

Agenda Item	Outcome
Approval of 11/2/17 agenda; 10/5/17 meeting minutes	We did not have quorum so minutes and agenda could not be approved.
Strengthening Student Success Conference: Report RP Group. October 11-13, 2017	Several SSC attendees reported on this conference. One takeaway is that some colleges, particularly Skyline, have used the Guided Pathways model to completely re-imagine their college. (See notes below). Skyline President Regina Stanback-Stroud shared guiding question, "What is it about our policies, practices, and procedures that is keeping students from getting in, getting through, and getting out?" Dr. Stanback-Stroud shared that she stopped hiring of six positions when she initially took office because 17 of the 18 finalists were white. Dr. Stanback-Stroud noted that while she was not assuming racist intent/behavior on the part of anyone along the hiring pathway, she insisted on understanding 'what is it about our policies, practices, and procedures that prevented people of color from reaching the final level interviews?' and until that was corrected she would not hire.
"Flipped Committee Meeting Discussion" 2 Videos, African American completion data, and LMC Strategic Priorities	See links to videos below. The Committee was asked to view two videos Race: "Race and Racist Institutions" and "Racism in the United States: By the Numbers." The Committee was emailed LMC's "Spring 2014 Interim Strategic Plan" [See Minutes folder] While most attendees had not seen the videos or the LMC plan, a discussion followed. Karl began by framing discussion with the comment that if you were an alien just landed on earth and you were touring the US; and you were told that this group of people was enslaved for 250 years, and then after that institutions, both public and private, have continuously acted to subjugate them so that this group now they has the lowest quality of life indicators of all groups in the society, you would have no problem understanding the impact of the legacy. George worked at LMC when the "Spring 2014 Interim Strategic Plan" was written and explicitly focused on African American achievement. George talked about having heard, while at LMC, that CCC was on top of this issue but having come here realizes that we are not there yet. We are just starting the discussion.
Brad C. Phillips, Institute for Evidence-Based Change (IEBC) Cal-PASS founder; works on improving educational practice and outcomes through collaborative collection and sharing of data across educational segments; the effective use of meaningful data; and its connection to educator use and institutional change.	See Power Point in Minutes folder. Brad Phillips spoke to the Committee for about 90 minutes on his work with data, presenting a very different, much more simplified take on how to use data to move the needle.

PHILOSOPHY - Race: Race and Racist Institutions

Eduardo Mendieta, Penn State Professor

<https://www.youtube.com/watch?v=BXdXw-7Q82o>

Racism in the United States: By the Numbers

<https://www.youtube.com/watch?v=GQdMgtncpoE>

Notes from the Strengthening Student Success Conference

Hyatt Regency SFO
October 11-12, 2017
Karl Debro

https://rpgroup.org/Portals/0/Documents/Conferences/StudentSuccess/2017SSSCMaterials/2017-Conference_Program/2017-SSS_Conference_Program.pdf

Planting Seeds for a Culture of Equity with New Faculty Professional Learning Institute

Strand: Professional Learning: Building a Culture of Improvement | Room: Regency C Cultural shift can begin with a cohort of learners who will later move through the organization as agents of change. With 54 new full-time faculty arriving on our campus in 2017, Mt. San Antonio College seized the opportunity to impact the campus for years to come through a special year-long institute, specifically focused on equity teaching and learning. An outcomes-based model was used to guide the program and innovative models were used in session design. This presentation will describe the program design and share exciting assessment data (and the unusual ways in which we collected it). Lianne Greenlee, Liesel Reinhart, Kelly Rivera, and Audrey Yamagata-Noji, Mt. San Antonio College
Wednesday, October 11, 2017

Session 1: 11:30-12:30

Mt. San Antonio College---some slated presenters could not make it.

Mt. SAC runs a new faculty institute that runs I believe the first year, though it could go up until tenure.

One of the things they do at their New Faculty Professional Learning Institute is hold a student panel called "Why We Drop." Students on the panel discuss a class they dropped and why; and a class they almost dropped and why? Faculty are moved to change some of their practices, putting forward a much more positive look and feel to things like their syllabi. Faculty take more responsibility for retention.

97% of faculty participants report that the Institute gave them information that was "timely and relevant." 94%, report being "motivated to close the achievement gap."

Perception of New Faculty Professional Learning Institute is so positive that they are starting a "Re-New Faculty Professional Learning Institute."

[NOTE---I took notes by hand at this session, capturing far less detail than the rest.]

Planning and implementing the Skyline College Promise: A College Leadership Perspective

Strand: Leadership and Transforming the Institution | Room: Regency B Skyline College recently introduced the Skyline College Promise, a K-14 initiative focused on college completion. The Skyline College Promise addresses financial barriers impeding the full-time pursuit of higher education, provides intentional academic and **student** support services to achieve completion, and supports the redesign of programs and curricula into guided pathways to improve **student success** and completion. This session will explore the inquiry, design, planning, and implementation of the Skyline College Promise from a college leadership perspective. Attendees will learn practical information about supporting cross-campus engagement in the process, including operational strategies for supporting similar work in their own college or district. Angelica Garcia, Carla Grandy, Aaron McVean, and Mustafa Popal, Skyline College

Wednesday, October 11, 2017
Session 2: 1:45-3:05

Promise initiative: Organizing framework, intentionally focused on completion

1. Confronting the “Brutal Facts.” Managers only? Leadership team asks, what kind of community college do we want to be? Are we really doing everything that we can do?
 1. What is the fall to spring persistence rate for first time **students** with a goal of a degree?
 2. What is their 3 year **completion** rate (degree or tran
 3. How many units do **students** attempt in order to earn their first associates?
 4. How many units on average do they earn?
2. Laying the foundation for change
 1. Comprehensive Diversity Framework: ‘What is it about us [that causes these outcomes]?’
https://skylinecollege.edu/seed/assets/diversity_framework/framework.pdf
 1. What policies, practices, and procedures do we make up that block **student success**, or make it unnecessarily more difficult for them to get in, get through, and get out?
 2. At leadership level, what do we look like? Hiring.(NOTE---Largely aligned with CUE’s ideas)
 2. (NOTE---Missed this)
 3. Redesigning our community college
 1. Active study of other colleges LaGuardia, Sierra, Bronx community, Gutman. (NOTE---Skyline sent study teams around the country. The college is locally funded: they have lots of money.)
 2. Signature components: guided pathways, promise scholars program, teaching and learning (for all people of campus community at all levels)

3. Activity: imagine tasked to make guided pathways and meta majors. How would you go about this process? Who would you look to?
3. Now here's our story...
 1. How do we get to the graduation rates that we want?
 2. Task force of 47 people (that had taken part in the study mentioned above?)
 3. District rfp re guided pathways; brought in CLP (Career Ladders)
 4. From faculty pov, design team on guided pathways to sort degrees and certificates. Not a big turnout. Degrees and certificates sorted into 5 potential meta majors.
 5. Vols led working groups to review meta majors
 6. Very intentional about cross-functional, interdisciplinary teams.
 7. Developed design principles of meta majors
 8. 3 hours every Friday
 9. Reviewed meta majors to make sure they made sense, would work
 10. Questions
 1. Are cross-functional, interdisciplinary teams helpful in this design? What does astro instr know about automotive? Etc.
 2. What would **students** think?
 3. How many? What to call? Would **students** take/engage?
 4. Who makes ultimate decision?
 11. Reassessed. Problem with amount of work; project affected faculty but mostly administrators doing the work.
 12. Faculty co-leads put in
 13. Brought faculty together to map out degrees and certificates. Learned a lot about their own certificates and degrees and how they function for real. This activity really engaged faculty.
 14. Put info out in multiple formats so that all would be informed.
4. Observations and lessons learned
 1. Faculty leadership and capacity is needed. Open the door for faculty leadership
 2. Classified leadership too
 3. Begin with something that will engage faculty. Meet them where their interests lie (how do you build change agency in faculty?) If faculty genuinely contribute to overall vision and they will care more about results
 4. Set up so that people work on this where they work anyway
 5. Over communicate (NOTE---Skyline has much greater capacity for communication than CCC. Something we should probably fix.)
 6. Identify overlapping projects and integrate. Be intentional about the integration.
 1. Take a step back to assess what similar projects are going on
 7. Take stock of college climate and human resources. If people are spread too thinly over too many things...
 8. **Student** voice was crucial.
 9. Clarify roles and function of teams and members. What is expected and how are you supposed to complete it?
 10. 7 design team co-leads (5 faculty, including counseling; 2 deans)
5. Ongoing challenges
 1. Hierarchical perspectives
 2. Traditional roles. People don't want to do things that they don't think of as part of their job
 3. Resistance to change
 4. Communication
 5. Integration

6. Capturing our institutional story [how to be ready for students] This work needs to transcend all of us for it to have meaningful change for the institution and for future generations of students. “This is really hard.
7. 5 faculty → 60 % release time + 2 other faculty + 2 deans + work teams = \$575-700k for 17-18 alone.

Question from participant: how to get faculty to care beyond paying them.

Answer: focus people on “What’s your why?” Why are you in this work as an educator?

Great Speech. Now What? Engaging Faculty in Equity-Centered Pedagogy

Strand: Professional Learning: Building a Culture of Improvement | Room: Regency C Often a campus will host a dynamic speaker covering the issues of educational equity and cultural fluency, or social justice and inclusion, but then struggle to find ways to implement the message into its daily practices. On the heels of the success of our first Equity Summit in 2016, Skyline College has developed the Equity Training Series (ETS). The ETS addresses the “now what?” following the initial presentation or lecture. This session will provide details on the development, implementation, and outcomes of this innovative approach toward professional development for faculty, staff, and administrators. Lauren Ford, Lasana Hotep, Katrina Pantig, and Jesse Raskin, Skyline College

Wednesday, October 11, 2017

Session 3: 3:35-4:55

1. Agenda
 1. Introduction. Committed to redesign.
 2. Paradigm Shift
 3. Skyline College Approach
 4. Equity Training Series Pilot Program
 5. The Way Forward
2. Paradigm Shift. Going from “right to fail” to “completion agenda.” Quotes American Association of Community Colleges says that it’s “impossible to fulfill the broader mission of open-door mission if they do not overcome the immediate challenges of ensuring student access and success.” How does paradigm shift impact course and curriculum development? Talks about faculty as subject matter experts; experts on what we teach, but not on who we teach. When is that discussed? Does the age, race, gender, etc. matter? Skyline, as a college, agrees that identity of student does.
3. Approaches toward educational equity and cultural fluency
 1. Deficit model
 2. Diversity and inclusion
 3. One-off activities
 4. Boost funding to existing programs

5. Hire equity coordinator
6. Skyline College
 1. Comprehensive diversity framework
 2. Eye on **student success** outcomes
 3. anti-sexist/anti-racist. "We name issues of sexism and racism. We don't mind have these conversations because we're focused on **student success**. Different than diversity because diversity is focused on harmony [aka: making sure white people feel comfortable]"
 4. Dean of **student** equity and support programs
 5. **Student** equity and support programs division
 1. Administrative support for categoricals (DSPS, eops, care/calworks, trio, guardian scholars program)
 2. Oversee **student** equity plan. Access, course completion, esl/basic skills, degree/completion, transfer
 3. Education equity and cultural fluency all across campus.
 1. "Beyond the Margins Equity" Forums (town hall style conversations among campus community, salient issues on campus, faculty panelists, faculty facilitator, themes: stem/lc/counseling/etc. Event is documented via recordings and one-page summary, which are referenced at **committees**)
 2. "Equity Summit" full day. 12 scholars/practitioners, ted talk style, plenary sessions, keynote speaker, introduction of equity training series. 450 people attended from outside campus. Angela Davis as keynote.
 3. Guided Pathways (see notes on prior session). "The goal is not mechanistic"; not about how many degrees and certificates we give out. How do you redesign a college around an idea of empowerment and transformation? There must be a critical mass of people that feel like they are leaders, empowered to help lead this transformation? What does it look like if a college is **student** ready? Design for completion. How do you create an experience that is designed for **students** to complete? We want to create the road to **success** as the one that doesn't have barriers. 'It's going to be easier to go to tutoring, office hours, supplemental instruction than it is to fail.
 4. Equity Training Series. Space that is formally designated as the time to talk about equity. We have lots of spaces to talk about mechanisms: budgets, cid codes, but we rarely talk about why we're are doing it.
 1. Good food
 2. Faculty staff managers,
 3. network of national educators
 4. 7 weeks
 5. 3 hours/Friday
 6. Part 1 of each mtg: theory/data/context
 7. Part 2: application of information
 8. Each group has outcomes
 5. ETS 2 Topics. Info from nationally recognized expert
 1. Equity in education

2. Whiteness & racism
 3. Unconscious bias
 4. Pinoy **Student Success**
 5. Culturally relevant teaching
 6. Critical pedagogy
6. Next topics
 1. Whiteness & teacher education
 2. Supporting men of color
 3. Disability in higher ed
 4. Equity in STEM Ed
 5. Latinx **Student Success**
7. Center for Transformative Teaching & Learning (CTTL)
 1. Best practices workshops
 2. Critical conversations lounge
 1. Best practices workshops
 2. Critical conversations lounge
 3. The learning space
 4. One-to-one assistance with tech
 5. New faculty academy
 1. Intro to campus leaders
 2. Divisions and departments
 3. Pedagogical approaches
 4. Educational equity
 5. Tech and instructional resources
 6. Microaggressions and unconscious bias
 6. MOving forward
 1. Assess the climate
 2. Faculty champions, and find meaningful ways to collaborate
 3. Administrative support. Finding financial and human resources to fund this work
 4. External expertise. From local universities and out of the country. Very valuable to have outsider
 5. Multiple formats (accessibility) Fridays, lectures, panels, etc.
 6. Evaluation qual and quant.
 7. Professional development. For the campus equity people. Campus needs a commitment to train up equity people on campus.
 3. Audience questions
 1. Second level interviews are about do you have the capacity to learn the equity stuff, if they don't have it already. First level → technical/discipline qualification
 2. Regina Stanback-Stroud
 1. Hiring is the president's responsibility. You have to have a

conversation with the president if you want to have diverse hiring. She tells a story of her first hiring as president. How of hundreds of applicants six committees forwarded to her about 18 people, only one of whom would describe themselves as anything other than white. She stopped the process with this conclusion: there must be something wrong with process, practices, policies that produced this outcome

2. "I never let a bad interview get in the way of hiring talent"
3. She just wants to know if the candidate has the desire to learn the equity stuff. "None of us is as culturally fluent as we could be." Not faulting someone for not knowing Black and Brown people. But do they have the desire to learn?
4. Regina pulled faculty success data for every faculty member.. Had deans meet with those that low success rates to discuss in respectful way. Then pointed to equity work.
4. wwwSkyline College "theoretical diversity framework"
https://skylinecollege.edu/seed/assets/diversity_framework/framework.pdf

Preparing the College for Students...Not Just Preparing Students for College: An Organizational Strategy for Implementing Guided Pathways

Strand: Supporting College Readiness | Room: Grand Peninsula E As one of 30 colleges selected nationally by the American Association of Community Colleges to participate in its national Pathways Project, Mt. San Antonio College will present its nine-step guided pathways model: (1) using data to confront assumptions and redesign curriculum, (2) incorporating student voices to establish career clusters, (3) developing and mapping career clusters and meta majors, (4) integrating contextualized learning led by faculty, (5) linking maps to career exploration, (6) integrating basic skills and discipline faculty with counseling, (7) incorporating counseling to assist students in choosing an informed course of study, (8) institutionalizing support, and (9) impacting statewide policies. Participants will engage in dialog and sharing of common concerns and best practices. Irene Malmgren, Tom Mauch, Bill Scroggins, and Margie Whalen, Mt. San Antonio College

Thursday, October 12, 2017
Session 4: 9:30-10:45

1. What is “Guided Pathways” Making college ready for **students** rather than **students** ready for college. “President and CEO” Bill talking about basically being **student** centered.
 1. Transforming the institution rather than creating boutique programs
 2. Reducing barriers to **student** progress at key choke points: where do **students** get stuck in the system
 3. Making college ready for **students** rather than **students** ready for college.. Assessment, placement, how many apply, how many made appt for reg, how many did not show up, how many were on wait lists---looking at data where **students** were trying to get into our system. Where is the demand?
 4. [NOTE---what a difference in culture between Mt. SAC and Skyline!]
2. Why Guided Pathways: not a solution; it’s a framework
 1. Uses lessons learned from **student success**, **student** equity, and basic skills to scale
 2. Attacks barriers at each step on **students** path
 3. Uses the collective knowledge of faculty
3. Creates flexible solutions that fit **students** with different needs
 1. Transforms the entire institution
 2. Does not “bolt on” another fix; it’s an institutional process
 3. Adapts tech in ways **students** actually use
 4. Makes bold changes in laws, regs, processes
4. Expected Transformations
 1. Alignment of his school exit and college entry
 2. Assessment and placement on noo-test multiple measures
 3. Early career counseling and choice of career cluster
 4. Contextualized basic math and english
 5. Embedded counseling with early alert
 6. Multiple paths in deve math and eng
 7. Academic support into the class
5. Guided Pathways
 1. Membership
 2. Workgroup: meets 2x per month over last 18 months. They attended a number of institutes (#6 in Seattle this month) in order to “time” their process. They are building all the time. It’s a constant process.
 3. Spread the word: workshops on a number of topics. Moving too fast to capture the topics.
 4. Institute 1. Irene is talking about how they discovered that if you give **students** too many choices, they get lost, they freeze. So they decided to put their 270+ different certificates, degrees into “buckets” that are themed. Then they noticed that while they made buckets, **students** may have different ideas about what buckets might be called. They did some activities so that they could get **student** ideas and this changed things a bit. **Students** can enter planning through ‘i like this bucket’ then they could be connected to pathway [NOTE---I’m not clear here]. They had faculty try to plan out their own degrees with only

schedules and catalogs. They could not do it. Like a lot of colleges, they discovered that there were huge problems getting through. (NOTE---Skyline talked about finding out, through this process, that it was literally impossible to complete a 2-year business degree, their most popular major, in 2 years!

5. Summer Pathways Institute. Institute 2. Here they looked at how few **students** that began at dev ed level actually completed the English path. [see photo] This led to thinking about contextualizing some GE required courses, I think that's what they said. English faculty struggled with the growingly apparent need to contextualize their courses to facilitate **student success**, and the faster movement of **students** through their college. (NOTE---Compare Skyline which asks "What are we doing that is slowing our **students'** ability to get in, get through, and get out?") English and Science faculty sat together to discuss what kind of writing is required in science so that they could create the contextualized English classes for the science bucket. [NOTE---why can't **students** satisfy writing requirement through multiple disciplines as they do in selective liberal arts colleges?]

	First English Course Taken*							
	LERN 81		ENGL 67		ENGL 68		ENGL 1A	
	Milestone	Throughput	Milestone	Throughput	Milestone	Throughput	Milestone	Throughput
LERN 81 Ultimate Success	73%	73%						
Progression	59%	43%						
ENGL 67 Ultimate Success	72%	31%	79%	79%				
Progression	59%	18%	67%	53%				
ENGL 68 Ultimate Success	77%	14%	82%	43%	84%	84%		
Progression	67%	9%	70%	31%	70%	59%		
ENGL 1A Ultimate Success	77%	7%	82%	25%	83%	49%	70%	

- 6.
7. Simultaneous Efforts
 1. Counseling
 2. English and Math develop contextualized basic skills with focus on career cluster
 3. College catalog redesign---organized around career clusters and including maps. **Students** can figure out course of study through bucket or through more traditional catalog, though even that now has maps.
 4. Instructional web pages---include program/degree/certificate maps
 5. Research---keeping the data in front of us
 6. Planning for local institute V---accurate placement and equity]
8. Unintended Consequences
 1. ?????
9. Mt. SAC Best Practices. Use existing structures to do the work.
 1. Start with research
 2. Build coalitions/work groups. Pathways steering group, counseling and discipline faculty meetings; counseling planning retreats
 3. Involve **students** at all stages. President told story of how they reluctantly moved to text **students** info because that's what **students** wanted and they didn't respond to email. Then they texted **students** that had received

financial aid but had not enrolled in classes. Two weeks later, 200+ more **students** had signed up!

4. Get multiple perspectives on pathways. We have everybody look at everything
 5. Changes have to happen on multiple fronts
10. Mt. SAC Experience and Observations
1. Highlights good work we are already doing
 2. Encourages looking at the college/programs from **student** perspective
 3. Produces a critical self-examination of programs
 4. Departments examining scheduling practices
 5. Dialogue between counseling faculty and program faculty
 6. Illustrates the importance of faculty buy-in. CEO Bill says that faculty “guidance” is a better word because he says that faculty guided them, with **student** voice, to the right solutions.
 7. Collaboration between campus groups done the “Mt. SAC Way.”
11. Leadership Challenges
1. Change at scale means institutional transformation (only about $\frac{2}{3}$ done with mapping)
 2. Significant change requires a sense of urgency and climate of innovation
 3. Pathways
 1. Is faculty driven so buy in is critical
 2. Touches all so requires wide outreach and connections
 3. Requires instruction and **student** serves partnerships
 4. Is a framework, not a solution, this context and flexibility
 5. Requires viewing choke points through **student** eyes
 6. Is a discovery process needing reactive support
 7. Requires scaling to tech and efficiency solutions

Student Equity and Success: Part- and Full-Time Faculty Engagement in Faculty Learning Communities (FLC)

Room: Sandpebble C/D With the increasing number of underrepresented **students**, colleges have developed Equity Plans to improve **student success**. One strategy used at Los Angeles Mission College was the formation of a Faculty Learning Community (FLC) that included full- and part-time faculty to address our Equity Plan outcomes. The goal of the FLC was to form an interdisciplinary faculty group to learn about **successful** implementation of pedagogical practices for effective teaching, and to share outcomes. Faculty participated in four hands-on workshops, facilitated by professionals in the field, followed by an implementation presentation day. Many part-time faculty who rarely attend professional development workshops participated; to encourage their involvement, part-time faculty received stipends. Participants will learn about

engaging part-time faculty in professional development on pedagogy. Todd Hioki and Par Mohammadian, Los Angeles Mission College
Thursday, October 12, 2017
Session 5:11:15-12:15

Intro remarks. College is 70+% Latinx. Majority of **students** PT. Only about 25% FT **students**. 53% on financial aide; 87% minoritized, 55% first generation. 95 FT; 297 Adjunct

Par spending a good deal of time talking about plight of PT faculty. Are we investing in building adjunct faculty teaching skills?

This workshop is not what I thought it was going to be. It is NOT really about **student** equity and **success**; it is about helping faculty, especially PT faculty, improve their instructional practice.

Faculty Teaching and Learning Academy at Foothill College: Reflecting on the First Year

Strand: Professional Learning: Building a Culture of Improvement | Room: Regency C The Faculty Teaching and Learning Academy (FTLA) began in 2008 in the Los Angeles Community College District. The academy focuses on **student**-centered classrooms, innovative teaching strategies, and culturally responsive teaching. In collaboration with 3CSN, FTLA has extended its community of practice to include other college districts. In summer 2016, Foothill College created its own Faculty Teaching and Learning Academy in order to involve faculty more deeply in the conversation around equity and to provide instructors a space to learn and discuss their teaching practice. Next steps will be creating a campus community of practice focused on **student**-centered pedagogy. In this session, we will share key takeaways about developing a FTLA, along with favorite moments and some of the surprises experienced by the first Foothill College cohort. Jessica Cristo, 3CSN; Arnita Porter, 3CSN/West Los Angeles College; Rosa Nguyen and Jennifer Sinclair, Foothill College
Thursday, October 12, 2017

Session 6: 1:30-2:50

Envision yourself 5 years from now. You are receiving an award for “Excellence in **Student** Equity.” You are so happy. Who is giving you this award and why are they giving it to you?

[we are given a few moments---actually too much time---to think and/or to write our responses]

We discuss with partners

Ted Video

Simon Sinek’s ”People don’t buy what you do; they buy why you do it.”

Everyone knows what their company does. Most know how they do it. Very few know why.

Take 5 more minutes to reflect on your award. What are you really hoping to accomplish in your career? As you write, consider your own personal “Why.”

[here the assumption is that none of us has thought about this. When I reflect back on the data i’ve recently seen on the distribution of doctoral degrees among African Americans (a whole bunch in education) it tells me that a lot of folks from marginalized communities have thought a whole lot about what they want to accomplish and why. In fact, our what may be far more about social justice for others than about personal accomplishment.]

History of FTLA

LACCD Faculty Teaching and Learning Academy founded by **student success** initiative, a joint effort between District administration and District Academic Senate. Instituted statewide through 3csn, the CA Community Colleges’ **Success** Network.

Inaugural Academy: Jan 2009

Math FTLA: August, 2013

Foothill Year-long:2016

9th year cohort: Jan 2017

300 participants from all disciplines across all 9 LA colleges plus some others

1. Objectives

1. Explore and test methods of teaching and learning
2. Facilitate the design of new classroom approaches to **student success**
3. Increase knowledge and skills in a variety of new learning techs
4. Contribute to an ongoing dialog about pedagogy and curriculum and equity
5. Form strategic partnerships that advance learning centered practices and encourage and reward innovation in teaching and learning

2. Changing how we teach

1. **Student** centered syllabi-rubic
2. First day lesson plans
3. Teaching philosophy statement

4. Flipping the classroom
 5. Contextualized academic and support services assignments
 6. Embedded essential skills into course content
 7. Culturally responsive teaching and learning
 8. Peer observation
 2. Welcome Package for **students**
 1. Welcome email, video,
 2. Friendly syllabi (see pics)
 3. [NOTE---FTLA creates a space for instructors to talk to each other/connect; to acknowledge that they are struggling. It gives them ideas about how to reduce those struggles. The testimonials from instructors seem to show that they are owning more of **student** outcomes, making the classroom space more **student** friendly.]
 4. Personal Value as an Instructor
 1. Profound trust in cohort
 2. Algebra FIG (faculty inquiry group)
 3. Hybrid classes: supporting **students** and allow for collaboration; Friday classes
 4. **Student** voice in the classroom
 5. Humanity in the classroom, educating the whole person
 5. Re-imagining the classroom
 1. Classroom observations
 2. Statewide view of equity efforts (or strategies)
 3. Encouragement and confidence to do things differently
 4. Communication tools to increase **student** engagement
-

KEYNOTE: Institutional Transformation: Showing Up Differently

Thursday, October 12 | 3:30 – 4:45 | Grand Peninsula A-D

Setting a design for your college—a design rooted in an equity framework and structured to enable **students** to get in, get through, and graduate on time—starts and ends with broad, inclusive leadership. At Skyline College, administrators, faculty, and staff have collectively engaged in a comprehensive diversity framework inquiry process to lay the foundation for guided pathways reform. This process is not just part of another initiative; instead, it is fueling a movement to fulfill the Skyline College Promise that **students** will efficiently achieve their educational goals. Each college will need to undergo major institutional redesign to implement guided pathways. Skyline’s president will share lessons learned through the institution’s own redesign work and will highlight ways that leadership across the campus has learned to “show up differently”—focusing on **students’** needs and unapologetically advocating for those needs. Their approach has encompassed hard conversations about **students’** performance and achievement; honest reflection on how policies, practices, and procedures do (or don’t) support **students’ success** occurs; and realignment of resources, professional development, and shared governance with this new direction. Each of our colleges will need to undertake their own journey of long and deliberate work, as this movement takes root across our state.

Regina Standback Stroud, EdD PRESIDENT, SKYLINE COLLEGE Dr. Regina Stanback Stroud, President of Skyline College, has been an educator in the California Community Colleges for more than 30 years. She began as a nursing professor at (then named), Rancho Santiago College of Santa Ana. She became the Dean of Workforce and Economic Development at Mission College in Santa Clara, and subsequently the Vice President of Instruction at Skyline College in San Bruno, California. In 2010, the Board of Trustees of the San Mateo County Community College District appointed Stroud as the President of Skyline College. Her experience in policy includes a five-year tenure as a representative, Vice President, President, and Past President of the statewide Academic Senate for California Community Colleges (ASCCC). In honor of her work on equity and diversity, the ASCCC established the Regina Stanback Stroud Diversity Award that honors faculty whose work demonstrates a commitment to diversity, equity, and social justice

QUOTES from Speech

“None of us is as literate on race/racial and cultural fluency as we could be”

“We have to give people permission to get it wrong.”

“I’m going to get it wrong sometimes.”

“You gotta give a damn”

“What is it about our policies, practices, and procedures that impact our **students**’ ability to get in, get through, and get out [and move on with their education/lives]? This means looking at every aspect of everything that we do.”

“Race work is hard work.”

“You have to have permission to be bold. And you have to have the courage to do it.”

“This work needs to transcend all of us if it’s going to serve our community well”

President Stanback-Stroud’s Leadership Philosophy



Leading to Transgress

A theory of leadership—a multi-racial, multicultural identified, gender-influenced framework that is informed by leaders

—who are a part of or situated closely to the masses of marginalized people of color

—whose primary purpose is to influence allocation of resources in a way that breaks down or transgresses existing systems of power and privilege in the pursuit of social justice.

Leading to liberate, strengthen, and educate. Leading to free the oppressed and to change the racist and sexist structures of power and privilege. Leading to develop the depth of humanity and to maximize human potential. Leading to make a difference in this world.

Dr. Regina Starback Stroud, President