

**FOOTHILL COLLEGE**

**Student Equity Workgroup (SEW)**

**Tuesday, October 18th, 2016**

**MEETING MINUTES**

**LOCATION:**  Room 6506

**TIME:**  1:30 PM – 3:30 PM

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| **ITEM** | **TIME** | **TOPICS** | **LEADERS** | **OUTCOME** |
| 1 | 2:00-2:05 | Minutes – June 21, 2016 | Tri-chairs | Approval |
| 2 | 2:05-2:15 | Funding Decisions | Tri-chairs | Discussion |
| 3 | 2:15-2:25 | Courageous Conversations II Report | Holcroft | Discussion |
| 4 | 2:25-2:40 | Review Student Equity Plan | Tri-chairs | Discussion |
| 5 | 2:40-2:45 | Equity Non-instructional Faculty | Starrer | Discussion |
| 6 | 2:45-3:00 | Funding Textbooks | Kuo | Discussion |
| 7 | 3:00-3:30 | SEW Activities for the Year | SEW Members | Discussion |

**PRESENT:** Adrienne Hypolite, Micaela Agyare, Hilda Fernandez, Carolyn Holcroft, Angel Tzeng, Kelaiah Harris, Andrew LaManque, Kurt Hueg, Paul Starer, Jinn Liang, Sarah Cooper, Claudia Flores, Samera Hadi, Romeo Paule, Lan Truong, Thomas Shepard, Thuy Nguyen, Amparo Leyman, Katie Ha

1. **APPROVAL OF MINUTES – June 21st, 2016**

Meeting minutes were approved by consensus.

**ANNOUNCEMENT**

President Thuy Nguyen gave a brief update on the college objectives and current status of equity initiatives.

* President Thuy Nguyen shared the 2016-2017 Annual College Strategic Objectives:

1. **Sunnyvale and Enrollment** Growth - more than 1.5% FTES growth, with

successful operation of Sunnyvale Education Center

1. **Hispanic Serving Institution** - 22.3% to 25% Latino students
2. **Equity** plan - implementation and assessment
3. **Accreditation** - College Self-Study & BS dental hygiene

The SHEA objectives will serve as a framework to prioritize college resources and workflow for the year, thus providing organizational focus and direction. The objectives also require participation from managers to identify strategies for improvement and implementation in their evaluations.

* During the summer, faculty and staff participated in the Courageous Conversations series to discuss how current issues impact the students and culture of Foothill College. According to the feedback from faculty and staff, the Courageous Conversations were highly favored and attendees reported that they are interested in continuing the series. President Nguyen will discuss with Carolyn Holcroft and Erin Ortiz the continuation and evolution of Courageous Conversations in order to involve the campus in a broader discussion, as well as provide takeaways that can be brought to Beyond Diversity II in January.
* The Interim Director of Equity position was hired during the summer. Elaine Kuo will be taking on this role, during this time President Nguyen will work on revising the job description for higher classification. Furthermore, she is currently working with Elaine and Paul Starer on the job description for the 100% Non-Instructional Faculty Professional Development position. This position will support the implementation of equity related professional development. If anyone is interested or know someone who is interested in this position please encourage them to apply.
* President Nguyen discussed creating an Equity office in the Administration building, where Workforce Development was previously located. Ideally, the office space will consist of the Director of Equity, the Administrative Assistant, and the 100% Non-Instructional Faculty position. This office will also include a potential space to host new hire orientations and trainings.
* Lastly, President Nguyen introduced the Big Idea: Dream Out Loud contest, formerly known as the Big Idea contest. Faculty and staff are encouraged to create a proposal with guidance from the Student Equity Plan. The contest will launch on Tuesday, November 1st, 2016 and 3 winners will be awarded.

**(2) FUNDING DECISIONS**

During the spring 2016 quarter, members of SEW expressed their concern regarding the amount of time spent reviewing proposal and funding requests in meetings. The committee has approved by consensus for SEW tri-chairs to continue to review requests that are $2,000 or less. The committee will use a consent calendar to review request over $2,000 to prevent spending a significant amount of time on the discussion of funds.

During the summer, three requests were submitted to the SEW Tri-chairs:

1. **Transfer Proposal.** The Transfer department submitted a request to SEW for $1,200 to provide lunch for an event. The proposal did not clearly state how the event directly serves the college equity goals and initiatives. Additionally, there are some concerns that equity funding is viewed as a “lunch box,” in which more funding requests have focused on purchasing meals for events rather than directly serving equity initiatives. The SEW tri-chairs denied this request.
2. **Catholic Charities Book Proposal.** The FHDA Education Center submitted a request for $900 to purchase a class set of books for Geriatric Home Aid course hosted at Catholic Charities in Silicon Valley. The funds will provide a loaner set of books for the matriculation of classes. The tri-chairs approved this request.
3. **Owl Scholars Proposal.** The Owl Scholars (formerly known as Early Alert) has requested $2,000 to produce marketing materials and provide supplies for workshops. These workshops will address skill building and provide organized study sessions for students. The SEW tri-chairs approved this request.

**(3) COURAGEOUS CONVERSATIONS II REPORT**

Carolyn Holcroft reported on the Courageous Conversations Summit in Austin, Texas, in no relation to the Courageous Conversations workshops held at Foothill during the summer. The Pacific Educational Group hosted a national summit from Saturday, September 24th to Wednesday, September 28th. Carolyn reported the summit was a transformative and amazing experience and she proposed writing a grant for SEW members to attend Beyond Diversity II training on January 19th and 20th.

Some takeaways of the summit include exploring methods of outreach to get students involved with equity efforts and the potential to use a protocol developed for initiating courageous conversations about race. The protocol was used repeatedly during the summit and proved to be successful. The summit facilitated discussions on race and the impact on race and identity; for example, the intersection on race and gender. Committee members were interested in learning more about the protocol and how it can be used to change the habits of mind and help facilitate equity initiatives. It would be helpful to look at groups and institutions that have successfully incorporated these strategies at the institutional level.

Carolyn gave an example of a high school in Portland, OR that was able to integrate students in these efforts by providing them with the necessary tools and training on the protocol to engage in conversations about race. In this particular example, students were able to successfully facilitate a campus wide discussion after an incident occurred of a student making racist comments. Carolyn emphasized that the tools and trainings are lifelong techniques for students and employees. Another example she shared was the Unitec Institute of Technology in New Zealand, which received recognition for prioritizing diversity and inclusion initiatives and institutionalizing best practices by providing students with internships at the local law enforcement and facilitating campus wide discussions.

Members of the committee recognize the successful examples Carolyn shared; however, these examples do not accurately represent the culture and processes at a two-year college. Some members of the committee suggested being mindful as the college continues to pursue its efforts on these discussions and SEW should continue to research examples of varying intuitional levels.

There is an opportunity, for those interested, to attend the Beyond Diversity I training on November 7th and 8th in Redwood City, hosted by Pacific Educational Group. Those who did not attend the Beyond Diversity Professional Development workshop on Thursday, May 26th, 2016 and Friday, May 27th, 2016 are encouraged to attend the workshop on November 7th and 8th in preparation of Beyond Diversity II. The Beyond Diversity I training will focus on the impact of race on learning. President Nguyen will be attending the Beyond Diversity I training, if anyone is interested in attending please contact Carolyn Holcroft.

**(4) REVIEW STUDENT EQUITY PLAN**

The State Chancellor’s Office has notified the college that an updated Student Equity Plan is not required this year; however, the Chancellor’s Office is requesting an update on Foothill’s equity initiatives.

Adrienne Hypolite and Micaela Agyare presented on the accomplishments and status of the SEP activities. The job positions that have been filled are the Interim Director of Equity, Instructional Service Coordinator, Instructional Support Technician (PSME), and the Administrative Assistant. Paul Starer and Elaine Kuo are currently working on the job description for the Non-Instructional Faculty for Professional Development.

The progress on the Equity plan activities are as follows:

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| **Activity** | **Description** | **Rating** |
| A.1 | Marketing and Outreach to Recruit Students from Under-Represented Student Groups | More work to be done |
| B.1 | Develop a Mentoring Program | Little Activity |
| B.2 | Professional Development to Develop Greater Awareness of Student Needs | Some Progress |
| B.3 | Support Early Alert Activities | Some Progress |
| B.4 | Plan for the Expansion of First Year Experience (FYE) | Some Progress |
| B.5 | Provide Equity Research | More work to be done |
| B.6 | Develop Online Access to Data about Subpopulations of Students | More work to be done |
| B.7 | Reduce Financial Barriers to Course Success for Low Income Students | Some Progress |
| C.1 | Pilot Multiple Measures of Assessment | Some Progress |
| D.2 | Use Student Educational Plan Data to Project Student Needs | Little Activity |
| E.2 | Facilitate the Assessment of ADT Learning Outcomes for Disproportionate Impact | More work to be done |

Some major accomplishments of the equity activities are the Book Voucher Program, Professional Development and FTLA, Owl Scholars (formerly known as Early Alert), First Year Experience Pilot, Umoja, online access to data, and discussions across campus with the SLO committee, Assessment Taskforce, PRC, OPC, and Transfer Workgroup.

More work has been completed with the Online Access to Data, and the analysis of chemistry completion data and the multiple measures assessment pilot is in progress. Hilda Fernandez reported she is working with the Business and Social Sciences division on the Social Justice ADT and making great progress.

Additionally, the college is working closely with Bob Pacheco, a consultant for institutional-wide assessment practices, to assist with SLO assessment, accreditation, and ADT learning outcomes for disproportionate impact.

A team is currently working on tracking student educational plan data to project student needs. More work will need to be done for this activity.

The Faculty Teaching and Learning Academy (FTLA) completed the 2 week summer training in August 2016. FTLA assisted faculty with implementing learned theories and the use of technology in the classrooms, and introduced conversations on assessments. The first monthly meeting is scheduled for Friday, October 28th.

The mentoring program is the only activity that has seen little progress. A significant portion of equity funds was set aside for the Mentoring program; however, there is more work to be done.

**(5) EQUITY NON-INSTRUCTIONAL FACULTY**

The job description for the 100% Non-Instructional Faculty Professional Development position is currently being written based on a draft version of a similar position at De Anza College. This position is replacing the original 50% Faculty release time for professional development. The 100% Non-Instructional Faculty will be responsible for coordinating professional development activities and working with the Director of Equity to provide equity related workshops. The current job description is by no means finalized and will need to be vetted by Interim Vice President of Instruction and Institutional Research, Andrew LaManque, and President Thuy Nguyen before the hiring process begins. Paul has been working on forming a hiring committee. The goal is to have the job description completed and finalized by President Nguyen this quarter with the intention of doing interviews in the winter quarter. The President will finalize the candidates in spring and the position will start in fall 2017.

In the Classified Staff Senate meeting, members discussed the need to ensure that the Non-Instructional position can meet Classified Staff professional development needs. The idea of a faculty member coordinating the staff orientation seemed contradicting. The position is not an exclusion of Classified Staff, but was chosen as a Non-Instructional Faculty position due to the objective to change the ethos on campus, particularly in curriculum and pedagogy. Originally, the job description strongly envisioned the Director of Equity to be responsible for Professional Development, but it was determined that the Director position did not have the capacity for professional development coordination. After careful consideration, it was decided to hire a Non-Instructional Faculty to facilitate professional development coordination for staff and faculty with the emphasis on equity related workshops.

Paul and Elaine will work with Judy Baker to discuss her tasks and percentage of time she spends on Professional Development. It will be helpful to have feedback when writing the job description to gather some sense on the percentage of time focused on professional development, and provide a broader sense of tasks and responsibilities in order to capture a full time work load. It would be to the advantage of the campus to bring in people focused on meeting needs of faculty and classified staff while being mindful of equity. There was a suggestion to have a new faculty hire orientation and bring in information on how faculty can include equity in their class. The Non-Instructional faculty position will be the point person for professional development on campus.

There was a suggestion to remain thoughtful when writing the job description, as the tenure committee will evaluate the duties and responsibilities as written. Members of the committee emphasized the need to remain mindful and ensure the job description is realistic and not two positions morphed into one. Paul proposed to SEW it may be beneficial to overtask the job description to determine what is and is not reasonable. Portions of the job may not be equally marginalized and it is important to prioritize the tasks. The goal of the position is to assist in creating a cultural change and this will require much effort; therefore, the job description should be clear and well supported.

Please contact Paul Starer if you are interested in serving on the hiring committee or if you would like to share feedback of the job description.

**(6) FUNDING TEXTBOOKS**

The State Chancellor’s Office allotted money to Foothill College to fund equity initiatives. With the remaining unspent money (from 2014-2015 funds) SEW established a book voucher program that sought to prioritize those students with demonstrated financial need. The book voucher program began in winter 2016 and students in need of financial aid (as determined by EFC) or participating in Early Alert were contacted and notified of their eligibility to receive vouchers. In the 2016 winter quarter, each student was offered a $500 voucher. The program was initially slow to start and there were challenges in getting students to take advantage of the offer resulting in an estimated $11,000 remaining for fall 2016, despite the program being offered in the spring and summer quarter.

This fall, Puente wrote a proposal requesting vouchers (for ENGL 1S/242A course requirement) and as Umoja and FYE also expressed interest for their students, the three learning communities were included as part of the criteria to receive vouchers. The remaining $11,000 was not enough for all three learning communities and to continue the initial program focus of providing book vouchers to students not necessarily participating in the learning communities but still have documented financial need. A proposal was submitted requesting a total of $50,000, and was allotted for fall 2016. Only $25,000 has been spent as of Tuesday, October 18th.

The learning communities should be mindful of advertising the voucher program since providing vouchers for each quarter cannot be promised at this time. The voucher program was never intended to be solely for learning communities. Additionally, students in learning communities may not be eligible of vouchers based on EFC, but may self-identify as financially needy. The larger concern is determining how direct service programs are measurable and identifying how to assess this programs in regards to long term outcomes.

Elaine proposed to set a deadline for students to use vouchers until Friday, November 18th. This will allow enough time for Justin Schultz to report back to the state. During that time, Elaine recommends that the current voucher program be revisited, as there have been challenges with this program in regards to evaluation. The program spends a considerable amount of money on a small portion of students, furthermore the impact of the voucher program on course success is arguable since the program does not target a specific course or section. SEW should think about how to effectively spend funds and provide open access on a broader level. For example, Katie Ha shared that the TLC, Stem Center, and library offer a book loan program for students. Students are allowed to borrow texts for one day. Perhaps SEW should consider investing in a book loan program and develop a policy where books can be borrowed for the quarter. In order for this to be successful, the program will need to target specific courses and instructors must commit to using the same textbook for at least a 3 year period, which may present another challenge.

There was a suggestion to move away from supporting learning communities and switch to supporting basic skills courses along with students in need of financial aid. It may be less challenging for basic skills instructors to agree to use the same textbook. The recommendation is to get a clear sense of reorganizing the voucher program. The District has hired a consultant, Nani Jackins Park, from equityworksNW, who has successfully turned a $20,000 voucher program into a million dollar endeavor. SEW should philosophically look at this program as a renewable resource. Romeo Paule, Director of Foothill Bookstore, emphasized that the process of using basic skills courses for the program will be less challenging; however, the Bookstore will continue to support the program and SEW’s decision.

The committee has agreed by consensus for Friday, November 18th to be the deadline for students to use vouchers. At this time, Elaine will have autonomy in reorganizing the voucher program.

**(7) SEW ACTIVIES FOR THE YEAR**

SEW received feedback from members that too much time is spent discussing funding. The committee brainstormed strategies to support equity activities and increase member involvement. Members commented that they would like to see SEW support service learning, enhance the ethos on campus, and develop a peer tutoring program. SEW values the gathering of motivated people. It is the people who support equity efforts that enable SEW to support equity activities.

There was a suggestion to have a celebration in spring quarter and ask people to report back to SEW and showcase the activity outcomes. This will provide a reflection for SEW and allow people to engage in ideas. Members emphasized the importance of reflecting on activities, the daily impact of these initiatives, and if the proposals funded by equity support closing the achieving gap of target demographics.

Programs such as FYE and Umoja were implemented as a pilot and discussions on strategies to sustain these programs were not originally initiated; for example, FYE enrollment has now increased to 100 students for the second year and there were no designated plans for providing a counselor to meet the needs for increased capacity of students. It would be beneficial to logistically determine how this would work, who would oversee the program, and make the decisions. There was suggestion that these tasks are administrative duties and may not be the correct forum for SEW.

Some members of the committee advised that SEW is not perceived as friendly due to the overload of information. When there is too much going on, people can have a hard time grasping and understanding concepts and information can become muddled. This leads to a sense of loss and misunderstanding of equity.

Students should be involved in SEW and part of this conversation. The committee would like to hear more from students regarding their experience at Foothill. This feedback provides an opportunity to evaluate the SEP and determine if the activities are indeed meeting students’ needs. Someone suggested gathering a student panel at the ASFC area or a safe space, where students feel more comfortable and are more likely to participate. After the panel there could be a breakout session where the committee can discuss the students’ responses.

Members should take this time to self-reflect on what factors motivate and inspire their involvement in the workgroup. Members should also consider what they would like to see SEW accomplish this year, how they would like to spend their time in the workgroup, and what professional development activities they would like to see offered. There will be an open discussion to share these ideas and thoughts at the next SEW meeting.