00:33:30 Jason Stratton: GO ACCJC & BC!

00:33:33 Lesley Bonds: Hi all! Looking forward to engaging today via chat. Be sure to change the "to" field to "all panelists and attendees" so everyone can see your comments. If you have a question for the panelists, be sure to drop it into the Q&A box.

00:34:26 Lesley Bonds: @Nicholas, yes it will be up on the ACCJC site!

00:34:54 Lesley Bonds: https://accjc.org/learning-seminar-series/

00:35:28 Earl Parsons: Welcome to Day 2 of our seminar series on the future of Learning! For more resources from yesterday and today's seminar and information about our seminars next week, visit our conference page, as well: https://www.bakersfieldcollege.edu/conference/2020-the-future-of-learning

00:35:57 Nick Strobel: #OccupyLearning!

00:36:47 Dr. Angela Rhodes: WooHoo Academic Senate!

00:37:10 Billie Jo Rice: Day 1 was amazing! Happy to be here for day 2. :)

00:37:52 Lisa Cork: Looking forward to another great day!

00:37:55 Kim Harrell: The collaboration and support for our institutions and student learning is so appreciated! Thanks to our stellar panelists! Go Dolores!

00:41:17 Earl Parsons: The Academic Senate's partnership with ACCJC has advanced the conversation on authentic assessment.

00:41:37 Lesley Bonds: The response to the ASCCC plenary this year was overwhelming at BC. BC's attendee team came back energized and totally focused on advancing racial equity.

00:42:21 Dolores Davison: Lesley, that's really great to hear — thank you!

00:42:41 Nick Strobel: Yes, ASCCC Plenary was awesome!

00:43:12 Jason Stratton: ACCJC Serves a huge number of students through all of our various colleges in the west. Feel free to give a shout out from where you are, to help us all understand how many different students we all are serving.

00:43:21 Nick Strobel: Pillar 4: Ensure Learning

00:43:43 Maria Wright: @Lesley, I agree, the fall plenary was amazing! Both the main and breakout sessions were well planned and explicitly addressed issues of equity, diversity, and inclusion in the CCC system.

00:44:42 Nick Strobel: We are learning all the time and we love learning interesting things

00:46:18 ACCJC: Gohar Momjian: So appreciate our accreditation system in the US being based on a professional model of peer review!

00:47:02 Nick Strobel: Peer Review => part of the social construction of learning
00:47:19  Sondra Keckley: @Nick, Yes!!
00:47:41  Claudia Montoya-Andrews:  @SonyaChristian Fight On!
00:48:24  Jason Stratton:  Lane CC's Loss- Bakersfield College's gain!
00:49:06  Jonathan Brown:  Hello UH-CC peers, anyone here from Leeward?  
00:49:16  Dina Pielaet:  Hello from Moorpark College
00:50:10  Stacy Teeters:  Yay, @Jarek!
00:50:31  Lisa Cork:  Hello from San Diego Community College-Continuing Education
00:50:36  Jason Stratton:  Aloha all from UH-CC!
00:51:41  Jan Lubn:  Not from LCC, but aloha from Windward CC
00:51:44  Carolyn Holcroft:  Hello from Foothill
00:52:35  Bradley Vaden:  Hello from LA Trade-Technical College
00:52:43  Jodi Ann Nakaoka:  Aloha from Kapiolani Community College!
00:53:07  Carolyn Holcroft:  GO JAREK!! :D
00:53:09  Lesley Bonds:  Hi all - Be sure to change the "to" field to "all panelists and attendees" so everyone can see your comments. If you have a question for the panelists, be sure to drop it into the Q&A box.
00:53:27  Stacy Teeters:  The Friday SLO Talks have been an amazing resource. Thank you, @Jarek!
00:53:48  Jonathan Brown:  @ Jodi, awesome! I was a lecturer at KCC for a few semesters. BEAUTIFUL campus and great place to work.
00:53:56  Jason Stratton:  Thanks Sonya!
00:54:05  Jarek Janio:  https://www.slosymposium.org/
00:54:16  Jarek Janio:  Thank you so much!
00:54:30  Angel Lua:  Hello, from COD in Palm Desert.
00:54:40  Jason Stratton:  Hello Gizelle- I lived in your neighborhood and taught there briefly, before moving north.
00:55:24  Jodi Ann Nakaoka:  @Jonathan, agreed! I love this place ;)
00:55:54  Grace Commiso:  Yes agreed!
00:57:06  Jessica Wojtysiak:  Degrees that Matter, Moving Higher Education to a Learning Systems Paradigm
00:57:09 Jason Stratton: Natasha Jankowski is speaking, Cheryl Aschenbach is talking with her
00:57:16 Truth Thelma Akins: Thank you so much!
00:57:25 Chris Cruz-Boone: Academic silo’s are so tuff to challenge especially across some majors that do not intersect like Biology versus Communication.
00:57:28 Stephanie Droker: Natasha Jankowski from National Institute for Learning Outcomes Assessment - NILOA
00:57:50 Truth Thelma Akins: Blessings!
00:57:51 ACCJC: Gohar Momjian: https://accjc.org/learning-seminar-series/ list of speakers and books
00:57:55 Earl Parsons: "When we asked big questions about what we’re trying to do here, we realized it was very similar" - Natasha Jankowski
00:57:58 Jarek Janio: This was the book given to all SLO Symposium attendees last year: https://styluspub.presswarehouse.com/browse/book/9781620364642/Degrees-That-Matter
00:58:02 Truth Thelma Akins: Awesome!
00:59:55 Wendy Smith: @Chris: I’m suddenly envisioning a speed-dating event between biology and communications departments.
01:00:04 Truth Thelma Akins: Yes Right on!
01:00:09 Sondra Keckley: @CCB--As a person with a biology degree and liaison to the COMM dept, I think they totally can intersect! I had to have great communication skills when writing a report using the scientific method. Science needs to be able to communicate complex topics in comprehensive ways.
01:00:14 Chris Cruz-Boone: @WendySmith I love this idea.
01:00:30 Carolyn Holcroft: Aaaaaalllll the disciplines intersect ;)
01:00:43 Sonya Christian: "We need to talk to each other" - natasha. yes! social construction of learning
01:00:57 Sondra Keckley: @Carolyn--Yes!
01:01:02 Chris Cruz-Boone: @Carolyn all the disciplines intersect but they do not have shared philosophies about approaches to equity or learning.
01:01:03 Grace Commiso: @Sondra, 100% agree. These are the type of conversations we have with students in counseling all the time when they ask why they need general education ;-) 
01:01:09 Jonathan Brown: In my math classes I have grown to realize that reading comprehension is one of the most important skills for my students to have, for success at math.
01:01:25 Carolyn Holcroft: @Chris - so true!!
Chris Cruz-Boone: Natasha “We need a shared understanding of where we are all trying to go.”

James McGarrah: @Jonathan the same is true for Chemistry, reading comprehension is a key skill for success.

Stacy Teeters: @Carolyn -- such a great point! I think it helps when we start not thinking of SLOs about "Our Program's" or "Our Department's" SLOs...but it's all about the students' comprehensive learning journey! SLOs are *their* SLOs!

Truth Thelma Akins: Yes, How we authentically express our narratives and relate, in so many situations, to underlying LIFE principles! Wonderful!

Lisa Cork: Yes, Chris

Jason Stratton: If anyone has any questions for our panelists, we encourage you to ask them- here or in the Q&A.

Nick Strobel: Institutional Learning Outcomes

Chris Cruz-Boone: If some silos are use Professional Learning Communities and other silo’s are just collecting and interpreting quantitative data then these programs are not even approaching persistence in the same way. It is true barrier when the silo’s are speaking different assessment languages.

Jennifer Johnson: Interdisciplinary conversations can create a student centered support system.

Sondra Keckley: My participating in a 3-year Reading Apprenticeship study with WestEd as a biology teacher was a game changer in helping students learn how to read complex textbooks and writing skills. There is a reason why math, writing, and reading are so important for all people.

Jarek Janio: Yes, a degree is issued by the whole institution!

Nick Strobel: learning in the classroom and learning outside of the classroom all in the same institution

Carolyn Holcroft: Sing it, Natasha!

Chris Cruz-Boone: @Sondra what a great insight. When I worked part of Institutional Learning Outcomes or what we called Universal Learning Outcomes— speech teachers (like me) did trainings for senior seminar professor in every department about what to look for in presentation skills. It make me think about what would matter in a Geology Class or an Engineering class not just for COMM students when I redesigned my rubrics.

Jonathan Brown: Also if our students want a career in something like research mathematics and want to attend a competitive grad program for that, they are going to need more than a 4.0 in the right classes. They need research experience. We have to provide those opportunities too. I'm sure other fields have equivalent things.
When we demonstrate a holistic approach to learning, we validate students and their identities.

To your question about "how do we become respected part of the learning paradigm". I think Natasha makes the case that we need to invite all partners in the learning environment. No one should be disrespected.

So important, Natasha!!

Clarify the Learning!

"There is a reason and a design to all of the things we ask [students] to do" - Natasha Jankowski

Such a powerful equity intervention!

@Stacy I second that. <3 Transparent Assignment Design

Just like when we're teaching, we have to assess prior knowledge and make connections to existing understanding in order to make learning stick.

“Students have agency in their learning” Natasha <3

Very powerful! Yes we must have those hard conversations.

Just a reminder to switch to all panelists and attendees for all to see your comments.

So on point!

Yes! Assessment *can* be a vehicle for equity. I hope that more colleges take that opportunity to disaggregate and understand their student learning data at *all levels*!

https://tilthighered.com/tiltexamplesandresources

Badging!

In regards to equity, we can help a huge amount in finding funding for fields that have hard or soft internship requirements. Being able to spend time for low or no pay is something the most disadvantaged cannot afford.

That's the dream!

That's what I was going to say, Nick!
Elizabeta (Beta) Meyer: @ Carolyn, TILT is exactly what I was thinking.

Chris Cruz-Boone: I think that our Jr. faculty need to be welcomed into these conversation. I think some of the old silo’s are also people with historical context and perspectives. We need to empower new faculty to be part of this conversation.

Earl Parsons: We have a discussion on microcredentialing and badging with Wayne Skipper of Concentric Sky on Dec. 7.

Sandy Somo: Thanks for that link, Carolyn! Super useful.

Lesley Bonds: On Monday, we'll hear from Wayne Skipper, CEO of Concentric Sky who is a bit of a giant in badging!

Jonathan Brown: I love that!

Jennifer Johnson: Credit for Prior Learning!

Sunny Greene: Yes, that is Credit for Prior Learning!

Lesley Bonds: @Michael, yes! Deb Bushway will be speaking Monday about Competency Based Education.

Stacy Teeters: Yes--this deeper dialogue about student learning and competencies has the potential to create a real equity-minded revolution for teaching and learning in higher education!

Elizabeta (Beta) Meyer: Credit for prior learning is done with traditional transcripts and military transcripts, so why not lived experiences, and work experiences?

Jennifer Johnson: @ Elizabeth- those are also options that can be adopted- student portfolios.

Sonya Christian: "credential as you go" - natasha.

Sunny Greene: Yes, Nan Travers has been working with many CCCs to help the Credit for Prior Learning process.

Jennifer Johnson: and industry credentials.

Stacy Teeters: Part-time faculty, too!

Chris Cruz-Boone: @Cheryl yes “We are entrenched on how things have been, engaging in dialogue with Jr. Faculty and with students themselves and what learning can look like, how do we morph these systems and make them into something more learning centered” <3

Earl Parsons: Bringing junior faculty into the assessment process is essential to creating a more learning-centered environment.

Jarek Janio: Teachers teach the way they were taught. Professional development on CBE is crucial moving forward ...

Dina Pielaet: @Elizabeth Right on. Work experience should earn credit for prior learning.
Jennifer Johnson: CPL now has expanded beyond military and traditional transcripts.

Jarek Janio: Credit for prior learning based on competency, would really validate the equitable learning that permeates our classrooms ....

Jason Stratton: @Michael Reese, there is the 'equivalency' provision. Update the use of that system?

Stacy Teeters: Agreed, @Jarek.

Kandace Knudson: Should we as faculty start with ‘academic humility’: an introspective analyses of our own epistemological histories? It’s challenging to dig deeply into The Whole system when we start with where we intersect with students. Perhaps we should start with our own positionality.

Jennifer Johnson: @Jarek- The design for implementing competency based learning includes substantial Professional development ;)

Chris Cruz-Boone: @Natasha I love the three assignments that all meet the same objective from different institutions. What a great way to think deeply about how achieve SLO’s not just data but actual deep comparisons

Carolyn Holcroft: @Kandace YES! A thousand times yes

Stephanie Droker: As you engage in conversations on innovative ways to design and assessment learning -remember that this is what accreditation is all about!

Chris Cruz-Boone: @Kandace what a great insight

Sonya Christian:"how do we create change in a safe environment?" - cheryl

Nick Strobel: Whole body education

Jennifer Johnson: Contextualize the content

Sonya Christian: Cheryl, Natasha, Jessica -- loving the content and the chemistry of this conversation

Frances Garcia: Thank you!!!!

Earl Parsons: "put aside the assumptions you have about other people's disciplines"

Elizabeta (Beta) Meyer: Kin majors often take lots of Anatomy and Physiology too- really tough classes!

Truth Thelma Akins: https://g.co/kgs/3oqowM

Jennifer Johnson: relationships

Jennifer Johnson: Interdisciplinary relationships support brave spaces for
Frances Garcia: THANK YOU!!!!

Steve Schlichtenmyer: In general, teachers teach the way they originally learned. Depending on the circumstances, this may result in learning design that is culturally biased or that may not work within the construct of many of our students.

Sandy Somo: We've done this at GCC as part of PD on Reading Apprenticeship, and it was so powerful

Cheryl Aschenbach: @Jennifer, yes!

Jarek Janio: @Steve! I concur!

Sondra Keckley: That is the point of PLCs to get different perspectives to help with assignments that aren't working to be able to fix them. I like the idea of broadening this to interdisciplinary!

Stephanie Droker: @Steve - yes!

Lisa Cork: @Steve-l also agree

Stacy Teeters: I feel like that this could be a topic of a whole conference session: "Moving beyond the traumatic history of compliance-reporting SLO assessment"

Jarek Janio: @Stacy! Great idea!

Jonathan Brown: There is this thing called Math Circles, where mathematicians and math educators from a variety of backgrounds share low floor high ceiling problems with each other and have a lot of fun, also demonstrating with each other cutting edge pedagogy. I am now thinking of something like this but in a more cross-discipline context...

Laura Lara-Brady: @Stacy I was thinking the same thing! “Assessment: Moving from compliance to growth”

Kendrick Kim: Sorry I overbooked meetings overlap and I will check out the recording, this was ver informative

Stacy Teeters: Love it, @LLB!

Wendy Smith: @Stacy: love it. It’s time to move past old resentments.

Kendrick Kim: thank you

Natasha Jankowski: https://www.learningoutcomesassessment.org/evidence-based-storytelling/

Chris Cruz-Boone: @Stacy and I think that many of the assessment management systems further entrench folks into the compliance versus dialogue

Jennifer Johnson: @Stacy-agree. using the information to learn and grow
Craig Hayward: @Sondra, Yes! Good point about PLCs and the value of interdisciplinary (and possibly intersegmental) collaboration to examine questions of how to improve student learning and progression.

Sheryl Shook: Oh my goodness, I want to hear everything Cheryl said again! Right on!

Wendy Smith: @Chris: Yes! Great point. How can we mitigate that?

Chris Cruz-Boone: @Sondra thank you PLCs conversation. Several folks have told me that PLCs are just for creating our Program Review not assessment and I keep pushing back. I think embracing PLC’s is an important first step

Steve Schlichtenmyer: @natasha thank you for the great link on Evidence-Based Storytelling!

Stacy Teeters: Great point, @Chris & @Jennifer J! I know we are talking about bringing in that focus in future Friday SLO talk sessions (thanks to @Jarek!).

Sonya Christian: "Do we know why we do the things that we do?" - Natasha

Endee Grijalva: Natasha you are awesome!!

Chris Cruz-Boone: Toulmin model is my jam!!! Natasha is speaking my language right now.

Sondra Keckley: @CCB--my experience with PLCs was at HS level, but it was definitely focused on creating assessments and coordinating the SLOs we need to make sure our students are getting.

Nick Strobel: Do I really need to give this assignment in my online class?

Steven Reynolds: Re-imagining a degree—interesting challenge since the structure of degrees is "guided" by policy.

Stacy Teeters: "Do we know who are students are?" Love that! Many opportunities to understand the backgrounds and experiences of our students and bring that into student learning convos...and everything else we do.

Earl Parsons: "Assessment is about picking the right measure"

Chris Cruz-Boone: Great point. We need to talk about how we design our learning objectives before we even get to measure.

Sondra Keckley: Also, when I first started PLCs over a decade ago, I pushed back when we all thought it meant we had to agree on whose lab was the best one that we would all do. Turns out we didn’t need to do that, just make sure all students learn the concepts and it shows on the assessments. In my later experience with PLCs, we then used the data from assessments to compare why did your students get this concept better than mine? What did you do or how can I improve?

Jennifer Johnson: @Kimberly- Yes It. requires that we ask our student about their experiences and LISTEN. Thank you for saying this!
Steve Schlichtenmyer: Developing online learning during our COVID-19 Spring forced many faculty to rethink their unit and course level objectives. This resulted in new and more authentic course assessments in the courses I worked on as an Instructional Designer...mostly CTE courses, but others as well.

Stacy Teeters: Comes back around again to transparent assessment and curriculum design!

Sonya Christian: "Students engaging actively in their own learning journey." - Natasha

Chris Cruz-Boone: @Sondra. As an PLC leader I would collect artifacts every term and then lead a lunch meeting where we across multiple sections looked at one SLO. Then after we scored we have a conversations and I would write what our findings were. I miss those meetings and find them much more fulfilling than personally inputting data.

Kandace Knudson: We should have professional development that teaches us how to teach; I think we must start by disabusing us all of the notion that subject-matter expertise = teaching expertise.

Chris Cruz-Boone: @Kandance yes!!! It is tuff to tell content experts they need that training tho. Many folks push back.

Steve Schlichtenmyer: @Kandace I completely agree!


Robert White: Great question.

Nick Strobel: intersegmental conversations => another part of the social construction of learning

Craig Hayward: @Nick, Absolutely!

Jason Stratton: And in that 5 year review period, address modifications to objectives.

Sondra Keckley: @Kandace--yes! I came from teaching HS for 18 years and had a Masters in Curriculum and Instruction, so when I started at CC and went to new faculty seminar and they were going over basic classroom management, it hit me that these people don't need teaching classes, just Masters in their subject area. That was shocking! I think they should have PD for teaching and understanding learning.

Jonathan Brown: The word epistemology keeps coming around in mind, as someone mentioned before. Faculty focusing on it more can help connect disciplines. Getting students to engage in epistemology and recording their thoughts is also key to quality assessment of what they learned and what from the course did or didn't bring them there.
Jason Stratton: Thank you Cheryl and Natasha!

Jonathan Brown: Yes, thank you!!

Grace Commiso: Yes thank you so much and thank you for the additional resources!

Jarek Janio: Fantastic discussion!

Endee Grijalva: Incredibly engaging!!

Nick Strobel: This was AWESOME!!

Natasha Jankowski: Thanks so much everyone!!!

Chris Cruz-Boone: Great job speakers & Jessica as facilitator

Tabia Lee: Wonderful resources!

Steve Schlichtenmyer: Jonathan, I agree. It’s important to help students develop their metacognitive skills through growth-mindset and other activities

Kim-Leiloni Nguyen: Thank you Natasha and Cheryl

Stacy Teeters: Thank you @Natasha and @Cheryl!

Pam Rivers: Thank you for an enlightening discussion.

Lisa Cork: Thank you Cheryl and Natasha-awesome

Jennifer Johnson: Thank you Cheryl and Natasha

Steve Schlichtenmyer: Excellent session! Thank you!

Dr. Angela Rhodes: Thank you, Natasha and Cheryl!

James McGarrah: Thank you, Cheryl and Natasha!

Natasha Jankowski: Thank you Cheryl and Jessica!

Kathleen Burke: Thank you, Natasha and Cheryl!!!

Natasha Jankowski: @Robert - hey hey fellow alum!!

Cheryl Aschenbach: Thank you, Natasha and Jessica, for a thought provoking conversation. And thank you, everyone, for your comments and questions!

Kandace Knudson: @Sondra, agreed! And to point out to folks with this mindset that there is a whole discipline of education that studies this sometimes causes defensiveness and deeper entrenchment. We are products of our own training, and we were taught in grad school by people who also lacked training (for the most part). Yet we are trying to fix this system to eliminate inequities. I think we need to start by looking at the structure of higher ed as a whole.

Kimberly Bligh: BC has a new Online teaching certificate that is for credit or non credit that takes a deep dive into teaching pedagogy both online and f2f relevant, learning theories, cultivating
an online learning community, and Equity, Accessibility and Humanizing Online Learning. The information transfer well to any learning format!

01:49:28 Craig Hayward: @Kandace, many of us are first-gen equity workers.

01:50:28 Earl Parsons: "People are competent. They have knowledge. And their life experiences gave them that knowledge" - Cecilia Rios-Aguilar

01:51:15 Jarek Janio: Yes! Uncover learning!

01:51:30 Yvonne Gutierrez-Sandoval: Cecilia Rios-Aguilar Rocks! Signed-up for this series because she was going to be a speaker.

01:51:36 Chris Cruz-Boone: @Earl yes!

01:51:50 Endee Grijalva: Such a beautiful perspective!! #AdultEd

01:51:55 Craig Hayward: Cecelia Rios-Aguilar: "We challenge this idea that our students are not competent."

01:52:45 Sonya Christian: "How can we validate the knowledge the students come to us with?" -- Cecilia

01:54:29 Dina Pielaet: We develop pathways from College education to the workplace. We need a pathway from workplace to degree. If a student walks into the door with professional experience- that needs to be taken into account in the placement evaluation.

01:54:58 Endee Grijalva: Human Centered Design!

01:55:39 Craig Hayward: @Johanna, the concept of "Learn as you go" dovetails with microcredentialing & badging of skills and discrete learning outcomes...ideas that we will hear more about on Monday.

01:56:32 Earl Parsons: Hey everybody! Make sure to select "All panelists and attendees" for everybody in the chat to see your comments.

01:56:41 Endee Grijalva: I am forever inspired by our EMLS / International students!

01:56:51 Janey Skinner: I appreciate that this description aligns with popular education, too -- we don't always lift that up in formal education, but I think it's very important with adult learners.

01:57:01 Craig Hayward: It's a way to recognize the inherent skills, knowledge and abilities that students bring...formalized via CPL and CBE as well as badging

01:57:02 Lisa Yates: YES! Finally someone remembered to include students with disabilities in the “diversity” discussion
Luis Garcia: For everyone: Could we design opportunities to learn about students knowledge and or experiences in our subject specific courses? And then extend and connect that knowledge into the goals and objectives of our courses?

Michael Reese: If we don’t get on board with CPL and CBE, we may be left behind. https://www.businessofbusiness.com/articles/google-career-certificate-replace-college-degrees-hiring-manager/

Sondra Keckley: @Luis--that is exactly what we should be doing! That is how the brain learns, and that is also how we can help students understand why learning our subject area is relevant to their lives.

Earl Parsons: Jamal’s story is a microcosm of thousands of our students.

Stacy Teeters: So true...

Kandace Knudson: @Michael yes, it seems like higher ed is changing all around us. Public institutions need to examine their role. Are traditional degrees the primary thing we should offer? How should we adapt, or how should we stay the same in order to be a consistent and reliable source of education?

Sonya Christian: "how to learn WITH students?" - Cecilia

Chris Cruz-Boone: “What does it mean to be a good black man, or to be a Latina in the Central Valley when we consider learning style”

Chris Cruz-Boone: I had a ELL speaker/ pastor in my speech class. He was wonderful resources and fun each time he gave a speech in the class. I had a to set a clear boundary for his topics but he also had so much professional experience and cultural relevance that I loved having him in class

Stacy Teeters: What Dr. Rios-Aguilar is sharing about honoring students' learning and their agency reminds me of Paulo Freire. When we "learn with students" we become "students among students"!

Luis Garcia: @Stacy

Sonya Christian: @stacy. yes!

Craig Hayward: @Stacy, yes! and connecting with earlier themes of cultural humility as well as empathy.

Lisa Cork: @Stacy, yes!

Craig Hayward: This are not discipline-specific skills or "strategies"

Chris Cruz-Boone: “Classrooms are sites of hope and transformation” -Cecilia Rios-Aguilar

Jarek Janio: It's all about praxis ...

Sonya Christian: "there is not just one expert in the classroom." - cecilia
02:08:36  Jarek Janio:  @Stacy ... that's it!

02:09:19  Sandy Somo:  @Kimberly: That’s amazing! Who teaches those courses—folks with education degrees? And, can faculty at BC take the courses for PD hours or salary advancement?

02:10:49  Stacy Teeters:  So many things are clicking together for me right now...

Circling back to what Prez @Sonya shared earlier... How do we use our institutions to help instill values? This movement towards to #EnsureEquitableLearning/#OccupyLearning, valuing students and their power/wealth, and engaging in meaningful inquiry to transform our teaching & ed. systems...all of this moves us closer to dismantling oppression and achieving educational liberation!

02:11:46  Lesley Bonds:  @Stacy, yes! I also think about Audre Lorde's "the master's tools will never dismantle the master's house." To address systemic racism in our institutions, our students - specifically our low income, students of color - need to be driving our redesigns, our instruction, etc.

02:12:48  Kimberly Bligh:  The Online Teaching Cert courses are taught by BC Education faculty. Currently we have a large cohort of BC faculty signed up for the certificate program! We also have numerous teachers from our K-12 partners taking the courses.

02:13:21  Sandy Somo:  @Kimberly - thank you! Props to you all for offering this.

02:14:04  Sandy Somo:  @Lesley - yes! And we need to compensate our students for their labor.

02:14:19  oliver rosales:  Just anecdotally, as a history and archivist, in the Central Valley, student families possess “funds of knowledge” with stories of migration, labor, etc., that are highly sought after by professional researchers; I try to leverage that in designing story-telling and original source analysis as much as possible

02:15:13  Kimberly Bligh:  @Sandy Thanks! It is a great team effort at BC to support online learning and teaching!

02:16:49  Stephanie Droker:  Yes! How do we articulate the value of a degree that includes students’ cultural experiences and histories?

02:17:43  Stephanie Droker:  It needs to go beyond the traditional transcript

02:20:13  Michael Reese:  Will Hunting to Harvard student: “…you dropped a hundred and fifty grand on a f*n’ education you coulda got for a dollar fifty in late charges at the Public Library.”
https://www.youtube.com/watch?v=LMD2vUErcYU

02:20:26  Kandace Knudson:  Excellent point about the master plan and the CCCs

02:20:38  Gregory Beyrer:  Thank you Prof. Rios-Aguilar for validating the role of CCCs!

02:21:03  oliver rosales:  I was just reading Gordon Wood, haha
Lesley Bonds: @Marisela, yes! One step: CCs should be offering applied baccalaureate degrees to meet regional needs - at scale.

Jennifer Johnson: @Nora- a cultural curriculum audit will yield valuable information. Kudos for undertaking the work.

Earl Parsons: "the way for economic recovery has to involved community colleges"

Stephanie Droker: @lesley - yes! CC Baccalaureate degrees increase access

Kim Dozierde: At College of the Desert we are also in a heavily tourist-based economy and it has hit our students hard! :-(

Sonya Christian:"the way to economic recovery has to include community colleges." - cecilia

Dina Pielaet: I LOVE this ideological embrace of what professionals bring to the table when the want to gain a degree higher education.

Johanna Camacho: I agree: "the way to economic recovery has to include community colleges." - Cecilia.

Johanna Camacho: Students will be able to earn a form of credentials and not just credits

Chris Cruz-Boone: @Kim where is College of the Desert?

Jennifer Johnson: It is a cultural change. Cecilia. We didn't get here overnight, but change is happening!

Teresa McAllister: Learner-centered classrooms includes teachers as learners, too!

Sondra Keckley: @CCB--looked it up, College of Desert is in Palm Desert, CA

Chris Cruz-Boone: @Sondra thanks.

Kylie Campbell: Me too!

Jarek Janio: Incredible conversations!

Kathleen Burke: Thank you, Cecilia and Sally

Dina Pielaet: Thank you all so much!

Chris Cruz-Boone: This was a great session!!!

Sunyeen Pai: Thank you Cecilia and Sally!!

Sondra Keckley: Looks like Palm Desert is near Joshua Tree National Park--likely the tourism referenced
Endee Grijalva: Yes, this has been such a refreshing time together! Thank you all so much.

Stacy Teeters: Thank you so much, @Cecilia and @Sally!

Kandace Knudson: Thanks for the great session!

Cecilia Rios-Aguilar: THANK YOU everyone. This is a fabulous space.

Michael Reese: @Sondra: Copper Mountain College is across the street from Joshua Tree National Park :)

Earl Parsons: Thank you for participating in Day 2. More details about next week are available on the ACCJC website: https://accjc.org/learning-seminar-series/

Jonathan Brown: Very thought provoking, thank you!!!

Kim Harrell: Thank you for providing this forum for us to learn how best to serve our students!

Gizelle Ponzillo: This was great! Thank you very much!

Jennifer Johnson: Thank you Cecilia and Sally! Great Session!

ACCJC: Gohar Momjian: this has been inspiring! thank you all for sharing your chats...

Tabia Lee: Thank you from College of San Mateo! Looking forward to Monday!

Michael Reese: Thank you!