SEEED COMMITTEE MEETING
MARCH 26, 2013
MEETING NOTES

ATTENDANCE: Nina Floro, Katie Galvin, Hung Guo, Mary Gutierrez, David Hasson, Lucia Lachmayr, Richard Lopez, Vanson Nguyen, and Sherrie Prasad

REVIEW MINUTES

- The phrase "Image to Shape" needs clarification and more context. What does this mean?
- The group suggested "Image to shape as we move forward" or "Metaphorical Image to Shape our future actions".
- The group agreed on "Metaphorical Image to Shape our Future Actions".

M/S/U: David H. and Lucia approved the minutes. Katie seconded the motion.

COMPREHENSIVE DIVERSITY FRAMEWORK
Using the Minnesota Diversity Framework guide, we need to form a writing team which could be a subset of this committee or we can bring in a consultant. This will help us move forward. Dr. Gina Rosabal is a candidate as the writing consultant and she will synthesize Singhashri's documents, CSI plan, previous Student Equity Plan, and our briefs.

- We are looking to update the Student Equity plan. Last time the plan was updated in 2006.
- Comprehensive Diversity Framework (CDF) could be our Student Equity plan.
- If CDF has hiring in the framework, then how does the student equity fit in this model framework?
    - Student Equity could be part of it and hiring would be the bigger picture.
    - Student Equity will be embedded in part of the framework.
        - Comprehensive means it has many parts so it will work to add student equity in the framework.
- Should we have a quorum for the sub-committee research work?
    - What constitutes a quorum? Is it 51%?
    - Make it advisory and then make it a quorum if votes are needed.
        - Make advisory decisions and ask group to ratify via email.
        - We may need to investigate more on this on what would work best.

WELCOME, GOALS, AND AGENDA REVIEW
Lucia welcomed everyone in the group.

WEBSITE UPDATE
What would you like to see on the website? What will each subcommittee's presence be?

- We need 2 new pages on the website. One for the research page and the other for the domain page.
    - We need to place the research online so it is more transparent.
        - Create the resources page so its related to the Fall Retreat and the Diversity Framework
    - Should we change resources name to Diversity Framework?

- - Or should we have research, resources and diversity framework separate?
    - Should we rename it? Have it separate?

SUB-COMMITTEE REPORT BACKS
Resources to Succeed

- Reviewed the Minneapolis survey.
- Currently making changes to the digital access survey and then will implement the survey.
- Most students have smartphones but not all students have laptops or computers at home.
    - Cell phones are a best route to access students.
    - Do students have access to Skyline College emails on their phones?
- What's the sample size for the survey? They are all Math 811s and English 846s students.
- Are students are getting access to computers at peak time at the college?
    - Lot of students are not aware of other computer labs around campus.

Hiring

- Sub-committee currently working with Harry Joel on the faculty selection document. It's a district wide document not Skyline specific. Changes will be for all three colleges. This will set the stage for the other two colleges. Other academic senates have desired something similar such as this.
- Harry will give more feedback on the survey.
- Currently revising the faculty handbook.
    - What are plans to get it to the district?
    - We are reviewing it and both Harry and Debbie Carrington will review and give us their feedback. We will bring it then to our academic senate and then Leigh Anne will bring it to the other two academic senates.
- Sub-committee will bring the language and when the SEEED committee oks it, it'll go to the academic senate.
- A consultant will be hired for the sub-committee hiring report and for the Diversity work in CTTL next year.
- Avenues to action – important work happens in SEEED – how can we work in a way that helps us make actions in timely fashion. The path is not clear. This is our greatest challenge. Who has the finger on the go button?
    - When we make recommendations, should we bring it to the academic senate?
    - If we make recommendations to the right committee at the right time, it can work.
    - Figure out a timeline to get things running in a timely fashion.
    - Need online activity to get approvals to help us move forward.
    - Define the process.
    - Resources page – close the loop on the presentation page.
- Arrange the agenda to last month's action items.
    - € First check box – to follow up on hiring the consultant and checking in with CTTL that there will be diversity training in Fall 2013.
    - € Mary will follow up Regina and Harry on hiring consultant for EEOC.

Curriculum

- Created the second draft of the faculty and student survey. It has been shortened.

Faculty Survey

- Vanson asked the committee if there were any loaded questions on the survey?
  Feedback from the group:
  - There's a presumption that faculty use campus resources in their teaching.
  - Clarify on the "Other" on question # 2. Circle each one and then indicate how many times.
    - Rephrase question to: "Do you incorporate campus resources in your teaching?" No? Why not?
    - Make this question more neutral.
  - Question # 3 – Rephrase question to: "Do you promote student involvement in campus activities?"
    - First part would be yes or no questions? Then if yes or no, please explain.
    - Vanson mentioned that they are looking at basic skills courses
    - David H. posed the question: What are the resources they are connected to? That's the first question.
    - "Success" in question #3 is ambigious. Are you presuming that all students are successful?
  - Does connection to the learning center help with the success?
  - There's a higher student success rate because they are connected to campus resources. Instructors in learning communities connect their students to resources so I should too?
  - Check out the campus resources and ask if students are part of learning communities.
  - Who is this research for? Vanson answered: It is for faculty who are not in learning communities.
  - Look at the other benefits of learning communities. Look at the cohort model.
  - Put together a "Resources of Best Practices" of how to connect students to campus resources.
  - William Watson did his doctorate thesis on the Puente model. He said Puente had 7 times more exposure to resources and success rate.
  - Vanson: We may need to change the inquiry question now.

Student Survey

  - Question # 4 – how do they see their success with the resources connection?
  - Place # 1 question as the last question so the learning community is not the focus of the survey.
  - Sense of involvement can come from – connecting with faculty, other students in class etc.
  - Possible additional question: What did your faculty do to connect you to campus resources?
  - Conduct the student survey at these resources centers.

Community Connections

- The sub-committee met with John Mosby and Nohel Corral about collaborating with their outreach.

- There's an outreach coordinator, Florentino Ubengen, who works 18 hours/week. He is the point person for outreach and inreach.
- There's the outreach counselor, Courtney Mogg, who works 12 hours/week.
- Dr. Mosby shared their outreach plan with the sub-committee that they developed last fall.
  - Vision for outreach – the Advisory committee would be the outreach committee.
  - Need additional support. Make the outreach coordinator position full-time.
- Possible outreach activities
  - Host a counselor breakfast (update on Skyline College)
  - Surveys to high school faculty and counselors – establish partnership/relationship
  - Look into Middle Schools
  - Outreach with the community – work with PIO
  - Ask Florentino and Courtney to join SEEED.

Digital Divide

Questions for the survey:
- Is there access to technology on campus to meet the requirements for students' assignments?
- Is there equal access for all students?
- A lower income student doesn't mean that they have no access to internet?
  - But there are students who can't do research or can't post homework assignment because they have no access to email or internet.
- How many hours of computer or internet access does a student have during a day? If they only have access on campus, then it is very limited.
- Where do you have internet access outside of school?
- What are the interventions to target the Digital Divide research?
  - Forward school emails to their phones
  - Bldg 6 can be open for longer hours.
  - Extend hours on Saturday for computer access.
  - Greater access to Wifi at school – wifi is available everywhere on campus.
  - Drop in computer labs -- Renting computers to check emails or internet (15 minute limit)
  - Contact with instructor
  - Are you able to perform the expectations for your assignments?
  - Renting Chromebooks for students?
    - If students are not buying online texts then use that money to rent Chromebooks for students.

NEXT STEPS

- Harry Joel will be attending the April SEEED committee meeting