

Notes from AB 705 Retreat

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AB 705 Retreat Attendees and Invitees,

Below please find my notes from the meeting. I hesitate to call them minutes since I was taking notes and facilitating the meeting and these are really an effort to capture the ideas brought up and discussed. People who were in attendance should feel free to add their recollections and or correct errors in my notes.

With Thanks,

Paul Starer

Notes from AB 705 Retreat, Sep 26, 2019

Reviewed norms for meeting.

Discussed history of what happened at E & E that led to these drafts of the values statement.

A point was raised that the values statement should be applied much more broadly than just AB 705. Places the responsibility for the success of AB 705 across the whole institution and not just math and English faculty.

Point raise, "among faculty" limits responsibility to just faculty, but all members of the campus community are responsible.

Can we hold college accountable to "ample support" statement?

Final sentence question "what is it trying to accomplish?" Addressing pedagogy and curriculum falls solely to faculty.

Structural changes to draft could address some points for clarity. For example revise the first sentence to be more general.

Should we call out students of color and race? Students on E & E asked that it be broader than just race. Question raised whether this should still be true.

As a campus need to think about women are not represented in upper level math and science courses.

Students still fumbling about prerequisites on classes that aren't necessarily math or English.

Students need help addressing their math panic when they realize there is no class at what they think is their level and that they can do it.

Who's the audience for this statement? Can students unpack the language? Will they?

Statement address all quadrants of the compass.

Is the goal to clarify AB 705 to students?

General statement of college level moves to transfer level. It helpful to reconcile the challenge of these two different ideas.

Audience, for me, is us, the institution, someone asserted. It's not enough to address the letter of the law if we are not addressing the underlying values of all faculty who encounter these students.

Language about "understands and appreciates" seems disingenuous when the state prescribed it to us. Important to maintain that people can be critical of the legislation while still being committed to student success. As we are responding to this state mandate while still respecting our values as an institution. For this reason the values statement should start in this more general way so that it's clear to the campus that all disciplines are/should be engaged in this work.

Should we start over or should we keep some pieces of the statement?

Maybe the audience is both students and us as an institution. Should we have two statements one for us and one for students?

Can we attach something to the statement about "all students being capable of achieving this success?"

Are we developing an institutional values statement? How are we operationalizing that values statement with these various initiatives.

We should do just one statement. Students would not understand this language without context?

Could all the language about placement, the operational stuff, all be removed? Feels like two different paths what's happening now and what will be happening in the future? Short and long-term goals.

Benchmark is low. Need to set expectations higher.

Above and beyond getting students to just pass; it's not about passing the class and moving on.

Are we reaching out to revenue and resource committee? Proving support and services is a budget question and we should reach out to this committee for their insight into the resource allocation for the support of students in AB 705 classes.

How does the counseling department's messaging compliment the message of this statement? Does the entire campus see the need for this?

This is values statement...whose value statement is it?

"We will" a lot, not "we do."

There is a belief articulated that there are members of the institution that don't hold these values now and we can't use this as our values statement if it isn't share by all members of the community.

We should not send to R & R, because our values are our values and that should drive our budgeting not the other way around.

Support is being implemented in the form of co-requisites, because the state largely prescribed this model.

How do we envision this values statement driving how our resources are used?

Sometimes you have to choose some values over others and we need to acknowledge this.

Why do we need a values statement towards AB 705, what is its function? Can we mandate values? Can we shop around values? We can't write values statements for other people or for departments.

Need to have something out there that states that the college is committed to providing faculty with the resources to achieve the goals of AB 705.

Just the process of developing a values statement is valuable.

Why is there a rush to get this done?

We aren't really on the clock with this activity.

Meeting concluded with a call to bring the task to English and Math faculty since they are the primary movers behind the AB 705 curricular changes. Some discussion about whether or not to provide Math and English faculty with the draft statement, and a need articulated to ensure that English and Math faculty be given context for the need for this values statement

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"I've Measured Out My Life in Coffee Spoons"
--TS Eliot