

**FOOTHILL COLLEGE**

**Student Equity Workgroup (SEW)**

**Tuesday, November 29th, 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—Nov 1, 2016 | Trichairs | Approval |
| 2 | 1:35-1:45 | Textbook Funding Follow Up | Kuo | Approval |
| 3 | 1:45-2:00 | Board Policy on Equity | Holcroft | Discussion |
| 4 | 2:00-3:00 | SEW Activities Follow Up from Last Meeting | Tri-Chairs | Discussion |
| 5 | 3:00-3:30 | ~~Learning Communities~~ *Postponed* | Kuo | Discussion |

**PRESENT:** Adrienne Hypolite, Micaela Agyare, Hilda Fernandez, Angel Tzeng, Kelaiah Harris, Kevin Harral, Elaine Kuo, Donna Frankel, JR Jiminez, Lan Truong, Samera Hadi, Paul Starer, April Henderson, Betsy Nikolchev, Sarah Cooper, Carolyn Holcroft, Andrew LaManque, Nazy Galoyan

1. **MINUTES- NOV 1, 2016**

The meeting minutes will be updated to reflect the discussion of the learning community programs and My Math Lab software. The meeting minutes were approved by consensus.

**ANNOUNCEMENTS**

1. The Heritage Committee has met to determine the heritage month series. If anyone is interested in participating in the meetings or events, please contact Adrienne Hypolite. More information of the Heritage and Health Series can be found [here](http://www.foothill.edu/news/heritage.php).

Native American Heritage Month (November)

Jewish Heritage Month (January)

Black History Month (February)

Women's History Month (March)

Asian Pacific Islander Heritage Month (April)

Latino Heritage Month (May)

LGBTQ Heritage Month (June)

1. Micaela Agyare announced the faculty position for the library has been approved and will have an equity lens focus.
2. Micaela Agyare reported that Veronica Neal from De Anza extended an invitation to the SEW to hold a joint meeting with De Anza’s Equity Action Council (EAC), during the winter quarter, to discuss how both colleges can support employees and students. The EAC meets on Wednesdays, at the same time as Foothill PaRC meetings. Most likely the joint meeting will be held at De Anza.

Paul Starer will forward the email invitation of the EAC meeting dates and times. The SEW can discuss what times would work best for a joint meeting. The EAC meetings start at 2:30pm and there is a small window of overlap with PaRC meetings. Due to the overlap, some members may have to attend PaRC, while other members attend the joint meeting. There is an EAC meeting on Monday, January 23rd that does not overlap with PaRC. At the first SEW meeting in January, the committee will discuss which EAC meeting to attend.

Paul Starer clarified that the joint meeting would be in lieu of SEW meetings and not a replacement of the regular bi-monthly meetings. The SEW tri-chairs will meet with the EAC counterparts and create an agenda. Potential agenda topics include discussions on efforts to provide support for employees and students who may be seeking services in response to the election results. The tri-chairs will gather a list of resources in preparation for the joint meeting.

1. Elaine Kuo and Paul Starer met with the Non-Instructional Faculty Professional Development hiring committee to discuss the job description. There was some concern from the hiring committee that the position is too comprehensive of a job for a single person. The job announcement is scheduled to go out for posting while the Director of Equity position is under review. The hiring committee expressed that releasing the Non-Instructional Faculty position may be “putting the cart before the horse.” Since the faculty position will work directly with the Director of Equity, the hiring committee discussed postponing the search.

Paul Starer will discuss with Andrew LaManque and Thuy Nguyen the possibility of revising both the Non-Instructional Faculty and the Director of Equity position together and resuming both searches simultaneously. This may prevent a dramatic impact on the hiring committee in terms of the pool of applicants for the faculty position. In the meantime, Thuy Nguyen agreed for Paul Starer and Elaine Kuo to create a job description for faculty reassign time for the Non-Instructional Profession Development position.

There was a recommendation for the job descriptions to return to the SEW after it has been reviewed by the appropriate constituencies. The Non-Instructional Faculty position was not returned to SEW after review from other constituencies, which could have possibly contributed to the accumulation of tasks. Each constituency may have a different vision of the position’s job duties and tasks; in any case, this should be reconciled. There are multiple models for equity positions; however, the final decision of the job description will come from Thuy Nguyen.

The SEW has an opportunity to write a recommendation supporting that the faculty position be a designated equity position. The original vision of the position, as written in the SEP, was for faculty to provide professional development around curriculum and work with the Director of Equity Programs; however, the college has yet to determine the specific priorities that the Director position will focus on moving forward. From the SEW’s perspective, the workgroup may want to focus the faculty position’s responsibilities on all equity related professional development and not the professional development in general. Given that the priority and funding parameters of the SEW should be equity-related, the workgroup would like to ensure that the Non-Instructional Faculty position demonstrate a legitimate use of funding.

There seems to competing priorities in the Non-Instructional job description, such as the onboarding orientation and professional development for staff. The campus is also concerned with how the new position will impact the structure of some shared governance workgroups. The involvement of shared governance must be built into the position and required by contract, otherwise the faculty position is not required to participate in shared governance; however, the position cannot be written as a tri-chair position without consulting the Academic Senate because current processes dictate that all faculty tri-chairs must be approved by that body. The revision of the Director and Non-Instructional Faculty position will aid the SEW in terms of prioritizing what needs to be done and what can be done.

It may be easier to initially create a broad job description and gradually take away tasks, than it is to create a limited job description and add tasks. It also provides an opportunity to learn about the needs of the position. The SEW will need to remain mindful when writing of the job announcement, as the tenure committee uses the job description for evaluation.

There was an observation that this example highlights how the institution doesn’t align with equity goals based on process and procedures. The SEW is limited to using current models, but this should be an opportunity for the college to begin to use efforts to change these processes and determine long term logistical changes that may be needed.

The college will resume the search for a faculty reassign time position. The revision of the Non-Instructional Faculty and the Director of Equity job description is expected to be complete by the end of the fall quarter and the search will begin as early as late winter 2017 or spring 2017 for both positions. The SEW will have an opportunity to review the job descriptions for both positions.

1. **TEXTBOOK FUNDING FOLLOW UP**

The SEW continued the discussion on funding the book voucher program for winter 2017. In the previous meetings regarding the voucher program, there was a discussion to have the voucher program hold to the initial vision and prioritize students seeking financial assistance. Last week, Elaine Kuo met with Hieu Huynh, Adrienne Hypolite, April Henderson, Angel Tzeng, and Lan Truong to discuss the process, where given the time constraints, students will have an opportunity to self-identify their need for vouchers. Meanwhile, the voucher program coordinators will be able to vet the recipients on the back end. There is an ongoing discussion if staffing is available in financial aid to follow up with these students on their financial aid status and possible available resources. To be mindful of those who may be double dipping and for possible recruitment, April Henderson will vet potential eligible EOPS students. Discussion occurred about other options for facilitating access to course materials including book rentals. A barrier for students to rent textbooks is the requirement of a credit card. The SEW should consider transitioning the voucher program into a sustainable resource in order to reduce these barriers. Eric Reed and Jiin Liang requested to use the voucher program to possibly purchase a class set of textbooks/materials for all Math 220 sections. Nearly all sections for Math 220 use the same textbook and the likelihood of receiving a commitment from faculty to use the same textbooks/materials for more than one year is highly probable. There were no oppositions to move toward a book loan program for Math 220; however, the SEW will have to follow up on who would be responsible for a book rental/loan program.

The voucher program should pursue models of rental or loan programs going forward. If faculty can commit to using the same textbook for at least 3 years, then the voucher program can move toward sustainability as a rental/loan program. At this time, the loan program cannot be guaranteed in the English Pathway due to the variation and change of textbooks every quarter. The current experience with vouchers has been labor-intensive and received a relatively low return rate.

There was a suggestion that the low return rate is due to the fact that students need one-on-one support for college success. When it comes to reducing barriers and increasing access, the college needs to provide digestible information. During the first weeks of the quarter, students may be overwhelmed with new information, and feel bombarded with texts. There should be a point person that can walk students through the information and help them with the process, similar to a mentoring program.

Since there are remaining voucher funds, there was a suggestion to earmark the money so it can be used to fund other equity initiatives. That way, there will be less pressure to quickly spend the money. Previously, the SEW pre-purchased voucher funding for the quarter; however, these funds can cannot be rolled over to the following year due to state policies. If there is a budget surplus then vouchers can be purchased in advance and kept on file for distribution.

The SEW should have a larger discussion on providing alternative forms of direct support. It is not ideal at the state level to continue funding an unsustainable program. The SEW will need to discuss the priority of the Math 220 request. If it is a priority of the workgroup, then the Director of Equity Programs will be responsible for working with the request. Foothill College spends majority of equity funds on professional development, rather than direct support for students. Moving forward, the SEW will need to make a decision on continuing with the voucher program. The SEW should include evidence of data on voucher programs and student success to aid in the decision making process.

There seems to be some correlation of the voucher program in promoting the importance of having a book, rather than the book itself. This fall only 70 % of students offered a voucher use the voucher and some students attend the entire quarter without purchasing a book. The voucher program can also be considered to promote student resources and notify students of available financial assistance.

In the SEP, the original goal was to earmark $75,000 for direct funding for students. There was a suggestion to consider switching the current model of direct support. Aside from financial assistance with education, students may also need resources for housing and meals. De Anza has an emergency funds program, which grant students access to funding on a case-by-case basis. To be considered for funding, students must show initiative. The SEW briefly discussed if this could be a possible alternative method to providing direct student support. A member emphasized the need to focus on the student success needle and to be mindful of social issues that create barriers. Funding should be used to connect students to the campus and the community, and help with retention. However, the voucher program plays an important role in serving as an intervention for students and as a gateway for students searching for financial assistance. In the fall 2016 quarter, the vouchers were not as available to students as the program was in previous quarters. Not all students in financial need were served. This should be a priority of the SEW and the voucher program should function to address these concerns.

The committee agreed by consensus to continue the voucher program. The voucher program will resume for winter quarter and will function as described in the proposal. In the future, the SEW will have a larger discussion of the program with the learning communities to determine strategies to meet the needs of students and help solve inequities.

**3) BOARD POLICY ON EQUITY**

Carolyn Holcroft presented on the newly proposed Board of Trustees Administrative Policy regarding Student Equity. The SEW and the board has worked to propose changes to the policy last year. The Academic and Professional Matters Committee has formally approved changes and the proposal will be submitted to the Chancellor’s Advisory Council next. Before the policy will go forward with the procedure, the SEW must first finalize the procedure document.

Carolyn Holcroft presented the current administrative procedures document:

*Each college's Student Equity Plans shall address:*

* *Institutional barriers to equity.*
* *Goals for access, retention, degree and certificate completion, English as a Second Language (ESL) and basic skills completion, and transfer for each historically underrepresented group.*
* *Activities most likely to be effective to attain the goals, including coordination of existing student equity related programs.*
* *Sources of funds for the activities in the plan.*
* *A schedule and process for evaluation of progress toward the goals.*
* *An executive summary that describes the groups for whom goals have been set, the goals, the initiatives that the District will undertake to achieve the goals, the resources budgeted for that purpose, and the District officer or employee who can be contacted for further information.*
* *The Student Equity Plans shall be developed, maintained, and updated under the supervision of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

So far, the SEW has taken the reigns on the development of the SEP. There was a brief discussion on whether the language could be revised to refrain from singling out an individual or constituency to be responsible since it is an initiative of the college. Making a single individual responsible for the SEP absolves the entire college of taking responsibility of equity. The funding for equity initiatives is not guaranteed to be long term, the SEP should be the responsibility of the appropriate shared governance groups. There was a suggestion to change the language of the document, since it is not mandated language.

The committee agreed to change the language to reflect the SEP is a responsibility of the campus. This document will be submitted to the District Senate and Chancellor Advisory Committee on Friday, December 2nd.

1. **SEW ACTIVITIES FOLLOW UP FROM LAST MEETING**

Upon review of the takeaways at the previous SEW meeting, the committee continued the discussion of moving away from reviewing funding proposals and move toward activities that will transpire outside of SEW meetings. Thuy Nguyen is interested to hear the SEW’s perspective on participating in faculty diversity initiatives. Elaine Kuo and Pat Hyland are working with the district to provide EO trainings to the campus. EO training presents the opportunity to aid in the initiative of faculty diversity and shape what happens in the classroom. Research shows that students from nontraditional groups benefit from being exposed to diverse faculty.

Although this initiative is not directly written in the SEP, it does not preclude the SEW from addressing this as a potential activity. The 14 faculty positions open for hire provide an opportunity for the committee to incorporate equity efforts in the hiring process. If the SEW chooses to make this activity a priority for the year, there is a compressed timeline. On February 4th, there will be a CCC Registry job fair in San Francisco/Burlingame. Thuy Nguyen looks to close the faculty hire the week after, thus giving people at the job fair an opportunity to apply for these positions. Thuy Nguyen would like efforts of faculty diversity to occur before the search committees begin meeting; therefore, the SEW will need to begin working on this activity immediately.

The committee discussed collaborating with the community, Professional Development Committee, and Academic Senate to determine possible equity activities. The SEW will need to determine short term and long-term activities due to the current time constraints. For example, a short-term activity could consist of Foothill ambassadors advocating the open faculty positions in the community to ensure the applicant pull is as robust as possible. The long-term activities would include the hiring process. The SEW will need to have a larger conversation on the workgroups involvement in faculty and staff hiring, and whether this will be a priority. If the SEW chooses to make this a priority, committee members will need to be educated on the faculty hiring process before going into the community and raising awareness.

There is some concern that allowing the faculty one week to apply, following the CCC Registry job fair, does not allow enough time for faculty to gather recommendations and transcripts required for the application. The District has looked at the requirement of transcripts to be submitted at the time of the application and has reconsidered these requirements, requesting transcripts at a later date. However, this does not address the challenges of faculty receiving recommendations within a week time frame.

According to Pat Hyland’s hiring data, Foothill receives a fairly diverse applicant pool, but the hires may not be reflective of that initial group. Additionally, the part-time employment pool contains more barriers to diversity. These may be areas to address in activities in regards to the hiring process as well as the applicant pool. The Family Engagement Institute would be a valuable resource for conversations on faculty applicant pools, as they receive a diverse pool of applicants from within the community. The SEW will consider faculty diversity as an activity for the year.

In continuation of the SEW activities discussion for the year, members of the committee were divided into groups of two, institutional change/cultural shift and student engagement, to brainstorm on activities for the year. Both groups identified a few key activities to bring back to the SEW for a larger discussion.

The student engagement group reported the importance of identifying student needs and receiving feedback directly from students. Possible activities could include action research projects and speaking directly to the students on their perceptions and experience with equity on campus. There was a suggestion to create a multimedia project to engage students and encourage participation.

As for the institutional change/cultural shift group, members discussed efforts to expand the equity efforts on campus by involving other constituency groups and the use of program review. A SEW member can participate as an equity representative to aid in the division’s/department’s/unit’s program review. If those with program review training are willing to aid divisions by identifying equity issues and following through with possible solutions. The goal of institutional change is to infuse the responsibility of equity as a campus wide initiative. The SEW should also make an effort to include equity activities in accreditation.

Elaine Kuo shared information on the Race Forward organization located in Oakland, Ca. Race Forward specializes in advancing racial justice through research, media, and practice.

There will be a free training in Oakland on Thursday, January 26th. No further information has been updated on the website, but details will be shared soon. If anyone is interested in attending, please contact Elaine Kuo, she can also follow up with the SEW at the next meeting if members would like to pursue this training as a potential activity. Paul Starer will send out more information to the workgroup.

The SEW will meet during finals week on Tuesday to continue the discussion on activities. Elaine Kuo will also follow up on the Learning Community discussion at next meeting.