**Sunday, October 29, 2017 MCM – Meeting Minutes #1**

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**Welcome from the Site Committee**

Welcome by Belinda Mello and to the Site Committees, thanked everyone who worked to pull the meeting together.  Thanked the presenters, and Belinda asked them to all stand up so we could see them.   Belinda asked all Monday presenters to please stand up and say what they are presenting, as the schedule and the bios of presenters is not correct.

**Meeting Open:** Cathy Madden announced that people needed to sign up for the lunches so that the kitchen could have the correct meals ready for everyone.  The group before us was the Labyrinth Society, and they left a labyrinth up for us to use.  Susan Sinclair introduced the conference assistants:  Lisa Toner, Morgan Ford Brunketurner, Holly Cinnamon, and John Moxley, and gave instructions as to what their jobs are.  Prepare rooms, assist with breakdown, and everyone be responsible for their own things.

**Welcome from the Board**

**Announcements:**Morgan Ford Brunketurner gave announcement about classes on the schedule with no room names would be in the great hall. Kathleen Juhl announced that the deadline for publication proposals are due December 1, 2017.   Marilou Chacey announced that at mealtimes when you see her approach, think that you want to do, a L&L or fill a FC role. She pointed out the announcement listing board.

**Assigned FC Roles**:

**Agenda Planner:**Shawn Copeland

**Facilitator:**Jennifer Mizenko

**Timekeeper:**Robert Lada

**Doorkeeper:** Debi Adams

**Notetaker:** Linda Hein

**Public Scribe:**rj fleck

**Peacekeeper:** Susan Sinclair

**Advocate:**Joshua Myrvaanges

**FCP Advocate:**Cathy Madden

**Language Advocate:**   Irene Schlump

**Meeting Intentions:**Meeting Intentions read by the membership.

**Committee of the Whole (COW):**Catherine Kettrick explained what committee of the whole is, and how we started using, and kept doing it for 23 years.  Because bylaws say we use Robert’s Rules of Order, to be legal we have to use Robert’s Rules of Order.  To stay legal and to use formal consensus, we become a committee of the whole.  We become one large committee, use formal consensus, and then we close the COW and vote so it legal.  Catherine Kettrick asked that we move to the COW. Alison Deadman moved, Debi Adams seconded.  Moved into COW.

**Agenda**

Jennifer Mizenko asked if there were any concerns about the agenda.  Catherine Kettrick asked specifically how the proposal, clarifying questions and Level I would be broken down.  5 minutes, 10 minutes, 5 minutes is the breakdown.  No further concerns, and now consensus on the agenda reached.

**2016 Membership Council Meeting Minutes:**Jennifer Mizenko asked if members at the meeting last year agreed with the minutes, and there being no objections, minutes were passed.

**Light and Lively**

**Formal Consensus Process Committee Proposal**

As presented:  FORMAL CONSENSUS PROCESS COMMITTEE

PROPOSED ATI BYLAWS AMENDMENT

The Formal Consensus Process Committee proposes that ATI amend the ATI Bylaws to include Formal Consensus as our form of decision making during Membership Council Meetings.

ATI History from the ATI timeline and ATI Policy and Procedures Manual

1994:        C.T. Butler presents a workshop on Formal Consensus.

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Rationale

ATI has been in an active process of testing Formal Consensus since 1997.

The Formal Consensus Process Committee was created to guide this process.  The committee believes the process has been successful during our annual conferences and ATI is ready to permanently adopt Formal Consensus as our decision-making process at our Membership Council Meetings. A Formal Consensus Process workshop is offered to all members at the beginning of each ATI Annual Conference.  This workshop allows new and returning members to learn more about Formal Consensus. Additionally, during the annual conference, the committee has been actively training Formal Consensus Process Facilitators.

The process of moving between Robert's Rules and Formal Consensus Process at Membership Council Meetings is complex and time-consuming. Moving into a Committee of the Whole must be fully explained at each Annual Conference, for the benefit of new, and even veteran, members.  This must be done each time with great care because failure to do so can result in the inability of the organization to confirm and advance important decisions.  When adopted, this proposal will allow ATI to arrive at and implement policy decisions free of this time-consuming complexity.

C.T. Butler is clear that organizations need to adapt Formal Consensus to their individual needs. In *On Conflict and Consensus*, he writes: "Formal Consensus is a specific kind of decision making.  It must be defined by the group using it.  It provides a foundation, structure, and collection of techniques for efficient and productive group discussions."  ATI for example has created new roles, assisting our Membership Council Meetings to move forward with more ease.

 The proposed bylaws amendment supports these aspects of the ATI Vision/Mission:

1. To create and sustain an open means of global communication for people to discuss, apply, research, and experiment with the discoveries of F. Matthias Alexander.
2. To encourage the use of the F. M. Alexander Technique in both human and environmental relationships.
3. To embody the principles of the F. M. Alexander Technique in ATI's structure and means of operation.

Current ATI Bylaw:

IX. PARLIAMENTARY AUTHORITY

IX. The rules contained in Robert's Rules of Order Newly Revised shall govern ATI in all cases to which they are applicable and in which they are not inconsistent with these Bylaws and any special rules ATI may adopt.

Proposed ATI Bylaw Amendment addition:

IX.1. During Membership Council Meetings, Formal Consensus as described in On Conflict and Consensus by C.T. Butler and Amy Rothstein, shall be used.

Additional Information

In accordance with our bylaws, this amendment establishes a special rule that allows ATI to use Formal Consensus at Membership Council Meetings. This amendment only applies to Membership Council Meetings and the decision-making process used at those meetings. We are deciding on proposals presented during Membership Council Meetings (which may be policy, but not limited to policies).  This amendment does not affect voting for elected positions which are covered in other sections of the ATI Bylaws and the ATI Policy and Procedures Manual.

A majority vote of the entire ATI membership or 2/3 vote at an Annual Conference can approve the amendment.

Please go to the following link on All Together:  Why ATI uses Formal Consensus and a comparison of Robert’s Rules and Formal Consensus:  <http://stephensimon.webfactional.com/all-together/formal-consensus-articles/why-ati-uses-formal-consensus/>

**Presentation:**

Jennifer Mizenko went over Formal Consensus Process (FC Process not presented here in the meeting, as prior FC Process workshop had been presented)**.**

Marilou Chacey asked Morgan Ford Brunketurner to come up to the front, to answer Morgan’s question about why we did not change the bylaws to let us use Formal Consensus Process, this year we will start that question. Marilou Chacey read the proposal to the group.

**Clarifying Questions:**

Heather Kroll asked if this was a special rule.  Marilou Chacey said yes, the bylaw does set it up so that we can have a special rule pursuant to the current bylaws.    Would eliminate the COW, would begin in FC and end meetings still in FC.  It applies only to Membership Council Meetings.  Morgan asked why only these meetings?  Would Robert’s Rules still be used in other meetings?  ATI allows committees to meet and use any rules they like.  Fia Skye asked why we were keeping Robert’s Rules in the bylaws.  Catherine Kettrick said they decided to do it as worded because they thought it would be simpler to do it for the MCMs only.  Maybe in a few years we will change and say for the whole organization.   For now, we just want to make it official for MCMs.  Belinda Mello asked because we have the Robert’s Rules right now, when we close and call for the vote, allows proxies to vote.  What would happen to the proxy rule?  Marilou Chacey said that the proxy will continue to be in effect.

**Level One:  Values**

Jennifer Mizenko read the ATI Vision/Mission statement.  Level one applies the vision/mission to the proposal.  Alison Deadman said this enables us to sustain a global means of open communication because FC is more open than Robert’s Rules.  David Mills said that it is consistent with the third paragraph of our Mission.  Our use of it for 20 years has been our way of embodying this, and this is merely our way of recognizing what we are practicing.  Heather Kroll asked if we could go back to the vision statement, it seems that FC is more open to hearing what everyone has to say.  Corinne Cassini said that this matches the second paragraph of the Mission statement because it is a way that using FC supports of different way of relating to each other and relating to the proposals, which is our environment.  No further level one comments.  Jennifer Mizenko asked if we could go to Level II.  Asked if we have concerns about doing 10 minutes of Level II Concerns.  Not on the agenda, but we could do it as we have time.  No concerns, so moved on to Level II.

**Level II: Concerns**

Joshua Myrvaanges has a concern that what he hears is that Robert’s Rules of Order to back up the COW, and so it isn’t true to say we’ve been doing this for 20 years, doesn’t know what the difference is.  Debi Adams asked for proxies is that because people come and go during MCMs, how do we know that there are enough people to meet consensus because they come and go…how will we have a quorum?  Jennifer said that we do have a bylaw about having a quorum.  Marilou Chacey explained quorum, and that it applies no matter what happens, to call it a MCM.   Debi Adams asked how we would know what concerns were given on line and how would we be sure that the concerns were addressed.  Jennifer Mizenko said that they take the online concerns and rewrote the proposal to address the concerns.  They were addressed in the explanation and rationale that was in the proposal, so they did not actually change the wording of the proposal.   Many of the concerns wondered if ATI was really prepared to make this move.  The committee thinks we are; we train new people in facilitating and in Formal Consensus Process.   Steve Brown asked why is it simpler to have two paragraphs instead of one?  Why keep IX, and add one, instead of just changing IX.  This is a clarifying question.  Jennifer Mizenko says that other committees in ATI are free to use whatever process they want, so Robert’s Rules will stay so the committees have that option.  Debi Adams wanted to clarify how the members can be sure that what was presented before the meeting has not changed the proposal diametrically. (see Debi Adams)  The proposal may become different after the concerns are introduced or taken care of, so the proposal may be different at the meeting.  Cathy Madden said if the proposal has changed and you wonder if your proxy would have a concern, you can contact the proxy.  Bob Lada is concerned is how the online and real time processes work – we haven’t spent 20 years merging the online and real time processes.  Jennifer Mizenko asked if any concerns about extending this 5 more minutes, none. Corinne Cassini said that what she said about the online process – does formal consensus apply to the online process that we do?  Cathy Madden explained the start of the online process of information gathering.  Nothing is decided, but we get member input about what we need to do to make the proposal as clear as possible at the meeting.  Anyone with a concern would see in the final proposal whether their concerns were addressed or not.  Morgan Ford Brunketurner doesn’t understand how we could find a remedy for Joshua Myrvaanges’ concern.  He said that RR of Order is conventional option and FC is less well known.  It may work as well, he says he would like to think it works better, but RR of Order has always been there as a backup.  He is concerned that a decision won’t be reached, or there will be vagueness about what was decided.  Heather Kroll asked if the results of the RR of O votes have ever been different than Formal Consensus.  Cathy Madden said it has happened twice that the RR vote was different that formal consensus result.  Jennifer asked if the committee wanted to take these concerns and work on it?  Marilou Chacey asked if we would have more time for concerns later; yes, in tomorrow’s meeting.  Judith Saxton asked if the concerns will stay up for people to see, yes throughout the meetings, the concerns will be up.  Rested concerns.

**Meeting Review and Evaluation:**

Sara Goldstein Gall said the microphone works very well.  Jennifer Mizenko appreciated her back up helpers with facilitating.  Marilou was thankful Jennifer took some of the clarifying questions.  The slides are great.  Henry Hobbs said it was nice that people were persistent in getting concerns addressed.  Morgan was glad to have the opportunity to speak as a new member.  Joshua Myrvaanges was concerned that he should have done more as advocate to help when people seemed unsure.  Joe Krienke Appreciated clarity in the process and welcome to new members.  Marilou Chacey read Gilles Estran’s evaluation from last year.  “The reason I appreciate this moment is that at each conference, each time we have to learn again what it could be to work together because we come from different part so the world, different languages, different cultures, and in one day we can’t do all the work we have to be soft and clear to work together again.” Corinne appreciate Catherine Kettricks’ explanation for the reason of the cow, since she didn’t understand the history of it.  Debi Adams appreciated everyone’s patience as she sorted through her proxy’s concerns.  Holly Cinnamon said that she appreciated that the values of AT is embodied in our processes.

End of Membership Council Meeting

**Monday, October 30, 2017 MCM – Meeting Minutes #2**

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**Announcements:**Linda announced that if anyone owed her money, please see her to pay up, and that voting ends tomorrow night, and proxies need to be in by tomorrow night for those not planning to be here on Thursday.  Corinne announced that the committee workshops are from 12:30 to 1:30 tomorrow.  Tommy asked people to update bios and descriptions in what they submit for workshops.

**Assigned FC Roles**:

**Agenda Planner:**Shawn Copeland

**Facilitator:**Jennifer Mizenko and Cathy Madden

**Timekeeper:**rj fleck

**Doorkeeper:**Morgan Ford

**Notetaker:** Linda Hein

**Public Scribe:**Judith Saxton

**Peacekeeper:** Sarah Goldstein Gall

**Advocate:**Alison Deadman

**FCP Advocate:** Dana Calvey

**Language Advocate:**

**Meeting Intentions:**Meeting Intentions read together in unison by the membership.

**Agenda**

No further concerns, and now consensus on the agenda reached.

**Formal Consensus Process Committee Proposal:  Level Two: Concerns (continued):**

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Jennifer Mizenko took over the meeting from Cathy Madden.  Concerns from the prior meeting were presented. New concerns:  Catherine Kettrick said that to make clear what we are doing here, the proposed bylaw amendment only applies to MCM, RR of Order will be used for committee chair, board and sponsors.  The other thing to note is with proposed bylaw amendments, when you propose one, you can’t change it.  The wording is what the wording is.  If you changed it, it means that the proposal isn’t what members saw, so you can’t change and then vote to accept or not.  We also have another situation that it wasn’t out 45 days in advance.  Prior concerns were already put into the rationale.  Tommy said that if we say yes, the bylaws stay the same, and we have added the new one.  Marilou Chacey came up to clarify ATI Formal Consensus Process.  ATI has used formal consensus to work with the wording of the bylaw amendment.  Then the next year 45 days ahead of time, we publish that wording from the prior year, and we vote on the bylaw amendment.  So yes, we can change the wording if we want to or need to.  We are doing FC to really establish the wording for next year’s potential vote.  We make the decision as a group.  If we decide on the wording, we can vote on it next year.  Sarah Barker is concerned the ATI has made the FC its own.  She believes we have flexibility and a uniqueness in the way that we use FC as it is expressed in this book.  The wording as it stands right now, as it stands with institutional memory and how we move forward does not acknowledge that we have a process called FC to include and integrate AT in a beautiful and elegant way.  She would love to see a way of opening this up so that we don’t get stuck with (example):  7 years from now all of us old folks are in Hawaii, and the new leadership says we are not following what is in this book and that is what this bylaw says we must do.  Our FC is based on this book, but she wants ATI’s ownership reflected.  Tommy clarified for new members:  when CT Butler and we experimented with what he experimented with, we held several meetings with his own brand of FC.  The ATI membership consensus in those years was that if we were going to continue using it, ATI needed to make it our own, so we would not be bound by someone else’s ideas.  Judith Saxton says that the book allows for each organization to make its own version of FC, so it is inherent, as the book allows it.  No further concerns, so will move to Level III at a different time.  Who is going to work on the changes:  Sarah Barker, Manuelle Borgel, rj fleck and Marilou will work on the language from the concerns, and will bring it back to the meeting on Tuesday.

**Light and Lively**

**Professional Development Committee Proposal:**

**The Anatomy Content of the ATI Certification Process:  Presentation:**

Catherine Kettrick presented the proposal.  How it came about in 1992, the PDC was given as one of its tasks developing criteria for evaluating the competency of teachers.  In 2000, the ATI members adopted the ATI Criteria for Evaluating Teachers.  Ethics, Anatomy and Alexander Writing.  In 2004 we split into 2 parts: ethics and FM Writing, and anatomy.  We are done with the ethics and FM Writing.  The newest proposal is very different with Alison Deadman and Debi Adams helping the committee.  Wrong proposal was included in the package.  One of the fears or concerns was is this going to be a test.  The new proposal should alleviate the concern.  Be clear that this is only the content, not how ATI will ask a teaching candidate to demonstrate their knowledge in ethics, alexander’s writing, and anatomy.  That part will happen with the help of the CCC, Continuing Education Committee, Sponsors, etc.

**Professional Development Committee Rationale and Proposal for the Anatomy Content of the ATI Certification Process:**NOTE:  this revised proposal was emailed to the office on 9/17/17, one month after the original proposal was copied and mailed.   This is not the proposal that was sent to the membership at large with the rest of the Annual Conference Packet.

**Background**

The Professional Development Committee has been working on the Anatomy Content for the Demonstration of Knowledge for the ATI Certification Process.  We presented a proposal at last year’s Membership Council Meeting, listened to the concerns of members, and rewrote the proposal for this year.

While writing this proposal, we kept in mind what the ATI Criteria require a teaching candidate to be able to demonstrate:

“Demonstrate an understanding of anatomy and physiology as they relate to human movement and behavior; be able to help pupils understand how mistaken ideas about their structure interfere with their best use; answer pupils' basic questions about anatomy and refer them to other sources for more detailed answers.”  (From the ATI Criteria for Evaluating Teachers, adopted by the Membership in 2000).

Please note:

1. This proposal is only the *content* of the Anatomy Demonstration of Knowledge; there is ***nothing*** in this proposal about ***how*** a candidate might be asked to demonstrate their knowledge.

2.  As with the other content areas, this is a proposal for what ATI expects a *beginning* teacher to know—i.e. someone who has just finished training, and wants to be certified by ATI.  It is a *minimum* level of knowledge. The Professional Development Committee recommends that teachers continually study in all three of these content areas to deepen their understanding of the technique and how to teach it.

**Rationale**

ATI members gave the Professional Development Committee the task of developing the content areas for the Demonstration of Knowledge; the Anatomy Content area is the last of the three content areas to be presented. We believe this proposal fits ATI’s Vision/Mission statement, in particular #4:  To provide a means for recognizing Alexander Technique Teacher competence and providing certification for those teachers who qualify.

This year’s proposal frames the anatomy content in terms of learning outcomes and objectives.   Learning outcomes and objectives are a methodology used by educators to define an area of knowledge or a set of skills.  As you will see, learning outcomes and objectives only define the area of knowledge.

We decided to use a format of Frequently Asked Questions to provide information about this proposal.  We recommend you read all of the questions and answers because your question and answer might be here.

**Frequently Asked Questions**

1.  Who decides how the content will be used?

You—ATI members—will decide.  This proposal is only for the anatomy content of the Demonstration of Knowledge, and not for how the knowledge of that content will be demonstrated.  After the Anatomy content is approved, members will then decide how a teaching candidate will demonstrate their knowledge of Anatomy (and of Alexander’s Writings and Ethics, previously approved).   The committee realizes that many members want to know now how the content will be used, and feel frustrated when we do not include that information in the proposal.  However, deciding how the content of each area will be used is a complex task.  It is much simpler to decide on content, and later decide on the how.  After members accept a proposal for the anatomy content of the demonstration of knowledge, the committee will begin to work closely with the Certification Coordinating Committee, ATI sponsors, and ATI members who train teachers for input on that proposal as well as any ATI member who is interested. (If you are interested in helping to develop a proposal for how the content of each of these three areas will be used, please contact the Professional Development Committee).

2.  Will there be a test that a person has to pass?

ATI Teaching Candidates must demonstrate their knowledge in all three areas.  ATI members will decide ***how*** a teaching candidate demonstrates their knowledge.  After the Anatomy content is approved, then members can suggest several different ways a teaching candidate might do this.

3.  Will ATI Sponsors evaluate the candidates?

Not at this time.  In 2004, ATI members divided the ATI Certification Process into two parts (Demonstration of Knowledge and Demonstration of Teaching Skills).  ATI members made that division so that ATI Sponsors would not have to evaluate a candidate’s knowledge in the three areas.  Instead, a candidate could demonstrate their knowledge before going to three ATI Sponsors to demonstrate their teaching skills.  ATI members wanted to let the ATI Sponsors be responsible for evaluating teaching skills only, and not need to evaluate a candidate’s knowledge in the areas of Anatomy, Alexander’s Writings and Ethics at the same time as they are evaluating the candidate’s teaching skills.

4.  Who will evaluate the candidates?

Before we decide who will evaluate the candidates, we have to decide *how* they will be evaluated (see #7).  Both the decision about how a candidate will be evaluated and who will do the evaluating will be made after the Anatomy content is approved.

5.  How much does a teaching candidate have to know?

Again, you will decide.  ATI members must decide the standard (how much knowledge) a candidate must demonstrate for each area.  For example, does a candidate need to know 100% of the anatomy content?  90%?  80%?  Are some items more important than others? ATI members will make this decision after they approve the content of the anatomy portion of the Demonstration of Knowledge.

6.  What about other areas of knowledge that some members think are important, e.g. how nerves work, knowledge about tensegrity, or knowledge about muscles and fascia?

In previous versions of this proposal we have tried to include these kinds of areas, but members strongly objected to including them.  With this proposal we have looked at the content using learning outcomes and objectives, instead of giving a list of anatomy items that candidates need to know. This approach allows both evaluators and candidates to be more flexible in their responses.

7.  Will there be resources for candidates to use to prepare for the Demonstration of Knowledge?

Yes.  We expect that ATI will make resources available to prospective candidates to help them prepare, for example: a bibliography of information, links to anatomy videos, on line courses, etc. The development of resources will be part of the next step in the process.

8.  When will ATI members make these decisions?

The Professional Development Committee plans to meet with the Certification Coordinating Committee and the Continuing Education Committee to create a proposal, so members can make these decisions.  We will ask for ideas from ATI members, ATI Sponsors, and teacher trainers about standards for each of the content areas and how a teaching candidate might demonstrate their knowledge of each area.  (We predict there will be several good ideas for ways a candidate can demonstrate their knowledge). We hope to have a proposal for the 2018 Membership Council Meeting.

**The Professional Development Committee proposes that the following be the anatomy content of ATI’s Demonstration of Knowledge:**

When presenting themselves for certification as a teacher of the Alexander Technique, candidates should be able to (using language appropriate for a pupil with no anatomical knowledge)

1.  demonstrate the location of the atlanto-occipital (A/O) joint; discuss the dynamic balance of the head on the atlas, and explain how this dynamic balance relates to Primary Control

2.   describe the following in relation to Primary Control

▪ atlanto/occipital joint (A/O joint);

▪ the top two vertebrae: atlas (C1) and axis (C2)

▪ the axial and appendicular skeleton

▪ the spine

▪ the temporo-mandibular joint

▪ the ***whole*** arm ***(from the sterno-clavicular joint to the end of the hand)***

▪ the whole leg ***(from the sacroiliac joint to the end of the foot).***

3.  describe the basic structure, location and function of the following parts of the body in relation to both Primary Control and breathing:

▪ the ribs

▪ the lungs

▪ the diaphragm

4.  give an example of  how confusion about the following might affect a pupil’***s movement and behavior:***

· the role of the axial and appendicular skeleton in movement (e.g. walking, raising an arm)

· the relationship of jaw and skull, and the fact that the jaw is an appendage of the skull

· the structure of the spine

· the articulation of the arm at the sterno-clavicular joint

· the rotational possibilities available in the arm

· the rotational possibilities available in the leg (hip, knee and ankle joints)

· the location of the knee joint in relation to the patella

· the mechanisms of breathing

· the complex structure of the wrist and hand

· the complex structure of the foot

5.  name appropriate resources for an interested Alexander Technique pupil to use to find out more about anatomy and physiology.

**Presentation and Clarifying questions about each part as follows:**

1.  demonstrate the location of the atlanto-occipital (A/O) joint; discuss the dynamic balance of the head on the atlas, and explain how this dynamic balance relates to Primary Control

Joshua Myrvaanges asked Would we have to explain all of this, its’ about the amount of time we will have to be explaining this

2.  describe the following in relation to Primary Control

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▪ the ***whole*** arm ***(from the sterno-clavicular joint to the end of the hand)***

▪ the whole leg ***(from the sacroiliac joint to the end of the foot).***

Anita doesn’t understand the whole leg starting from the sacroiliac joint.  This is maybe a concern or a clarifying question.  Catherine Kettrick explained that we chose this way because we had it the other way, so it was changed to this.  We were going to say the whole leg, but people wanted specificity.  Anita asked what were the objections?  Cathy said what she heard is becoming a concern, and said we have a parking lot.

3.  describe the basic structure, location and function of the following parts of the body in relation to both Primary Control and breathing:

No Clarifying question about #3.

4.  give an example of how confusion about the following might affect a pupil’***s movement and behavior:***

· the role of the axial and appendicular skeleton in movement (e.g. walking, raising an arm)

· the relationship of jaw and skull, and the fact that the jaw is an appendage of the skull

· the structure of the spine

· the articulation of the arm at the sterno-clavicular joint

· the rotational possibilities available in the arm

· the rotational possibilities available in the leg (hip, knee and ankle joints)

· the location of the knee joint in relation to the patella

· the mechanisms of breathing

· the complex structure of the wrist and hand

· the complex structure of the foot

Bob Lada said he didn’t know what complex meant in #4 “the complex structure of the foot” we can’t just say one part of it.   Anita King asked a question about the range of movement, the word rotational.  Alison Deadman clarified what they were thinking about was typical common misconceptions among students which we will all recognize that students rotate from the shoulder rather than the wrist, or from the knee rather that the hip joint.  We are in the process of clarifying, but Dorrit asked about a Level III resolution from these concerns.   Fia Skye asked if the student is there, the student will already exhibit confusion written form.  The idea is that when the student is demonstrating knowledge of anatomy, the question might be posed hypothetically: what would you say about someone’s primary control if you saw them walking down the street?  Rachelle said the other questions were to describe knowledge of anatomy, this question seems to be about confusion.  She wasn’t to me sure that is the intent of the question. Alison Deadman explained that these are not questions that the student will be confronted with.   They are objectives.  We expect them to have knowledge in these areas.  Objectives that are measurable define the area of study.  Then whoever is doing the test will be responsible for the particular format that the test takes.  This is “how does your anatomical knowledge help you in this area.”  Are we distinguishing between pupils and students?  No, we are not.  Rachel Prabhaker wondered if it was asking people to have an understanding of pathology, she is curious about the rationale about why not look at healthy function rather than pathology.  Alison Deadman said no, we were not doing that.  We are looking at their thinking, their use, when confusion about anatomy affects their use.  We can have functioning that is either in accord with our design, or not.  This question is asking about what can happen when people have a mistaken map or model.  What is the function or what is the deviation from the function.  Cathy Madden said this is possibly a concern.  Alison asked Rachel to repeat it.  Rachel repeated her question.  Alison said this is what we expect a beginning teacher to know.  We deliberately kept it within a manageable realm, and the other parts address some of the issues Rachel Prabhaker asked.  We need something in here that helps relate anatomical knowledge to what the teacher will come across as they teach.

5.  name appropriate resources for an interested Alexander Technique pupil to use to find out more about anatomy and physiology.

Question #5:  Sara Goldstein asked if we will provide resources that candidates can refer to?  Catherine Kettrick said yes, but this is not about that.  This question is about if you are teaching and your student says he or she is really interested in it where can they find more information about it.  Yes, there will be resources available, and the purposes of this proposal is to think about what they would refer when they are actually teaching.

Clarifying questions about the whole proposal:  Dorrit Vered asked where the leg starts and ends according to what is in #2.  Cathy Madden said the whole leg will be in a concern situation, but we are not there.  Bob Lada said that something seems to be redundant – why is the spine, the A-O joint, and vertebrae all there.  Alison Deadman says one considers the spine as a whole and the others consider the individual parts. Corinne Cassini said she does not understand what is meant by relates to primary control.  Cathy Madden thinks that is a concern.

**Level I:  Values**

Manuelle Borgel read the ATI vision in French. Henry Hobbs read the ATI mission in English.  Jennifer said that the proposal meets ATI’s mission, giving a more concrete and clear guidelines for the sponsors and the teachers who want to be certified by ATI.  Sarah Barker said that this proposal contributes to #1 in the Mission of ATI.  What we have been doing is creating clarity.  Fia Sky has a question about environmental concerns that is partially addressed in section two of the Mission.  This supports #3, as it is administration to support our students.

**Light and Lively**:

**Level II:  Concerns**

Cathy Madden asked if there are concerns.  Bob Lada has 2:  absence of any discussion of tensegrity (?) when talking about anatomy and the amount of time in the course of training and evaluation.  Bill Conable asked Bob if was too much or too little time.  Bob said too much, but actually both.  Holly Cinnamon is concerned that this is skeletal as far as she can see, parts are skeletal as opposed to internal organs or skin or other parts of the body as anatomy.  Tommy Thompson is concerned that he said primary control, but he also wrote a letter to Frank Jones reply to his question of how do I describe primary control.  FM Alexander said there is no primary control it is a state of mind.  We may not in years to come be using the term primary control.  Anita King was concerned about #4, she found everything except the rotational possibilities didn’t commit to possible movements.  She thinks there are all kinds of confusion we could talk about, but getting clarity about the body mapping about the anatomy, she found the proposal confusing.  She proposed rewording those, and in the prior one, where the leg starts.  Holly Cinnamon said this has a lot of nouns and not verbs, talking about things and not movement.  It is stagnant, structure vs. function in the language.  Cathy Madden said did not need to justify concerns.  Harry Hobbs is concerned about #4, those are a lot of things you might learn once you are a teacher, and not when you are in training.  Corinne Cassini is concerned that primary control means different things to different people within the community, and then clarifying what is meant in relation to primary control.  Fia Skye has a concern that in #3 there are pieces and parts missing that are crucial to breathing.    Rachel Prabkaher is concerned that some of the language could be tightened up to get rid of redundancy.  Rachelle is concerned about the process of FC.  She is concerned about the word confusion in #4; wants clarity to replace the word confusion.   Concern about complex structure of section on hands.  Belinda Mello is concerned that we are confusing the spirit of what we are trying to accomplish with the details of the proposal.   Karol had a concern that had already been stated about the whole leg, and we agreed that it had already been stated, and now it belonged to all of us.  Joshua Myrvaanges is concerned that the length of this will be 90% of the grade that you are being assessed on.  Cathy said it is a clarifying question, and referred Josh to the PDC Committee about what the proposal will do.   Stacy Gehman asked what would FM say about this?  Bob Lada has a concern about #4 and its tone is about practical application of the knowledge rather than the description of the knowledge itself.  Tommy Thompson said we are doing the exact same thing we do every time we are talking about this.  We are at time, but we need more concerns, so at the next meeting, we will put some more time for that.  Marilou has a concern about adding time, she wants people to work on solutions.  Cathy Madden is setting this up.  The PDC is around to answer questions.  Catherine Kettrick begged everyone with a concern to help the PDC.

**Meeting Review and Evaluation:**

Tommy Thompson said that everyone was doing a incredible and wonderful job.  People are asking questions from their heart and the meeting leaders are doing a wonderful job of guiding people along.  Catherine Kettrick said Separating the proposal to five parts really helped.  Marilou thanked PDC because it was clear and useful to think about it.  Cathy Madden thanked Shawn for clarity of slides and rj for keeping her on time.  Josh Myrvaanges said that since this was a 10-year question being grappled with, he thought the openness was of great value and gave him hope we were moving forward.

End of meeting announcements:  Belinda wanted to give tomorrow’s presenters time to clarify their workshop presentations.  Sarah Barker said that she is introducing the sponsors who are here now, so that people can meet the sponsors.  They will talk about process of sponsoring.  She will introduce sponsors up for re-election at the tea.

End of meeting # 2

**Tuesday, October 31, 2017 MCM – Meeting Minutes #3**

**Tuesday, October 31 MCM – Meeting Minutes #3**

**Announcements:**No Talent Show announcement. Halloween Dance tonight at 9:00. Marilou Chacey to ask the Workshop Presenters to describe their workshops as it is not described or listed anywhere. Juhl talked about writing for the ExChange.

**Agenda:**No concerns, agenda approved**.**

**Assigned FC Roles**:

**Agenda Planner:**Marilou Chacey

**Facilitator:**Jennifer Mizenko and Cathy Madden and Catherine Kettrick

**Timekeeper:**Joshua Myrvaanges

**Doorkeeper:**Clara Sandler

**Notetaker:** Linda Hein

**Public Scribe:**Dorrit Vered

**Peacekeeper:** Corinne Cassini

**Advocate:**Sara Goldstein

**FCP Advocate:** Alison Deadman

**Language Advocate:**

**Meeting Intentions:**Meeting Intentions read in English by Judith Saxton

**Professional Development Committee Proposal:  Present new Proposal after Concerns from last meeting**

The Professional Development Committee proposes the following as the content of the Anatomy Demonstration of Knowledge:

“Candidates for an ATI Teaching Certificate will be able to demonstrate an understanding of anatomy and physiology as they relate to human movement and behavior; be able to help pupils understand how their mistaken ideas about their structure interfere with their best use; answer pupils’ basic questions about anatomy; and refer them to other sources for more detailed answers.” (From the ATI Criteria for evaluating candidates for an ATI Teaching Certificate)

When presenting themselves for certification as a teacher of the Alexander Technique, candidates should be able to (using language appropriate for a pupil with no anatomical knowledge)

1. share their knowledge about the relationship between the skull and the spine (the atlanto-occipital joint) as it relates to the use of the self as a whole;
2. discuss how the accuracy of a pupil’s concept of their anatomy may impact their use, movement and/or behavior;
3. and describe the inherent, natural process of breathing;

In addition, candidates should be able to

1. Demonstrate how they would provide interested pupils with appropriate resources to satisfy their anatomical curiosity.

Alison explained the PDC plan for there to be a three-part Demonstration of Knowledge for candidates: FM Alexander’s Writings, Ethics, and Anatomy.  Alison said there is a pyramid of six parts:  recall; understanding; apply; analyze and draw conclusions; evaluate and justify stand; ability to create things.   The anatomy part of the PDC proposal works with the first three parts of the pyramid (recall, understanding and apply).

Catherine Kettrick said a small group met and talked about the concerns and came up with the new proposal as listed above.   Holly said what is the value of anatomy from a new Alexander Technique teacher, and what should I be able to do to offer my student of anatomy within my understanding of the alexander technique.   Catherine said that the very first sentence in the quotes cannot be changed, it is the criteria that the membership has already voted on.  We can take it out but can’t delete it.  No clarifying questions.  Cathy Madden said we can skip Level I, since we did it yesterday.  Membership agreed to skip to Level II.

**Level II:  Concerns**

Sara Goldstein Gall had a concern with the word accuracy, although she likes the new proposal.  Marilou Chacey said if she had a resolution to put it in the parking lot.  Morgan Ford B\_\_\_\_\_ is concerned that she perceives a lack of requirement of knowledge leading to limitations in our scope of practice.  She thinks this limitation may keep the AT in the shadows.  The concern is that there is not enough detail, and that is limiting in scope of practice.  Anita King has a concern about punctuation of the proposal.  Since we are out of time, it was suggested that people with concerns could put it on the scribe’s sheet taped in the room.

**Light and Lively**

**Formal Consensus Process Committee Proposal:  Level III Resolving Concerns:**

FCP Committee Proposal as rewritten:

IX.1. During Membership Council meetings, a consensus process shall be used, adapted from Formal Consensus, as described in On Conflict and consensus by C.T. Butler and Amy Rothstein and incorporating the principles of the Alexander Technique.

Presented by Marilou Chacey, and no clarifying questions.  Moved Past Level I and Level II, on to Level III, as this is the resolution to yesterday’s concern:  Resolutions

Housekeeping punctuation items. Joe Krienke has a concern about the placement of adapted from Formal Consensus could read more easily.  The words shall be used should appear at the end of the sentence.  This new reading is:

**IX.1. During Membership Council meetings, a consensus process, adapted from Formal Consensus as described in *On Conflict and Consensus* by C.T. Butler and Amy Rothstein and incorporating the principles of the Alexander Technique, shall be used.**

Bill Conable said we don’t need the comma between formal consensus and as described (change reflected above).  Harry Hobbs suggested that we move “incorporating the principles of Alexander Technique.”  Jennifer said this was grammar, and asked if there were any concerns about the spirit of the proposal, so no unresolved concerns knowing the “wordsmiths” would work on it.  Hearing no further concerns, we have consensus

After examining the Membership Council Meeting minutes Formal Consensus Process Committee clarified the wording and punctuation of the Bylaw Amendment.  The committee asked all with concerns via email and all members via the Communique if any member had concerns the following wording of the Bylaw Amendment; none were expressed.  Final wording of Bylaw Amendment to be voted on at the 2018 ATI Annual Conference:

**Proposed ATI Bylaw Amendment addition:**

IX.1. During Membership Council meetings, Formal Consensus, as described in On Conflict and Consensus by C.T. Butler and Amy Rothstein, and guided by the Vision and Mission of Alexander Technique International, shall be used.

**Light and Lively**

**Continuing Education Committee Proposal Presentation and Clarifying Questions:**

CONTINUING EDUCATION COMMITTE

*Proposal: Definition and Self-Reflection Process*

*Definition of Continuing Education*

*Respectfully Submitted by the Continuing Education Committee:*

*Jennifer Mizenko and Shawn Copeland, Co-Chairs*

*Sarah Barker, Irene Schlump, Eve Salomon, Corinne Cassini*

*History:*

*In 2014, in accordance with the Vision/Mission of ATI and article 3.1 of our Code of Ethics (ATI Teaching Members continue to deepen their knowledge and understanding of the F.M. Alexander Technique and to improve their teaching skills. ATI teaching Members participate regularly in professional interactions, workshops, research and publications), the membership of ATI adopted the following terms of reference as they made the Ad Hoc Continuing Education Committee a permanent standing committee within ATI.*

*We propose:*

*To form a Standing Committee for Continuing Education (Continuing Education Committee CEC) responsible for designing a policy to provide the members with a means of recording Continuing Education Practices with official recognition by ATI. This record will represent ATI's commitment to Continuing Education as a Professional organization.*

*Continuing Education Terms of Reference:*

*1. The committee is responsible for writing a policy of continuing education that reflects the Vision/Mission and Code of Ethics of Alexander Technical International, Inc. for approval by the membership of ATI.*

*2. The committee may further develop and amend the policy of Continuing Education for approval by the membership.*

*3.  The committee is responsible for investigating, implementing, maintaining, and administering the policy of continuing education for all teaching members of ATI.*

*4.  When necessary, the Committee will consult with the Certification Coordinating Committee, Vision/Mission Committee, Ethics Advisory Committee, or any other committee.*

*5.  The work of this committee will support the continuing education practices of the membership.*

*6. The committee is responsible for reporting on the current continuing education activities of the membership in the CEC AGM Report.*

*Continuing Education is a requirement of all teaching members of ATI, as set forth through our Vision/Mission and our Code of Ethics which we agree to yearly.* *Currently, ATI does not have the means of recording the continuing education activities of our members.*

*Introduction:*

*This proposal is the first step in fulfilling #1 of our terms of reference. Through this proposal, we first seek a qualitative definition of continuing education for our organization.  Secondly, we are proposing an anonymous online process of self-reflection to be completed by all teaching members, every three years as part of their dues renewal process. The final section contains thoughts and recommendations for the implementation of the system, and should not be considered part of the proposal.  The committee will work with the Board and the ATI office to coordinate the implementation of any adopted proposal following the annual conference.*

*Rationale:*

*Our guiding principles for the development of this proposal came from the data collected through multiple membership surveys collected from 2007 through 2017, membership workshops conducted at AGMs, and 2 years of membership questionnaires reporting the current continuing education activities of the membership.*

*“The Work is about freedom to change and we teachers must stick to his principles in applying the Work in our individual ways of teaching, whether it be to musicians, dancers, singers, actors or to people in other walks of life with different interests."*

*"Every teacher has their own way of practicing Alexander's principles and I really respect this."*

*"Alexander Technique is basic and fundamental to all activities, including life itself. It requires one to think and stop one's habitual responses and to allow one's innate good directions to come into play - all quite subtle, but practical. "*

*-Elisabeth Walker*

*ATI places a strong emphasis on qualitative assessment, diversity of learning and teaching styles, experiences, and situations in which learning takes place. Therefore ATI members will record their continuing education activities for ATI in a qualitative manner.*

*The committee in conjunction with the ATI office will create an anonymous reporting structure such as survey monkey or something similar where email addresses will be stored separate from responses.  The office staff will record the participation and a report of all participants’ responses will be sent to the committee without names attached to the data. There will be no judgement on these reports. The committee will report back to the membership the common activities and processes being used, as well as new complementary areas of study in fulfillment of our terms of reference.*

Proposal: Definition of Continuing Education

Continuing Education constitutes activities beyond initial training, which may include the further development of personal use, along with the strengthening of teaching skills and professional practices of our teaching members. In reference to the first statement of the Vision/Mission of Alexander Technique International, this allows our teaching members to “further discuss, apply, research, and experiment with the discoveries of F. Matthias Alexander.”

ATI’s Continuing Education activities fall in the following 4 categories:

1. Alexander Technique study

· Continuation of personal study through private lessons, workshops, post-graduate training, professional conferences or lectures.  Daily application of the Alexander Technique does not constitute continuing education.

· Research and Independent or advanced study: a structured, supervised (by any certified or affiliated AT teacher with equal or more experience) and self-reflective practice (journaling, video recording, data gathering), that expands the teacher’s knowledge and professional teaching skills which leads to a documented result (is a publication of a research project, articles, a book or the creation of a video) available to all.

· Teaching, Assisting, or Participating in Teacher Training Programs beyond initial training.

2. ATI participation

· Board participation

· Committee member

· Sponsoring Teacher

3.  Enhancement of business practices (advertising, marketing, accounting, etc.)

· Workshops, courses, training, professional conferences, networking groups and lectures.

· Mentorship, coaching or independent research project focused on professional business skills with documented outcome.

4. Complementary areas of study:

ATI wishes to include complementary areas of study as a CE category because it recognizes that other fields of study can greatly support the growth of its teachers. These include but are not limited to areas such as somatic education, philosophy and mindfulness, pedagogical methodology and scientific fields of study. These are disciplines that are related to the AT or to the specialty of a members’ teaching practice and towards which the member applies their expertise of the AT. These complimentary areas of study may take place through any means such as those listed in #1 above.

The Continuing Education Committee will maintain a list of current complementary areas of study undertaken by teaching members of ATI.  This list will be updated each year using the information collected from the self-reflection process.  This list is intended to serve as a guide to ATI teaching members and is by no means intending to limit the growth of ATI members or be seen as comprehensive.  Should any member wish to have an activity added, they may simply complete an Activity Request Form (attached to this proposal) and submit it to the chair of the Continuing Education Committee.

ALEXANDER TECHNIQUE INTERNATIONAL

PROPOSED ANONYMOUS ONLINE CONTINUING EDUCATION SELF-REFLECTION FORM

Continuing Education is defined as activities beyond initial training, which may include the further development of personal use, along with the strengthening of teaching skills and professional practices of our teaching members. In reference to the first statement of the Vision/Mission of Alexander Technique International, this allows our teaching members to “further discuss, apply, research, and experiment with the discoveries of F. Matthias Alexander.”

1. Please describe your activities over the last three years.  If you choose, you may breakdown your activities into the following four categories, or you may use these as a guide:

* Alexander Technique study (Continuation of personal study through private lessons, workshops, post-graduate training, professional conferences or lectures; Research and Independent or advanced study: a structured, supervised (by any certified or affiliated AT teacher with equal or more experience) and self-reflective practice (journaling, video recording, data gathering), that expands above and beyond the expected personal practice and leads to a documented result (is a publication of a research project, articles, a book or the creation of a video) available to all).  In what ways have you enhanced your study of the Alexander Technique?
* ATI participation (Board, Committee Chair, Committee, Sponsoring Teacher): In what ways have you participated in the business of ATI?
* Business Skills Enhancement (if applicable): How have you enhanced your business practices?
* Complementary areas of study which inform your Alexander Technique teaching (ATI maintains a current list of complementary activities of ATI teaching members on the CEC page of AllTogether: What complementary areas have you studied that have nourished your AT practice?

2.  Please describe your personal growth as a practitioner and teacher of the Alexander Technique from your participation in the previously listed activities.  If applicable, please also include how your personal business practice has grown or changed.  You may speak about your growth as a whole, or divide your response into the previous categories of AT Study, ATI Participation, Business Practices, Complementary Areas.

3.  Please reflect on your personal abilities as a teacher of the Alexander Technique.  What areas would you like to see improvement in, and how will you plan to accomplish this growth over the next three years?  If applicable, please reflect on your personal business practice and how you would like to see it grow.

4.  What are your institutional, local, regional, or national needs or requirements regarding continuing education?

Contributing to the development of Alexander Technique International:

5. As ATI looks toward future years, in what ways beyond Annual General Conferences would you like to see ATI provide Continuing Education.

Evaluation of the process:

6.  How has this process of self-reflection been helpful to you as a teacher and practitioner of the Alexander Technique?  Is there any other information you would like to share or report about your teaching and growth?  Are there additional questions which you feel we should be asking of our ATI Teaching members?

                                            Alexander Technique International

Complementary Area of Study Report Form

Please list and describe the area(s) of study and how you have applied the Alexander Technique to this area, or how this area has informed your Alexander Technique Teaching or Practice.

Possible process of implementation

1 –All ATI teaching members will be divided into three equal groups.

2 -  All ATI Teaching Members will complete the self-reflection in a three-year rotation.

3 – The self-reflection will be completed online. The renewal process will not be complete until the evaluation is submitted.

4 – Each member will be notified in November, prior to the dues renewal process, that they must complete the self-evaluation.  This notification will come from the Continuing Education Committee, along with the list of questions so that the person has ample and adequate time to think and prepare their responses.

5 – Self-Evaluations will be collected during the Dues Renewal Process.  Anonymous data from the evaluations will be recorded and shared as needed (complementary areas of study, annual reports to the membership of CEC opportunities).  No personal information will be shared with the committee or the membership.

6 – Following the initial 3-6 year period of implementation, the committee will re-evaluate this process, and discuss ways to encourage further participation.

7 - We recommend that the Continuing Education Committee partner with the International Committee, the Membership Committee and the Vision/Mission Committee to create and organize continuing education events in each country which emphasize supportive growth (with appropriate supports and resources in place for the membership) by:

· creating and maintaining effective environments for member learning

· engaging and supporting all members in learning

· understanding and organizing subject matter for member learning

· planning instruction and designing learning experiences for all student

Jennifer Mizenko presented the proposal by reading the proposal.  Catherine Kettrick asked for Clarifying questions.  Heather Kroll asked if the intent was that people would something from all categories or from only one category.  Jennifer said you can do all or one.  Belinda asked if the advanced study section, would it count as continuing education if you were being paid to do something.  Jennifer said they had not discussed it, and would have to be discussed.  Belinda said she was working on something now funded by a grant, Jennifer said that would count.  Rachel asked for more information on the enhancement of business practices section.  Jennifer said this would help our community to enhance their business.  Time is out, Judith asked if there was any objection to entertaining one more question.  Debi asked if there isn’t an anonymous part, and we fill it out on the registration, how does that make it a three year cycle.   Jennifer said we are not there yet, it is the next step.  We have just been gathering the info while we implement the scheme of what we are looking at.  Time is out for clarifying questions.

**Level I: Values**

How does this proposal fit with our V/M.  Sarah Barker said her personal experience has been trying to get insurance, and insurance companies will insure organizations that have continuing education programs.  This supports Sarah as an Alexander Technique.   Josh Myrvaanges says it does not alight is counting business education as education in Alexander Technique.  He says he values the learning, the Technique being placed in higher priority than business and money, he thinks there is education that can help people conduct business in alignment with our values and principles of the technique, and there is business that could be contrary to that.  Holly Cinnamon says it aligns with #1 of V/M, specifically research and experiment, and thinking outside of the box of your own practice and learning from each other.   Corinne Cassini says for her it supports #4 in V/M, recognizing teacher’s competence, and #2, because CE we create human relationships and develop environmental ones as well.  Debi Adams thinks the proposal supports this.  No other value comments, and out of time.

**Continuing Education Committee Proposal Level Two:  Concerns**

Catherine asked if we could have an extra 5 minutes, so we have 15 minutes for concerns.  Crispin is concerned about compensation or reimbursement of professional development activities.  Hampers our ability to spread the word and investigate on a global level.  Bob Lada is concerned about evaluating teacher competency if everything is anonymous.  Jennifer explained that it is anonymous to the membership but the committee will know what you have done.  Rachelle is concerned with the last line of the definition of Continuing Education in the proposal.  She would love to add “in relationship to” to the sentence.  The concern is with the sentence of “with the discoveries of FM Alexander,” the words that concern her are the word “with,” and “of FM Alexander.”  Susan Sinclair said that if you are including sponsorship as a continuing education event, sponsors are paid.    Rachel Prabhaker said categories defining CE is defined, but how much are you expected to do, and most organizations have some guidance about how much.  Jennifer Mizenko said in the spirit of ATI we don’t count hours in certification process, so are carrying that over into this process as well.  Corinne said to clarify for Susan, we did not fully consider the activities for pay, but by the fact of becoming a sponsor is an activity and service within ATI and is continuing education.  Carol has a concern about the word mindfulness is vague in the definition; this went to the parking lot.  Debi Adams has proxy concerns:  1: use of the word category in the definition is a concern that it is a hierarchical road 2: research supervised by AT teacher, concern is that there are non certified experience teachers and work with them would not count. 3.  Conducting a teaching program is a job, under enhancement of business practices, and does not constitute continuing education.  Alison Deadman has a concern that we are looking at ourselves differently from organizations that might pay people to do CE, there should never be reimbursement, but your employer might send you to a program and you get paid.  We are cutting ourselves off by say that it should not have any reimbursement. The idea that CE is something that should not have any reimbursement.  Heather Kroll clarified that other organizations CE you pay to go take a course, and you get your hours.  Your employer might pay that fee, or for your time off, so you get to keep that income.  If you present at a conference, she is not allowed to count the time as CE hours.   Alison said that ATI thinks that money taints the proposal.  Catherine Kettrick says that there are concerns about if someone is paid to attend a workshop vs. paying own way counting/not counting as CE for ATI.  Catherine suggest that if you have concerns you have not voiced, put them on the paper pad.    If you have solutions, put them in the parking lot.

**Meeting Review and Evaluation:**

Marilou said she thinks that the members are all generous with facilitators and everyone.  Belinda Mello said nice to have Judith Saxton participating as a facilitator.  Josh Myrvaanges said he had difficulty connecting, thought side conversations were disrespectful, and he found himself wanting to disengage.  Cathy Madden appreciated Marilou Chacey’s ability to adapt.  Judith Saxton appreciate adaptability in inserting light and livelies all the time.  Holly Cinnamon said as first time attendee and trainee she appreciates the committee that gave her a voice as ability to write as a new member.  Debi Adams appreciates that proxies actually have a voice at the meeting.  Morgan Ford B said she appreciate the process so much, and to be careful about being attached to the language in the process that we aren’t giving people time and space to make ideas heard.  Rachelle said that in the process, she needed a moment to explain my concern – the concern was named but without room for context.  I didn’t know when that would be heard.  The moment felt rushed.  In the FCP where does a concern get fleshed out (heard) and discussed.

Marilou announced two workshop locations.

End of meeting # 3

**Wednesday, November 1 MCM – Meeting Minutes #4**

**Announcements:** Cathy Madden reminded people about the baskets in the back to put books and resources for members to read and your name or other member that we could pick out as the first person we contact on the once a month intentional contact.Alison said pick up t-shirts so we don’t ship them back to Boston. Alison asked people to post things on Facebook. Catherine Kettrick would like each of us when talking about this work, especially when we are printing things for websites, etc., to use the full name Alexander Technique. Committee members and chairs to meet after the meeting for 5 minutes. Lynne Compton reminded the meeting to sign up for the no talent show. There was a concern about an announcement. Debi Adams as advocate voiced a concern about the announcement Catherine Kettrick made coming from a person, and it felt inappropriate to the person Debi was advocating for. Cathy said it was from a person. So Dorrit Vered said she has a concern about Catherine Kettrick’s feeling about someone being upset about her request. Cathy Madden said that she was facilitator, and that had already been taken care of.

**Agenda:** No concerns, agenda approved**.**

**Assigned FC Roles**:

**Agenda Planner:** Marilou Chacey

**Facilitator:** Marilou Chacey and Cathy Madden and Catherine Kettrick

**Timekeeper:** Lisa Toner

**Doorkeeper:** Joe Kaplan

**Notetaker:** Linda Hein

**Public Scribe:** Sarah Goldstein Gall

**Peacekeeper:** Manuelle Borgel

**Advocate:** Debi Adams

**FCP Advocate:**  Dana Calvey

**Language Advocate:**

**Meeting Intentions:** Meeting Intentions read in English by Jennifer Mizenko

**Professional Development Committee Proposal: Level III Resolving Concerns:**

Catherine Kettrick outstanding concern: the proposal as written has no content. We will only have to develop the content later if we pass it as written. Will be put into the parking lot. The other concerns were resolved and the new proposal as written:

The following proposal for the content of the Anatomy Demonstration of Knowledge was consented to with one unresolved concern, listed below:

“Candidates for an ATI Teaching Certificate will be able to demonstrate an understanding of anatomy and physiology as they relate to human movement and behavior; be able to help pupils understand how their mistaken ideas about their structure interfere with their best use; answer pupils’ basic questions about anatomy; and refer them to other sources for more detailed answers.” (From the ATI Criteria for evaluating candidates for an ATI Teaching Certificate)

When presenting themselves for certification as a teacher of the Alexander Technique, candidates should be able to (using language appropriate for a pupil with no anatomical knowledge)

1. share their knowledge about the relationship between the skull and the spine (the atlanto-occipital joint) as it relates to the use of the self as a whole;
2. discuss how a pupil’s concept of their anatomy may impact their use, movement and/or behavior;
3. and describe the inherent, natural process of breathing.

In addition, candidates should be able to

1. Demonstrate how they would provide interested pupils with appropriate resources to satisfy their anatomical curiosity.

Unresolved concern: The proposal as written contains almost no content. If we consent to the proposal as written, we will only have to develop the content later. In addition, the lack of specificity does not help trainers know what to teach or students know what to study in preparation for the demonstration of knowledge.

Cathy read the revised proposal. Said we would have grammar popcorn later at the end, when people started pointing out typos and grammar issues. Unresolved concerns: the proposal as written has no content. We will only have to develop the content later if we pass it as written. Cathy explained how we resolve concerns in FC, and that once the concern was out there, it belonged to everyone. Jennifer Mizenko has a concern about the concern, but we are not there until we resolve all the concerns from yesterday. So Cathy asked if there were any unresolved concerns now. Morgan Ford B said does not address teacher’s ability and willingness to refer students to a teacher with more knowledge in specific areas. Cathy had a question about the concern, and said that this proposal does not cover Morgan’s concern, so asked if we had taken care of this concern. Morgan said yes, then.

Turned to resolution of the one outstanding concern. Jennifer then voiced her concern about the concern’s use of word content. Catherine Kettrick used content, and now as written, she does not see content. Catherine Kettrick said she would love to stand aside. Cathy Madden explained what a stand aside means is that we have the potential to give consent to the proposal as a group, knowing that this concern will remain with it, and we will continue to look to resolve it. Cathy doesn’t know if anyone else had that same concern. We are out of time, Cathy suggested that we add three minute, no concerns, so added three minutes. Rj asked if once this was passed, would it show up in a bylaw or something, so what happens to the concern? Catherine Kettrick said that what happens to proposals goes into the minutes, which is where the vote is maintained, with the concern attached to the proposal. Liz Ford asked if this actually clarifies anything about the process? Does it change anything that is already happening with the candidates? Cathy Madden said yes, as a sponsor, she will now have this beside her when she sponsors. Alison Deadman asked if we could have a concern on the rewrite; Alison missed it, Cathy already asked for that. alison is concerned that the lack of specificity does not assist trainers or trainees as they try to prepare. Cathy Madden said it sounded similar to Catherine Kettrick’s concern, and would they get together to write a clear concern. There are no other concerns, consensus reached. Proposal passed with the concern above attached.

**Light and Lively**

**Continuing Education Committee Proposal: Level Three Resolving Concerns:**

Catherine Kettrick is facilitator, and Jennifer Mizenko made the presentation of the rewrite.

Catherine Kettrick asked for everyone to take 45 seconds to think about what we read/heard. Belinda Mello asked for more information about #3, enhancement of business practices. She does not understand what “aligned with the principles of the Alexander Technique.” Jennifer explained that there was a concern yesterday about mixing a corporate approach to business vs. another approach of having the business be in the methodology of the Alexander Technique. Dorrit Vered said she still does not understand. This was a resolution of Joshua Myrvaanges’ concern. Belinda Mello said now she understands, and her new concern is that it is a sentence that is difficult to understand and isn’t sure serves a useful purpose for encouraging people to work on business practices. Cathy Madden is concerned that as written there is a judgment about business practices in the sentence. Catherine Kettrick asked if any more unresolved concerns. Carol Chung said that under item #1, Alexander Technique Study, would regular exchanges between two certified teachers come under continuing education. Jennifer said there would have to be some journaling, data gathering about the exchange and it must have been with someone of equal status or more in the teaching world. Rj is concerned that we should have been including business practices at all as part of the CE. Business classes may be peripheral. Steve Brown is concerned about the qualification of the teacher, if “equal or more experience” is needed. He could work with a newly graduated teacher, and still benefit greatly from the experience. Anita King is concerned about the concern about having business in there, because it can be beneficial. Kelley Ann Walsh asked if experience is counted in years? How do you measure that? Jennifer Mizenko said we don’t count hours, so we don’t count years. Her feeling on this is that leaders and master teachers, it is very open. Stacy Gehman questioned about a documented result in publication. If it isn’t published, it doesn’t count? Publish or perish! Jennifer Mizenko explained that Publish can include a website note, a communique article or exchange article. Belinda Mello asked if doing a trade with another teacher, does that fall under section 1 in #1? Belinda will talk to Jennifer and get her confusion taken care of, not a concern. Joe Krienke asked how equal or more experience is determined. Jennifer Mizenko said that was to be determined. Josh Myrvaanges has a concern about the footnote that daily practice of the AT does not count as continuing education. He is concerned that the document states this. Working on oneself is continuing education, and is concerned that the document says it isn’t. Jennifer said it can if you journal about the exchange, but if you are just buttering your bread, it doesn’t count. Catherine suggested that the committee work on resolving the concerns, and asked that the people with concerns caucus with the committee, or put your resolution to your concern in the parking lot.

**Light and Lively**

**ATI’s Internal Communication: A Panel Discussion**

Marilou Chacey is facilitator of the panel, Alison Deadman, Corinne Cassini, and Joe Kreinke:

This is a panel about internal communication. You and I talking together about ATI’s business, planning into the future. Marilou loves that our internal mechanism is All Together. The panel was requested by Kit Racette. “So my intention was always to create an archive of decisions made by committees for future reference. How many people want to know what goes on in committee? I think that is a valid discussion to have at the conference as well as how do they want to receive this material. I think there is a place to determine what the membership does need in the way of information regarding the internal workings of the Board. Can this, for example, be included on the website? How many members want to know what the committees are doing other than at the Annual Conference? I suggest that this comes under the heading of internal communication within ATI.” Kit Raceett

Alison spoke first. Committees keep minutes, and are posted on All Together. She feels this is important because the board wants to know what is going on with the committee, and it is essential to the committee and chair of that committee so they can look back historically to see what happened. Gives us a historical record. We are isolated, a pocket here that is a committee, and the board here, and another committee there. Alison has been trying to help avoid that. The board liaisons break that up as they attend the committee meetings that they liaise for. What has been happening recently is the liaison and committee chairs to provide summaries, and then Alison sends to the board and committee chairs so the chairs can see what other committee do. Encouraging sub committee work with the board, or with sponsors on projects. It is tricky because we are so big, and have languages, time zones. Not all committees are meeting regularly, and meet by email. Ideas on how to hold an email meeting is on the board section on All Together. The Communique should be the holder of this information because it is translated. Corinne Cassini wants to address as co chair of the International Committee, is the question of translations. It is a complex and vast question because only certain parts of organization documents are translated professionally, the internal communication is done by volunteers. The Communique translation has been going well for a few years. Our question to the membership is what do you feel is important to be translated if you were not an English speaker? Where should we put our focus? And how? Automatic translations, needs someone behind them, but it speeds up the translation. It also requires a simple document at the origin. Translation tools can’t translate complex sentences. Joe Krienke said all he had to add was simply what platforms do they want to receive info on, as well? We could be pushing other social media out at different rates. How do you want to receive it? Same content and pushing it through different platforms. Some people prefer to read books and papers…how do we accommodate everyone?

Marilou said we are going to use a sequence of tools for this section, just as we do in Formal Consensus decision making. Marilou asked if there were clarifying questions. None. Marilou said the membership has real priorities in internal communication, and the board and committees want to know what is important to you. This is to build into the future. Manuelle Borgel said that right now everyone to remember there are two non English speakers in the room, and we will appreciate having people speak clearly. Clear articulation is important to her. Josh Myrvaanges says his priority is that there is enough communication about what the other hand is doing so there is a sense of solidarity. A business consulting workshop he did once talked about having people on the team share what they are doing so they know what is happening to keep everyone on their tasks. Marilou Chacey has two priorities: sense of community that I personally feel at an annual conference and she has to sustain that through the year. Second priority is for committees to have lots of time to do what they need to do, time for that, be it for policy proposals or Communique. Judith Saxton has a question: how many times a year does the Communique come out and does it come in email format. It comes out 4 times a year, comes out in print and email if they opted out of print edition. Dana Calvey asked if you got both. Yes, both went out this year. Holly Cinnamon said her priority is that she has seen these things laying around her teacher’s office but never read them, so it should have a feeling of being personal. Crispin has a priority of content strategy, she wants material pushed to her through feeds, would not open a PDF.

Marilou said that was a concern, difficulties they’ve had about reading, what has gotten in their way of internal communications in the past two years. Suzanne said she gets so much email from so may organizations, and the sheer volume is overwhelming. Our delivery system…we all get too much in our inboxes. Rj fleck said it was useful to have access to All Together knowing certain key documents are there, so we know what is going on. He noticed he is fairly erratic, and there is conflicts in information. He wants info about the minutes, so he investigates All Together, it would be helpful to have a **document about** what is there and make sure that things are actually there. (an index!) It is time consuming. Can we have a document to say what is available so we have confidence that the info is actually there.

Marilou said that was a resolution, would wait until after concerns were closed. No further concerns. Rj said that if there was an index to let people know what would be up to date and accessible. Crispin would like to subscribe so she gets a push notice in her feed on specific topics. Josh wants to know if we can put an introduction on All Together. Dorrit Vered wants an app. Liz asked if there is a list serve, if no, then could we have that. Marilou said that if you have ideas, write them on the board: “A PHP forum can keep topics by thread, then subscribe to the thread and get notifications on that thread.”

**Meeting Review and Evaluation:**

Harry Hobbs thanked the people who wrote two proposals we worked on today, thank you very much. Suzanne appreciated hearing from the panel to give a context for the last part of the meeting*.* Debi Young appreciated having more content for new students like herself. Catherine Kettrick liked having the agenda on the paper so I can look at it. Marilou appreciated that someone wrote it for her. Josh Myrvaanges appreciated the long pause before saying we have consensus and would like it to be at least 20 seconds in total. Corrinne appreciated the process of seeing a proposal pass with a concern attached. She felt frustrated with the CE, it feels like we had more concerns today than we did yesterday, she wonders why they weren’t addressed yesterday, or maybe the resolving of concern brought more concerns and a little frustrating. Holly Cinnamon appreciates the thoroughness of the CE proposal and the rationale behind the proposal helps her frame how she looks at the proposal.

**Wednesday, November 1 MCM – Meeting Minutes #5**

**Announcements:** Marilou announced that proxies are due by the end of the meeting. Lynne Compton reminded people to add index card into the basket in the next hour.

**Agenda:** No concerns, agenda approved**.**

**Assigned FC Roles**:

* **Agenda Planner:** Marilou Chacey
* **Facilitator:** Catherine Kettrick
* **Timekeeper:** David Mills
* **Doorkeeper:** Kathleen Juhl
* **Notetaker:** Linda Hein
* **Public Scribe:** Morgan Ford Brunketurner
* **Peacekeeper:** Carol Chung
* **Advocate:** Alison Deadman
* **FCP Advocate:**  rj fleck
* **Language Advocate:**

**Meeting Intentions:** Meeting Intentions read in English by Catherine Kettrick

**Introducing ATI’s new website**

Linda Hein connected to ATI’s new live website and provided a tour.

**Treasurer’s Report**

Alison presented the Treasurer’s Report:

**Treasurers Report to the Board - for period ending 30th September 2017**

Provided by Victoria Leomant (treasurer)

The Financial Reports to the end of the third quarter reveal the following;

|  |  |
| --- | --- |
| **Ordinary Income & Expenses** | |
| Membership Fees | 53,520 |
| Payroll | (23,629) |
| Office | (15,861) |
| Professional Fees\* | (11,250)\* |
| Bank Fees | ( 2,500) |
| Misc. | ( 654) |
| **Operating Loss** | **( 374)** |

* Note that Professional Fees include 6,225 for the Website Consultant.

The 4th Quarter Costs will include Rent, Payroll, Office costs and Professional Fees etc., which I calculate to be somewhere in the region of 11,859. This will mean an operating loss of approx. 12,000USD. As the website consulting is not yet finished, I assume there is another large invoice to come.

|  |  |
| --- | --- |
| **Conference Income & Expenditure** | |
| Conference Registrations | 39,700 |
| Islandwood Deposit\* | (19,000)\* |
| Other Costs | ( 1,600) |
| **Net Income** | **19,100** |

* The minimum contract for Islandwood is 38,000 (plus taxes) of which 19,000 has been paid. I would assume there are other admin costs to be settled as well as the taxes (as yet not quantifiable, but I will assume at about 6,000) There is some little income still due (late registrations etc) On the whole, I believe we will make a loss of some 6,000 USD.

This will mean that our overall accounts may show an operating loss this year of some 20,000 USD (conservative guess)

Alison noted that we will set a budget for the ongoing website costs. She asked for questions. Sarah Barker asked about the 5.00 fee for translations.

**Light and Lively**

**Continuing Education Committee Proposal: Level III Resolving Concerns:** We had an agreement on proposal, but had a stand aside concern. The committee went back to try to resolve it. The revision was read aloud. Catherine Kettrick said take 30 seconds and think about what Jennifer Mizenko just read, and then asked if there were any unresolved concerns. Sarah Barker had a clarifying question, maybe a popcorn thing, wondered about the different bullets, and underlines. Jennifer said yes, it would be fixed. Dana Calvey had a concern with the words “consistent” and “regular exchange.” What does that mean? With the same teacher, what is regular? It was a clarifying question, so no longer a concern. Anita King asked about the rewording of the note at the end “daily personal application of the Alexander Technique.” It sounds kinky! She is not sure about that word application. Corinne Cassini said the note at the end has now become redundant and needs some rewording. It is almost like discouraging people from using the technique in daily life. Kelley Ann Walsh understands self-selecting and self-reporting but is curious about how they are measuring experience. “Measuring” sounds as if it is on a hierarchy or continuum. How does she as a teacher measure or determine if someone has more experience than she does because it could be different, not more or less. Jennifer says we should research the person, and then the member determines experience. We don’t use hours, or time. The burden is on the member to make the decision about experience level. Corinne Cassini said this was about the word “more” -- concerning phrase “equal or more.” Jennifer explained it this way: She is not a new AT teacher. She met someone really exciting in the AT world, but maybe they haven’t been a teacher as long as Jennifer, but she researches, and decides that it counts. She self-selects. David Mills said this is about a practical exploration that will lead to some result, and either it is someone who will find someone who knows more about something, or two people who will explore together. I’m finding someone who can guide me in whatever I am exploring, and I will work with someone who knows that territory. Marilou has a concern that experience has been lined out. No more concerns, went to resolution of concerns. Dana Calvey thinks her concern is still a concern. Judith Saxton suggested we delete consistent and regular. Jennifer said does that mean one exchange fulfills it? Yes. Carol Levin is that we remove “and regular.” Judith Saxton said no, one exchange might be something I can include in my continuing education. The word consistent implies more than one. Joe Kaplan suggested substantial exchange. Concern is that is a three-minute exchange enough for the year? David Mills said we put “exchanges with alexander technique colleagues.” Corinne said the bullet points in #1 confused her. Carol Chung reminded us we all share the floor in this room and to listen with respect. Stacy Gehman is still puzzled by the hierarchy of the bullets. Bullets were rearranged to reformat the proposal. Belinda said that now that we have all worked on this, the part highlighted in green, we are using us to our own benefit, not as something we might cheat at, but something that might inspire us. Corinne Cassini is still concerned about the practical matters and processes for running a business teaching the alexander technique where it is, because it would exclude her from taking a course in that. Maybe we could just put it as another bullet point. It is not really an Alexander technique study, it is a business study that you put towards your Alexander technique. Catherine Kettrick suggested we add an extra 10 minutes to concerns and solutions. Alison Deadman says to place it under #3, complementary areas of study. Dana Calvey is concerned \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Corinne Cassini said there was a separate category before because we felt the business practices was an area applied to the AT. Solution seemed to be the word “supportive.” It feels like it doesn’t belong in any of the 3 categories we have, but is still distinct, to her. Marilou Chacey thinks it should be in #4, under complementary areas of study. Added the word support to #4. Rj is not convinced that having an understanding of the business practices to run a practice does not have anything to do with practicing the AT. Catherine said that there seems to be a value clash going on, some who think business has nothing to do with running an AT practice and others who think it is necessary. Anita King said the last two months of my training was about creating a business plan and how to run a business. Belinda Mello said that a lot of us felt that communicating the AT in a variety of ways that meet a variety of people’s needs, falls under business and would benefit us as not just as individuals but the AT community. Liz F said taking the practical matters and business it should be there, but having the report or something written would benefit the organization is if people shared the opportunity of what they learned about business. Doesn’t have to be in this proposal. Outstanding concerns: does rj still have a concern, can we re word it and then he can stand aside? Morgan Ford Brunketurner proposes that business is a means of global communications and the idea of business as a means of global communication is directly in line with ATIs vision mission. Except for rj, are there any other unresolved concerns. Kelley Ann Walsh said Morgan’s point was a great point and very helpful. To think of business as a means of communication would make her feel more comfortable. What Morgan Ford Brunketurner said will be put in the rationale. Corinne Cassini will agree with the comment of supporting some way of including some documentation of the business work, but still thinks it does not belong in the section. Rj says that the fact that the business activities of ATI members should be supported is true, but it should not be in the CE agenda of an ATI teacher. It should be a different part of the organization to support teachers in business, but not part of the recording and requirements of ATI teachers. Sarah barker is it the option missing in rj’s mind, is it required of everyone? Rj says that it is not desirable for an AT teacher to devote CE to being a good business person. It would not necessarily improve his quality of teaching of the AT. Catherine Kettrick says that this cannot be resolved today. Sarah was saying that one does not have to do all of this, one can pick and choose. The room believes that, but rj believes it should not be in at all. Can rj stand aside as long as the concern goes with the proposal? Manuelle Borgel said she agrees with rj, and what she wanted to add that by putting that in, in France people has very hard time to make a living at AT, it would be better as a separate thing. Manuelle Borgel said she could stand aside. Marilou wants to know if anyone would have significant concerns about elimination of it. Morgan Ford Brunketurner wants to pose the question: do we as a group feel that business education is an important part of a training, and if we do, why would it not be important as part of CE? Catherine Kettrick said it is clear we will not come to consensus, but she has a resolution. Meeting has to end, we are way over time.

**Formal Consensus Process Committee Proposal Presentation Reading of Final Version**

**Professional Development Committee Proposal Presentation Reading of Final Version**

**Continuing Education Proposal: Level III: Resolving Concerns**

**Meeting Review and Evaluation:**In general, Juhl said she can’t read the board, could the font be bigger. Debi Adams appreciated the extra time. Alison Deadman appreciated the role of the peacekeeper to keep everyone calm.

**Wednesday, November 1 MCM – Meeting Minutes #6**

**Announcements:** Dana Calvey is facilitator. Cathy Madden announced a flip chart in the front for rides to the ferry. No further announcements.

**Agenda:** No concerns, agenda approved**.**

**Assigned FC Roles**:

**Agenda Planner:** Marilou Chacey

**Facilitator:** Dana Calvey and Catherine Kettrick

**Timekeeper:** David Mills

**Doorkeeper:** Kathleen Juhl

**Notetaker:** Linda Hein

**Public Scribe:** Katie Chase and Suzanne Girardot

**Peacekeeper:** Carol Chung

**Advocate:** Alison Deadman

**FCP Advocate:**  Cathy Madden

**Language Advocate:**

**Meeting Intentions:** Meeting Intentions read by Holly Cinnamon

**Board Report:**

Alison Deadman gave highlights, as the board report was in the Communique and in the packet. Year began with 2016 Annual Conference. The board has worked hard this year on the strategic planning. They began organizing and sorting the material from the 2016 Annual conference strategic planning and have synthesized the material generated into this list. (Alison handed out the following document):

**Strategic Planning: Our Dream**

## Communication/ Organizational Development

1. Communication
   1. Clear, energized & engaging communication within ATI (buzzing with connection) and with the public (and with other organizations).
   2. Conversation and open dialogue.
2. Growth
   1. More members, more actively involved members (volunteers), more staff.
   2. A more influential organization
   3. Larger Budget
3. ATI is an action-oriented organization with commitment and follow-through.

## Nourishing the ATI Membership

* ATI nourishes connections between members.
  + New-member buddy system & other mentorship opportunities (creating a safe-space for people to grow) (1)
* ATI nourishes face-to-face connections/relationships
  + ATI events, e.g. small regional/national gatherings of AT teachers
  + ATI “Air B&B”
* ATI nourishes and revives members as you might water a plant (poppy):
  + Continued professional training/development
  + Celebrating diversity; providing a safe space to grow

## AT Advocacy

* AT is known in everyday life as an accepted method of education; ATI members have successful careers as AT teachers.
  + Events to raise the profile of AT/ATI (e.g. themed events: AT & Science, AT & Education); Regional events; Public events/outreach
  + Clear professional identity/face (for ATI and for AT teachers)
  + Staff

ATI Mission: *to create and sustain open means of global communication for people to discuss, apply, research, and experiment with the discoveries of F. Matthias Alexander.*

## ATI Advocacy

* ATI articulates our identity as a progressive, inclusive organization that is both different from other AT organizations and that is inclusive of other AT organizations.
* ATI is at the forefront of inclusivity – racial, economic…
  + ATI attracts new members (grows)
  + ATI events (regional/national) attract current and new members and enhance public awareness.
* ATI works to unify the AT community (reaching out to all STAT organizations/other AT organizations)
  + Engagement in joint projects with other AT organizations

ATI Mission: *to create and sustain open means of global communication for people to discuss, apply, research, and experiment with the discoveries of F. Matthias Alexander.*

## Research (means of achieving AT advocacy and ATI advocacy)

* ATI is involved in researching, documenting and disseminating/promoting research about AT
* ATI conducts market research on how ATI is seen/marketed
* ATI engages in collaborative research projects with other AT organizations.
* Requires budget and staff/volunteers

## Events (a means of achieving AT advocacy and ATI advocacy)

* ATI promotes events and activities that build our organization, enrich our members and educate the public.
  + Regional Conferences (Each explores the same theme; videos of events are shared)
  + Diversity of events and events that appeal to the diverse body that is ATI.
  + Events require staff, volunteers and a budget.

## Marketing/Spreading the Word (a means of achieving AT advocacy and ATI advocacy)

* ATI enhances the public knowledge about AT and the AT world’s knowledge about ATI.
  + ATI has a clear professional identity/face that includes a diverse membership
  + ATI helps members develop a clear professional identity/face for AT
  + ATI produces and disseminates promotional materials.
  + A marketing budget, staff, events.

## Success and Prosperity

* Organizational Strength
  + ATI is a powerful organization (holding the scepter) and respects the privilege and responsibility of power
  + ATI works to forge links with other AT organizations, and is a pillar of support for all professional AT organizations; timeless, stable, permanent.
  + ATI embraces change and growth, like the acorn or Jack’s beanstalk.
  + ATI’s Vision-Mission and the Formal Consensus process inform our stability through change
  + ATI members willingly and joyfully volunteer to contribute to the continued development of the organization and are nourished by their service.
  + ATI values its members – our hands are like gems/treasure
* Professional identity / professionalization
  + ATI supports its members in developing successful careers as AT teachers
  + ATI is at the forefront of inclusivity (racial, economic etc.) and continually recognizes and celebrates our diversity and that of our students. We are stronger together.
* Events
  + ATI is involved in public outreach to help AT become an accepted method of education, known in everyday life.

## Community

* ATI members form a community that:
  + Values and nurtures curiosity.
  + Is courageous and shares responsibility.
  + Recognizes and celebrates diversity, inclusivity, and respect – all the differences contained within an international community: a plant with roots, branches, flowers and leaves.
  + Is available to anyone
  + Is principled (light streams in) and professional
  + Is resilient and evolving (when the scepter drops we bend to pick it up -let go of the old and begin again with the new)
* ATI is like a shell; the members are the contents – like a Sumac bush, we create a shock of colorful possibilities
* ATI enables its members to feel at home wherever other ATI members are present.

## Vision-Mission/Clarity

* ATI’s Vision-Mission is its scepter (i.e. a source and symbol of power)
* ATI employs a pragmatic approach to its organization and functioning.
* ATI values and strives for clarity in all it does. Clear like a crystal.
* ATI is a principled community – light streams in.

Alison noted that the board would like help as we move into ranking the list that was handed out. She asked everyone to take a white index card (also handed out) and to look at the list that had been handed out and jot down what strikes you as most important, so the board can see what is important to membership going forward. The other activities the board has been involved in are listed in the published report. Joshua asked what ATI AirBnB was (on the strategic planning list)? Alison explained that it was a suggestion that ATI members could provide an AirB&B-like service for other ATI members visiting from out of town.

**Continuing Education Committee Proposal: Level III Resolving Concerns:**

Jennifer Mizenko brought revised proposal. The title changed, see other changes in the copy.

**Proposal: Definition of Professional Continuing Education with Professional Business Practices for Teaching Members of Alexander Technique International**

Continuing Education constitutes activities beyond initial training that are distinct from a member’s regular line of work, which may include the further development of personal use, along with the strengthening of teaching skills and professional practices of our teaching members. As stated in the Vision/Mission of Alexander Technique International, continuing education allows our teaching members to *“further discuss, apply, research, and experiment with the discoveries of F. Matthias Alexander.”*

ATI’s Continuing Education activities fall in the following 3 *areas of study.* ATI Members will self-select (from at least 2 distinct areas) and self-report their Continuing Education activities. Outside funding in support of a Continuing Education activity does not disqualify the activity from recognition.

1. *Alexander Technique study:*

* Continuation of personal study through exchanges with Alexander Technique colleagues, taking private lessons, workshops, post-graduate training, professional conferences or lectures.
* Research and Independent or advanced study leading to a documented result available to all. Examples of a documented result include but are not limited to: a blog, an article for the Communique or Exchange, a book or a video.
* A structured self-reflective practice (journaling, video recording, data gathering) that expands the teacher’s knowledge and professional teaching skills. It should be supervised by any certified or recognized Alexander Technique teacher with relevant experience**.**
* Assisting or Participating in Teacher Training Programs beyond initial training.

1. *Service to ATI:*

* Board participation
* Committee Participation
* ATI Sponsor

1. *Complementary and supportive areas of study, including Professional Business Practices:*

ATI wishes to include complementary and supportive areas of study as a CE category because it recognizes that other fields of study and career enhancement practices can greatly support the growth of its teachers.

Complementary areas of study are disciplines that are related to the Alexander Technique or to the specialty of a member’s teaching practice and towards which the member applies their expertise of the Alexander Technique. These include but are not limited to areas such as somatic education, philosophy and mindfulness practices, pedagogical methodology, scientific fields of study. These complementary areas of study may take place through any means such as those listed in #1 above.

* Supportive areas of study are activities that help and encourage teaching members in the fields of professional development and business practices appropriate for Alexander Technique teachers and congruent with our code of ethics.
* Workshops, courses, training, professional conferences, networking groups, lectures, mentorship, coaching or independent research project focused on growing professional business skills with a documented outcome, such as but not limited to: a blog, an article, a book, or video/YouTube.

The Continuing Education Committee will maintain a list of current complementary and supportive areas of study undertaken by teaching members of ATI. This list will be updated each year using the information collected from the self-reflection process. This list is intended to serve as a guide to ATI teaching members and is by no means intending to limit the growth of ATI members or be seen as comprehensive. Should any member wish to have an activity added, they may simply complete an Activity Request Form (attached to this proposal) and submit it to the chair of the Continuing Education Committee.

Concerns/stand-asides:

1. Career development and business practices may be best supported through separate initiatives-not in CE proposal. Inside concern.
2. When “career development” and “business education” are given credit for continuing education, it is misleading to the public: It may incorrectly indicate that members are getting credit for building a practice instead of their skill at teaching the Alexander Technique. Outside concern.

Catherine Kettrick asked if there were any concerns after going through the changes. Corinne Cassini had a question as to what the rationale for including professional business practices in the title? Jennifer said we have a committee called PDC, which focuses on how teachers are sponsored. This is the attempt to include that we want to develop in use and understanding of the work, but want to develop in our business practices. Corinne Cassini said this was just the title, not the committee, just changing names. The footnote that was crossed out, did the committee look at that and reject it? Yes, to answer a concern from the last meeting. Catherine asked if there were any unresolved concerns other than the one already attached to the proposal, and that is noted on the proposal as a final note. Josh is concerned about business learning, and that concern remains. Josh wants it removed all together, but thinks the meeting has to go on and we should pass it, and address that later. Catherine and Cathy caucused, and Cathy asked him if rj’s concern already attached to the proposal is the same as his. Josh said yes. Cathy asked if he was willing to stand aside and be part of the committee that works on it later. Josh replied that he is only comfortable if the document itself includes nothing about business at all, and it is worked on later. Josh said he was not willing to stand aside. This puts us back to Level I as a group, since Joshua cannot block a proposal by himself, so we need to review if this supports our values.

**Continuing Education Proposal (Rewritten version): Level I**

Joshua Myrvaanges said that if the bylaws of, say a medical organization, gave CE to physicians doing business work, people would think they were not about anything but making more money and get more business. Catherine Kettrick asked why to him it does not meet our VM statement #4. Crispin says #1 fits -- promoting the work is part of communicating work, and that should be part of our ongoing personal missions. Dorrit Vered says definition of professional is being paid money, so that connects to business. Marilou Chacey said it fits with inclusive ideas because academics might not need it, but independent people need it. If we add ethical business practice to the proposal, does that work for him. He is still concerned with career development because it means growing a business. Sarah Barker has 42 years in her career, believing it will change the world, knowing that if I get better at communication, which business practices teach, and allows me to reach every person in the world, unless I learn communication, which is what business practices are, we can’t fulfil #1 or #2 of the VM. It is critical for Sarah to understand business practices as they provide her with power in reaching as many people as possible. Anita King said it involves describing what we do, thinking creatively about people who are receptive about what we do, there is some vulnerability in being an Alexander Teacher, not ubiquitous, it does meet #1 and #2 of the VM. Rj remains with the feeling that there are sufficient degrees of tension between AT teaching and practice and practicalities of being able to create a life and career of doing that. Where do we draw the line? He thinks that # **?** and # **?** has an essence that has nothing to do with professional career development, and we should preserve the purity of them. He thinks we might need to pause. Catherine Kettrick says we have two camps here and have to stop because of time. Carol Levin said that FM Alexander said that the AT or the work he is doing is an educational process and we learn to be teachers. If nobody knows that we are here to teach, we will not have any students, so we will not be fulfilling what FM thought would happen. AT process and medical model are very different. People must go to the doctor, and we have people who may want to learn to move better to sleep, teach, but they will not know that we exist unless we have commercial and professional ways to let them know. Dana Calvey sees the value on both sides of this discussion. As a young member, she is afraid of where we will be in 30 years. If everyone would entertain for 30 seconds that no one wants us to have CEC be only developing business practices. We agree on that. If we can entertain her idea from the last meeting, we want to encourage business practices, can it be included but not have it be the only thing, we would not allow someone use only business practices as CE for, say, 3 years. Jennifer said there is no quantitative language in the proposal. Marilou said go up to #3, and we could put in there the concept of partial fulfillment. Jennifer said there is no quantitative aspect in this proposal at all. Dana asked if that has to be. Jennifer said we had it before and people didn’t like it, and it was removed. Katie Chase said why can’t we say it cannot be exclusively #3 (business). Cathy said if we said it could not be exclusively ANY one thing. One resolution was to say “Fulfillment of professional continuing education activities must include at least 2 or more areas of study.” Anita King recommended we use the word “engagement” instead of study. That is someone else’s concern, so we can’t change it. Catherine has a radical suggestion, so Cathy will facilitate. Catherine says we should delete every mention of business from this document and we have an addendum that in the next year we will work on language that will allow us to include business in the proposal. Cathy wants to do a closed eye version of a vote on the proposal as is, and then going forward with no business practices in it. Cathy then suggested that we let this rest overnight for everyone to think about it. She invites anyone who cares a great deal to work on the proposal overnight. Corinne said go back to the blue sheet and look at #3 because we have lost an overview with so many changes.

**New Committee Chairs and Board Members**

Dana Calvey announced the entire slate of nominees were elected as listed on the ballot. Two more committee chair positions will be voted on tomorrow: Joe Kaplan, PDC chair, and Galit Zeif, Annual Conference Site Committee chair. Linda announced that all sponsors were re-elected as a full slate as listed on the ballot.

**Committee Recruitment – because we ran over time, we did not have this section.**

**Meeting Review and Evaluation:** Joe Kaplan thanked Josh for sticking to his principals, and that the use of the parking lot may have something to do with things not working. Juhl thanked for bigger font. Judith Saxton was thankful for FC. Having said that she takes great issue with this meeting: She missed when we were asked if we had more time, if it happened, she didn’t hear that at all. We missed agenda things, we have a structure, would prefer to stick with the structure, and stick with the agenda. Belinda Mello is understanding and appreciating the FC process, and how important it is to inform yourself about what happened to a meeting you missed. Marilou said we all just learned something about end gaining. Alison appreciated Dana Calvey in her early stages of FC facilitating. Sarah Barker wants to echo the importance of pausing sooner and catching ourselves as we started to crazily edit to please one idea, and we were really trying to get it out of the way. That may have been the time to stop and take the day. We’ve done a great job over many years integrating AT into this process and what we still are working on is as a group we create pressure and want to win, we don’t yet as a group have the ability -- we aren’t learning it --we need to breathe as a group.

**Thursday, November 2 MCM – Meeting Minutes #7**

**Announcements:** Cathy Madden is facilitator. Rides to the Ferry announced, Lunch with Juhl is cancelled. Josh said that he heard that some people thought they were disrespected yesterday, and he was sorry they thought that. He wants to build bridges, and supports everyone’s opinions.

**Agenda:** No concerns, agenda approved**.**

**Assigned FC Roles**:

* **Agenda Planner:** Marilou Chacey
* **Facilitator:** Cathy Madden
* **Timekeeper:** Dorrit Vered
* **Doorkeeper:** David Mills
* **Notetaker:** Linda Hein
* **Public Scribe: Holly Cinnamon and Morgan Ford B**
* **Peacekeeper:** Harry Hobbs
* **Advocate:** Alison Deadman
* **FCP Advocate:**  Debi Adams
* **Language Advocate:**

**Meeting Intentions:** Meeting Intentions read by Suzanne Girardot

**Sponsor Vote Announcement:** Sarah Barker announced that all sponsors were re elected.

**Continuing Education Committee Proposal: Level III Resolving Concerns:**

**Alexander Technique International  
Continuing Education Committee  
*Proposal: Definition and Self-Reflection Process  
Definition of Continuing Education***

***Respectfully Submitted by the Continuing Education Committee:  
Jennifer Mizenko and Shawn Copeland, Co-Chairs  
Sarah Barker, Irene Schlump, Eve Salomon, Corinne Cassini***

*History:*

*In 2014, in accordance with the Vision/Mission of ATI and article 3.1 of our Code of Ethics (ATI Teaching Members continue to deepen their knowledge and understanding of the F.M. Alexander Technique and to improve their teaching skills. ATI teaching Members participate regularly in professional interactions, workshops, research and publications), the membership of ATI adopted the following terms of reference as they made the Ad Hoc Continuing Education Committee a permanent standing committee within ATI.*

*We propose:*

*To form a Standing Committee for Continuing Education (Continuing Education Committee CEC) responsible for designing a policy to provide the members with a means of recording Continuing Education Practices with official recognition by ATI. This record will represent ATI's commitment to Continuing Education as a Professional organization.*

*Continuing Education Terms of Reference:*

1. *The committee is responsible for writing a policy of continuing education that reflects the Vision/Mission and Code of Ethics of Alexander Technical International, Inc. for approval by the membership of ATI.*
2. *The committee may further develop and amend the policy of Continuing Education for approval by the membership.*
3. *The committee is responsible for investigating, implementing, maintaining, and administering the policy of continuing education for all teaching members of ATI.*
4. *When necessary, the Committee will consult with the Certification Coordinating Committee, Vision/Mission Committee, Ethics Advisory Committee, or any other committee.*
5. *The work of this committee will support the continuing education practices of the membership.*
6. *The committee is responsible for reporting on the current continuing education activities of the membership in the CEC AGM Report.*

*Continuing Education is a requirement of all teaching members of ATI, as set forth through our Vision/Mission and our Code of Ethics which we agree to yearly.*

***Proposal Introduction****:*

*This proposal is the first step in fulfilling #1 of our terms of reference. Through this proposal, we first seek a qualitative definition of continuing education for our organization. The committee will work with the Board and the ATI office to coordinate the implementation of any adopted proposal following the annual conference.*

*Rationale:*

*Our guiding principles for the development of this proposal came from the data collected through multiple membership surveys collected from 2007 through 2017, membership workshops conducted at AGMs, and 2 years of membership questionnaires reporting the current continuing education activities of the membership.*

*“The Work is about freedom to change and we teachers must stick to his principles in applying the Work in our individual ways of teaching, whether it be to musicians, dancers, singers, actors or to people in other walks of life with different interests."*

*"Every teacher has their own way of practicing Alexander's principles and I really respect this."*

*"Alexander Technique is basic and fundamental to all activities, including life itself. It requires one to think and stop one's habitual responses and to allow one's innate good directions to come into play - all quite subtle, but practical. "*

*-Elisabeth Walker*

*ATI places a strong emphasis on qualitative assessment, diversity of learning and teaching styles, experiences, and situations in which learning takes place. Therefore ATI members will record their continuing education activities for ATI in a qualitative manner.*

*The committee in conjunction with the ATI office will create an anonymous reporting structure such as survey monkey or something similar where email addresses will be stored separate from responses. The office staff will record the participation and a report of all participants’ responses will be sent to the committee without names attached to the data. There will be no judgement on these reports. The committee will report back to the membership the common activities and processes being used, as well as new complementary areas of study in fulfillment of our terms of reference.*

In accordance to TOR #3 & #6

*3.  The committee is responsible for investigating, implementing, maintaining, and administering the policy of continuing education for all teaching members of ATI.*

*6.  The committee is responsible for reporting on the current continuing education activities of the membership in the CEC AGM Report.*

**Alexander Technique International**

**Anonymous Online Continuing Education Self-Reflection Form**

Continuing Education is defined as activities beyond initial training, which may include the further development of personal use, along with the strengthening of teaching skills and professional practices of our teaching members. In reference to the first statement of the Vision/Mission of Alexander Technique International, this allows our teaching members to “further discuss, apply, research, and experiment with the discoveries of F. Matthias Alexander.”

1. Please describe your activities over the last three years. If you choose, you may breakdown your activities into the following four categories, or you may use these as a guide:

**Alexander Technique study** (Continuation of personal study through private lessons, workshops, post-graduate training, professional conferences or lectures; Research and Independent or advanced study: a structured, supervised (by any certified or affiliated AT teacher with equal or more experience) and self-reflective practice (journaling, video recording, data gathering), that expands above and beyond the expected personal practice and leads to a documented result (is a publication of a research project, articles, a book or the creation of a video) available to all).  In what ways have you enhanced your study of the Alexander Technique?

**ATI participation** (Board, Committee Chair, Committee, Sponsoring Teacher): In what ways have you participated in the business of ATI?

**Business Skills Enhancement (if applicable):** How have you enhanced your business practices?

**Complementary areas of study which inform your Alexander Technique teaching** (ATI maintains a current list of complementary activities of ATI teaching members on the CEC page of All Together www.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_): What complementary areas have you studied that have nourished your AT practice?

2.  Please describe your personal growth as a practitioner and teacher of the Alexander Technique from your participation in the previously listed activities.  If applicable, please also include how your personal business practice has grown or changed.  You may speak about your growth as a whole, or divide your response into the previous categories of AT Study, ATI Participation, Business Practices, Complementary Areas.

3.  Please reflect on your personal abilities as a teacher of the Alexander Technique.  What areas would you like to see improvement in, and how will you plan to accomplish this growth over the next three years?  If applicable, please reflect on your personal business practice and how you would like to see it grow.

4.  What are your institutional, local, regional, or national needs or requirements regarding continuing education?

**Contributing to the development of Alexander Technique International:**

5. As ATI looks toward future years, in what ways beyond Annual General Conferences would you like to see ATI provide Continuing Education.

**Evaluation of the process:**

6.  How has this process of self-reflection been helpful to you as a teacher and practitioner of the Alexander Technique?  Is there any other information you would like to share or report about your teaching and growth?  Are there additional questions which you feel we should be asking of our ATI Teaching members?

**Alexander Technique International**

**Complementary Area of Study Report Form**

Please list and describe the area(s) of study and how you have applied the Alexander Technique to this area, or how this area has informed your Alexander Technique Teaching or Practice.

**Process of implementation**

1 – All ATI teaching members will be divided into three equal groups.

2 - All ATI Teaching Members will complete the self-reflection in a three-year rotation.

3 – The self-reflection will be completed online. **The renewal process will not be complete until the evaluation is submitted.**

4 – Each member will be notified in November, prior to the dues renewal process, that they must complete the self-evaluation. This notification will come from the Continuing Education Committee, along with the list of questions so that the person has ample and adequate time to think and prepare their responses.

5 – Self-Evaluations will be collected during the Dues Renewal Process. Anonymous data from the evaluations will be recorded and shared as needed (complementary areas of study, annual reports to the membership of CEC opportunities). No personal information will be shared with the committee or the membership.

6 – Following the initial 3-6 year period of implementation, the committee will re-evaluate this process, and discuss ways to encourage further participation.

7 - We recommend that the Continuing Education Committee partner with the International Committee, the Membership Committee and the Vision/Mission Committee to create and organize continuing education events in each country which emphasize supportive growth (with appropriate supports and resources in place for the membership) by:

1. creating and maintaining effective environments for member learning
2. engaging and supporting all members in learning
3. understanding and organizing subject matter for member learning
4. planning instruction and designing learning experiences for all student

**Proposal:**

**Definition of *Professional* Continuing Education: Alexander Technique and Professional Business Practices**

Continuing Education constitutes activities beyond initial training ***that are distinct from a member’s regular line of work***, which may include the further development of personal use, along with the strengthening of teaching skills and professional practices of our teaching members. ***As stated in the Vision/Mission*** of Alexander Technique International, ***continuing education*** allows our teaching members to *“further discuss, apply, research, and experiment with the discoveries of F. Matthias Alexander.”*

***ATI Members will self-select and self-report their Continuing Education Activities.***

ATI’s Continuing Education activities fall in the following **3** ***areas of study.***

1.       Alexander Technique study

* Continuation of personal study through ***exchanges with Alexander Technique colleagues***, ***taking*** private lessons, workshops, post-graduate training, professional conferences or lectures.
* Research and Independent or advanced study ***which leads to a documented result available to all.* Examples of a documented result include but are not limited to:a blog, an article for the *Communique* or *Exchange*, a book or a video.**
  + a structured, supervised ***by any certified or recognized Alexander Technique teacher with relevant experience*** and self-reflective practice (journaling, video recording, data gathering), that expands the teacher’s knowledge and professional teaching skills.
* Assisting or Participating in Teacher Training Programs beyond initial training.

2.       ***Service to ATI***

* Board participation
* Committee ***Participation***
* ***ATI Sponsor***

3. Complementary and supportive areas of study:

* ATI wishes to include complementary areas of study as a CE category because it recognizes that other fields of study can greatly support the growth of its teachers. These include but are not limited to areas such as somatic education, ***philosophy and mindfulness practices***, pedagogical methodology, scientific fields of study. These are disciplines that are related to the Alexander Technique or to the specialty of a member’s teaching practice and towards which the member applies their expertise of the Alexander Technique. These complementary areas of study may take place through any means such as those listed in #1 above.
* ***Communication/Career Development and ethical business practices for Alexander Technique teaching, with a documented outcome. Examples include but are not limited to: a blog, an article, a book, or video/YouTube.***

The Continuing Education Committee will maintain a list of current complementary areas of study undertaken by teaching members of ATI. This list will be updated each year using the information collected from the self-reflection process. This list is intended to serve as a guide to ATI teaching members and is by no means intending to limit the growth of ATI members or be seen as comprehensive. Should any member wish to have an activity added, they may simply complete an Activity Request Form (attached to this proposal) and submit it to the chair of the Continuing Education Committee.

***NOTE:***

***\*Daily personal application of the Alexander Technique does not constitute continuing education.***

***\*Outside funding in support of a Continuing Education activity does not disqualify the activity from recognition.***

***\*Fulfillment of Professional Continuing Education Activities must include at least 2 or more areas of study.***

***Concern: Career development and business practices may be best supported through separate initiatives.***

Cathy’s offer as facilitator is to offer the CEC proposal as we had it last, knowing there will be some wordsmith later to make it cleaner, to offer with concerns attached, and that we are inclusive, offering freedom of choice, offering kindness, and knowing that we will continue to work on the proposal because of the concerns attached. Josh Myrvaanges is willing to stand aside under these terms. No additional unresolved concerns? Corinne Cassini has a concern about the recent version being too confusing. Corinne Cassini says that she will stand aside. Two stand asides to go with the proposal. Career development and business practices may be best supported through separate initiatives AND the confusion in the wording of the latest version. Rj has a concern about being asked to have faith in the wordsmith, it weakens the process when ideally we could have a proposal and we could see it, so it makes a different process. Cathy asked if there were any concerns about sending the proposal back to committee. Sarah Barker had a concern that we have had many years, many committees…Cathy asked if we could add five minutes to the meeting and the discussion. Sarah Barker continues by saying we are very close and the wordsmith is very small, those can be counted by the committee and we have reason to trust because they have brought this so far forward. This isn’t about doing this on every proposal, but this one has hit a bump, and the trust is earned on this specific proposal. Cathy again asked if there were additional concerns beyond the two we have attached the proposal. No concerns, we have consensus, with two stand asides. Joshua’s clarification of his concern is: attached to his standing aside, Josh says that “career development” and “business education” should not be given credit for continuing education at the least we must call it something else to the public. Otherwise we are misleading the public by telling them our members are required to do CE and then giving credit if they earn CE by studying ways to build their customer base instead of their skill at teaching the Alexander Technique. Summary: concern about misleading the public.

**Closing of the COW (Committee of the Whole):**

David Mills moved to close the COW, Debi Adams seconded that we close the COW, move back to Robert’s Rules of Order. Voted on unanimously.

**Vote on Proposals:**

We now vote on three proposals that have been consented to. Catherine explained how to vote with proxies. Vote commenced with Catherine Kettrick and Sarah Barker counting votes.

Continuing Education Committee Proposal vote: 55 yes, 0 no, 1 abstention  
Formal Consensus Committee Proposal vote (to change the bylaws next year): 56 yes, 0 no, 0 abstentions  
Professional Development Committee Proposal: 56 Yes, 0 no, 0 abstention

**Vote newly nominated Committee Chairs Joe Kaplan (PDC) and Galit Zeif for Site Committee. Vote unanimous for both.**

**Membership Council Meetings Review Evaluation Meeting Review and Evaluation:**

**MCMs review:** Suzanne Girardot said all facilitators were kind, and inclusive. Carol Levin appreciates the ability to include playfulness for us in our meetings. David Mills extended the patience of the facilitators to everyone in the meeting and our process working. Good to us for sticking to it. Marilou Chacey said this is the opportunity to help facilitators and agenda planners to improve, so constructive criticisms welcome, not just appreciation. Morgan Ford Brunketurner said she felt cut off in speaking and in fact cut off before she was even handed the microphone. Cathy said that Morgan spoke about how she felt, so if people have more feeling comments, please comment. Stephen Brown said that he felt that we did not handle dissension as well as we should have. Marilou wanted to suggest that 3 meetings in a day is too much. Rj wants to say that he felt there was a palpable sense of stress and tension from the pressure to pass things in a process of several years’ works. Maybe we should be in tune as to when we are getting into a pretzel and starting to drive through a complex process. He wanted to do the blind polling yesterday as it may have been revealing. We may want to build a tool set to allow us to diffuse the feeling of stress and tension, and avoid getting to where we were, we should be attentive to those ideas. Sarah Barker is delighted that she pushed to make sure the bylaw allowed us to develop our own FC process. We are still learning to detect our habits as downward pull as a group and pause early enough to redirect. That will come out of facilitators and committee to detect it so we as a group pause. She has learned that editing by group does not work so we need a way of going lots of words we could change, pause, and send it off, but not trying to get the group to add brilliant words. Belinda Mello thinks there are things in Level III that we might use our Alexander experience to work on. If we could have a role of meeting historian so that when people miss a meeting in the process, they could go aside with the historian to find out what was missed so there is less startle and more flow. Suzanne Girardot, **\_\_\_\_** added to the stress and the rush, part of what mitigated that was Carol Chung’s peacekeeping work in saying things to us that made us stop and think. Our peacekeepers should be encouraged to say things. Crispin Spaeth would like the advocate to stand or be on the side of the room to see when someone needs them rather than having someone need to find the advocate in the crowd. Joshua appreciates the formal consensus process. He would like more volume by the peacekeeper, proactive authoritative intervention when there is end gaining going on by the group. He is still not sure whether his concern about business is really understood by some people. He doesn’t know how to communicate within the process. He will write more clarification on his notes. Corinne Cassini said making the peacekeeper more active for us, when things got a little anxious and we lost the group, we got about ourselves, and didn’t trust the facilitators. Judith Saxton suggested that the FC Process advocate is here to explain to anyone if there is a misunderstanding of where we are in the process, so possibly that person could be the one that says ding ding ding whenever a process has been truncated or jumped over in the FC process. Dorrit Vered appreciated when the facilitator said where we were in the process of the FC. Debi Adams is surprised how she appreciates the extended time for evaluations. Sarah Barker thinks we need a process where someone can say “out of order” like in Robert’s rules. Anyone of us should be able to say we have gone off the rails. David Mills said the interaction between the digital and analog was mechanically the source of some of our difficulties. We need to coordinate those better. Kelley Ann Welsh appreciated the peacekeeper with the bells, and maybe the peacekeeper should invite people to move and not return to where they were sitting to begin with. Marilou appreciates when proposals fit on one slide. This group can handle a slide or two of a proposal, but longer than that, it is overwhelming. Morgan Ford Brunketurner offered a suggestion that before the meeting we ring a little bell out in the lobby area, wherever that is, and then again when we start the meeting. Suzanne Girardot appreciated Marilou for the agenda planning and thought put into allotting time. Carol Chung appreciates being here for the first conference I have attended, never heard of FC process, and marvels at and appreciates at everyone’s commitment to it. Corinne Cassini appreciates when people come prepared to meetings having read the paperwork, and knowing what we are proposing. Holly Cinnamon said that as a new member she would love if there were resources at the meeting, she knows that things are sent ahead of time, it would change her perspective if she could read things an hour before. Debi Adams wonders if connecting the buddy system could help inform new members of the history. Jennifer Mizenko texted YES at hearing the CEC proposal has passed. Rj fleck wanted to appreciate that as we get better at this process and have an understanding of what to expect in these meetings, there is a lot of work that goes into preparing the proposals to keep these problems to a minimum. Maybe we should look at sending out MCM information out during the year, maybe small meetings, an online process to blend in the information. David Mills ATI should invest in a microphone that doesn’t’ need to be held so close to the mouth. Judith Saxton was happy to run and hold space for their concerns, perhaps it would help in this mic situation to have assistants on both sides of the room and allow the facilitator not to have to run and cut someone off to get to the next person. Three mics, two runners, etc.

**Annual Conference Review and Evaluation**

Judith Saxton is so pleased to be able to make the trip here, because the planners found this place, this place has been at least 60% of her experience, which has been overwhelmingly positive. The space creates so much of what we are able to accomplish. Sarah Barker said this place gets food right. Fabulous! Crispin Spaeth loved that there were so many offerings, but thought that the schedule was very packed. Committee members were working on revisions between packed schedule, maybe we should have committee working time in the schedule. Dorrit Vered loved the agenda. There was a change that one of the options was the nature walks, and she appreciated that being structured into the agenda so that she was a good kid if she decided to go play. Debi Adams has two things: she appreciates the light in this place and how great this site was. She also wants us to re-evaluate how we are doing sponsorship at the Annual Conference. Suzanne Girardot thinks the time between meals was long, and no food allowed, and no snacks --we need to plan snacks. Anita King said no piano! Rj said no electronic piano, no piano, otherwise the site was marvelous. Carol Chung was talking with several new members that they did not get any information prior to the meeting. How we communicate with really new members should be looked at. Josh Myrvaanges appreciated that we had a few people of color in our group during this conference. He would like to see more diversity. He also appreciated about brains and an emotion that seems important for this people to know and found that the FC process and business meetings were the most profound Alexander lesson during this time in spite of being very challenging at times. Very meaningful in having embodiment and remaining connected to my heart and being involved in something that is making a substantive change and have a large impact. Corinne Cassini really liked in the agenda overall that we had a switch that at 9 a.m. it was not always a meeting or a workshop. She expects the packedness of the schedule but likes the idea of building in committee time or down time. As for the site, it was really expensive, my trainees could not come because it was too expensive, no flexibility with the meal plan, she is really glad she came because of the food, she felt fully nourished. Now she understands the cost now that she has seen the beauty. She appreciates the business aspect so we can make more money! Susan Sinclair, Jon Moxley, and the trainees Holly Cinnamon, John Moxley, and Morgan Ford Brunketurner all went to the front. Marilou said thank you to the trainees. Belinda Mello said that maybe as we make more money, she appreciates that the place was offered to us by Cathy as a place that had a philosophy and policy that is consistent with the big dreams we have as Alexander Teachers as to what goes well on the planet. Dorrit Vered appreciated the laundry facilities. Stacy Gehman said that on the Sunday afternoon tour, the guide was appreciative that we were paying full freight because that meant they could offer discounts to the children from the area schools so they could come enjoy this place at a discount. Josh Myrvaanges said he is glad to see the use of rainwater catchment for watering purposes and would like to see us in the black ecologically. Good to see concrete actions taken instead of just talking about sustainability.

Close of meeting: Sarah Barker moved to close the meeting, Cathy Madden seconded the motion. Meeting closed.