26:03.270 --> 01:26:13.200

Julie Thompson: So my takeaway from eating this. And, and I'm asking, Elizabeth, or anybody else in the worker to step in if I've got this wrong, but I think I've got the this

567

01:26:13.800 --> 01:26:25.650

Julie Thompson: The basic idea here is that there's a lot that's happening at the college. That's really awesome. But it's scattered. It's all over the place. And there's a handful of kind of

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01:26:26.760 --> 01:26:36.780

Julie Thompson: unifying principles that need to be applied. We need to communicate what we have better to students and invite them in and we need to

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01:26:37.230 --> 01:26:41.190

Julie Thompson: Make sure that their access to what we have is strong.

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01:26:41.640 --> 01:26:52.140

Julie Thompson: And and it needs to be kind of holistic coherent integrated instead of kind of scattered all over the place so that we don't even know what the resources are that are available to the students.

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01:26:52.680 --> 01:26:59.910

Julie Thompson: So when you look at this, you'll see a lot of words and phrases that reflect things that are already happening at the college

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01:27:00.270 --> 01:27:13.260

Julie Thompson: What I highlighted was that ethic that was kind of woven through this particular recommendation which has to do more with we need to communicate better. We need to emphasize, we need to invite them in. We need to have

573

01:27:13.500 --> 01:27:32.340

Julie Thompson: This coherent set of offerings and we need to make sure that their access is is strong. So with that, I am going to stop sharing unless anybody wants to

keep looking at this, we can pull it back up if you need to or senators anybody who wants to can just access the

574

01:27:33.360 --> 01:27:40.560

Julie Thompson: The Guided Pathways recommendations on the website senate website on our meetings material page and with that.

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01:27:41.790 --> 01:27:50.160

Julie Thompson: I will open up for discussion and I have two hands in the queue two senators I've sir Wiley and Laura Aspinall

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01:27:51.990 --> 01:28:03.180

Sarah swhyly@santarosa.edu: Oh, I'm not sure exactly how this is done when someone has a point of information or as other people are pointing out disappointed order or something like that, when it's correct to insert it or

577

01:28:03.900 --> 01:28:10.380

Sarah swhyly@santarosa.edu: How to do that in a zoom chat. It's a lot harder to figure that out. But I wanted to add a point of information on

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01:28:10.920 --> 01:28:16.380

Sarah swhyly@santarosa.edu: It seems like maybe some people are confused about a little bit about financial aid on a

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01:28:16.890 --> 01:28:25.620

Sarah swhyly@santarosa.edu: Financial Aid includes grants and and free money in addition to loans when somebody uses the phrase financially. They're not just referring to loans.

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01:28:26.160 --> 01:28:36.030

Sarah swhyly@santarosa.edu: And they're also referring to all of the grants and additional Institute's X institutional money money that's outside the institution that's available from the federal and state government that is

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01:28:36.360 --> 01:28:51.960

Sarah swhyly@santarosa.edu: Also included when people use that that phrase financial aid on I still don't think it's a good idea necessarily to have our students burn



through even their free money here. Um, but, but I just want to make sure everybody knows what what that is on that it's not just loans.

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01:28:52.170 --> 01:28:55.170

Julie Thompson: Okay, sorry. Thank you for that. I'm Laura Aspinall

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01:28:58.320 --> 01:29:11.880

Laura Aspinall: Thank you. And so I just I read through the, the report and the document and I am, by and large, in favor of the recommendations from the guided path ways workgroups I did have

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01:29:12.510 --> 01:29:25.050

Laura Aspinall: Having served on the ICC committee for many years and having looked fairly closely at the Palace data. What that we got back, it's actually not terribly positive

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01:29:26.220 --> 01:29:34.620

Laura Aspinall: And that's not to say that I don't think that pals is worthwhile, necessarily. I was actually quite surprised to see that originally

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01:29:35.010 --> 01:29:47.580

Laura Aspinall: And I feel like that if we're going to be moving forward with voting up and down specific recommendations I need more information about why that is. Before we start dedicating

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01:29:48.060 --> 01:30:06.330

Laura Aspinall: Resources towards specific programs. So, um, I don't know if any of the GP work group members have any more information about that or if they've done any kind of digging into why the, the numbers for power, the data for pals is not

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01:30:07.710 --> 01:30:12.030

Laura Aspinall: It's not showing to really move the needle in the way that it it's it's expected to

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01:30:12.720 --> 01:30:19.710

Laura Aspinall: If that's something in the way that we're collecting that information on the way we're utilizing pounds or faculty

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01:30:19.950 --> 01:30:30.720

Laura Aspinall: Need more support with how to make best use to probably, I don't know. I'm just kind of spit balling here, but I feel good. It's something that was worthy of have some further investigation. Thank you. Okay, thanks.

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01:30:31.080 --> 01:30:47.490

Julie Thompson: Um, I also have Jennifer Carlin Goldberg and Joe Hassler in the queue and then fairly soon. I'd like to shift over and just pull the other recommendation onto the screen will take a quick look at it and I'm allowed time for that as well. So, Jennifer, please.

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01:30:49.020 --> 01:31:04.980

Jennifer Carlin-Goldberg: Yeah i wanted to i mean i wanted to explore. Well, you know what was intended for policy as well because Palace is something we use in the in the math department and i i do remember from, you know, from the, from the spring, the

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01:31:06.060 --> 01:31:22.110

Jennifer Carlin-Goldberg: Some of the things that were discussed about pals like bringing in people from other schools or paying them with units and things like that. And I don't see that in this record version of the recommendation. So I don't know what the status of that.

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01:31:23.280 --> 01:31:27.690

Jennifer Carlin-Goldberg: Of that is anymore. And there's also

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01:31:29.160 --> 01:31:32.790

Jennifer Carlin-Goldberg: A bit little bit later about the different

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01:31:33.930 --> 01:31:36.030

Jennifer Carlin-Goldberg: You know, the, the different tutorial.

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01:31:37.890 --> 01:31:45.240

Jennifer Carlin-Goldberg: The support centers like like the math lab and the tutorial centers and college skills and all that and

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01:31:46.050 --> 01:31:59.970

Jennifer Carlin-Goldberg: What wasn't clear to, to me, was whether or not that it was putting all the information about these tutorial centers under one maybe maybe virtual umbrella where you go to

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01:32:00.330 --> 01:32:14.190

Jennifer Carlin-Goldberg: You get directed to a website that says here's where you can go to get the support you need. Or if this was going to be more of a managerial umbrella where all these different groups are going to get brought together to

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01:32:15.510 --> 01:32:24.930

Jennifer Carlin-Goldberg: Under the same manager and and I was hoping for clarification on that. Thank you. Okay, thanks.

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01:32:25.260 --> 01:32:34.170

Julie Thompson: I'm Elizabeth I noticed that you had your hand up. Elizabeth Dale is one of the arm. The co leads for this work group and I think she may be able to clarify some of these questions.

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01:32:34.710 --> 01:32:43.890

Elizabeth Dale: Yeah, I just wanted to address both of them one I really appreciate the comment about pals because we did do. Do we did do a pretty thorough researching on on

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01:32:44.220 --> 01:32:55.050

Elizabeth Dale: The successes and perhaps some of the need for improvement on pals and you use respond on one of the things that was brought up is that it is very successful in some places.

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01:32:55.320 --> 01:33:04.500

Elizabeth Dale: And some arenas and with some professors and maybe not so much and a few other areas. So a consistent approach to how those pals are trained

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01:33:04.770 --> 01:33:14.760

Elizabeth Dale: As well as giving training for the faculty when they need to use a pal because there's an inconsistency there for sure. So that's really I think that's an excellent point. And I

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01:33:15.390 --> 01:33:30.390

Elizabeth Dale: And we are still looking at this idea of bringing in if I've got this correct. We are we are looking at bringing in people from other colleges to be tutors Isa and participate in the classroom.

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01:33:30.900 --> 01:33:36.300

Elizabeth Dale: Again effort for an internship as an internship.

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01:33:36.600 --> 01:33:36.810

But

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01:33:38.670 --> 01:33:39.570

Elizabeth Dale: Hearing other people

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01:33:40.680 --> 01:33:41.280

Elizabeth Dale: Thank you.

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01:33:41.310 --> 01:33:42.210

Laura Larque: Don't do

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01:33:42.300 --> 01:33:43.530

Julie Thompson: This a bit. Thanks so much.

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01:33:43.920 --> 01:34:03.420

Julie Thompson: I'm Laura LAR K I hear your voice. Are you trying to get into the queue or is this a muting issue. Okay, I'm going to move on. Just let me know, okay, I'm next in the queue is Joe faster. And then I have carrot and Kyla, and then I'm going to shift over to the other recommendation.

614

01:34:05.040 --> 01:34:15.300

Joe Fassler: I just basically wanted to kind of that kind of along the lines of what Jen was saying, I kind of wanted to know what what the I. It doesn't the proposal doesn't have anything really specific about how to integrate these areas.

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01:34:15.660 --> 01:34:24.840

Joe Fassler: And so there's not really much clarity on the on the action that will be moving forward and and i think i would be in supportive of more of a virtual

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01:34:26.100 --> 01:34:31.890

Joe Fassler: approach to doing it, than to try to re, re trigger these organizations. I don't see how you could really combine

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01:34:32.520 --> 01:34:39.600

Joe Fassler: That there are four different very important programs for students, but I don't think they have enough in common that you can really manage them together so

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01:34:39.990 --> 01:34:51.780

Joe Fassler: I think the students, maybe need a clear point of connection to know where they can go for help, would be the way I would look at it, unless someone has another idea. I'm happy to hear other ideas, but I think that could be clarifying

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01:34:53.220 --> 01:34:55.320

Julie Thompson: Joe, thanks so much. I'm cat sounds

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01:34:57.420 --> 01:35:06.330

Kat Valenzuela: Like, um, well I guess you know i i i like all the ideas. I really do. Um, I was just wondering if the work group, you know, because we're talking about

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01:35:06.750 --> 01:35:27.570

Kat Valenzuela: Academic Support. And one thing I was thinking of. And I wasn't quite sure whether this was part of mapping and scheduling to but it was also academic support, but I would say you know how educated, I guess our students on ABC 705 and what that has done in terms of

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01:35:28.740 --> 01:35:40.620

Kat Valenzuela: You know the classes they're allowed to take and you know the classes before that, you know, yes they can take, you know, transfer level classes, however.

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01:35:41.880 --> 01:35:48.690

Kat Valenzuela: Do they do they understand why this law was enacted, I guess. And I guess it kind of goes also back to this.

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01:35:48.930 --> 01:35:58.650

Kat Valenzuela: Idea of academic support in terms of if the students are in the appropriate classes that also is academic support for the faculty and when they go to tutoring or US pals.

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01:35:58.950 --> 01:36:11.130

Kat Valenzuela: That they're getting the right academic support at that time versus being you know so far underwater that they're, you know, they're struggling to succeed.

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01:36:11.730 --> 01:36:19.920

Kat Valenzuela: Because they're so woefully unprepared. So I guess that's kind of my question to the work group is this education idea to the students of what

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01:36:21.090 --> 01:36:23.670

Kat Valenzuela: Has done and happened. Thank you.

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01:36:24.330 --> 01:36:30.990

Julie Thompson: Okay, thanks. Kat. Um, hi. What I'm going to give you the last word on this part and then we'll transition over. Okay, thanks.

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01:36:31.470 --> 01:36:40.170

Kyla Wegman: Um, I think I, as others have said, I'm just struggling to see where this is kind of all coming together and particularly with the pals, looking at this from a counseling perspective.

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01:36:40.350 --> 01:36:53.940

Kyla Wegman: If we were to go back to mapping and scheduling I pals can really significantly affect students completion and their own scheduling options. And so I'm concerned how much we're relying on our students to then adjust their own schedules to service pals.

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01:36:54.330 --> 01:36:57.000

Kyla Wegman: And I'm not sure if we've gotten into the

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01:36:57.270 --> 01:37:10.980

Kyla Wegman: Intern proposal yet but I'm I'm concerned about that as an option as well. Given that we don't actually have a lot of local for your universities and there are some legal issues with interns that if they're going to be interns, we have to pay them.

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01:37:11.250 --> 01:37:18.000

Kyla Wegman: And so I'm actually just really concerned that these options are not viable for our students or fiscally

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01:37:19.680 --> 01:37:35.580

Julie Thompson: Okay, thanks. Kyla, and as promised, I'm now going to move over and use some remaining minutes, but I want to give a big chunk of time to the next group. This can roll to our next meeting, um, people have a lot to say.

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01:37:36.660 --> 01:37:50.280

Julie Thompson: And. Okay, so here is the the backpack initiative, people have already referenced it and virtual and physical so possibly two different threads of development here.

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01:37:51.360 --> 01:38:01.500

Julie Thompson: And if anyone wants to take any more of a look at this, we can and if not, I'm going to stop sharing. So we can look at each other, but if you want

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01:38:03.090 --> 01:38:09.120

Julie Thompson: That crib sheet backup, just let me know and I see Lauren nay house in the queue.

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01:38:12.690 --> 01:38:29.010

Lauren Nahas: Hi everybody. Um, yeah, about the backpack. Like, I guess I sort of have a concern about, you know, after going to conferences and getting bad from conferences that just sit in my house and don't go everywhere anywhere. I'm just thinking about our landfills, a little bit.

639

01:38:30.150 --> 01:38:48.300

Lauren Nahas: That's of concern to me. I wonder if there have been what, what other examples of this type of program there are. And you know what impact that type of program had. And then also, I was a bit confused about it said that you could they could exchange their backpack.

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01:38:49.650 --> 01:38:50.640

Lauren Nahas: If they shift.

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01:38:51.750 --> 01:39:02.910

Lauren Nahas: Major or focus of their studies focused and I just a wonder how that might happen. And I'm also very interested intrigued by like the digital format of it.

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01:39:04.170 --> 01:39:05.910

Lauren Nahas: Thank you. Okay, thanks.

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01:39:06.150 --> 01:39:09.030

Julie Thompson: I'm Elizabeth, can I call on you again to ask you to

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01:39:09.150 --> 01:39:11.010

Julie Thompson: Answer that question. Yes.

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01:39:11.160 --> 01:39:16.680

Elizabeth Dale: Yeah, absolutely. Um, I think it was sort of more of a way to it's it's a metaphor.

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01:39:17.280 --> 01:39:23.280

Elizabeth Dale: And the idea of every student getting a backpack was kind of, I agree that those back those plastic baggies full of

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01:39:23.550 --> 01:39:30.540

Elizabeth Dale: You know, pencils and erasers and whatnot that sit in the back of our closets. I agree that's useless. And that's the whole point, isn't it.

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01:39:31.050 --> 01:39:43.380

Elizabeth Dale: aren't we trying to make sure that every student has what they need and that we have a concerted unified approach to what it is they actually need and we pay attention to each individual student

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01:39:43.710 --> 01:39:58.860

Elizabeth Dale: And, and, of course, I believe we even have a program. And one of the departments on the SRT campus as our as our DC campus that is using this notion of a virtual type of backpack and I think

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01:40:00.150 --> 01:40:11.850



Elizabeth Dale: It could, of course, it could be virtual. It looks like it's going to be virtual possibly, who knows. But nonetheless, the idea is, it is a synchronized approach. And yes, exchanging the backpack.

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01:40:12.450 --> 01:40:26.370

Elizabeth Dale: If you can imagine this is this is this is going to the idea that students can explore and if they're in a philosophy class and they're carrying the fact that says they're going to be a Spanish major

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01:40:26.820 --> 01:40:36.780

Elizabeth Dale: And they suddenly say, wait a minute, I want to do this too, or I want to do this instead. But they get to start making choices. So, of course, it's more of a metaphor.

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01:40:37.380 --> 01:40:53.700

Elizabeth Dale: Is what was intended when we say exchange backpack really i mean i i'm so inspired by this whole notion of the of the lungs on the end. Oh, I want to use that word for everything, actually, to integrate everything this notion of we want to launch our students. Anyway, thank you.

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01:40:53.820 --> 01:41:05.700

Julie Thompson: Elizabeth. Thank you. Appreciate that. I'm I have two more people in the queue. Um, I have Monica and then Laura Aspinall and then I'm going to turn this over for the, the next part of the conversation.

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01:41:07.680 --> 01:41:12.690

Julie Thompson: Monica. Oh, I'm sorry. This your hand was up, but it's gone now. Okay. Monica.

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01:41:13.920 --> 01:41:24.600

Monica Ohkubo: Really quickly, thank you. I was just wondering if the group had discussed in the Guided Pathways discussion. The other night I think it was brought up, but the the idea of digital

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01:41:25.050 --> 01:41:34.020

Monica Ohkubo: I think just for sustainability and all these other reasons, it would make sense for it to be digital, but I was wondering, and I was talking to some students and some other faculty members. And I wonder if

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01:41:34.950 --> 01:41:45.990

Monica Ohkubo: That digital backpack could also be as we move forward and app could also be entertained as a form of digital backpack. Because if we could offer students in app and they would just have it at their fingertips.

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01:41:46.380 --> 01:41:52.290

Monica Ohkubo: You know, they could find their path and find their way and where they need to go. So I just want to throw that out there. Thank you.

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01:41:52.800 --> 01:41:55.980

Julie Thompson: Okay. Thanks so much, and more. You are going to get the last word on this one.

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01:41:58.200 --> 01:41:59.730

Laura Aspinall: Oh, I'm sure that's not the case.

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01:42:02.790 --> 01:42:16.320

Laura Aspinall: So I in regards to the backpack. I really endorse the idea of the digital and have concerns regarding paper or physical, but I also do have some reservations and I know this is a little nitpicky

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01:42:17.040 --> 01:42:24.660

Laura Aspinall: But I do just want to put, you know, we mentioned that 75% of our students are part time many of those students are

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01:42:25.350 --> 01:42:34.020

Laura Aspinall: Grown Adults meaning, you know, not in their early 20s or late teens. And so some of the language that we use, like backpack is um

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01:42:34.320 --> 01:42:45.390

Laura Aspinall: It's kind of, it's kind of juvenile, you know, as far as I know that's not the intention. But as far as the the imagery that that conjures up for a student. It's very reminiscent of junior high, high school, etc.

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01:42:45.720 --> 01:43:00.060

Laura Aspinall: And so I just want to, I think that's important part of our conversation that we need to recognize that the bulk of the students that we're serving are not in the 18 to 22 demographic. So I just want to make that point. Thank you. Okay.

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01:43:00.270 --> 01:43:04.590

Julie Thompson: Thanks so much. And I think at this point I am turning it back over to and on again.

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01:43:06.420 --> 01:43:15.210

Anne Donegan: Absolutely. Thank you, President Thompson, I'm Amanda. Can I ask you to share the last document about the intro to college group, please.

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01:43:17.160 --> 01:43:17.340

Anne Donegan: And

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01:43:18.390 --> 01:43:29.760

Anne Donegan: Thank you so much. And while the man is doing that again. It should remind all of my senate colleagues that you've read the informative document from this group and that there were two recommendations.

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01:43:31.080 --> 01:43:32.070

Anne Donegan: That you read about

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01:43:33.420 --> 01:43:44.490

Anne Donegan: One was about consolidating all of the first year programs on our campus and an easily accessible.

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01:43:46.800 --> 01:43:51.060

Anne Donegan: Location and office a web page, right, and then

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01:43:52.380 --> 01:44:02.400

Anne Donegan: Hopefully, creating an A. First Year Experience coordinating committee that would oversee these programs. So that is the recommendation number one.

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01:44:02.910 --> 01:44:10.950

Anne Donegan: And then recommendation number two is about creating an interdisciplinary top first year experience course or seminar.

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01:44:11.550 --> 01:44:23.490

Anne Donegan: That focuses both on or focuses on academic discovery college skills and community engagement. So something some rich academic

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01:44:23.970 --> 01:44:46.710

Anne Donegan: Curriculum, but also the college support that's needed for many of our incoming students. So you read the you read the documents. Here are some bullet points. I'll open that discussion to the senate floor. And I'm Amanda maybe in about two minutes, you could pull down that document.

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01:44:49.590 --> 01:44:50.100

Julie Thompson: Okay.

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01:44:52.230 --> 01:44:55.170

Julie Thompson: Thanks, and on again. I appreciate that and

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01:44:58.320 --> 01:45:03.780

Julie Thompson: Give people a moment to digest and then see whether we have anyone who wants to speak to the issues.

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01:45:16.650 --> 01:45:22.470

Julie Thompson: And Jeff Hassler and were you trying to say something there in. Okay, Joe.

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01:45:22.890 --> 01:45:23.970

Joe Fassler: Okay, thanks. Um,

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01:45:24.480 --> 01:45:33.420

Joe Fassler: I guess my, my main the and i don't know maybe I'm ahead of maybe I'm maybe ahead here. I'm looking at recommendation number two. The, the course of an introductory course.

684

01:45:33.930 --> 01:45:46.440

Joe Fassler: And I guess I'd like to just kind of entertain some discussion about that is it. Would it be a required course like a local requirement like the LR requirement or would it be like an elective option.

685

01:45:47.850 --> 01:45:52.380

Joe Fassler: You know, and maybe students could help. This can be part of like the mapping sort of thing.

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01:45:53.550 --> 01:46:01.590

Joe Fassler: I would sort of see it as an I would sort of see like as an optional course. It'd be a really good thing i i think if you require it. You're going to it could could start to cause

687

01:46:02.640 --> 01:46:10.140

Joe Fassler: Issues. But anyway, I just thought I was sort of toss that out there is something we should we should talk about creating a curriculum like that.

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01:46:11.310 --> 01:46:12.390

Julie Thompson: Okay, thanks so much.

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01:46:14.070 --> 01:46:19.230

Julie Thompson: So this is a single discussion item, all of this stuff, even though we've kind of broken it up and

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01:46:19.980 --> 01:46:30.930

Julie Thompson: So quite a number of people in the queue. And I'm going to skip senators and senators who have already spoken once for this discussion as well as guests, and then we'll circle back around.

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01:46:31.440 --> 01:46:40.170

Julie Thompson: As we do so, I believe, learn a house you have already spoken to the issue to during today's discussion, is that correct

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01:46:40.830 --> 01:46:42.930

Lauren Nahas: Yes, ma'am. Okay. Thanks so much.

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01:46:42.960 --> 01:46:45.120

Julie Thompson: Okay, Nicole, France, I believe you have not

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01:46:47.520 --> 01:46:48.660  
Nicole Frantz: Yeah, I haven't spoken.

695  
01:46:48.660 --> 01:46:58.020  
Nicole Frantz: Okay. Um, I was just wondering if the group discuss this is really seems geared towards our 18 year olds that are going to come to the JC

696  
01:46:58.470 --> 01:47:04.980  
Nicole Frantz: Of high school to college, they're going to be full time. That looks like it's really focused on that students playing on transferring

697  
01:47:05.460 --> 01:47:16.860  
Nicole Frantz: But what did you guys discuss our students are coming for a certificate, just a one or two class program our returning students at night or

698  
01:47:17.340 --> 01:47:27.630  
Nicole Frantz: I just feel like this is just one kind of a small segment of our population. And so I love the first year experience. We call them at the moment we have counseling 10

699  
01:47:28.140 --> 01:47:33.150  
Nicole Frantz: Which is a one semester program that does incorporate a lot of this. We used to have a counseling 11

700  
01:47:33.630 --> 01:47:47.640  
Nicole Frantz: That due to budget cuts, I want to say about in 2008 to 2010 got cut. So we have kind of this framework already in mind, but I'm just wondering, what did you guys talk about how to capture, not just this one little segment of the population.

701  
01:47:48.480 --> 01:47:59.190  
Julie Thompson: Okay, and thank you. And since that's a question that I think has been directed to the work group and we also had Tara Johnson in the queue, Tara. Is it true, this is your work group, is that correct

702  
01:48:00.150 --> 01:48:09.150  
Julie Thompson: Is no not okay. Is there someone from this work group. One of the leads, perhaps, who can address that question, Sarah. Beth lesson. Thank you.

703

01:48:11.460 --> 01:48:28.080

Sarah Lesson: Hi. Thanks. So the question that I'm answering is that the specifically on recommendation to the creation of an interdisciplinary seminar that it seems to focus exclusively on high school students or students who are looking for transfer was that

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01:48:29.370 --> 01:48:29.700

Sarah Lesson: Because

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01:48:29.970 --> 01:48:32.820

Sarah Lesson: I was just making sure I understood the question um

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01:48:34.080 --> 01:48:39.660

Nicole Frantz: That's how it appears to me. And then I'm all there's I follow up questions, but I don't have a limited amount of time.

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01:48:39.840 --> 01:48:49.230

Nicole Frantz: Also articulation and other things like that. But yeah, I was just wondering, do you have other plans, besides just for transfer student that's just coming out of high school and

708

01:48:49.290 --> 01:48:51.720

Sarah Lesson: I think my answer might also go to address some of

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01:48:52.890 --> 01:49:01.680

Sarah Lesson: Those concerns as well. I'm sorry, I don't know if I'm allowed to address specific people. You said earlier that senators aren't supposed to. But, um, the, the earlier question as well.

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01:49:02.400 --> 01:49:10.890

Sarah Lesson: That I want to make clear that our recommendation for for our work group is actually a call for further inquiry into the development of a first year seminar.

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01:49:11.070 --> 01:49:18.900

Sarah Lesson: So if it was being moved forward, we would want to have a community conversation that's actually in the language of the original recommendation and it's long form.

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01:49:19.110 --> 01:49:27.420

Sarah Lesson: And so we want this to be a first year student is defined very broadly as somebody who is new to our institution and maybe

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01:49:27.840 --> 01:49:34.350

Sarah Lesson: Or maybe coming back after some period of time where they haven't been doing college level work and it brings them into the computer.

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01:49:34.800 --> 01:49:45.090

Sarah Lesson: Into our intellectual community. It excites them about inquiry and knowledge and maybe it also folds in some college skills that are relevant and necessary for producing work.

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01:49:45.420 --> 01:49:53.340

Sarah Lesson: In their other classes, the types of basic bedrock skills that they can bring along with them, whether they're searching for a certificate or for

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01:49:54.030 --> 01:50:05.940

Sarah Lesson: A transfer or for an associate's degree. And so we didn't mean to design this to seem as if it's only going to be geared towards a specific population of students. And so that's the conversation. I would love to have further

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01:50:06.240 --> 01:50:14.670

Sarah Lesson: If you decide to move forward with the recommendation. It's about how would we create like the question of whether it would be required or whether it would be voluntary.

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01:50:15.120 --> 01:50:22.980

Sarah Lesson: Different institutions do that differently. How many credits, does it like there are so many different models and questions. And that's all in the we also tried to

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01:50:23.310 --> 01:50:38.280

Sarah Lesson: gesture towards those details in our recommendations. And so that's what we would hope to do say next semester is form a committee or get together to do further inquiry. So we could assess our needs at the JC

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01:50:38.550 --> 01:50:46.890



Sarah Lesson: And in line with our values, create a course that would be good for us. So that's what we were thinking with the second recommendation. Okay.

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01:50:46.980 --> 01:50:49.920

Julie Thompson: Thank you for that clarification. I appreciate it. Just going to

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01:50:51.630 --> 01:51:00.780

Julie Thompson: remark that it's 10 minutes to the top of the hour. And we are so we're getting to the end of our time. There are a number of people in the queue and

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01:51:01.440 --> 01:51:16.920

Julie Thompson: I just wanted to kind of take the temperature of the room or have people take their own temperature we can move this to action at our next meeting and have further discussion on it. And I just want to put that out there and I will

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01:51:18.450 --> 01:51:28.260

Julie Thompson: Consider a motion of that sort, later. But at this point, I'm going to call on Jessica Bush, who I believe has not yet addressed the discussion question.

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01:51:29.100 --> 01:51:37.800

Jessica Bush: Yeah, I have not. I just wanted to say that I was on this work group. I'm also a counselor and I'm on academic senate so

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01:51:38.340 --> 01:51:56.850

Jessica Bush: I just want to say from both a counselor perspective and somebody in this work group. We did do a thorough discussion about the different students that we serve at this institution and how this first year experience could be fit for a variety of different students

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01:51:57.930 --> 01:52:11.310

Jessica Bush: So I know Sarah spoke to that, just a minute ago and she did so beautifully. But we also, we did a lot of research we looked at, you know, Pasadena City College. We looked at Glendale Community College who does a summer bridge and we looked at a lot of different

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01:52:12.360 --> 01:52:17.100

Jessica Bush: Groups and schools that do something similar to kind of what we're proposing.

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01:52:17.370 --> 01:52:26.370

Jessica Bush: But we also wanted the language to show that we know that there's other schools who do it but we wanted to make sure that we were going to design something that really fit for

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01:52:26.580 --> 01:52:35.970

Jessica Bush: Santa Rosa Junior College and our student population. And we also want to incorporate things that are already in place, because we recognize the fact that there are

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01:52:36.240 --> 01:52:45.900

Jessica Bush: courses that are currently being offered that really serve well to First Year Experience students. So this is all stuff that you know really was brought up a lot in our discussion and

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01:52:46.590 --> 01:52:57.870

Jessica Bush: That's one of the things about these fun work group recommendations, is it kind of boils down months and months of conversation and research into these two little pages. And so it is something we discussed and

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01:52:59.400 --> 01:53:02.910

Jessica Bush: Obviously, it's something that I really support because I was involved, but

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01:53:04.050 --> 01:53:15.690

Jessica Bush: I just wanted to say that we did have a lot of discussion and we recognize the fact that our student population is really diverse in a lot of different ways. And we want to pay homage to that in any way we can. Okay.

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01:53:16.380 --> 01:53:31.950

Julie Thompson: Jessica, thank you for that. Um, and I believe that the the last senator on in the queue has who has not yet spoken as Michael Aparicio, is that correct and holler. If you're in the queue and you have not yet senators have not yet spoken. Okay, Michael.

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01:53:35.190 --> 01:53:38.550

Michael Aparicio: So I want to make it clear that what I'm about to say is

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01:53:39.780 --> 01:53:48.990

Michael Aparicio: not meant to suggest we should continue conversation. Next time I think I'm hoping we can move this to action for next time. But I'm wondering if between now and then.

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01:53:49.650 --> 01:54:04.080

Michael Aparicio: Given sir best response, which I greatly appreciate it. I was wondering if that second item needed to be rewarded, a little bit. It seemed a little too specific, because it did seem to focus on a particular

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01:54:05.130 --> 01:54:06.060

Michael Aparicio: Type of student

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01:54:07.140 --> 01:54:12.810

Michael Aparicio: So I was just wondering if between now and then if we could, we're allowed to reward that a little bit.

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01:54:14.040 --> 01:54:25.080

Julie Thompson: Okay, can I also jump in here and say this is a huge chunk of work. You know, it's that you all read that document. There's a lot in there and

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01:54:25.560 --> 01:54:33.240

Julie Thompson: One of the things that senate exact has been trying to do is to have this constant, constant communication with the work groups so that we're checking in to

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01:54:33.810 --> 01:54:36.090

Julie Thompson: You know, make sure that that the work that

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01:54:36.750 --> 01:54:42.480

Julie Thompson: You know, we don't want to send people off in a direction that's inconsistent with the Senate and then have the senate disappointed down the road.

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01:54:42.750 --> 01:54:58.590

Julie Thompson: So we can be fine tuning. We can check in with each other. Um, so I don't think we have to dot every I and cross every T. At this point, I just want to put that out there. Um, and I'm seeing Laura Aspinall in the queue.

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01:54:59.910 --> 01:55:07.320

Laura Aspinall: Yes, I would like to make a motion that we move the Guided Pathways recommendations to the action agenda for the next meeting.

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01:55:07.920 --> 01:55:11.580

Julie Thompson: Okay. And there's a second. Okay, thanks. Um,

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01:55:13.440 --> 01:55:21.300

Julie Thompson: If they're further discussion of that or can we do a roll call vote. And then we can put this on an on the action.

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01:55:22.440 --> 01:55:29.070

Julie Thompson: Agenda for November 18 but we can have more discussion before we actually call the vote. Okay.

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01:55:31.350 --> 01:55:41.910

Julie Thompson: Okay. Was there any further discussion of the of the motion to move this to action at the next meeting. And so, Laura. Your hand is still up or are you still do satisfy your

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01:55:42.000 --> 01:55:46.410

Laura Aspinall: Oh, sorry. I just didn't take it down yet. I wanted to make sure my job was done with Vicki, the motion.

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01:55:47.610 --> 01:55:55.290

Julie Thompson: And I think that both Sean and cat have spoken twice. I'm Tara Johnson was in the queue and I

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01:55:56.340 --> 01:56:01.770

Julie Thompson: Interest she still is. Um, can I call on Tara Johnson, she has not spoken yet.

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01:56:06.090 --> 01:56:07.500

Julie Thompson: Tara or yeah

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01:56:07.680 --> 01:56:13.830

TJ Johnson: Yeah. Hi, thank you. I really appreciate this conference station. The questions that are being posed.

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01:56:14.880 --> 01:56:25.020

TJ Johnson: To everyone in the committee's I really appreciate that. It's great feedback. And I just wanted to make a quick comment about. It's very similar to something. Julie just said is that the recommendations going forward.

757

01:56:26.130 --> 01:56:34.890

TJ Johnson: The work that's going to be done in the next phase of implementation is still going to be under the umbrella of the academic senate under the purview, and everything will be coming back.

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01:56:35.100 --> 01:56:41.490

TJ Johnson: So it's not like you're going to say, yeah, we like these recommendations and then we're going to run away into you know all this crazy stuff.

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01:56:41.760 --> 01:56:51.210

TJ Johnson: We're going to be very closely, working with the Senate to say, Are we on the right track, are we are we are we doing the work that we're supposed to be doing right and we and the Senate still has

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01:56:52.140 --> 01:56:58.980

TJ Johnson: Has the purview. All we're all of that. So that's what I wanted to say I'm hoping that the recommendations go forward at the next meeting. And that's all I had.

761

01:56:59.190 --> 01:57:02.850

Julie Thompson: Thank you so much, or am I have cat in the queue.

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01:57:04.110 --> 01:57:04.950

Julie Thompson: And then

763

01:57:06.060 --> 01:57:07.590

Julie Thompson: We have time for about cat.

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01:57:08.190 --> 01:57:14.850

Kat Valenzuela: Well, I would just wanted some clarification on on the motion. Are we, motioning to send forward.

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01:57:15.960 --> 01:57:17.520

Kat Valenzuela: The previous

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01:57:19.290 --> 01:57:27.540

Kat Valenzuela: These intro to college academic support mapping and scheduling and then the first one. Are those. What are we moving forward, because I believe there's one last

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01:57:28.500 --> 01:57:40.320

Kat Valenzuela: Recommendation at the very bottom that we haven't gotten to yet. So I'm wondering if that is separate or when we are just so I'm just, I'm just looking for some clarification, what the motion is moving forward. Okay.

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01:57:41.040 --> 01:57:47.400

Julie Thompson: And write a little clarification and I'd like to speak to the collective on that fifth

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01:57:48.480 --> 01:57:59.850

Julie Thompson: set of recommendations, but we can do this in more detail next week what we're talking about right now is is just having this appear on the action agenda at our next meeting, so that we're poised to vote.

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01:58:00.360 --> 01:58:10.290

Julie Thompson: And otherwise, it comes back. If it's not moved to action today, it comes back as a discussion item again on the next agenda and so

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01:58:11.520 --> 01:58:21.330

Julie Thompson: And then before any final vote is called there will be discussion, the Senate will decide what they want that actual motion to look like there might be amendments to emotion, so

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01:58:21.810 --> 01:58:34.290

Julie Thompson: The Senate can work that out in that discussion so that by the time we call a vote. We're good. The collective recommendation has a number of things on it that I think are really interesting and pretty exciting.

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01:58:36.210 --> 01:58:44.670

Julie Thompson: And I think they're things that we need to talk about, but they're not specific to the recommendations that the Senate asked for in these these four areas of work group.

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01:58:45.000 --> 01:58:53.370

Julie Thompson: And some of it is not our purview, and some of it is a fa. Some of it is stuff that we need to work on with the with the district.

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01:58:53.850 --> 01:59:03.240

Julie Thompson: And I'm really committed to bringing that stuff back and, you know, figuring out how we can get our hands on the work that's appropriate for us to get our hands on.

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01:59:04.440 --> 01:59:06.780

Julie Thompson: But I think we need to set it aside for now.

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01:59:09.000 --> 01:59:15.660

Julie Thompson: And that is, and I, we can definitely talk more about that. That is my two cents on that one.

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01:59:16.800 --> 01:59:24.660

Julie Thompson: Okay, so we're two minutes to the top of the hour. I mean, I was a pilot to do a roll call vote so that

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01:59:25.710 --> 01:59:30.360

Julie Thompson: can appear as an action item on the November 11 agenda. Thanks.

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01:59:31.410 --> 01:59:32.340

Paulette Bell: Aparicio

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01:59:32.670 --> 01:59:34.650

Paulette Bell: Yes Aspinall

782

01:59:34.860 --> 01:59:38.580

Paulette Bell: Yes. Bell yes Belgian ski.

783

01:59:38.910 --> 01:59:40.860

Paulette Bell: Yes. Bush.

784

01:59:41.040 --> 01:59:43.470

Paulette Bell: Yes Carlin goalkeeper

785

01:59:44.250 --> 01:59:46.380

Paulette Bell: Yes. Crawford.

786

01:59:46.830 --> 01:59:48.780

Paulette Bell: Yes down again.

787

01:59:49.140 --> 01:59:50.880

Paulette Bell: Yes bassler

788

01:59:51.210 --> 01:59:52.860

Joe Fassler: Yes, France.

789

01:59:53.460 --> 01:59:55.200

Paulette Bell: Yes Jacobson.

790

01:59:55.620 --> 01:59:57.510

Sean Martin: Yes coston

791

01:59:57.960 --> 01:59:59.490

Paulette Bell: Yes lemer

792

01:59:59.940 --> 02:00:02.250

Paulette Bell: Yes, Britain.

793

02:00:02.280 --> 02:00:02.730

Best



794  
02:00:03.750 --> 02:00:04.290  
Paulette Bell: House.

795  
02:00:05.280 --> 02:00:07.230  
Paulette Bell: Yes Okubo

796  
02:00:07.920 --> 02:00:09.720  
Paulette Bell: Yes blooper

797  
02:00:12.090 --> 02:00:13.470  
Paulette Bell: April. Yes.

798  
02:00:16.230 --> 02:00:16.770  
Roam Romagnoli: Yes.

799  
02:00:17.820 --> 02:00:18.480  
Paulette Bell: Rosen.

800  
02:00:18.750 --> 02:00:19.260  
Yes.

801  
02:00:20.460 --> 02:00:21.870  
Paulette Bell: Salute proxy.

802  
02:00:25.740 --> 02:00:26.220  
Monica Ohkubo: Yes.

803  
02:00:27.630 --> 02:00:28.440  
Paulette Bell: Stover

804  
02:00:28.860 --> 02:00:29.430  
Yes.

805  
02:00:30.600 --> 02:00:31.050

Paulette Bell: Balance.

806

02:00:32.340 --> 02:00:32.880

Kat Valenzuela: Yes.

807

02:00:33.540 --> 02:00:34.170

Paulette Bell: When men.

808

02:00:34.830 --> 02:00:36.420

Paulette Bell: Yes, Wiley.

809

02:00:37.170 --> 02:00:38.760

Paulette Bell: Yes, Winston.

810

02:00:41.340 --> 02:00:41.820

Summer (They/Them): Yes.

811

02:00:42.870 --> 02:00:44.730

Paulette Bell: Complete. Okay.

812

02:00:45.390 --> 02:00:58.590

Julie Thompson: I think that passed unanimously. The motion carries. We will see that on the action agenda for our next meeting. I'm. Thank you. It was good work good discussion. It was great to see everybody, and I'll see you in a couple of weeks. Okay, bye.