Executive Leadership Team

Meeting Notes

NAME OF COUNCIL/TEAM: Executive Leadership Team	
OBJECTIVE OF MEETING: The ELT will hear updates from the various councils and constituency groups. It will also review the updated Project Team sequencing and charters for 2019-20.	
DATE: 04/08/2019 **TIME:** 1:00pm	**LOCATION/ROOM #:** Student Center Board Room **CALL-IN NUMBER:** **CALL-IN CODE:**
FACILITATOR(S): Thomas Greene	
TIMEKEEPER:	
ASSISTANT: Sue McCoy	
MEMBERS PRESENT: Gary Aguilar, Thomas Greene, Adam Karp, Kuldeep Kaur, Sarah Lehmann, Janay Lovering, Olga Prizhbilov, Alisa Shubb, William Simpson, Nicole Williams, Alden Crow, Susan McCoy, Jeffrey Stephenson,	
SUPPORTING RESOURCES (ITEMS READ IN PREPARATION FOR AND/OR BROUGHT TO MEETING):	

UPDATES AND BRIEF REPORTS:

Topic	Person(s) Responsible	Notes
Council Chairs and/or Co-Chairs will provide an update on the work of their Councils, including the efforts of their respective project teams.	All	Student Success Council - second reading of Distance Education - first reading of Clarified Program Paths project team report (second-reading bypassed) - DI team initiation form reviewed Operations Council - nothing to report Institutional Effectiveness Council - nothing to report
Constituency group representatives from the ASB, Classified Senate, Management and Academic Senate will provide brief updates on their current efforts.	All	ASB - nothing to report Classified Senate - nothing to report Academic Senate - nothing to report Management - MyPath – help streamline students in what they need to do next; customized into cards; overlay to ARC website currently being tested; some challenges on the first time re-entering system after initial sign on; link located at the bottom of Connect Center website
An update on the ACCJC Annual Reports (Attached) will be provided.	Karp	- Annual report w/30 days to complete and submit - Align more closely with vision for success goals - Job data info is reviewed by deans for potentially more updated info - Fiscal portion is a three year trend analysis w/two components – one district and one college

ACTION ITEMS:

Question	Person(s) Responsible	Notes and Decision(s)	Next Steps
Approval of April 1, 2019 ELT Notes	Greene	Thumbs up	
		- SEA plan to Academic Senate for first reading - ESL senators expressed some concerns that ESL not reported with DI impact	

Does the ELT support the recommendations of the SEA Equity Plan? (Final Reading)	Greene	- Statement to be incorporated into SEA plan - Question re: the statement or entire letter be included in the report - Probably entire letter but could ask to condense - Interest in adding ESL Center as equity-based student support - Academic Senate supported - Thumbs up with potential wordsmithing based on report format - Some continued ongoing frustration with data; additional column added with no explanation - Appreciation expressed to everyone involved in report writing

DISCUSSION ITEMS:

Question	**Person(s) Responsible**	**Notes and Next Steps**
Does the ELT support the adoption of the draft ARC Indigenous Land Statement, recognizing that it will be utilized as part of a larger, more holistic recognition and education process that focuses on the contributions and experiences of the Indigenous Peoples who resided on the land upon which our College currently operates (First Reading).	Kaur and Greene	- Statement taken to Operations Council twice and supported - Interest in removal of mining equipment display from outside Davies Hall - Interest in embedding statement into all facilities updates (FMP) plus wayfinding activities - Potential some type of landmark in each zone - Formatting issue – add end quote or remove opening - Operations Council requested to continue to look at implementation of statement - What events do we want to include this in – commencement, convocation, etc. - Need to identify those and provide some clarity on when we expect the statement to be read - Next step: second reading at May 6 meeting
Does the ELT support the recommendations of the ARC Online 2.0 Project Team as contained in the Draft ARC Distance Education Plan 2019-2025 v3? (First Reading)	Greene and Lehmann	- Project of Student Success Council - Comments added relative to equity and disaggregated data on online vs land classes - Student Success Council interested in seeing more targeted actions relative to disproportionately impacted students - Some team members provided feedback directly to Marsha and Daniel - Executive Leadership Team members encouraged to review document and comments before second reading - Some recommendations may be impacted by statewide online - Next step: second reading at May 6 meeting
Does the ELT support the recommendations of the Clarify Programs Path Project Team as contained in the "Clarify Program Paths Final Report." (First Reading)	Greene and Lehmann	- Unanimous support from Academic Senate - Unanimous support from Student Success Council w/no concerns or feedback - Second reading bypassed - All maps will be completed by May - 172 programs have at least one map - Partnered w/ARC Online 2.0 project team on design of Atlas and will be sharing w/other colleges and district - Dynamic and interactive maps to be available on website for students - Academic Senate approved Pathways committee to assume the work of the team - Continued work with virtual ed to map all the online programs - Extremely impressed with work accomplished – kudos to Ben Barber - Next step: second reading at May 6 meeting
		- Disproportionately Impacted (DI) Project Initiation

Does the ELT support the initiation of a project team focused on creating a cohesive strategy of interventions and programs that (1) are designed to engage students from disproportionately impacted populations to enable their persistence and timely completion of their educational goals; and (2) has the potential to be effectively run at full scale.	Greene and Lehmann	form discussed - Student Success Council has had dialog on serving African American, Latinx, and Native American students - Some current programs on campus but are small and can't reach all students - Want to maintain the current work of those programs but expand - Implications from IEP along w/college commitment to social justice - Those currently working with DI populations will be center focus as far as team membership along with representation from those communities - Level Up a specific example – a start to supporting students from DI populations; one step to larger conversation and larger project; supports 90 students for two weeks in the summer - Thumbs up for 2019-20 - Next step: draft charter

ITEMS FOR FUTURE CONSIDERATION:

Topic	**Contact Person**

OTHER INFORMATION: ELSS Scheduling Protocols - Future Item