

Faculty Senate Student Equity Committee

Date: October 28, 2010
Time: 1:00-2:00pm
Location: 1415-01 (Social Science Division Conference Room)

Committee Members:

Chris Lamm, Faculty Senate Student Equity Committee Chair; Faculty/Social Science Division: Child Development & Educational Studies Dept.
Sean Chamberlin, Faculty/Natural Sciences Division: Oceanography
Adela López, Faculty/Social Science Division: Ethnic Studies Department
Carolyn Facer, Faculty/Mathematics & Computer Sciences Division: Math Dept.
Jose Miranda, Faculty/Technology & Engineering Division: Automotive Dept.
Stewart Kimura, Counseling/Matriculation
Pilar Ellis, Manager of the International Student Center
Mark Greenhalgh, Dean of Mathematics & Computer Science Division
Chuck Helms, Classified Representative/Business & CIS
Maria Duque, A.S. Vice-President representing A.S.
Joshua Peña, Veteran's Club, representing ICC
Present: Chris, Sean, Adela, Carolyn, Jose, Mark & Chuck
Absent: Stewart, Pilar, Maria & Joshua
Guests/Resource People: Dr. Vurdien
E-mail Resource List: Dr. Vurdien, Ken Meehan, Toni DuBois, & Scott McKenzie, Lily Espinoza, Johnwilly Osuji

Meeting Notes

- **Ken Meehan** was not able to come to the meeting today. **Chris** will see if she can meet with him before the next meeting.
- **Dr. Vurdien** joined us for today's meeting.

*Our Committee emphasis has been to:
"develop a collaborative model to change the campus culture"*

- The Two Key Areas the Student Equity Committee Needs to Be Addressing:
 - Still need much work to support students who are not college-ready when arriving at FC.
 - College-ready students do well at FC
 - Achievement Gap or more accurately the "Opportunity Gap"

NEEDS TO BE A CLEAR MESSAGE

STRATEGIC CONVERSATIONS #1, 3, 4, 9, & 10 CONNECT WITH OUR WORK!

- 1. What are the student support services that are most directly tied to student success? How can we prove that?**
- 3. What special programs or activities should we continue or implement with little or no additional funding to increase student success? How can we prove they work?**
- 4. How can we increase success rates for underprepared students needing basic skills instruction?**
- 9. What are the barriers to access student services? How do we increase access to these services?**

10. *How has the make-up of the student body changed as a result of budget cuts and the economy? How do we continue to serve our entire community in this climate?*

**GO TO OUR RECOMMENDATIONS FROM 2008 (P. 12)
STUDENT ATHLETICS**

What We Know!

- Research: By 2020, there will be an increase of 40% of Latino Students (HACU)
- Differences in student success may not show up while students are at FC.
It may be several years down the line.
- Best one of the best indicators of student success is the person in front of the classroom (or the first classified at the counter)
- **Need to focus on staff development and effective teaching practices for diverse learners.**
- **Need to provide students** with clear information and support before they arrive and throughout their time at FC
 - Effective way to do this is through an effective **Campus Website** (ID our recommendation last January)
 - **A Comprehensive First Year Experience Program**

Next Steps for the Committee:

- Finishing up a detailed written report
 - providing updates on each area of the plan
 - identifying changes including additions
- Providing Recommendations for the President and the Board. Such as:
 - Campus Website
 - Comprehensive First Year Experience
 - Faculty Summit to address our findings and next steps
 - Collaboration across campus (areas working together and pooling possible resources) instead of many separate programs often working in isolation.

FOOD FOR THOUGHT!

Initiative Aims to Counter "Soft Bigotry of Low Expectations." - shared by **Carolyn**

Education Week (10/12, Sparks) reported though "the 'soft bigotry of low expectations' has become an education catchphrase, scholars and advocates are just beginning to explore whether it is possible to prevent such expectations from taking root by making teachers and students aware of their beliefs about students." This year, the National Urban Alliance for Effective Education "launched a program in Bridgeport, Conn.; Greene County, GA.; San Francisco" and Newark, N.M. "to bring students and teachers together for lessons on cognitive development, instructional strategies, and lesson planning, with the students then modeling the instruction in a classroom for the teachers. The joint professional development course is intended to teach students to think critically about how they learn and are taught, while at the same time countering what the alliance's chief executive officer, Yvette Jackson, called a 'focus on weakness.'"

Next Meeting: Thursday, November 11, 2010, from 1-2pm in Room 1415-01.