



FOOTHILL COLLEGE
Student Equity Workgroup (SEW)
Tuesday, January 17th, 2017
MEETING MINUTES

LOCATION: Room 1901
TIME: 9:00 AM – 10:00 PM

| ITEMS | TIME | TOPICS | LEADERS | EXPECTED OUTCOME |
|-------|-----------|--|---------|------------------|
| 1 | 1:30-1:35 | Equity Office Goals | Kuo | Discussion |
| 2 | 1:35-1:45 | Review Director of Equity Programs Job Description | Kuo | Discussion |
| 3 | 1:45-2:00 | Review Non-Instructional Faculty and Related Positions | Kuo | Discussion |
| 4 | 2:00-2:10 | Additional Supporting Positions Related to Equity Programs | Kuo | Discussion |

PRESENT: Adrienne Hypolite, Angel Tzeng, Kelaiah Harris, Elaine Kuo, Lan Truong, April Henderson, Andrew LaManque, Pat Hyland, Erin Ortiz, Josh Pelletier, Katie Ha, Eric Reed, Carolyn Holcroft, Lauren Balducci, Nazy Galoyan, Kurt Hueg, Paul Starer, Betsy Nikolchev

1) EQUITY OFFICE GOALS

The SEW met as a subgroup to discuss job descriptions and the goals of the Equity Program office as related to the SEP and equity initiatives in general. The SEP established the creation of three positions, Director of Equity Programs, Administrative Assistant, and (Non-Instructional Faculty) professional development coordinator. As these positions evolve, (noting that the professional development coordinator has not yet been hired) there is a need to determine how the existing (and future) tasks are applicable to the potentially larger vision of the office's broader scope as determined by the college.

The SEW members helped develop the SEP and created the Director and Administrative Assistant positions to carry out the equity initiatives as identified by the plan. These positions were not necessarily initially envisioned to be part of a larger office unit, but created to carry out specific implementation and coordination tasks.

The college appears to be considering two distinct views for the vision of the positions identified in the SEP.

- A. The SEW's original vision of the Director of Equity Programs did not consist of an Equity Programs Office. The Director would report to the AVP of Instruction and would implement equity initiatives as written in the SEP. The Director would work

with the Student Success and Retention Team to bridge the gap between instruction and student services. Ideally, the Student Success and Retention Team, consisting of multiple positions, would create a semi-physical office where meetings would periodically occur.

- B. An established and defined Equity Programs Office would focus on excellence in instruction. This would require either reclassifying the Director of Equity Programs or creating an AVP of Equity Programs. Additional classified staff would be needed to facilitate the daily tasks related to the SEP's implementation.

The Professional Development Committee (PDC), which largely contributes to academic excellence initiatives, could evolve to become an advisory group; however, this discussion is ongoing. The Non-Instructional Faculty position would consume the role of overseeing the logistics and coordinating the professional development events.

2) REVIEW DIRECTOR OF EQUITY PROGRAMS JOB DESCRIPTION

Further discussion would need to be had on the goals and focus of the Director position to determine its role with the Student Success Retention Team and how it will interact with other positions. If the position transitions to an AVP the tasks will need to be clearly identified.

The tasks written in the SEP can be accomplished by a Director; however, the SEW is mindful that the position does not have the capacity to complete each task. A Director position can oversee tasks and collaborate with other departments. The Director would function as a central body that coordinates conversations from all groups. Tasks could also be divided amongst staff. The committee considered creating positions that could facilitate the tasks, such as a mentoring coordinator for the mentor program. If multiple positions are hired for each task, the Director will still be needed to oversee and manage these positions.

There was a suggestion to start with a position similar to the previous (now eliminated) Dean of Faculty and Staff. This allows for the expansion of the capacity with the ability to hire a team of staff to complete daily tasks.

There was another suggestion to rewrite the job description into a more manageable capacity for the Director. The Director could complete the cycle of inquiry for all initiatives (mentoring, early alert, professional development, and the student success and retention team) and also initiate and collaborate the conversation on mentoring and other programs.

3) REVIEW NON-INSTRUCTIONAL FACULTY AND RELATED POSITIONS

Further discussion of the Director's role in the PDC and the PDC's relationship to the non-instructional faculty position have to be clarified. The search committee for the non-instructional faculty position recommended that the college clarify the relationship between the Director and the non-instructional faculty. In the interim the hiring committee will search for faculty release time. Initially, release time was set at 50% with the focus on

excellence and teaching, but upon the hiring process, release time has been increased to 100% due to capacity concerns.

The committee discussed possibly bringing in a staff position to coordinate all activities related to professional development. If the non-instructional faculty position is focused on programming then a separate position can coordinate the planning. There would be a direct line for the Director to work with this position.

Thuy has met with Jackie Reza, previously the Professional Development Coordinator at De Anza, and is looking to engage her with professional development activities for the remainder of the year. There are no further details on Jackie's involvement with professional development or her contract with Foothill.

Before any changes are made to the Director position, the college should consider allowing time to evaluate the current status and progress of the equity programs. There was a suggestion to return to the Director of Equity Programs job description and parcel out certain aspects that are already existing, such as the Early Alert program, which has developed under the Counseling Department.

There is some concern that the initiatives in the SEP are not being addressed and the structure of positions and the office have become a priority. The goal should focus on implementing the initiatives as written in the SEP and determine the short term feasible goals.

There was a recommendation for the SEW to find an opportunity to step back, disconnect, and focus on the actions needed to move forward to implement and coordinate initiatives.

There are pre-existing programs on campus that could help guide the development of a mentoring program if the information is gathered. The primary focus should be to initiate the coordination of a mentoring program.

The committee emphasized the need to continue viewing these decisions through an equity lens, so that the purpose and goals of equity are not lost in discussion. No matter the decision made regarding positions and goals of the Equity Office, serving the disproportionately impacted student population and increasing student success should continue to be the priority.

The SEW will review the minutes and provide feedback to clarify the discussion. Following this, Elaine will meet with Thuy to discuss the recommendations of the SEW. There will be a scheduled meeting with all stakeholders to identify final recommendations.