



# STUDENT EQUITY & ACHIEVEMENT COMMITTEE MEETING MINUTES

## LPC Mission Statement

Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting life-long learning.

## Equity Mission Statement

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

## Equity Operational Definition

Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at center focus.

## Committee Membership: 17 Quorum: 9

### 5 – Administrators

- Joel Gagnon
- Amy Mattern
- Nan Ho
- Christopher Crone
- Dr. Jeanne Wilson

### 5 – Faculty

- Segal Boaz
- Brian Hagopian
- Jill Oliveira
- Kristy Woods
- Library Representative Vacant
- Jin Tsubota

### 5 – Classified Professionals

- Vacant
- Vacant
- Rifka Sevalal
- Amanda Ingold
- Liz McWhorter

### 2 – LPCSG Representatives

- Director of Communication
- Britney Hernandez

### 3 – Non-Voting Members

- Catherine Eagan (co-chair)
- Rajinder Samra
- Shawn Taylor (co-chair)

Thursday, September 21, 2023 | 2p-315p | Location:  
<https://us06web.zoom.us/j/84235104328>

## Agenda

### 1. Equity Guidance Document (Draft-Feedback Session)

- In writing this, Shawn's goal was to provide a framework for equity work on campus—we all interact with students deeply but in different ways.
- Review charge, equity mission statement, and equity definition
- This document stems from his experience at the A2Mend conference. Helpful to think of people as “activators” to involve as many people as possible. At the same time, we don't want to burn people out.
- Begins by listing what we are doing.
- Then, most disadvantaged groups and specific ways in which they are disadvantaged: completion, persistence, etc. Clicking on boxes goes to plan.
- SEA would develop a proposal document and a campaign to encourage faculty and staff to submit projects. At the conclusion of the project/action, SEA will meet with group who has done the work and do an impact summary: here's what we learned, here's why it was valuable.
- Factor to consider: can proposed action to designed and implemented in a timely manner? We don't want to only talk about data, plan, and not get anything done.
- Detailed budget required
- Reflective, relevant, and responsive? What does it mean to the people it is attempting to serve? Is it responding to a current need, not an abstracted need, of the particular culture?
- Then, we want to assess whether the project can be turned into a best practice. How well could it be institutionalized?
- Asked for feedback by email. He asked for assessment of strengths and weaknesses.
- Katie suggested that departments that have done Communities of Practice might defuse faculty fear about having time or motivation to do a project.
- Shawn noted that he is already doing two Flex sessions on difficult conversations, but we can also do another in the spring.
- Sometimes there will be lack of knowledge, backlash, academic freedom protests, and the like.
- Shawn did get all recordings for President's Speaker Series from Sheri, so he will hire a transcriber because the transcripts

are not as good as they could be. He sent out vendor paperwork to a local person. There has not been after action, so this might help to operationalize some of those lessons.

- Similarly, conferences are often not shared. Take a few F hours to put something together to share. Effort based grading and other innovations might be good examples.
- Example of a great idea—math podcasts in Spanish at Laney!
- He also added a couple of links for ideas to not reduce academic rigor but make students feel a part of what they are learning to motivate them.
- Katie asked about Rajinder and David’s faculty wellness studies and wondered what could be taken off faculty plates to make this work possible. Shawn thinks that wellness project would even be a good use of this money.
- Shawn asked Britney, the new student rep, to share her ideas. She mentioned mental health, and that students often feel more comfortable going to their teachers than counselors or the health center. Also, for students whose language is not English, it might be difficult to express themselves and their challenges. Shawn wondered if she means that we should give faculty more training on how to respond to students who open up to them. She also noted that events like Dia de los Muertos make people feel included. Shawn wondered if multicultural listening session would be helpful, especially if it is generative. Clubs are a great center of innovation and supporting belonging. Perhaps clubs, learning communities, could have more of a voice in Senate meetings.
- Jin wondered if we could offer grants to students—no—but we could offer them to faculty and staff who could then hire them on as student assistants.
- Rifka wondered if we need to describe more in equity mission statement how we address systemic poverty.
- Kristy wondered if some of this funding could help our evening students—no food in the evening, no access to supports, etc. Shawn suggested talking to Anette Raichbart and VP Wilson. Jeanne said that just this week, Anette said we are looking into food options for evening students. Hopefully that won’t be an option next semester.
- Kristy also said math is starting “Cookies and Conversation” on 2<sup>nd</sup> Friday on every month, 1-3 pm. They are meetings that don’t have any business other than pedagogy, sharing materials, engaging students. Instructors from different classes also sit together. It would be nice to have someone from the outside come in and present on empathy. (Tired of hearing from fellow math faculty, perhaps!) Shawn said that he is happy to come. Julia also offered to come. Shawn wants to compensate people for that, also. Britney hopes that other departments do this, too! Katie noted that we all meet in different ways. Jin offered to present tutoring lesson plans at “Cookies” meeting.
- Segal wondered if there are examples for STEM faculty for how to approach inclusion, empathy, etc. and how to manage it when faculty have a certain amount of content that they must cover. Shawn offered to gather research studies and articles for STEM. Jeanne suggested having best practices for math and science on website—Shawn noted that GP has provided good resources for syllabi, etc. Shawn said that the new SEA website should help us—less cluttered, so we could have a link to best practices.
- Students are not the same post-COVID, so we need to adjust.
- Kristy noted that student government’s welcome back day was very exciting, and Shawn noted that First Gen and Black Family Days were appreciated as well. It is great to involve families to help

them know how to support their students. Family training nights? More work on concurrent enrollment and variety of class options for students will yield great dividends. KPIX coverage really helped spread the word about what we are doing here. Institutionalize that. Sankofa Project was a great partner. New student government group are great people!

- Shawn noted with the starting of Punjabi dance club, it occurs to him that this population might need things to be done to make them feel welcome, same with African students. Katie noted that we don't do a lot for international students to make them feel belonging.
- Feedback on equity guidance document by October 6, please.

### **2. Good of the Order**

### **3. Adjourn**

#### **Fall 2023 Meetings**

September 21

October 19 (Flex Day. Will need to reschedule)

November 16

December 21 (tentative)