



PART III: SAC Conference Summary

Name: _____

Date: _____

Conference Title: _____

Conference Sponsoring Organization: _____

Conference Description

Summary – One Full Page: Please describe the benefits to Student Success & Equity that you gained by participating in this event. How will you disseminate/share this information with your SAC colleagues?

3CSN Equity Institute

Conference Date on November 18-19: Notes from Team Meeting November 30

Conference Attendees: Maria Aguilar Beltran, Mark Turner, Luisa Ruiz, Esmeralda Abejar, Anushi Seneviratne, Maria Camarena

Maria Camarena: I felt inspired, motivated, and sad throughout the presentations when discussing student success and the inequality that has been engrained within many educational settings. It helped me see the importance of our role in higher education and the impact we can have on our students' success. I liked one of the presentations that focused on ways to make an Equity Minded Syllabus. I think it would be a great hands-on activity to have with instructors & counselors since it can help our students feel more comfortable in accessing office hours or talking with the instructor. I also think this would be a great topic to cover with more faculty and staff in the college.

Action Item: Equity Minded Syllabus work with faculty and counselors.

Esmeralda Abejar: The Institute attendees couldn't define "equity". Sometimes we get in our roles and don't understand what we are trying to accomplish. We need to understand the purpose of equity not just the process, e.g. what we can and can't buy with these funds.

Action Item: Repeat presentations/forums about equity to inform the entire campus.

Mark Turner: Equity work in some ways parallels work with accessibility. Some people are on board to do things differently. Many people want to do just half of what is requested/required. We need enough movement of a reasonable number of individuals to change the culture. Not everyone will become totally committed. Provide some things that it is easy to get clarity on, e.g. putting syllabi on line, putting pdf documents in accessible formats. Individuals must want to do these things and consider them as part of the job. They must see a purpose. Identify the early adopters as they will catalyze others. Storytelling can help change minds, e.g. give students syllabi to look at and have them discuss the syllabi in a panel discussion. Students may say things like, "After looking at this syllabus, I already want to give up."

Mark: Some professors see problems students are having as internal to the student, e.g. bad attitude, low motivation, low effort. Others may blame the K-12 system for not preparing the student adequately.

Luisa Ruiz: What can we do? Make SAC a more welcoming and supportive environment for our actual students. Suggestions: Have transfer center counselors come to Early Decision sessions to talk to students. Early Decision places too much emphasis on just getting classes. Need to have students sign a pact for their future

Esmeralda Abejar: Donato Martinez told students in a class, Esmeralda took, "If you are not thinking about transferring to a university, I want to talk to you." Esmeralda had not thought about anything beyond getting an A.A. before Donato spoke to her class. Students should start with the end in mind,

and we need to provide help with navigation. Not “Why me?” but “Why not me?” One interaction can be transformative. Early Decision places too much emphasis on just getting classes. Need to have students sign a pact for their future. Include UCI and CSUs at SAC Fair at CEC.

Mark, Janet, Luisa: It will be helpful if students articulate a career goal and get information about the exact steps to reach that goal. The journey will be a struggle with a fuzzy goal. Students like it and are more successful when they are directed to a package/pathway. Suggestion: Connect with students in the summer. Instead of asking students “What do you want to do?” ask them “What problems do you want to fix in the world?”

Maria Aguilar Beltran: Some students (as many as 60%) don’t know about support services at SAC. *Suggestion:* Have one website in the new Portal where students can provide information about their characteristics and needs and then be directed to specific support programs. See OCC brochure. A summer bridge program is preferable to a one-day summer orientation.

Esmeralda: Definition of Equity: love in action. Justice and fairness are not the same thing as equality. Students do not have the same exact needs.

Group: Recommend having Veronica Neal from DeAnza College at SAC. If we invite her, we need to provide something faculty and staff who hear her can do next that is already prepared. We can hold a planning meeting with her ahead of time and ask her to direct her presentation to areas we are most concerned about. We need to optimize the message she/we send. The majority of our students need equity and justice. We need to have courageous conversations. People at SAC may already be primed for this effort.

Mark and others: We should celebrate people starting with small steps, e.g. praising them for improving their syllabi (USC CUE syllabus protocol). What are things we can do to support people who take steps. Create an Equity Ally Certificate. Show people what they can do and incentivize this. Safe Space, Vet Ally. Fight inertia. We had something like this with the commitments after last year’s convocation. We need to do this for equity. We need constructive, practical steps. Advice that is black and white (“do this and don’t do that”) is too prescriptive. Create a rubric with graduated feedback. There should be intermediate steps. Encourage behavior that indicates individuals are seeking ways to improve. Speak to the heart not the head. When the money goes away, what we will have left is a new world view.