

**Faculty Senate Student Equity Committee  
Fall 2011**

Date: September 22, 2011  
Time: 1:00-2:00pm  
Location: 1415 Social Science 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 (**need replacement**)  
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/Skills Center  
Joe Molina, ICC Representative (Latina Leadership Network) (**new representative??**)  
Alex Reyes, A.S. Representative  
Humanities (**need replacement**)

**Resource People:** Dr. Vurdien, Ken Meehan, Toni DuBois, Terry Giugni, Lily Espinoza, Michael Perez, Maria Duque

**Present:** Alex Reyes, Mark Greenhalgh, Carolyn Facer, Jose Moreno, Chris Lamm, Adela Lopez

**Guest:** Toni DuBois

**Today's Focus & Meeting Notes**

**\*\* Friday, September 30, 2011 - Santa Ana College - Latino Achievement Gap Summit. If you want to attend, As per Jose Moreno, invitations have been opened-up and if someone is interested in attending, please contact Cesar Gonzalez at SAUSD ([Cesar.Gonzales@SAUSD.US](mailto:Cesar.Gonzales@SAUSD.US)) ASAP.**

**1. Committee Feedback for the Accreditation Report - Toni DuBois**

**Discussion based on the 2005 recommendation from the Accreditation Team Report:**

- Still an issue on this campus regarding diversity:  
Toni will be writing a multi-faceted plan for the college to develop, implement and evaluate Diversity at Fullerton College.
- Students have a better understanding of the issues implied in the Achievement Gap and are truly seeing this as an equal opportunity to come to the table to address the issue.
- Staff (classified and faculty) are working on a better awareness across the campus of who we are serving and how to serve them.
- We need to be vigilant at all levels to work together to create a full plan to address the opportunity gap on campus.

- Most difficult issue: faculty and administrators don't match the demographics well.
  - Graduate student interns from CSUF are being used in the Basic Skills program
    - Suggest to the TAP program, grant programs, etc. on campus to possibly use this as a model.
  - Recruitment incentive: Benefits (health) etc. are NOT an incentive to come to work at NOCCCD.
  - Adjunct faculty contracts also add complexity to the issue with priority scheduling
    - once that came into play it prevented (or made it more difficult) the opportunity to bring in faculty/staff of color.
  - Money & benefits put us out of competition with other nearby Districts.
- Two programs that now have line items in the operations allocation budget:
  - Umoja Community
  - Student Diversity Success Initiative (SDSI out of Academic Support Services)
- Line item for Veterans has realized the need to provide more services
  - expand the center
  - Paul McKinley, Director of the Veterans Center is working well.
- Supporting the LGBT population on campus is also being addressed. Ensuring a safe community in which to learn and work.
- The Health Services have expanded hours and are open until 7pm.
- A need SEC raised: Looping hours for access of services such as computer access Saturday afternoons as an example (rotating what area is open)
- DSS - what is the criteria - for students to have access of services. Some students may no longer be eligible after a period of time to have all services they initially qualified.
  - The Adaptive Computer Lab changed because of the number of students needing access.
  - Still have accommodations but they may be changed.
- The Threat Assessment Team is now called the Behavioral Intervention Team.

**\*Looking at baseline data on the success of African-American and Latino males on campus. SEC will ask Ken Meehan for the data.**

## **2. Items from Committee Members and Campus Community:**

- Discussion regarding the ongoing registration issues
  - too many students receiving priority registration
- Issues with the 16-week calendar
  - especially the 5:30pm start time
- Issue of faculty being respectful to all students.
- Issue from the Latino and African American Students coalition to request a 5% increase in our District/College goal of addressing the Achievement Gap instead of the proposed 2% .

The message from the students: The 2% goal is giving the students who represent the largest proportion of students on campus the message that the COLLEGE DOES NOT CARE ENOUGH TO INVEST IN THEIR SUCCESS AND that the college does not believe that they CAN achieve success. They feel it is time to put talk into action and resources - especially since the District and Campus administration view the Achievement Gap as one of the top priorities.

[Let's see this student request as keeping us focused on our committee mission and continue to be vigilant. Everyone has a responsibility regarding this issue -- including the students. They are showing leadership with their voices and proactive request to be part of the solution].

Associated Students - **Alex**:

- We are mobilizing ourselves - awareness, sharing, and developing an action plan.
  - take advantages of campus services
  - keep in the courses
  - support each other

Reminder: The following defines the Opportunity Gap that we have identified in our May End of Year Report

[From *The Flat World and Education: How America's Commitment to Equity will Determine our Future* by Linda Darling-Hammond addresses one of our many challenges: "Enormous energy is devoted in the United States to discussions of the achievement gap. Much less attention, however, is paid to the opportunity gap -- the accumulated differences in access to key educational resources -- expert teachers, personalized attention, high-quality curriculum opportunities, good educational materials, and plentiful information resources -- that support learning at home and at school. Compounded inequalities in all of these resources, reinforced over generations, have created what Gloria Ladson-Billings has called an 'educational debt,' owed to those who have been denied access to quality education for hundreds of years." p. 28].

- **Puente faculty** - have a concern regarding the Puente co-hort. There are 35 students in the program. There are only 3 male students. Are there other groups finding the same dilemma of bringing in the males on campus to the cohort and mentor programs. (**Elias Dominguez and Kim Orlijan are the Puente faculty**). We (SEC) need to look at the "why" and the "how" to address this issue..
- Campus security - La Habra - **Jose**
  - The La Habra campus needs to have campus security on site.
  - More accessibility of facilities for faculty.

3. Next Meeting: **October 13, 2011**

- **Return to focusing on questions we outlined in our end of the year report (May 2011).**
- **Continue the discussion and exploration of the issues brought to the SEC by committee members as well as campus community.**
  - Identified many issues in the meeting notes
  - Additional topics:
    - Proactive role - staff development activities
    - Huge reduction on enrollments (get stats from **Ken**)
    - Review Committee on Measures of Student Success
    - Identifying the data that is lacking.
      - Ask **Ken Meehan** for input.
      - Looking into the schedules, ID majors of targeted students.