

MEETING MINUTES

Date: Mar 1, 2019

Time: 1-3 p.m.

Loc: FH Council Chambers

MEMBERS PRESENT

Voting

Tri-Chairs: Ram Subramaniam (administrator), Andre Meggerson (classified staff), Carolyn Holcroft (faculty)

Administrator: ~~Sean Bogle~~

Classified Staff: Lakshmi Auroprem, Chris Chavez

Faculty: Karen Erickson (FT), Donna Frankel (PT), Cleve Freeman (FT), Patrick Morriss (FT)

Students: Arkady Leviev, Farah Hodan

Non-Voting

Ex-Officio: Doreen Finkelstein in place of ~~Lisa Ly~~, Melissa Cervantes, Lan Truong, ~~Lene Whitley-Putz~~

Recorder: Debbie Lee

Facilitator: Ram Subramaniam

Guests: Erika Owens, Voltaire Villanueva, Laura Savage

NOTES BY TOPIC

| ITEM | TOPIC | DISCUSSION | OUTCOME | NEXT STEPS | *RESP |
|------|--|---|--|---|--------|
| 1 | Norm review, Courageous Conversations protocol review -- Attachments 1 & 2 | Carolyn apologized for not starting meeting on time. Cleve wants to know who the voting and non-voting members are. Ram asked the minutes reflect he apologized to Donna Miranda, dual enrollment rep, for not adequately preparing her for the dual enrollment discussion at the last E & E meeting. | The norms and CC protocol were fresh in committee members' minds | | |
| 2 | Honors Program Values Statement (revised) – Attachment 3 | Carolyn noted that the directors did a good job incorporating feedback from members at the previous meetings. | The Values statement was approved. | <ul style="list-style-type: none"> Send to Equity team to include in Equity Plan 2.0. Post on the Honors program website. | Debbie |

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| 3 | Honors program exit criteria – Attachment 4 | <p>The directors went over the criteria (GPA, honors units requirement, and service leadership component). Questions came up about whether or not independent study counts as service leadership, who would determine if something qualifies as service leadership and if students know how the service leadership criteria could be met.</p> <p>The directors clarified that a rubric would be provided on what constitutes service leadership and that service leadership is discussed at the new honors student orientation.</p> | E & E recommended further clarification around the service learning piece of the exit criteria and requested a revised draft for the next meeting. | Bring a new, revised criteria to next meeting. Specifically, the criteria for service leadership needs to be clarified. | Debbie & Voltaire |
| 4 | Norming Culturally Responsive Teaching in faculty hiring – Attachment 5, 6 | <p>Ram: The college recently approved hiring several FT faculty. We want to provide some recommendations to search and selection committees on ways they can incorporate culturally responsive teaching into their criteria.</p> <p>Due to the tight search committee timelines, E & E needs to come up with their recommendations today if they're to be of use.</p> <p>Carolyn clarified that these are just recommendations, and search committees are not obligated to adopt them.</p> <p>Recommendations discussed included: Asking candidates to submit their teaching and learning philosophy. Much discussion re: whether to specifically prompt for CRT but ultimately agreed this may be unnecessarily limiting. A</p> | E & E members agreed on draft recommendations for search and selection committees. | <p>Ram & Carolyn to prepare a document to send to hiring committees but will send to E & E for confirmation of accuracy.</p> <p>Subsequently, Ram will send the recommendations to Foothill deans and search committee chairs.</p> | Ram & Carolyn |

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| | | <p>T/L philosophy would be of value even without a specific emphasis on CRT. Put CRT in the job posting. This will help set a tone that says culturally responsive teaching is important.</p> <p>Request a syllabus. Candidates might be using CRT practices without being aware they are “culturally responsive” so search committees might see evidence of CRT on syllabi.</p> <p>Include a prompt that involves “It’s the first day of class ...” so we can see how applicants interact with students.</p> <p>Have applicant do a lesson with real students in round two of the interview prior to the interview with the president. Topics for each candidate should be the same. We can ask students for their feedback.</p> <ul style="list-style-type: none"> • Concern regarding this suggestion include applicant having different teaching style than the actual instructor and taking instructional time away from the students. <p>Include table on “Attributes of the Culturally Relevant and Assimilationist Teacher”</p> <p>Ensure that each member on the hiring committee knows CRT and have familiarity with the terminology. Note: Laura reminded that all committee members need to</p> | | | |

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| | | <p>attend EEO training and terminology would be defined there. Also, Laura points out the committee chair and/or hiring manager should be meeting with the committee beyond the EEO training and provide input on how language will be teased out and rated during screening process.</p> <p>Carolyn noted her job is to make sure every faculty knows what culturally relevant teaching looks like. There are PD workshops offered and she will be requesting time at dept/division meetings to talk about CRT.</p> <p>Laura has asked Dr. Ladson-Billings to come to FHDA.</p> <p>Take time to make decisions and make the process very deliberative. In the past, some decisions have been made hastily at the end of long day of interviews.</p> <p>There is no rule regarding the number of candidates that committees must interview. This number is set by the search committee.</p> <p>Ram: deans discussed a generic prompt that could be applied to any department. "Prepare a 15 minute lesson on the topic of _____ which you will present to the hiring committee members as if they were your students. This teaching demo should convey your teaching philosophy, in particular the ways in which you incorporate culturally</p> | | | |

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| | | responsive pedagogy into your practice.” | | | |
| 5 | Finish reviewing draft evaluation of SEP 1.0 – Attachment 7 | <p>Carolyn: The Office of Equity finished their written evaluation of the SEP 1.0. For each indicator, the evaluation includes a summary, overview of observations and details about if/how each planned activity was implemented. The team did not finalize the document in time to send before this meeting, so will send immediately afterward.</p> <p>Carolyn then presented the remaining slides from the SEP 1.0 presentation. Highlights were:</p> <p>SEP 1.0’s goals for basic skills are moot now that AB 705 is in place. There wasn’t much change in percentage point gap. There was no way to tell whether changes in PPGs were associated with any pedagogical changes.</p> <p>For degree & certificate completion, disparities have widened among groups. For transfer, disparities didn’t go away.</p> <p>Cleve mentioned that the transfer rate shows -23% then -31% but that there was no context on these numbers. He states that even though the transfer rates went down, the same amount of students are still transferring consistently every year.</p> <p>The full presentation is available at:</p> | E&E plans to take action on the written document at the next meeting. | Carolyn will email document immediately, then E&E committee members will review the written document prior to our March 22 meeting. | Carolyn, E&E members |

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| | | <p>The Office of Equity and PD will explore analyzing data differently for SEP 2.0.</p> <p>Doreen – the numbers for SEP 1.0 come from the scorecard, but this is going away and being replaced with the “Dashboard.” Methodologies will be different.</p> <p>Carolyn noted the new program review templates will prompt depts specifically to address achievement disparities.</p> | | | |
| 6 | Draft values statement around AB 705 v.2 – Attachment 8 | <p>Chris: As the Early Alert coordinator, he likes the statement on “providing ample support”.</p> <p>Patrick: Use active voice in modifying second to last statement. “We will provide ample support ...”</p> <p>E & E members discussed the importance of bringing the statement to the English and math departments before we adopt it.</p> <p>Cleve asks how we “ensure success” in reference to second to last statement.</p> <p>Karen asks how we can make the assertion of “ensuring success” if the reality of this isn’t happening.</p> <p>Ram replies that entry level classes have embedded support structure paid for with basic skills funding. We will need to find new funding if basic skills funding goes away.</p> <p>Chris: Use AB 705 language. “maximize students’ success”</p> <p>Doreen: include multiple measures as well as Guided Self Placement.</p> <p>Karen and others do not see the last statement as having</p> | E&E recommended additional revisions based on today’s discussion. | Bring back revised version to next meeting. | Ram |

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| | | <p>a connection to AB 705. A suggestion is to make it clear that it's connected to teaching math and English. Patrick points out the last sentence comes directly from AB 705.</p> <p>Doreen adds that we need to evaluate the entire placement system mechanism.</p> <p>Karen: add "to" achieve proficiency in first sentence.</p> <p>Carolyn: AB 705 changes the narrative from "student isn't ready" to "the college isn't ready."</p> <p>She asked E & E members to be mindful of choosing our words carefully when we talk about AB 705. Ex: Please don't say AB 705 is "killing us". This sends a subconscious message that AB 705 is bad for the college.</p> <p>Debbie: enrollment should not be a part of this discussion.</p> <p>Ram: decline in enrollment is expected and justified if it increases student success.</p> <p>Cleve: AB 705 helps us figure out who really needs different services and where to put our resources</p> <p>Ram agreed this allows us to hone in on disproportionately impacted groups and figure out what we can do.</p> <p>Doreen: AB 705 has improved access but has not addressed the equity gap.</p> <p>Carolyn noted this is not surprising and does not anticipate the success disparities to change until we change our pedagogy.</p> | | | |
| 7 | Orientation to the Program Review | College's previous program review process was completely reworked by IP & | Group is OK to forward these | Send to Council. | Debbie |

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| | Templates, Rubrics – Attachments 9, 10, 11, 12 | B team, which is a study group of the Council and approved this document. Council will vote on this document. | rubrics to Council for a vote. E & E will report back to governance retreat summit that this is not good use of our time to rubber stamp something that isn't changeable. | | |
| 8 | Evaluation of meeting outcomes and norms | Chris clarified that he is replacing Al Guzman on the committee, not Anthony Cervantes, who is the facilitator. Laura thanked us for inviting her today. Andre mentioned that we did not hear all voices. | The group noted we could stand to work on including all voices going forward. | N/A | |
| 9 | Good of the Order Beyond Diversity II: March 7-8 | BD II (3/7 & 3/8) – will be rescheduled due to lack of facilitator availability. Carolyn will notify registrants by e-mail. MPS Math 10 – Cleve asks members to let students know about this course. Donna states that PE has lots of classes open. APAN Book Club meets on 3/13, from noon – 1 PM (Ch 5 & 6 will be discussed) A2Mend – Patrick will present Thursday, 3/7, afternoon. | | | |