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| **2018-2019**  **Officers**  Kate Williams Browne *President*  Jesse Raskin  *Vice President*  **Agenda**Thursday, 18 October  2:10pm – 4:00pmrm. 6203  *Mission: to empower and transform a global community of**learners*  Jing Folsom  *Secretary*  Mustafa Popal  *Treasurer*  [non-voting]  Leigh Anne Shaw Past President | **Committee Chairs**  Jessica Hurless  *Curriculum*  Nathan Jones *Educational Policy Chair*  Rika Fabian  *Professional Personnel Chair*  **Ex-Officio/Non-voting Representatives**  *AFT Rep*  Bianca Rowden-Quince  *Classified Senate*  Sheri Prasad/Michele Haggar *ASSC Rep*  Michelle Chee    *Guided Pathways Liaison*  Courtney Mogg | **Representatives**  **Divisions**  Bianca Rowden-Quince  *ASLT*  Dick Claire/Dan Ming *BEPP*  CourtneyMogg/RichardTorres  *Counseling*  Jarrod Feiner/Erinn Struss  *Language Arts*  AmberSteele/GabeSaucedo[S] *KAD*  Bridget Fischer /  Lisa Cresson[F] John Ulloa[S]   *SSCA*  Jing Folsom /Carla Grandy  *SMT*  **Groups**  Ronda Wimmer  *CTE Liaison*  Barbara Corzonkoff/  Lisa Cresson  *Adjunct* |

**Opening Procedures [2:10]**

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**Skyline College Academic Senate**

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| **Item** | **Presenter** | **Time** | **Details** | **Action/ Info**  **/Procedure** |
| Call to order | President | 1 | President announces that Jing is absent today. Rika is filling her. | Procedure |
| Roll/Introductions | Secretary | 1 | *Quorum is 7/13 voting members: 1 vote/each Division and each Group, 1 vote each Officer.*  Voting: Kate Williams Browne, Jesse Raskin, Mustafa Popal, Jessica Hurless, Nathan Jones, Rika Fabian, Bianca Rowden-Quince, Courtney Mogg, Dick Claire, Dan Ming, Richard Torres, Jarrod Feiner, Erinn Struss, Amber Steele, Gabe Saucedo, Lisa Cresson, John Ulloa, Carla Grandy, Ronda Wimmer, Lisa Cresson  Nonvoting: Michelle Chee, Sheri Prasad  *We have quorum.* | Procedure |
| Consent agenda | President | 1 | Committees appointments, AS approval of Faculty  Revisions & Additions  Motion on accept revision & additions to committees appointments.  M: Dick, S: Lisa.  Passes unanimously.    Minutes from the last meeting was  Time | Action  Materials |
| Adoption of today’s agenda | President | 1 | M: /S: | Action/  Materials |
| Adoption of previous meeting minutes | Secretary | 1 | M: /S: | Action/  Materials |
| Timekeeper | ----- | 1 |  |  |
| Public Comment | Public | 4 | SJS AA-T is approved by the State, starting in Fall2019. Will be advertised and PD series are designed in anticipation of the offering of this degree in Fall. | Information |
|  | TOTAL | 10 |  |  |

**Announcements [~2:20-2:30]**

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| **Item** | **Presenter** | **Time** | **Details** | **Action/ Info**  **/Discussion** |
| General Announcements | Browne, referral names in brackets | 5 | ASenate Area meeting [10/5/18 Shaw & Browne] ASCCC Resolutions packet [Browne], sent to related faculty; Exemplary Program Award nomination [Fabian]  Jessica asked Serena, CSI task force—what is the tasks of this committee? It is not updated on the compendium. Jessica questions if we can give consent when we are not clear what is in the compendium.  Michelle: what CSI will be discussing. Serena responds it is a task force in charge of Basic skill initiatives. To support students in basic skills courses.  No other questions to CSI committee chair.  PP Committee reviewed and approved an application from Carla, Carina and Mary. Carla explained what projects went into the application. With revisions the committee suggested, the application is approved and will be sent to the State AS office in November. | Info/Action  Materials |
|  | TOTAL | 5 |  |  |

**D3/Deep Dive Discussion/** 2nd monthly mtg**-What does the ASenate need to know/do?**

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| **Item** | **Presenter** | **Time** | **Details** | **Action/ Info**  **/Discussion** |
| Topic: What does it mean to be “Student Ready”.  Part 2: from College to Faculty  What is the role of the ASenate?  Next Steps: “Homework” | All AS  plus  -AdHoc  -Design  Team | 90 | Review of September D3: ‘What is a student-ready college?’  What we did/wrote; what we learned; clear/fuzzy  AS Ad Hoc Committee ideas, moving in our direction  What is a student-ready Faculty? Member and Collective?  Activity sequence  Group definition & examples of practices  Towards a Shared Understanding  Feedback: Looping to Constituents and back  How this connects to ASenate [10+1]  Representatives to Divisions and Groups Agendize/ Discuss with follow-up report in November  Kate opens the discussion by she has done a lot of discussions and debriefing regarding the last meeting, how to move this conversation with the goal to clarify what AS wants to do.  Jesse takes the floor.  He starts by reminding the purpose of deep dive: to help AS clarify values and principles of AS as a collective body of faculty.  Because AS is the leadership of the largest groups. Because of our chance to work across campus, and because of the redesign, and replacement of the President and other leadership changes, it is worthy acknowledging that none of the VPs are taking on this role for the first time in their life.  Jesse introduces the idea of Student Ready “At student ready colleges, all services and activities are intentionally designed to facilitate students’ progressive advancement towards college completion and positive post-college outcomes” Jesse opens it up to the floor.  (Think, pair, share)    Jessica referring to the article she read recently. Before faculty design lesson plan have to go back to a space faculty is not knowledgeable about. How does it feel to be in a place where you don’t know the rules of the game? To bring the immediate experience back to oneself and be aware of the feeling of uncertainty and anxiety.  Mustafa: when we use College ready, this means stagnated faculty mindset If we are student ready, our students are constantly evolving, and we have to meet this ever changing student body. This points to a continuous professional development, organic institutions.  Lisa: ? day-to-day perspective of different layers of environments in which learning happens. Which aspect of the institution are we talking about? Micro? Mezzo? Macro? How do we get other people on board in terms of the level we are talking about?  We meet our students at the micro level in classroom, but there is something bigger, such as administration that needs to be changed.  Jessica: AB705 is a great example of that. Here is the law, that could impact the institution, but from the conceptual framework, it makes sense, but in practice, it does not affect the reality.  Erinn: then we need a policy that does not fit all sizes. For example, College holidays that do not fit everyone.  Lisa: It is like Kaiser—you only have 20 minutes to see a doctor, in that moment, the patient is ready only during the 20 minutes, but there is a huge amount of bureaucracy.  Rhonda: Kaiser is patient ready, but you go to the doctor, they are still implementing disease cnetermodel. There is no infrastructure that makes the hospital patient ready or How is patient handled? How institutions says student ready is different from how the actual interaction is student ready.  Kate: Students come through the door, all students are different. What is advertised and what happens here there is a huge gap. If we move from college ready students, we start taking charge, then we have to make institution accountable to make this shift. Two meta-major counselors are trying to figure out the new redesign system---they are trying to survive the system.  Nathan: CEO who wants to perpetuate the system that is trying to preserve the system, the moment someone tries to dismantle the system, then the backlash happens. Institutions outlasts people. The question is what happens when the pushback comes—there should be a strategic policy that facilitates the real changes in practice.  At Skyline, what happens here has to be in conversation with the other two campuses? Being a student ready institution, middle- and elementary schools have to be transformed so that the system can change from the bottom up.  Jessica: We believe we need to do some work on the policy level, but we need some mentorship in making meaning out of policies. On Flex day, the first day attendance meeting policy in the catalog, such as students are dropped if they do not come to the first meeting, etc. Jing stood up and asked how many people reinforced this rule. A policy exists but people do not follow them. But if you have a huge waitlist? The implementation of policies, and the actual outcomes, and implications of every policy is complex.  First day drop policy sends a message about the institutional assumption of College ready. Her point is that the policies imply the ripple effects of the outcomes.  Rhonda: This has to be run by all faculty---we will have the Division reps. The workload has to be compensated, including online teaching, and all the work happening to make college student ready.  Senators did a Gallery Walk, comparing the book definition to the posters.  Jesse: Do we want to adopt this definition or do we want to add?  Erinn: Student ready college? Or student ready faculty?  Dick: The last part---Instead of College completion, students defined goals. Goals should be defined by students themselves.  Lisa: Progressive “transformation”—also the definition of success is defined by students themselves.  Nathan: What does transformation mean? Does acquisition of skills count as transformative?  Dick: This wants to resonate with students. And this has to be co-constructed with students.  Erinn: All learning experiences can replace the work “activities”  Nathan: Emphasize Community College aspect. Emphasize the diversity and varying degree of preparedness of students in the definition?  Our definition:  As a student ready institution, at Skyline Colleges, all learning experiences, services and activities are intentionally designed to facilitate students’ progress towards transformative (meaningful), personal, educational, professional goals, and post-college outcomes.  This is a guiding principle of AS, written for our colleagues, as if it is a mini-resolution.  CTE experiences are captured through “professional”—people who are here for continuing education should be included.  You have to know yourself, your identity for education to happen: personal—educational—professional are scaffolded and concentric progression.  Does the word transformative connotate deficiency? Or does it mean perspective changing/life changing. This could mean also economic transformation/climbing up the ladder. Transformation can be pragmatic or can be at the conceptual level.  Post-College experience—is it important to reinsert this part?  This is an aspirational statement.  Does it include the administrations? All aspects of interactions and activities on campus (such as interactions over the counter at the cashier’s )  Erinn: How do we get the feedback from the rest of campus? Do we just vote in one single form? How long does it take to finish up this part of deep-dive? Duplicable shell?  Jessica thinks that each rep should decide how to solicit feedback?  Commentary section? Do we allow people to critique the rest of it?  We decided that we will do a Google Form survey sent out to Reps who will circulate the survey. In November, we will look at the result, and discuss how to connect this to [10+1]. | Discussion  Materials |
|  | TOTAL | 90 |  |  |

**Final Announcements and Adjournment [~3:50-4:00]**

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| **Item** | **Presenter** | **Time** | **Details** | **Action/ Info** |
| Announcements | ASenate | 5 | Any urgent announcements: Exemplary Awards & Hayward Award | Info |
| Adjournment  Next Mtg Th 11/1/18  Suggested Agenda items: RUB- Flex Day, Student Success Conference, GE & SLOAC college-wide mtgs |  | 5 | Professional Personnel announcing Hayward Award nomination. Each Division rep will nominate one part-time and one full-time faculty to be forwarded to AS | Action |
|  | TOTAL | 110 |  |  |