

## Riverside City College Student Equity Committee



### Minutes

Friday, December 6, 2024

- I. Call to Order – Welcome
  - a. Meeting began at 10:06 a.m. by Dr. Newson
  - b. Professional Introduction of Dean – College Equity, Inclusion & Engagement
- II. Community Expectations & Norms
  - a. Draft created and to be sent out to committee members following meeting.
    - i. Respectful of differences of opinion
    - ii. Kindness
    - iii. Assuming good intentions in helping students/staff/faculty/administrators
    - iv. Communicate w/ first names, not titles
    - v. Maintain confidentiality
    - vi. Divest Eurocentric policies and procedures
    - vii. Give space to those who are not normally heard from
    - viii. Be solution oriented
    - ix. Be inclusive of all equity groups
    - x. Engage in active listening; listen to hear, not to respond
    - xi. Transparency
    - xii. Advocate for interruption practice; agree to pause based on macro- or microaggressions and identify emotions/feelings related to work performed
    - xiii. Be aware of intent and impact
    - xiv. Not feeling like you have to walk on “eggshells”
    - xv. Be ready to work

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- b. Dean Newson also introduced the technique – panning (PAN – Pay Attention Now); will provide a session related to the technique during our next meeting.
  - i. Deborah Brown provided context to the difference between panning and an interruption practice; it's a statement that is offered on every agenda and read aloud along with the land acknowledgement and the labor and life affirmation that reminds everyone at the beginning of each meeting that we are allowing to take space as identified based on the contribution she gave during the community expectations & norms.

### III. Intention Setting

- a. **No more talking only, doing actionable, accountable work.**
- b. **Putting students first.**
- c. **Accessibility for all students**
- d. **Understanding the charge of this committee**
- e. **Release – conflict resolution**
- f. **Be equity minded and student centered**
- g. Dean Newson extended an invitation to those in attendance reach out to her concerning committee work not meeting one's expectations or if there is content that one would like covered.
- h. Dean Newson also requested attendees to complete the Student Equity feedback survey before the conclusion of the meeting.

### IV. Information Items

- a. SEC and President's Advisory Council
  - i. Dean Newson shared information concerning the work being performed as a subcommittee and how it relates to the PAC.
    - Dean Newson serves as a co-chair to the PAC.
    - In the presentation shared, Dean Newson identified an umbrella (being the PAC) have leading indicators – equity centered – identifying things and themes that will impact organizational culture, structure, and climate.
    - Dean Newson and Dr. Woods are in receipt of the applications submitted to become a member of the DEIAAB/SEJ committee and are reviewing the descriptions of themes impacting organizational culture.
    - Dean Newson and Dr. Woods will be putting together a screening committee of the applications to select the 17-19 members that will make up the DEIAAB/SEJ.
    - Dean Newson solicited individuals to submit their interest to serve as leaders within this subcommittee as she has not received a list of

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previous co-chairs across the constituency groups.

- b. GP+ Equity Spotlights
  - i. Solicitation of individuals executing innovative equity-minded work
    - Submission will be completed via a form specifically focused on pillar #4 – teaching and learning.
    - Marketing will be assisting with this effort.
- c. Spring Equity Hour- Discussion Series
  - i. Series of sessions throughout the semester
    - Virtual and in-person
    - Topics and themes emerging from this committee
- d. 2024-2025 Convening Schedule
  - i. Schedule was made available in print at start of meeting
  - ii. An electronic copy will also be made available
  - iii. Deborah Brown indicated that past meetings were conducted in a hybrid format; Dean Newson acknowledged the past scheduling option and will review that modality for future meetings.
- e. Student Equity Study
  - i. Brandon Owashi came to present the results of study
    - Key Student Recommendations were presented via flyer
    - Study was conducted in May 2024; results are available on the Office of Institutional Effectiveness website.

V. Discussion Items

a. Goal Setting

b. Workgroups

i. Student Equity Plan

- Current plan is sunsetting in 2025
- December 18<sup>th</sup> – New Student Equity Template will be made available.
- Goal: Form a workgroup(s) from the Student Equity Subcommittee to inform the Student Equity Plan
- Changes: Student Educational Planning – must document the number of students being seen and the number of plans created; Student Equity plans and accountability; reporting of Guided Pathways, Financial Aid, Admissions & Records, Foster Youth, Veterans.
- There is an interest in knowing how we strategically coming up with ways to close equity gaps that impact our disproportionately-impacted students.
- It is important to document the great work being done across campus in the Student Equity Plan (departments, engagement centers, faculty, classified professionals, etc.).

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- ii. Professional Development
- iii. Mini-Grants & Discretionary Funding
- iv. Student Equity Activities & Programming

VI. Activity (Group)

a. Student Equity Plan- Campus Barriers & Opportunities

- i. Monique Greene (Transfer – Opportunities for Growth) – Offer a flex workshop on transfer information for faculty, to assist students with the transfer process; also bring back First Five in the classroom – important dates and deadlines students need to know every week; more campaigns surrounding dates and deadlines across campus. Wins – Transfer applications workshops conducted with representatives from CSU/UC campuses both on campus and online, also during the evenings and weekends; new transfer Canvas shell available to students; increased educational partnerships in areas such as nursing, music, and stem; application fee waivers offered for at least one institution.
- ii. Eddie Perez (Enrollment) – Barriers: HR/Faculty hiring (processes impacting class cancellations); Non-equity minded scheduling practices; lack of support services for students resulting in students opting out of important curriculum necessary to graduate/transfer; impacted classes (not enough classes for students to take); counselor availability and scheduling; culturally relevant material for courses.
- iii. Delia (Enrollment) – Technology (prioritization); limited hours of operation across campus; childcare; ID.me is a hinderance to undocumented students; mixed-status students experiencing fear resulting recent political climate; Financial Aid (rated 2<sup>nd</sup> in the state of completed applications, enrollment rate of 123%); housing is coming in Spring 2025; Basic Needs is established; dual-enrollment has been strong; outreach – established connections with high schools and Black Students Unions and online partners on campus bringing them to campus (37 avid students from Sherman Indian High School); additional connections with United Domestic Workers being established and recent hiring of Undocu- liaison and TODEC.
- iv. Rosalina (Persistence) – Access to resources; limited staff to reach students; outdated technology; home/food insecurities; transportation; more flexible hours; need for social service support related to programs and services available on campus; engagement and affinity centers open for students but understaffed to meet their needs.
- v. Unknown name – female contributor (Completion) Wins – Financial – paying for classes, commuting to college, course scheduling related to completed one's degree/transfer; lack of belonging received from professors – human aspect is not address in the classroom, lack of communication from professor; competing demands and lack of process clarity. Wins - ZTC (Zero to Cost); increase in degrees/certificates awarded; student success teams have worked closely to help students complete their programs; new pathway counselors

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helping students choose the proper pathway to enter and navigate; hybrid and hyflex classes helping students to earn their education with fewer barriers; increased DE support.

- vi. Brandon (Completion) Barriers – Explaining the value of the corequisites better and why they should be in that course; market English 1A (demystifying the course) faculty can speak to the importance of the course and lessen the intimidation of the subject; Guidance related to 1<sup>st</sup> year needs of Math and English curriculum for student’s ed plan (possible connection via dual enrollment). Wins – English is offering other term length options; English also has a larger online presence.
- vii. Adrienne (Enrollment) Barriers – CCCApply and intent to enroll – learning the needs of our students even before they register for classes; reimagining the welcome e-mails by adding reels, pictures, videos of the engagement centers, highlighting childcare offerings - human content. Wins – meeting enrollment targets consistently, strong outreach services team.
- viii. Jacquie (Persistence) Barriers – College purchased laptops with HERFF during COVID, supply has dwindled and a larger waitlist than laptops to checkout; resistance to tech that TSS wants to support; cost of textbooks (one reserve book on hand is not ZTC designation/equitable). Wins – Library is participating in a statewide program for community colleges called CDL, a system that scans textbooks offering one digital access at a time (new technology).

VII. Old Business

- a. Bylaws and Committee Structure
  - i. Will revisit after formation of subcommittee to vote on.

VIII. Open Forum

- a. Sal Soto commented that the very next meeting we need to establish clear understanding of the bylaws and standards related to this subcommittee. He also appreciated Dr. Newson’s honesty and transparency in moving us forward; he doesn’t want us to repeat the actions and behaviors of the past that has not moved the subcommittee forward.
- b. Deborah Brown commented that she would love to have more clarity on the committee structure and how we envision it in terms of membership and shared governance; how we engage in the work done and being very intentional, collaborative, collective conversation to not only talk but review action items. She acknowledged the work often gets lost in some of the structure and who has power.
- c. Natalie Halsell commented that there are four classified professionals in attendance of this meeting; she encouraged the supervisors/managers to advocate this space and encourage them to become a part of the work. She mentioned part of the reason student equity initiatives have failed to move forward is because we’re missing the people who operationalize the policies, practices and procedures that everybody makes up; classified professionals put those things into action and find the work

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arounds and shortcuts for students. We need more classified professionals that can enter this space that traditionally has been very faculty heavy and intimidating. We have classified professionals that are new, interested and engaged, needing just a little bit of encouragement from our leaders.

- d. Star Taylor commented welcoming Dr. Newson and thanked her for holding this meeting. She reminded everyone that she is not a product of last year – we aren't to hold her responsible for any grievances related to last year and the lack of structure of this subcommittee. She reminded us that Dr. Newson is a new leader in this position and allow her grace for her to do her job; we are unaware of what she is going to do or not going to do, it is best to visit her and speak with her about issues impacting the work of this subcommittee with solutions and not resurrecting the past. The resounding theme of her comments is to allow Dr. Newson to do her job.
- e. Lucretia Rose commented that we all should be allowed to do our jobs; unfortunately, RCC has a track record of gossip. A discussion concerning a private e-mail exchange between Dr. Newson and Prof. Rose was brought before the subcommittee; an explanation was provided to resolve the matter. Dr. Newson also informed the subcommittee that the agenda and minutes will be made available on the website as the last recordings of our meetings were nearly two years ago, to provide transparency and visibility related to our work.
- f. Ben Vargas commented that wanting to participate in terms of membership, responding to the survey and becoming a member is necessary in order to address action items or hold votes. He also mentioned release time for faculty to complete the work of this subcommittee because faculty we always paid 0.2 per their agreement/contract and they need to be compensated accordingly. Classified professionals need to be allowed time and hours to do the work so that we can be ready for our work in Spring, along with student representation from ASRCC.
- g. Eddie Perez commented about organizational culture – he mentioned that there had been discussion in the past of this subcommittee being it's own leadership council rather than being under the umbrella of Teaching and Learning and SAS.
- h. Sal Soto commented that our next meeting should be used to identify who we are as a subcommittee, membership, who votes, and encouraged us to use the RIV-ALL e-mail list to reach across all constituency groups and invite them to attend this space.

#### IX. Adjourn

- a. Meeting adjourned at 12:06 p.m. by Dr. Newson

#### \*\*Adjustments to minutes – 2/21/2025

- Section VIII, item e: Lucretia Rose requested the addition of her concern related to Lorena's e-mail, which was that she wanted to "be informed beforehand" when I invite RCC colleagues to SEC meetings. She will extend SEC invites to anyone at RCC who wants to do the work.
- Dean Newson addressed the committee writ-large and asked that professional courtesy be extended to ensure appropriate accommodations, such as size of room, available seating, refreshments, etc.

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