

# SEED/Student Success Committee Joint Meeting September 28, 2010 Meeting Notes

## Participants

- Amory Cariadus
- John Chavez
- Nohel Corral
- Maria Escobar
- Nina Floro
- David Hasson
- Rob Johnstone
- Lucia Lachmayr
- Joe Madrigal
- Vicki Morrow
- Richard Soyombo
- Regina Stanback Stroud

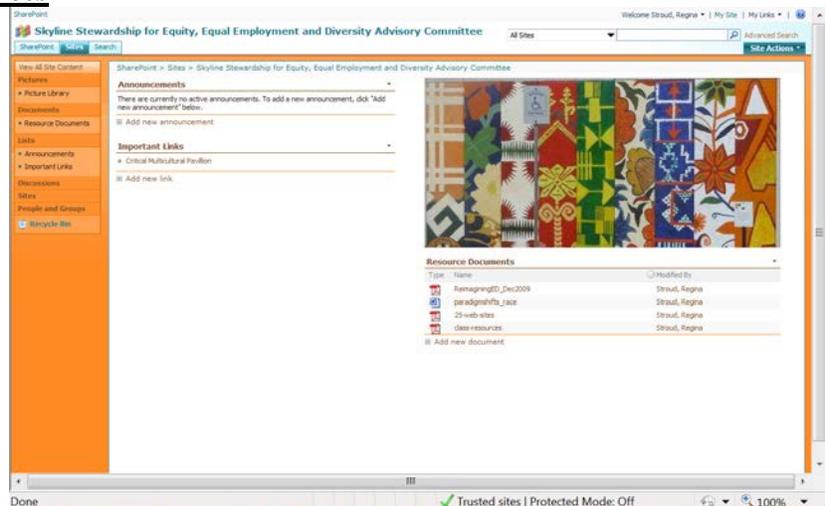
## Minutes

The SEED/Student Equity committee was called to order at 2:10 on Tuesday, September 28, 2010 by Rob Johnstone. Rob set the stage for today's agenda by describing the discussion of the last meeting. Because the last meeting was a presentation with questions and answers, there are no minutes for approval.

Rob and Regina led the discussion on the committee goals and the diversity framework

### **1. SharePoint Site/Resources**

A SharePoint site has been developed for the committee to use as a resource for announcements, meetings, document storage, quick links and discussions. All members have been invited to participate and should have received an email



invitation from the Webmaster. The site can be found at <http://sharepoint.smccd.edu/SiteDirectory/skyseed/default.aspx>

Committee members are invited to peruse and use the site. Committee members were asked to feel free to contribute materials that would be beneficial for the group to read.

## 2. **Committee Charge and Goals (handouts of compendium pages reviewed)**

The committee was asked to reflect on the charges and the goals that the committee would like to accomplish for this year. Vicki commented that it makes sense why these two groups came together. It is not the same charge, but very similar. She recalls that the district says that there should be a holistic framework.

- Regina added that the fact that pulling the two together shows that we want one framework. Lucia asked if we're trying to combine the charges as so much as to combining the committees. Right now the groups will work together and consider a future recommendation to make a formal change in the governance committee structure by combining the groups into one committee with the charges revised to have a more equity minded focus. Lucia says that she thinks that there should be student representation in this group. There was consensus in the group that we needed to have student representation. Rob will follow up with Amory on the suggestion.

The group recommended the following goals:

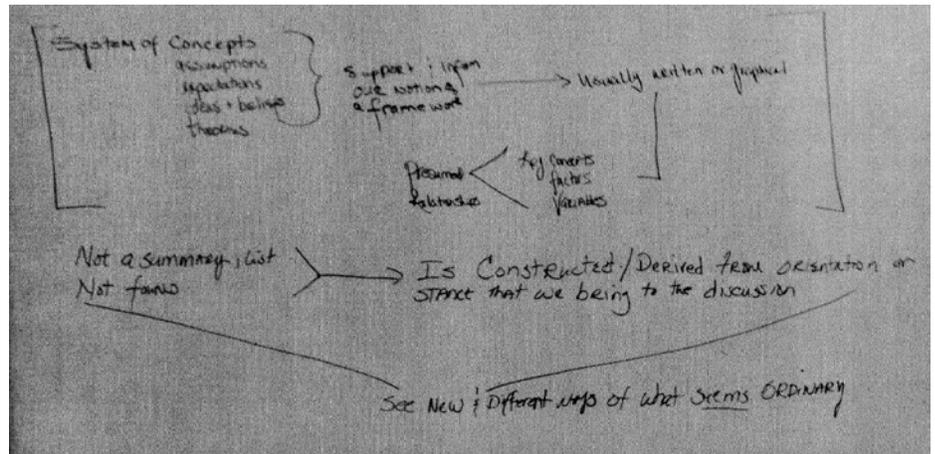
1. Develop a holistic diversity framework and create an action agenda. Identify a research agenda that is relevant to the diversity framework.
2. Develop and implement professional development/flex day opportunities that can be shared district-wide. Perform an analysis of what programs and services are effective in supporting student success and closing the achievement gap.
3. Increase dialogue regarding effective classroom practices. Share practices using a deliberate Scholarship on Teaching and Learning approach that facilitates faculty to faculty dialogues. Draw from On Course training to address this goal.

## 3. **Diversity Framework**

*Building a diversity framework will enable us to do as Pedro Noguera says in his book *Unfinished Business* – we need to “Make the familiar strange. Problematize the familiar and enable it to be viewed from a different perspective.”*

The committee reviewed background information on the foundation for considering a holistic diversity framework. The charge of developing the framework is based on the SMCCCD Strategic Plan: 2008-2013. Skyline College played a pivotal role in incorporating attention to diversity particularly in relationship to the demographic assumptions contained in the plan. One of the resulting recommendations in the SMCCCD Strategic Plan (2008-2013) is “Develop a holistic diversity framework that supports access and success of our diverse student population, promotes institutional vitality and viability and serves all students equitably.” The strategic plan has been placed *in the resource documents on the [SharePoint](#) site* for quick reference.

The group discussed a holistic diversity framework and reviewed some of the work Daryl Smith did in writing *Diversity’s Promise in Higher Education: Making It*



Work (John Hopkins University Press, 2009). Smith uses the analogy of the change society made to integrate technology in everyday life as opposed to working and supporting (or celebrating) technology on the side. The group discussed what makes up a framework and reviewed the notion of the framework being a set of concepts, assumptions, ideas and beliefs that support and inform our ideas ---usually written and graphically depicted, it describes the presumed relationships we believe are present between various components of the framework. The framework is constructed, not found from the orientation or stance we bring to the discussion. Ultimately, the framework allows us to see new and different ways of what seems ordinary (Smith, 2009).

The group reviewed the University of Minnesota Diversity Framework as an example. It has been placed on the SharePoint site.

The following ideas emerged from the discussion:

- David Hasson recommended that values and principles should be on a poster in the center of the student center instead of the in the student handbook.
- We may need to do an Equity audit of some of our main processes such as A&R, FA, registration dates.
- We should not only have a statement but should also have action steps.

- Rob indicated that college wide review is going to take place in fall 2012 and that one of the strategic goals has been changed for equity.
- In response to some of the “all student” language, Regina provided information regarding “colormuting language” as described by Mika Pollick in her book, Colormute. Regina promised to share a bibliography of works that may be of interest to the committee. The group discussed ideas on the process and timeline for developing the diversity framework. Regina and Rob agreed to bring back a timeline for the groups’ consideration. Ideas that emerged include:
  - Start with the equity audit; Rob recommended that we select the key measurements, intermediate milestones, cohort tracking in basic skills, and identify 4-7 key benchmarks. Regina suggested that Rob use an agenda item to identify the measurements; examples that are not about student outcomes but more campus related. We might use Noel Levitz for examples. Lucia said that this will incorporate gender, age, and other variables.
  - Create curriculum that incorporates equity and diversity such as the new course on social integration and migration as it applies to China, Asia and Africa that is being developed now (Soyombo).
  - Consider how international education will or can be impacted (Soyombo).
  - Tap into existing activities, lectures, etc. such as a schedule of certain activities on campus, like a film, or having a week of activities/events; diversity lectures; (Soyombo).
  - Work with Curriculum Committee to incorporate diversity and equity into the curriculum if this is not found during the audit.

**Follow up Action - Regina and Rob work on a timeline and suggested resources**

- There will be smaller groups to address the different components as we
  - Check Out: things we need to do or would like to say
  - Comments from the group:
    - Vicki likes the concepts.
    - Nina likes the theme “Making the familiar strange”

Meeting adjourned at 3:50

*Notes prepared by Golda Gacutan and Regina Stanback Stroud*