



FOOTHILL COLLEGE
Student Equity Workgroup (SEW)
Tuesday, June 13th, 2017
MEETING MINUTES

LOCATION: Room 6501
TIME: 1:30 PM – 3:30 PM

ITEMS	TIME	TOPICS	LEADERS	EXPECTED OUTCOME
1	1:30-1:35	Minutes—5/16/2017	Trichairs	Approval
2	1:35-1:40	Consent Calendar—	SEW	Approval
3	1:40-1:55	NameCoach	Nguyen/Baker	Discussion
4	1:55-2:10	Budget Update	Kuo	Discussion
5	2:10-2:25	De Anza Plans	Holcroft	Discussion
6	2:25-2:35	Position Updates	Starer	Discussion
7	2:35-3:00	Planning for Next Year	SEW	Discussion

PRESENT: Micaela Agyare, Kelaiah Harris, Carolyn Holcroft, Adrienne Hypolite, Paul Starer, April Henderson, Katie Ha, Kathryn Maurer, Kevin Harral, Sara Cooper, Betsy Nikolchev, Lan Truong, Thuy Nguyen, Judy Baker, Elaine Kuo

1) MINUTES- May 16, 2017

The meeting minutes were approved by consensus.

ANNOUNCEMENTS

Last week, Foothill launched the Early College Promise, which provides an opportunity for AVID students between 9th and 12th grade at Mountain View, Los Altos, Alta Vista, and Palo Alto High Schools to attend Foothill College. Currently, Foothill has some dual enrollment students, in which the population has a very high success rate for all demographics. Dual enrollment can assist with closing the achievement gap, as it would provide an opportunity to serve populations that may not have been as robustly served in the past and advance AVID students. This opportunity is also viewed with a student success and equity lens due to the suggested research on enrollment.

The launch date of the Early College Promise will be announced at PaRC, and there will be a community launch at De Anza on September 9th, 2017 from 1:30pm to 3:00pm. Martha Kanter will assist with fundraising to support free tuition for high school students. The President's Office and the Foundation will also work to fund book vouchers for students, as it is to the college's benefit to consider models to lower textbook costs. Furthermore, the

college would like to explore whether students who participate in the Early College Promise could continue at Foothill and receive free tuition. Also, there may be some potential for collaboration between the Family Engagement Institute and Admissions and Records for a family orientation.

2) CONSENT CALENDAR—

No funding requests have been submitted.

3) NAMECOACH

NameCoach Classroom Connect, provides a resource to addressing name mispronunciation. The College will be using this resource for commencement. Students will record their name prior to graduation on June 30th, 2017. The system will categorize student names by division and send the link to the Division Deans. The Deans will have the opportunity to review names before the commencement ceremony by visiting the NameCoach website and searching for student names.

The college looks to roll out NameCoach to faculty and staff in the summer and to students in the fall. Should the college choose to link this resource to canvas, it would cost an additional \$3,000. NameCoach is currently provided by an external third party.

4) BUDGET UPDATE

Elaine Kuo presented the 16-17 equity budget to the workgroup. On July 1st, 2016, Foothill received \$847,078 allocated for the 16-17 equity funds; however, due to the extension from the 15-16 funds, the college did not begin spending the 16-17 funds until February 2017. As it currently stands, the college has spent less than half of these funds due to postponing hiring of the Instructional Service Technician for the TLC and the Learning Community Coordinator (Program Coordinator II) positions. This reduced expenses by roughly \$116,000.

Majority of the funds from the predicted budget model for Fiscal Year 2018 will be assumed by; full time positions, learning communities (programming and reassign time), and professional development (earmarked roughly at \$100,000). This model indicates that the equity funds will be overspent if there is no carryover. The budget model earmarks floating funds for professional development and mentoring. These funds are expected to be spent next year, but no current commitments (aside from NAPE) have come forth. An estimated \$50,000 is earmarked for the mentoring pilot program, but this does not include staffing cost beyond paying mentors. The SEW would need to consider factors that may impact cost, such as training mentors. As it currently stands, there is capacity to pilot a mentoring program at the course level or something more specific, such as with the learning communities; however, should the program expand, the SEW would need to consider whether there is capacity for a dedicated staff person to manage the program.

The SEW should also be mindful that the 17-18 allocations may be impacted should enrollment continue to decline. This could significantly impact the equity funds, possibly resulting in less flexibility in spending for the learning communities.

Some discussion occurred regarding prioritizing the earmarked budget for mentoring and professional development. As these funds are not currently occupied by activities, they could be used to serve other initiatives. There is some flexibility in the budget, since it previously had assumed 6.5 FTEs staffed by July 1st. As of now, the budget estimates 5 FTEs. The incoming Dean of Equity and Inclusion could also assist with prioritizing the budget with the SEW's support. The workgroup can consider reprioritizing the budget model during the fall along with the development of the Integrated Plan supported by the Student Success Collaborative. The Student Success Collaborative will administer a needs assessment survey to students in the basic skills pathway to support the development of a mentoring program. Once the feedback is received from the survey, the information will be used in the development of the mentoring program, thus implicating the budget. If the feedback indicates that students do not want a mentoring program, this would affect the SEP. Over the summer, the survey feedback will be gathered and reported to the Student Success Collaborative to provide further direction on creating a mentoring program to best address students' needs.

5) DE ANZA PLANS

Earlier this year, the SEW discussed revising the Program Review template to be more equity-minded. The recommendations were shared with PaRC and IP&B. The SEW will need representatives to serve on IP&B this summer. There is some flexibility in the scheduling of IP&B meetings if faculty wish to serve; the agenda items can be adjusted in an effort to accommodate the availability of faculty.

The SEW referred to De Anza's Institutional Metric Plans (<http://www.deanza.edu/gov/academicenate/pdf/Institutional%20Metrics%20Plans%20Submittedcombined.pdf>) as a model to facilitate college discussion around equity issues. A template could be created using similar prompts to develop an action plan: Metrics that need to move; Initiatives to undertake; Support needed from college.

Discussions could include reviewing documents for ideas on equity minded program review templates or engaging in group lead activities as the IP&B Task Force moves forward with recommendations. Additional ideas include incorporating Opening Day, particularly during division meetings to encourage faculty, staff, and administrators to begin thinking about program review and data. It would be helpful to provide an updated template in advance for divisions to begin reviewing. However, the challenge would be obtaining approval from PaRC prior to Opening Day. PaRC will meet in early September for the governance retreat, it may be possible to include a review of this revised template as an agenda item at this meeting.

6) POSITION UPDATES

The hiring committee for the Dean of Equity and Inclusion will convene in August, if anyone is interested in serving on the hiring committee please contact Paul Starer. As for the Administrative Assistant position, Kelaiah Harris is currently working out of class as a Program Coordinator I. As of July 1st, she will be assuming some responsibilities related to accreditation and working out of class as a Program Coordinator II until December 31st. The Office of Instruction will cover the percentage of time she works on that office's tasks. She has also assumed the budget responsibilities for equity funds and basic skills funds, the latter which will remain with the Office of Instruction. Andrew LaManque will remain the budgeter for equity funds until the Dean of Equity and Inclusion position is filled, at which point these responsibilities will transfer. When the Instructional Service Coordinator position is filled in the Office of Instruction, the position will assume responsibility of the basic skills funds, although Kelaiah would continue to be the primary person of contact for accreditation logistics and administration.

Some of the Learning Communities were taken aback by the college pursuing the Dean of Equity and Inclusion position. In previous meetings, some discussion occurred in regards to potential limited equity funds, particularly if enrollment continues to decline and the 6.5 FTE positions become filled. There were some opposition to pursuing the Dean position as the funds could be used to further serve students. The decision was made by the President's Cabinet and the President to create the Dean position. Concern regarding limited funding for the learning community students is reasonable and the college should support the programs in exploring sustainable funding sources so that they are not solely funded categorically.

The Instructional Service Technician for the TLC and the Learning Community Coordinator has been postponed for the time being, while funding sources are explored. There will be a meeting this afternoon to discuss the possibility of combining both positions into one. Katie Ha, Eric Reed, Paul Starer, and Elaine Kuo will meet to discuss options. The Instructional Service Coordinator (3SP and Equity researchers) positions are currently open. There were some challenges with filling the positions, as the job title does not accurately reflect the job description thereby implicating the applicant pool. There was a suggestion to change the job title, but the Research Analyst classification is too low and, due to the ACE classification study, a new position cannot be created at this time. In the interim, all research related tasks for equity and 3SP is supported by Lisa Ly, Acting College Researcher, and Joanne Du, a temporary employee for Institutional Research and Planning. Lisa will remain as the Acting College Researcher until August 30th, 2017.

The Non-Instructional Faculty Professional Development Coordinator interviews will be held next week with the goal to fill the position before the school year ends.

7) PLANNING FOR NEXT YEAR

In preparation for next year, the SEW will be discussing potential activities. Historically, the workgroup would separate into five groups representing the five success indicators to strategize activities. Each group can convene electronically, if it is the preferred method. There was some discussion on the challenges if developing activities without data available

to inform the plan. Furthermore, it would be helpful to review the current status of the activities written in the SEP.

There was a suggestion to combine this data request with that of the Student Success Collaborative, therefore Institutional Research would be able to provide a combined data report in July when the Student Success Collaborative meets. This data could also be presented at the governance retreat and at Opening Day.

Over the summer, the Student Success Collaborative will have a more substantial meeting to discuss the Integrated Plan, and review data. If needed, the group will meet again in August to complete the draft plan. Following this, the draft plan will be circulated to the governance workgroups and committees in the fall. Invitations for this meeting will be sent to the SEW, the VPs, and the AVPs, through Outlook.

There was a suggestion to consider planning activities with consideration of the larger initiatives of the SEP. Discussions surrounding Tim Wise, EO trainings, faculty diversity hiring, and the evolution of Beyond Diversity could provide further context to scaffolding events. Perhaps the SEW can do some follow up events that correspond with the district's equity efforts with support from Nani Jenkins. Additionally, the focus of the SEW can be expanded beyond the parameters of the SEP and its five outcome measures as the Office of Equity and Professional Development would have the leadership role in ensuring the SEP is implemented and assessed. The SEW would continue to play a role in providing feedback based on the SEP efforts as part of the participatory governance process.