

ISSC Meetings 2022-2023

9/2/22

In person:

Amy Merkel, Andrew Gratto-Bachman, Blair Lamb, Chris Cullen, Daniela Kingwill, Danielle King, Hector Delgado, Inge Stockburger, Dr. Jeremy Smotherman, Jimmy Brock (student), Kimberly Starke, Kyle Wallstrum, Laura Aspinall, Leticia Contreras, Li Collier, Matthew Long, Matti Cottrell (student), Michael Hale, Michelle Vidaurri, Rebecca Levelle, Regina Mahiri, Robert Ethington, Samantha Montellanos Diaz, Vanessa Luna Shannon

Online:

Andrea Alexander, Phyllis Usina, Art Hsieh, Ani Fowler (Student), Debbie Weatherly, Malena Hernandez, Regina Guerra, Roam, Victor Tam

1. Welcome and Icebreaker

Themes:

Ability to make systematic changes

Focus on student-centeredness

Changes needed: identifying and removing barriers as a committee. Changing nature of the students. Historically marginalized students. Uplift and support.

Use knowledge we've gained and bring it to the larger campus.

2. The Context of our Work

A. Updated Vision for Success pp. 11, 14

p. 14: Guided Pathways; Diversity, Equity and Inclusion; Equitable Placement and Support; Student Centered Funding Formula; restructuring of Career Technical Education

Two questions:

A. Are these commitments (p. 14) the same as SRJC's?

Where should they be the same or where should they differ?

Comments:

1. A lot of times, students don't know their end goals. We should support students in their search for goals. Carry-over from K-12 system: "you're supposed to get through fast and in a specific way."
2. College does a great job of designing, but we don't think holistically for all students. Many programs are designed to fit mainstream students/ high school graduates. Example: Barrier of admissions application.

For a lot of these commitments, we do "half the sentence." For example, we collect data, but what do we do with the data. We start each of these commitments, but then there is pushback.

3. People have different understanding of “high support.” Tie this to #4, using evidence to see whether support still works or not. What are other support practices that we are not doing?

We have vague statements, but what specifically is being designed/decided?
How are we being supported so that we can support our students?

4. We don't have plans on how to share data/inquiry/evidence.
How do we disaggregate data? OIR does a great job, large amount of work, but can we get the granularity we need to address issues? Systems might not be set up to give us the information we need.

B. Do you know what's happening at SRJC in the 5 areas (p. 11)?

Curious about how SRJC is implementing prior learning credit.

Would like to know more about how we are implementing Guided Pathways.

Are associate faculty and students able to engage in these initiatives?

We don't view these efforts as in sync, and we could create a structure that “braids” these together so that we can work together.

Increase the specificity of what is available or offered at SRJC - be more transparent in the language and presentation of our work.

How can the college communicate to students so that students and employees know what we're doing?

The main source of information that students have comes from instructors, but many instructors don't have the information to give.

3. Committee Work, Expectations, Commitments

- a. Review of Action Teamwork and Process of Change - each person will pick a group to join and go through the “ISSC Stages of Inquiry Process” (see handout). General phases: Orientation, Conceptualization, Investigation, Conclusion, Discussion
- b. Attending 80% plus meetings
- c. Minimum of 3-5 hours a month of work

4. Cultural Centers

- a. (Michelle on behalf of Regina) Sawubona: Over 100 students dropped in and logged in since the beginning of fall semester. Started a grab and go pantry for students. EOPS/Calworks/DRD and others began holding office hours in the space. Would like to get tutorial services in the space.
- b. (Michelle) Our House (Petaluma): Opened recruitment for Intercultural Center Coordinator. It's on the Board agenda for October. They visited some cultural centers at various universities over the summer for ideas. Working on bringing the center back (post pandemic). They share the space with EOPS and soon Sawubona as well. Hired an STNC who was formerly a Student Worker. Goal to bring Basic Needs to Our House. Hiring a Basics Needs coordinator currently. 10K Degrees is also involved. Some of the Herencia events will be at the Petaluma campus as well. New coordinator will connect

with Petaluma faculty to integrate with course content, building the theme for We the Future.

- c. (Malena) SR Intercultural Center: Pioneer Hall Room 380. Finalized vision and mission over the summer. Only one full time classified staff member. Guiding traditions and practices. Goals: Strengthening the foundation; continuing core initiatives, programs and events; growing awareness and access to the center. Collaboration with QRC, NAC, APASS, Puente, Sawubona, and Umoja. Context: Cultural centers at CSU and UCs tend to have at least 3 FT staff members. Community colleges fall far behind.

5. Summer Work: Reformation of the Committee

- a. Review of what it is now - Matthew oriented us on the website:
<https://sea.santarosa.edu/>
- b. Review of summer work - where we are moving
Last spring, we started reconceptualizing the committee. We looked at how change occurs in institutions. We came up with principles for the committee and turned it into a draft document called "Committee Charge."
Examine draft in groups: each group read and made suggestions on the draft.

Meetings are scheduled the first Friday of the month. Action committees can meet on the 3rd Friday. October 7 will be our next meeting.

Updates we would like to have in the future:

- Guided Pathways
- Student Equity Plan
- Career Education
- AB 705 implementation