## **MEETING MINUTES**

Date: Mar 1, 2019 Time: 1-3 p.m.

Loc: FH Council Chambers

## MEMBERS PRESENT

Tri-Chairs: Ram Subramaniam (administrator), Andre Meggerson (classified staff), Carolyn Holcroft

(faculty)

Administrator: Sean B0 61dm

## ITEM TOPIC

ITEM	TOPIC	DISCUSSION	OUTCOME	NEXT STEPS	*RESP
		T/L philosophy would be of value even without a specific emphasis on CRT. Put CRT in the job posting. This will help set a tone that says culturally responsive teaching is important.			
		Request a syllabus. Candidates might be using CRT practices without being aware they so search committees might see evidence of CRT on syllabi.			
		Include a prompt that			
		ee how applicants interact with students.			
		Have applicant do a lesson with real students in round two of the interview prior to the interview with the president. Topics for each candidate should be the same. We can ask students for their feedback.  Concern regarding this suggestion include applicant having different			
		teaching style than the actual instructor and taking instructional time away from the students.			
		of the Culturally Relevant			
		Ensure that each member on the hiring committee knows CRT and have familiarity with the terminology. Note: Laura reminded that all committee members need to			

ITEM	TOPIC	DISCUSSION	OUTCOME	NEXT STEPS	*RESP
		responsive pedagogy into			

5 Finish
reviewing draft
evaluation of
SEP 1.0
Attachment 7

Carolyn: The Office of Equity finished their written evaluation of the SEP 1.0. For each indicator, the evaluation includes a summary, overview of observations and details about if/how each planned activity was implemented. The team did not finalize the document in time to send before this meeting, so will

Carolyn then presented the

send immediately afterward.

ITEM	TOPIC	DISCUSSION	OUTCOME	NEXT STEPS	*RESP
ı	1	The Office of Equity and PD will explore analyzing data differently for SEP 2.0.	1	'	I
		Doreen			

ITEM	TOPIC	DISCUSSION	OUTCOME	NEXT STEPS	*RESP
		a connection to AB 705. A			
		suggestion is to make it clear			
		teaching math and English.			
		Patrick points out the last			
		sentence comes directly from			
		AB 705.			
		Doreen adds that we need to			
		evaluate the entire			
		placement system			
		mechanism. Karen: add			
		proficiency in first sentence.			
		Carolyn: AB 705 changes the			
		narrative from			
		ready to the c			
		ready.			
		She asked E & Emembers to			
		be mindful of choosing our			
		words carefully when we talk about AB 705. Ex: Please			
		about 72 700. Ex. Ficase			
		This sends a			
		subconscious message that			
		AB 705 is bad for the college.			
		Debbie: enrollment should			
		not be a part of this discussion.			
		Ram: decline in enrollment is			
		expected and justified if it			
		increases student success.			
		Geve: AB 705 helps us figure			
		out who really needs			
		different services and where			
		Ram agreed this allows us to			
		hone in on			
		disproportionately impacted			
		groups and figure out what			
		we can do.			
		Doreen: AB 705 has			
		improved access but has not			
		addressed the equity gap.			
		Carolyn noted this is not surprising and does not			
		anticipate the success			
		disparities to change until we			
		change our pedagogy.			
7	Orientation to		Group is OK to	Send to Council.	Debbie
	the Program	review process was	forward these		
	Review	completely reworked by IP&			