

## **Notes from Debrief meeting after GP Workshop at Lane**

**Attending: Nora Brodnicki, Laurette Scott, Sue Mach, John Phelps, Carol Burnell, Lisa Reynolds; Bev Forney was not able to attend**

**Overall impressions:** Some of the material, particularly in the afternoon, was not presented well. The tone was paternalistic; some faculty felt insulted and tricked. The event left little to no time for faculty to discuss issues that were raised, and they felt the presenter shut down any conversation. Attendees had high hopes and felt disappointed.

The LCC contingent walked out in the afternoon, saying they felt like the presenter "dumped" on them. The workshop became less valuable to others. Laurette checked in with Elizabeth Cox-Brand after the Friday event at Lane CC. Elizabeth believed that a lot of the tension was related to issues at Lane. Our attendees felt that Lane's reaction was just a part of the general dissatisfaction and can't be used to explain away what happened.

Some folks who attended the streaming event left they were "left hanging" since the streaming event didn't last all day. There was no opportunity for a wrap-up conversation since there wasn't enough time to really talk about it.

Attendees felt that more discussion about concerns would be beneficial to the campus and to successful implementation.

### **Specific criticisms about the workshop and the presenter:**

- There were lots of things that faculty wanted to talk about, but folks felt like the presenter focused more on herself than on drawing out the participants.
- There would have been better ways to drive home the point on 'students we believe in' activity (discomfort with the 'gotcha' approach/assumption that students who are successful are 'mini-me's').
- The presenter didn't substantively respond to the things that are making faculty nervous/bringing out faculty fears.
- The presenter implied that asking questions or opposing GP means that faculty aren't supportive of social justice; that was insulting to participants.
- Some participants felt that the presenter gave a stereotypical view of community college students, lumping them all into one profile, and felt that the presenter advocated a "white savior" approach.

### **Suggestions:**

- Perhaps a good time to provide for discussion for a broad audience is the winter GP event that is being planned. But there needs to be an alternate date for those who can't attend on Fridays due to classes. Table talk discussions would be good.
- We need to invite Tim to the next GP task force meeting. (Update: he is not available for the next two meetings, but is available for the January meeting).
- Need to focus the discussion on solution-building, moving past the collection of questions and concerns to faculty participation in heading off problems.

- Invite Tim to the task force but possibly elsewhere to give his perspective and advice based on experience at Clark.
- Understand that the workshop's approach is what NOT to do.
- Faculty need to understand and help determine GP goals.
- Everyone, leadership and faculty, needs to talk about issues openly and transparently.
- We should have conversations that address: "What are the concerns around GP" "and "How can we stop/ prevent the concerns from coming true?"
- Pathways should not be top down.
- We should work as teams, in a similar way to our assessment teams.

### **Specific things faculty wanted to discuss:**

- GP could be used to close programs and get rid of classes
- Privatization (profit motive, lack of local control, cookie cutter)
- Some GP institutions gone wrong have moved to all CTE, no transfer programs
- CC's become university satellites (second class citizens)
- State mandates without money to back it up
- How do we meet social justice goals without being elitist, without imposing limits on what students can achieve?
- Transparency
- How to make GP a bottom up rather than top down process
- What do we mean by success? How can we define success for students that acknowledge all the ways, not just completion of a degree or certificate (honoring transfers, getting a job, etc.)—fear that "completion" doesn't focus on success
- What kinds of data do we really need in addition to retention and completion?
- How do we improve teaching to be inclusive and meet social justice goals?
- How do we improve instruction without interfering with academic freedom?
- How can we individualize pathways for our students?
- Fear that GED/ABS/ESL students will be left out/left behind; they need on-ramps from the beginning
- What are CCC's goals for GP?
- GP is not just about saving money or finishing quickly—it's about educating the whole student, and providing a high-quality education where students LEARN.
- What do we want our students to learn?
- Students need to be able to reach out to a person
- What is the purpose of education in a democratic society?
- GP is about the student's journey- we want this to be a rich experience for students, not a narrow and bare-bones education that cuts off students' opportunity.