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| **Committee Membership**Jason BeardsleyChairProfessor, English310-434-8054Fabienne ChauderlotVice Chair Dean, Learning Resources310-434-4692**Members**Wendi DeMorstDirector,Supplemental InstructionAnd TutoringBrian RodasProfessor, MathElisa MeyerProfessor, EnglishGary ToddProfessor, English**Time and Location**3:30pmLibrary Conference**Dates**9.129.2610.1010.2411.711.2112.5 | Joint Academic Senate Student Instructional Support CommitteeSanta Monica CollegeAgenda**Monday, Oct. 24, 2016**1. Public comment
2. Minutes of [10.10.16](http://www.smc.edu/ACG/AcademicSenate/AScommittees/Documents/Student-Instructional-Support/SISC_Agenda_1010_2016.docx) meeting
3. Resolution regarding grants planning and instructional support services input
4. Summer programs and writing assistant training, integration with regular term support services
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Minutes

Present: Jason Beardsley, Elisa Meyer, Gary Todd, Stephanie Lewis, Alejandro Lee, Wendi DeMorst, Eleni H, Fabienne S. Chauderlot

**Membership expansion**

Members discuss who will be the voting ones vs. the interested parties: Stephanie, Alejandro, Gary, and Jason will vote.

Review of the minutes. **Minutes approved.**

**PrepSTEP**

Alejandro notes that he cannot access PrepSTEP from home. Fabienne confirms we are looking into it with the provider and Steve will let him know when the issue is fixed.

**Grant resolution language**

Jason proposes a draft of the request for a SISC member to be included in grant preparation if it includes or commits instructional support. Discussion about the format to adopt. Members review potential text to send to Laurie. Wendi suggests to write the request for projects from now on and not state issues that have happened in the past. There needs to be a process that allows for discussion a longer time before the grant is due so that supplemental instruction can inform the shaping of the activities so that they are realistic and adequately funded. Discussion about the way to communicate the need for SISC to be included in the early stages of the grant conception. We recognize there is a challenge in bringing everyone on board but we could send one member of the committee to represent and report. Jason will modify the narrative.

**Grant monies allocation**

Wendi discusses how the grant monies are allocated and the repercussions on the SI budget. Question about the Equity plan and review of the budget. Discussion about the pressure to integrate the English Academy with other programs on campus according to the State guidelines for BSSOT as it replaces BSI. The point is not to duplicate efforts. In the English Academy there is embedded tutoring and same for STEM so there is a request to centralize the training and oversight of embedded tutors in the SI department. There will need to be collaboration with the faculty who will need to be compensated especially for the summer. In the spirit of the grant we need to avoid redundancy in the future. Discussion of practices in the past, IAs were teaching. Mention that the current training of SI for English Academy is done by the faculty last 4 hours only, whereas the SI training in general takes 2 x 8 hour days. Integration is discussed on the basis of the financial efficiency but also in terms of the State mandates of avoiding redundancy and duplication that is costly. Eleni explains her experience with SI has been very positive so there is no problem in having the SI trained by Wendi.

**SI and Tutoring for special needs students**

Discussion opened to Stephanie and Alejandro to discuss topics from their area – Alejandro had left. Stephanie mentions a person who does tutoring for students with brain injury for a few hours a week but she is leaving at the end of the term. Students seem to have really benefitted from her but there is no plan to continue. She was paid by the DSPS budget. Is this kind of issue under the purview of this committee? Fabienne suggests to find out how this person was funded and see how we can revive the project. Or we could get some consulting to train some ‘super’ tutors but there is a very broad scope of disabilities. Elisa points out that faculty are not trained in helping these students either and it would be beneficial to them as well. Stephanie’s concern for instance is whose thoughts get to be on a paper when students have aphasia or cannot think mathematically. Fabienne suggests we create a team of tutors who are trained extensively. Elisa mentions some faculty may be interested in dedicating some office hours and be trained for these students.

Meeting adjourned at 4:55 pm