Minutes

In attendance: Joseph Anderson, Mikhail Burstein (online), Sam Cheung, Sondra Cuban, Gabe Gossett, Gail Goulet, Sherry Haskins, Marcia Leister, Christina Van Wingerden, Rudy Vendiola, Cameron Wuhr, Melina Zahalka

Welcome and Introductions

- Welcome by Sondra Cuban and short introduction done by each member present (and online).

Announcements

Dr. Sondra Cuban gave a short overview:

- A breakdown of the implementation meeting as:
  1. entire group will meet 10:30-11:30 and then divide into two small groups to look at 4 topics from December 5th meeting
- There is a rich array of diversity on this Advisory Committee with current AHE students, alumni and community colleges represented, so we have a wide variety of expertise.

Presentation

A presentation by Dr. Sondra Cuban highlighted the 4 major directions the AHE program has been moving (you can also refer to one of your handouts - the AHE Student Handbook):

- Streamlining administratively to help prospective students access the AHE program and then for current students to persist in AHE to completion. We have a new contact system through our website where we invite prospective students to online Information Sessions and then follow up to help attendees with the application process. We are also analyzing this data to identify trends. We limited admission to two quarters with mandatory Orientation to establish more of a sense of community. Prospective students are allowed to take only one course (must be an elective) before admission as a non-matriculating student. Decisions are made together as an AHE team, as a community, to problem solve and emulate a shared, progressive model of leadership. So many curriculum changes have been done; i.e. making Field Experience a core requirement in the program because we want them to apply their skills.
- Making the program more rigorous through its inquiry-based approach emphasizing action research and evaluation knowledge and applied skills. We will have two research courses beginning fall. The first course is an introduction to educational research learning how to analyze research (as a consumer) and the second course will be the methodology on how to conduct research (divided into qualitative and quantitative). This year our Graduate Assistant and Workstudy students are being mentored into research and now work closely with faculty on their research.
• Approach that focuses on social justice and diversity through theory, practice and policy which translates to leadership and community engagement. We’ve added three courses on diversity across levels and interests: one is at the undergraduate level as a feeder into our program; the other two are Foundations of Adult Education & Diversity and Foundations of Higher Education & Diversity. We are also marketing the program to diverse and under-represented students through recruitment strategies and website development, i.e. using student testimonials. By adding theory and policy, we are developing a more praxis approach to integrating diversity into leadership opportunities. Last year we had a Food Justice Symposium that allowed students to lead and focus on diversity issues.

• Diversifying routes into and through the program in either or both Adult Education and Higher Education, allowing students to specialize. Program surveys and demographic profiles show that about half the students work in higher education institutions and are interested in higher education issues while the other half are located in non-profits (or want to move in that direction) and have more of an Adult Education focus (families, communities and citizenship). So we have added two higher education courses and are now integrating higher education literature into all required courses. In addition, we will be creating a service-learning course

Group Work and Action Points

Sondra announced that members would be dividing into two groups-listed on poster paper mounted on wall- (one on Programming and one on Community Engagement) and then we will rotate groups. We have four basic topics with bulleted items that we explored from the December 5th Advisory Committee Meeting (refer to page 3 and 4 of the Meeting Minutes handout). The Programming group topics are Curriculum & Teaching, Higher Education and the Community Engagement group topics are Advocacy on Issues and Professional Development (also listed on poster paper). Take two of these topics and choose a bulleted item from the topic and follow this out into an implementation stage; tell us what it looks like - design something in words/visuals - and then connect them to the AHE Learning Outcomes (on page 6 of the AHE Student Handbook handout). It doesn’t have to be real detailed but give a basic idea of what you think it looks like; i.e. is it collaborative? There will be a half hour for each group for this. Then you will rotate groups and the second group adds their comments on post its notes (provided) and builds on the first group. Gail and I will take notes in each group. Then we will have a working lunch. Remember you are doing two bulleted items (one for each group).

Following are the summarized implementation points recorded by each first group with the comments posted from the second group:

1) Programming Group members were Misha Burstein, Sam Cheung, Gabe Gossett, Gail Goulet, and Cameron Wuhr. The topic, summary of points and comments are:
   a. Higher Ed – Change Leadership: Pulls together bullets 4, 5, 6
      - Encourage leadership elements in the Field Experience contracts/syllabus
      - In all courses, have opportunities to do/reflect on leadership like:
         1. Reflection group work (Comments: Team building events during school year)
         2. Be deliberate in having students collect and share Learning Outcomes (Comments: Online)
         3. Make leadership Learning Outcomes deliberate in Orientation
         4. Forum for sharing student progress related to leadership Learning Outcomes (Comments: Family-friendly get togethers, meetings, safe spaces – all informal and open)
         5. Support community of practice after graduation (Comments: GSAC)
b. Curriculum and Teaching – Globalization: Bullet 3
   - Asking if our work is American in view (Comments: Define globalization)
   - Bring views from students with international/intercultural experience, third culture students
   - Require travel abroad field experience/service learning opportunities
     1. Connections with existing efforts
     2. Make connections long-term sustainable (Comments: Pipeline visibility for Adult Ed international organizations)
   - 100% online program can bring in students from around the world (Comments: Indigenous vs. occupation)
     1. Technology and support need to be there
     - Get into communities as a class

2) **Community Engagement Group** members were Sondra Cuban, Christina Van Wingerden, Rudy Vendiola and Melina Zahalka. The topic, summary of points and comments are:
   a. Advocacy on Issues – Community Engagement/Field Experience: Pulls together bullets 9 to 12
      - How do we embed social justice into the program and encourage diversity?
        1. Incorporate social justice elements into all courses through text/reading selections, diverse guest speakers/instructors and social justice events
      - How do we think, talk, act–then reflect? (Comments: guest speakers and presentations)
        1. Create the Field Experience course requirement with a mandatory social justice component (Comments: Field Experience-social justice link)
      - Create partnerships around current issues with local populations/organizations/community partners
        1. Student weaves definition of social justice into their Field Experience
      - How do we define this within the philosophy of our program

b. Professional Development – Employability: Bullet 3
   - How can we theoretically background our values (social justice leadership, critical thinking, action research, etc)? How can our program overcome employment barriers?
     1. Embed ritual reflection on how to apply learning in program to real life scenarios (Comments: Reverse engineering)
     3. Create mentorship program
     4. Create database of collective information from previous students related to employment skills
     5. Create and maintain Community of Practices

Meeting adjourned at 12:00 for lunch and discussion.