

**FOOTHILL COLLEGE**

**Student Equity Workgroup (SEW)**

**Tuesday, November 1st, 2016**

**MEETING MINUTES**

**LOCATION:**  Room 6501

**TIME:**  1:30 PM – 3:30 PM

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| **ITEM** | **TIME** | **TOPICS** | **LEADERS** | **OUTCOME** |
| 1 | 1:30-1:35 | Minutes – October 18, 2016 | Tri-chairs | Approval |
| 2 | 1:35-2:35 | Homework Assignment and Discussion | SEW | Discussion |
| 3 | 2:35-2:50 | SEW Activities for the Year | Tri-chairs | Discussion |
| 4 | 2:50-3:05 | Funding Textbooks | Kuo | Discussion |
| 5 | 3:05-3:20 | Hiring Data | Hypolite | Discussion |

**PRESENT:** Adrienne Hypolite, Micaela Agyare, Hilda Fernandez, Carolyn Holcroft, Angel Tzeng, Kelaiah Harris, Jinn Liang, Sarah Cooper, Kevin Harral, Roberto Sias, April Henderson, Elaine Kuo, Donna Frankel, JR Jiminez, Gay Krause

1. **APPROVAL OF MINUTES – October 18th, 2016**

The meeting minutes will be updated to reflect the current status of the equity activities. The meeting minutes were approved by consensus.

1. **HOMEWORK ASSIGNMENT AND DISCUSSION**

SEW members were allowed 10 minutes to discuss Questions 1 and 2 in groups of 2 to 3 people. Following the breakout session, members discussed both reflective questions in an open discussion.

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| QUESTION 1: What motivated you to become involved in the equity efforts of the campus and to join the SEW? |

SEW members shared their motivation to join the equity efforts on campus. There were 3 common themes of motivation: personal, educational, and professional experiences.

**Personal Experiences.** One member sharedthe importance of joining the workgroup, actively listening to students’ needs, and learning how students can best be served. It also served as a gateway to learn about equity issues on campus as a new hire. Some members recognized that in their personal experiences their success was a product of others contributions. Some members attended community college and feel they can relate to some of the student experiences. Others shared that the work of SEW is meaningful and allows the opportunity for members to give back to the community by contributing to the lives of Foothill students. There were also those that were advocates for the campus and felt a longtime connection to the SEW.

**Educational Experiences.** Some members felt motivated based on educational background, which centered on equity and education. The equity workgroup offers a gathering of like-minded people who share the same interests. It was a natural progression to become a member of the workgroup and contribute to addressing the social issues on campus. Facilitating the equity movement and working with students felt close to home and aligned perfectly with educational studies.

**Professional Experience.** Some members recognized that their motivation to become involved in equity efforts were realized through professional experience. Equity impacts student experiences in the classrooms. All students learn differently and may be challenged by barriers that impact course success. A member shared that the barriers students face are institutional challenges that need to be addressed in a systematic approach. Another member shared her experience teaching in the classroom and an incident occurred that led her to seek information on how to create and support equitable spaces. Other members felt drawn to the equity workgroup as a representation of areas/divisions on campus with the goal to align with equity efforts. SEW created an opportunity to collaborate and include departments in initiatives to reduce barriers for student success.

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| QUESTION 2: What would a fully realized equity campus look like at Foothill? |

Committee members shared ideas of a fully realized equity campus that centered on student engagement, advocacy, and efficacy. Students would feel empowered and more willing to be engaged on campus. This would include all students and not be limited to ASFC student body. Some people may consider ASFC as a representation of the student body, but the campus should be aware that ASFC represents a small portion of the student body, thus more student engagement is needed. The larger student population is encouraged to engage, partly because Foothill is a campus in which the student body changes with each quarter.

Another idea was a campus without the implementation of programs such as Puente, FYE, and Umoja because there would be no disproportionately impacted student groups. Ideally, Foothill would be a fully equitable campus in which the equity initiatives are no longer needed. There was some discussion that it is human nature to recognize and identify that individuals are not the same and this cannot be changed. Equity is being fully aware of these issues and keeping them at the forefront of all conversations.

An equitable campus could also be an opportunity for students to solely focus on academics. Students are passive learners and the college could provide services to reduce barriers in order to achieve course success. For example, some students cannot fully focus on academics due to financial challenges. The college could provide services such as free transportation and meals, in addition to the academic support. Ideally, the campus should consider making adjustments by moving towards a growth mindset to address challenges.

To provide equity on campus long term conversations and trainings are needed so the community is aware of the standards Foothill College upholds. In order for this to be done, students, faculty, and staff should be engaged on campus. For example, accreditation should be engaging and considered as a method and process to promote engagement and excitement. Typically, faculty, staff, and administrators are drawn to approach challenges using learned expertise; however, it may be best to reach out of the comfort zone and take another approach. Students are leaders and it is the responsibility of Foothill College to encourage students to seek involvement in campus initiatives. As an institution, Foothill should be fostering engagement and providing a space for students to feel supported and welcome. Students have the ability to create a cultural shift on campus if the college could provide more opportunities to hear student voices. There was a suggestion to invite student workers to voice their opinion and give them a window of opportunity to be outspoken during their work hours.

A member shared that in order to address equity at the student level, the campus must first start at the faculty level. Instructors should be motivated to include equity initiatives in teaching. There are more part-time faculty than full-time faculty at Foothill College and part-time faculty do not receive full benefits. It may be challenging for faculty to implement equity in classrooms if they themselves face barriers.

To move the equity initiatives forward the SEW members should implement equity in their daily job routines. Members should listen and share awareness of equity on campus to enlighten others. The committee will focus on components that can be addressed in the short term. To make a larger impact on campus, more people will need to be involved and reach a common understanding of equity issues and barriers. Equity should be a priority initiative in all spaces on campus or else the initiatives are loss. For example, the learning communities are a group of special programs, but they do not collaborate with each other. The goal is to connect these programs and expand the services offered to students. The SEW initiatives are reactions to challenges, but members should be discussing how to become proactive and integrate equity campus wide. These conversations should include everyone on campus, whether staff or administrator. The goal would be to create a matrix of communities that SEW members participate in and conduct conversations about equity in these spaces.

One suggestion to encourage equity conversations was to have an equity focused day where members have activities and reflections on SEW initiatives. More ideas are needed to get staff involved and work towards becoming an inclusive campus. When equity is discussed only in certain spaces on campus it becomes easier to avoid; the goal is to bring awareness to a larger conversation. Equity conversations should be happening campus wide, therefore it becomes unavoidable and intentional.

The committee discussed how to facilitate these ideas into activities and initiatives for the SEW. There was a suggestion to reflect on common themes in the discussion and share themes with the group at the next meeting. Another suggestion, involved integrating SEW members into areas where equity will promote a larger discussion, such as program review and the SLO committee. Deans can also emphasize the importance of the equity lens during program review. This will initiate equity conversations and institutionalization that relate to accreditation. If SEW members are willing to be courageous, then the SEW should reach out to divisions completing comprehensive program reviews and be willing to work with them and offer suggestions. There was also a suggestion to help develop a new template for PRC, which could potentially be an alignment of both SEW and PRC initiatives.

1. **SEW ACTIVITIES FOR THE YEAR**

According to the discussion on the reflection questions, committee members were able to identify two main focuses for SEW initiatives this year: institutional cultural shift and student engagement.

The student voice and presence is needed in equity initiatives, and part time faculty are also encouraged to get involved. Student involvement can aid the college in changing the culture of the institution. Carolyn Holcroft shared the protocol learned from the Beyond Diversity Summit in which students were taught the tools to conduct courageous conversations on campus. The committee should discuss this idea with the learning communities as an option for student engagement. The SEW could invite the learning community students who are interested in learning the protocol.

As equity is a college-wide objective, the SEW members have a responsibility to go out to other constituent groups to share information and collect feedback. The tri-chairs will attend Academic Senate and Classified Senate meetings and share information on equity initiatives.

The topics will be placed on the agenda for the following SEW meeting. Members will gather in break out groups and organize ideas to facilitate these activities.

1. **FUNDING TEXTBOOKS**

The book voucher program was approved for revision at the previous SEW meeting. There is an ongoing discussion on creating a sustainable voucher program to alleviate student barriers. Ideally, the voucher program would be a renewable resource in the form of a book loan or book rental program; however, more discussion and planning is needed for implementation.

During the fall 2016 quarter, roughly 150 learning community students were served. During the fall 2016 quarter, there were challenges with the voucher program in regards to evaluation. Students may not have been spending the vouchers for the learning community courses and some students may not be eligible for vouchers as determined by their EFC, but seek financial assistance.

Elaine has created a proposal to continue the book voucher program and estimated a total of $50,000 for winter quarter. Students enrolled in Engl 209 and Math 220 will be eligible to receive vouchers. The enrolled students will only receive vouchers to purchase textbooks for these specific courses. An estimated 400 students are expected to be enrolled in Engl 209 and Math 220 for winter 2016 quarter. Some students may be enrolled in both classes during the quarter, these students will be eligible to receive vouchers for both courses. Ideally, the program would prioritize financially needy students before the vouchers are marketed to other students enrolled in the course.

A member shared that some students who seek assistance do not have challenges purchasing textbooks, but actually have challenges on gaining access to the online course materials. For example, students enrolled in MathMyWay face barriers to access and this may be a larger discussion for providing direct student support. The proposal will be revised for students to purchase textbooks and related course material. Although, access is the larger issue, this may reduce some barriers. The proposal will be discussed at the following SEW meeting and the committee will make a decision on funding the voucher program for winter quarter.

1. **HIRING DATA**

Adrienne Hypolite shared the hiring database created by Pat Hyland with the committee. The hiring data shows information on employment at the district from 2011 to present. If members would like Pat to include additional data on employment, please contact her. The database is still in progress and there is more work to be done, for more information contact Pat.