

FOOTHILL COLLEGE
Student Equity Workgroup (SEW)
Tuesday, March 08, 2016
MEETING MINUTES

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

ITEMS	TOPICS	LEADERS	EXPECTED OUTCOME
1	Approval of Minutes – February 09, 2016	Starer, Fernandez, Sias	Approval
2	Textbook Voucher Funds	Starer, Truong, Hypolite	
3	Rubric for Funding Requests	Sias	
4	Funding Requests	Various	Approval

MEMBERS PRESENT:

Hilda Fernandez, Andrew LaManque, Paul Starer, Roberto Sias, Justin Schultz, Carolyn Holcroft, Adrienne Hypolite, Katie Ha, April Henderson, Micaela Agyare, Kimberlee Messina, Lan Truong, Richard Edwards, Michelle Palma, Sarah Cooper

GUESTS PRESENT:

Sarah Parikh, Betsy Nikolchev, Amparo Leyman Pino)

(1) APPROVAL OF MINUTES – FEBRUARY 09, 2016

The minutes from the February 09, 2016 Student Equity Workgroup (SEW) meeting were approved by consensus, pending minor revision to the Umoja Update. Additional details were provided (via email) by April Henderson – the revised minutes will be re-posted to the SEW website.

(2) TEXTBOOK VOUCHER FUNDS

Approximately \$70,000 in unspent Student Equity 14-15 funds were committed to providing book vouchers to students with financial needs. It was agreed that a certain number of students would be provided with \$500 vouchers for textbook purchases at the Foothill College bookstore. As other ideas were discussed regarding alternative approaches to standard textbook vouchers, 50% of the voucher money was placed on hold. In Winter 2016, only \$8,000-\$10,000 in voucher money was used by the students (25 total) – as such, there is a large sum of leftover funding (originally allocated for the winter term).

Financial Aid ran a list for students with EFC (estimated family contribution) < \$1,000 and the textbook voucher team was very careful to screen the students along certain criteria. Some students had already purchased books while other confirmed they wanted to use the vouchers but ended up not taking advantage of the opportunity. As students are buying their textbooks earlier, it was suggested that earlier contact be made with the eligible students moving forward.

ASFC has funded a laptop rental program – the computers are widely used. It was suggested that the Student Equity Workgroup explore using some of the textbook voucher funds to purchase laptops for a equity-funded laptop loan/rental program. As there is nothing in the Student Equity Plan that

definitively defines a “needy” student, additional criteria or mechanisms should be considered to identify students who could benefit from such assistance with getting their course materials (e.g. BOG waivers). Overall, most members of the workgroup indicated support being more inclusive regarding identifying students in need of voucher assistance. All members were asked to email any additional ideas or suggestions to the SEW tri-chairs.

(3) RUBRIC FOR FUNDING REQUESTS

Roberto Sias proposed that the Student Equity Workgroup take a closer look at the rubric for consideration of student equity funding requests. As all funding requests should be evaluated according to the same criteria, it was suggested that the current rubric be updated/ revised to more closely match the information requested on the equity funding proposal form, which incorporated portions of the Student Equity Plan into the activities section. Hilda Fernandez volunteered to incorporate the feedback and revise the current rubric – she will email out a redesigned copy for review and suggestions before the next scheduled Student Equity Workgroup meeting.

(4) REVIEW OF FUNDING REQUESTS

Members of the Student Equity Workgroup reviewed three proposals for equity funds. Following discussion of the equity requests, the procedure for consideration of proposals was discussed, as individual funding requests and discussions take up the majority of regularly scheduled Student Equity Workgroup meetings and determined to be an ineffective approach. Two alternative approaches were discussed:

- (a) set 1-2 deadlines for proposals, then schedule a meeting right after the deadlines to get together and only discuss the submitted funding requests
- (b) move away from the proposal idea completely; require that departments be proactive and think ahead – ideas must be incorporated into the written Student Equity Plan in order to be considered for funding

Engineering Pathways Information

Sarah Parikh presented on her request for hourly compensation for her work on further developing pathway information for engineering students.

The purpose of this project is to generate content that is currently missing to provide students with expectations for engineering courses and help them understand the engineering pathway. Over the summer, I will create materials that will "tell the story" of our engineering courses to help students to be able to imagine themselves as students in those classes. I will also create example pathways that will help students to have a starting point for determining their own pathway that they should take through engineering at Foothill College. Because there is no ADT for Engineering, the pathway that engineering students should take is not well defined. These materials will be accessible to students through the college's website in addition to through flyers that will be distributed in the Math 1A and Bio 10 courses. An additional outcome of this work will be updated and engaging course descriptions for the course catalog.

The information provided in these materials will help students who are unsure if engineering is an appropriate field for them. Curious students who are first-in-family to attend college will gain the insight and confidence to pursue this great field. Students who may be put-off by the stereotypes associated with engineering will observe an image of engineering that features underrepresented groups. Students who do not have a family members who are engineers will get a glimpse into what life is like as an engineering student. While the information included in these materials will be available to help encourage all students to pursue an engineering pathway, I expect that it will help underrepresented students in a more substantial way.

Last year, the Student Equity Workgroup funded a *Women in STEM* recruitment event; this request would be for the implementation of one of the action plans from last year’s workshop, aimed at helping underrepresented groups in STEM (e.g. women, students without parents in STEM fields) and guiding them through the sample engineering pathways.

A general concern was the \$100 hourly rate noted on the proposal for the faculty work. It was noted that the standard \$50 hourly rate should be used for these equity-funded projects. This revision would be noted (and the proposal revised) before any funds would be released. It was also noted that just putting information on the website is not a helpful tool – guidance and active marketing is needed to make sure students are aware of the resources available and know how to access those resources on their own.

Pending revision to the hourly rate (as noted above), the Student Equity Workgroup approved this funding request.

Family Engagement Institute (FEI) – Professional Development Event

Betsy Nikolchev and Amparo Leyman Pino presented on the FEI's request for equity funds for a professional development event.

An area of focus that supports Foothill College's Student Equity Plan is to create awareness among staff, faculty, students and the larger community about the journeys of undocumented students, many of who attend Foothill College. We are planning to contribute in this regard by screening Mikaela Shwer's nationally acclaimed documentary: "Don't Tell Anyone (No le digas a nadie)". The film is the story of Angy Rivera, an undocumented 24 year old girl, who became an activist for undocumented youth and her remarkable journey from poverty in rural Colombia to the front page of The New York Times. FEI shared this opportunity with Chancellor Judy Miner, who enthusiastically embraced this idea and offered to open the event with introductory remarks as a platform to voice her vision and commitment to Student Equity. FEI is proposing to use the Equity Funds to screen the documentary at no cost to the attendees, and bring both Angy and the film producer to share their experiences as part of a post-screening panel of community leaders who have done significant work on this issue. The evening will close with a reception. This event is intended to inspire change in the way faculty, staff, students, and the community understand equity and put it into practice.

The screening of "Don't Tell Anyone" is a strategy to build capacity, inspire and create awareness amongst the Foothill College community - staff, faculty and students - as well as an opportunity to engage individuals and other community driven organizations, to be part of this timely conversation. This is an opportunity for the different College departments to get together around a common issue that impacts us all and to invite their students to participate in this civic engagement community event.

Members of the workgroup noted that a more substantial follow-up mechanism is needed for the proposal (not just pre/post survey or Q&A regarding awareness) – there should be more of a connection to an action that leads to internal/external change(s). Collaboration with De Anza and the Foundation should also be better documented as part of the proposal. The SEW also expressed concern that this proposal is requesting funding to fly outside folks to the campus as opposed to looking internally and celebrating the work of faculty/staff/students in the local community.

Pending addition of a more robust follow-up mechanism (action plan), the Student Equity Workgroup approved this funding request.

Chemistry Department – Research Request

Sandhya Rao and Rosa Nguyen are requesting equity funds for a department-specific research project.

The Chemistry Department wants to create a culture of equity that will promote student success and increase course completion rates, particularly for the targeted groups that are forming a larger percentage of our chemistry enrollment. We need to provide specialized support for these students both within and outside the structure of our courses in order to make a definitive impact.

Funding is being requested to support two faculty members (Dr. Sandhya Rao and Dr. Rosa Nguyen) to engage in activities to:

- (1) explore the reasons and factors as to why Foothill Chemistry students in these targeted groups are struggling*
- (2) learn more about local and nationwide Chemistry programs that serve underrepresented students, and learn about effective classroom strategies and techniques*
- (3) conduct a literature review on curriculum strategies that have proven effective in helping chemistry students in this targeted population succeed.*

Several members of the workgroup expressed the following concerns:

- (a) isn't this something that the campus researcher, or the equity researcher (once hired), could be doing?
- (c) isn't this something that could be done on sabbatical (e.g. the literature review)?

Others expressed initial support for the #2 and #3 activities in the funding proposal, as long as it is made clear that the faculty involved must close the loop. The department must reflect on their own curriculum and report back, specifically at the division level (if not College-wide). A revised rate of \$50 hourly was also noted (echoing the discussion with the Engineering Pathway request).

Pending revision to the proposal (funding only activities 2 & 3; new hourly rate, follow-up action plan), the Student Equity Workgroup approved this funding request.