FOOTHILL-DE ANZA
Community College District
Office of the Chancellor

CHANCELLOR'S ADVISORY COUNCIL
Meeting Summary
June 8, 2018

Present: Judy Miner, Danya Adib, Lakshmi Auroprem, Becky Bartindale, Karen Chow,
Bernie Day, Isaac Escoto, Christina Espinosa-Pieb, Laura Gamez, Kevin Harral,
Khaled Haq, Karen Hunter, Kristy Lisle, Maria Marin, Kevin McElroy, Joe
Moreau, Thuy Nguyen, Dorene Novotny, Tim Shively, Leah Smith, Chris White

I.   Welcome

Chancellor Miner welcomed council members.

II.   Approval of May 11, 2018, Meeting Summary

The May 11, 2018, Chancellor's Advisory Council (CAC) meeting summary was
approved by consensus.

III.   Program highlight – Chancellor's Equity for Excellence Initiative

Lakshmi Auroprem, Bernie Day, Laura Gamez, Maria Marin, and Leah Smith shared
insights regarding projects they created as part of the Chancellor's Equity for Excellence
(aka E4E) initiative. They explained that all of the projects were grounded in Laura
Rendón's validation theory, elements of which are described below:

> Excerpt from Rendón Linares, Laura I, and Susan M. Muñoz. "Revisiting
> Validation Theory: Theoretical Foundations, Applications, and
> Extensions." *Enrollment Management Journal: Student Access, Finance,
> and Success in Higher Education,* vol. 5, no. 2, 2011, pp. 12-33.
>
> **Elements of Validation** (pp. 17-18)
> The theory of validation has six elements. Rendón (1994) indicated that
> "validation is an enabling, confirming and supportive process initiated by
> in- and out-of-class agents that fosters academic and interpersonal
> development" (p. 44). The first element places the responsibility for
> initiating contact with students on institutional agents such as faculty,
> advisers, coaches, lab assistants, and counselors. Nontraditional students
> will likely find it difficult to navigate the world of college by themselves.
> They will be unlikely to take advantage of tutoring centers, faculty office
> hours, or the library, because they will be working off campus, will feel
> uncomfortable asking questions, and/or will not want to be viewed as
> stupid or lazy. Consequently, it is critical that validating agents actively
> reach out to students to offer assistance, encouragement, and support, as

opposed to expecting students to ask questions first. There are some who would say that validation is akin to coddling students to the point that it might make them weaker, and that college students should be able to survive on their own. However, validation is not about pampering students or making them weaker. On the contrary, it is about making students stronger in terms of assisting them to believe in their ability to learn, acquire self-worth, and increase their motivation to succeed. Validating actions should be authentic, caring, and nonpatronizing.

The second element speaks to the notion that when validation is present, students feel capable of learning and have a sense of self-worth. Whomever the student turns to for validation, the affirming action should serve to confirm that the student brings knowledge to college and has the potential to succeed. The third element is that validation is likely a prerequisite for student development. In other words, when students are validated on a consistent basis, they are more likely to feel confident about themselves and their ability to learn and to get involved in college life. The fourth element is that validation can occur in and out of class. Validating agents actively affirm and support students on a consistent basis. Fifth is that validation should not be viewed as an end, but rather as a developmental process which begins early and can continue over time. Numerous instances of validation over the time the student spends in college can result in a richer college experience. Finally, because nontraditional students can benefit from early validating experiences and positive interactions in college, validation is most critical when administered early in the college experience, especially during the first few weeks of class and the first year of college.

ESL Club

Maria described her efforts to create a student club that would allow English as a Second Language (ESL) students an opportunity to feel welcome and part of the college community. She stated that the club would give students a chance to meet twice a month in an informal setting to network and talk with each other and instructors as well as learn from scheduled speakers from across campus about available college resources and services.

Library Equity Project

Laura and Lakshmi credited discussions during the first E4E meeting with the inspiration to examine barriers that might exist to student access in the Foothill College Library. They said they discovered some of the Library's policies were punitive, designed to help staff rather than students, and embarked upon a pilot project in winter 2018 to reduce fines, discontinue registration holds, and suspend the requirement for identification cards during the first two weeks of classes if student status could be verified in another manner. Laura and Lakshmi also shared information about the student advisory group created to provide insight into what students like and dislike and an equity walk held to learn how students interact with library resources.

Although there is no hard data available, Laura and Lakshmi reported that students seemed more willing to come back to the Library after the changes were implemented. Development of a map of the Library showing resources and services is in the works as

are plans to examine other policies, give tours of the Library and presentations in counseling classes, and add art that represents students. Lakshmi remarked that a takeaway for her is that we should trust students and be partners with them, adding that when we start trusting students, they start respecting us. She noted in response to Christina's question that some of the ideas for the equity project were inspired by efforts at De Anza's Library, and she hopes that the colleges can work together to create uniform circulation policies.

Joe invited Lakshmi and Laura to participate in a Business Process Alignment Task Force meeting in the fall, explaining that the group's purpose is to unify the student experience across the campuses. He added that one of the things being discussed is the extent to which we are burdening all students based on the actions of a few, and he expressed hope that processes can be created to fit most students instead of the exceptions.

Honors Program
Bernie and Leah presented The Honors Road: Inclusive Validating Empowering (THRIVE), explaining that their project targeted historically underrepresented, first generation, and veteran students who might benefit from the honors programs but not see themselves as honors students. They talked of being very intentional in communicating with students (e.g. reaching out first, remembering their names, reaffirming their abilities, empowering them, and making sure they feel they belong at the college) and discussed how they worked to educate staff, faculty, and students about validation techniques; increased in-reach; recruited honors students to serve as ambassadors for the program; held workshops; arranged for counselor drop-in hours; sent out weekly newsletters about cultural events; evaluated the physical and virtual honors environments; initiated a scholarship for a first generation student; created curriculum for a certificate of achievement; and visited classrooms as well as Puente, UMOJA, EOPS, Humanities Mellon Scholars, and counseling programs.

Bernie spoke of research that shows it is usually one person making a connection with a student that keeps the student in school. Lakshmi invited council members to create a project, small or big, and reminded everyone that equality and equity are different, and it is important to look at people as individuals.

Danya remarked that her biggest regrets were not joining the Honors Institute sooner and not going to the Library more.

IV.   **Revisions to District Technology Plan 2018-2019**

The revisions to the District Technology Plan were approved by consensus.

V.   **Providing critical feedback to colleagues**

Council members listened to part of Adam Grant's WorkLife podcast "How to Love Criticism," which was shared by Joe and Karen Chow, and discussed how a form of the radical transparency described in the recording might lead to a change in the district's culture around constructive feedback.

VI.   **Draft revisions to BP 2712 Conflict of Interest Code**

Proposed revisions to board policy 2712 Conflict of Interest Code were approved by consensus.

VII.   **Review/evaluation of 2017-2018 CAC meetings**

The council reviewed 2017-2018 meeting actions, discussions, and presentations.

VIII.   **Recognition of outgoing Chancellor's Advisory Council members**

Judy recognized outgoing council members Karen Hunter, Danya Adib, Lindsay West, Jim Nguyen, and Mayra Cruz and expressed appreciation for their leadership.

IX.   **Enrollment management**

Kristy reported that David Ulate developed a calculator to help manage Foothill's 1320 budget for part-time faculty and also spoke of new dual enrollment opportunities with the Khan Academy and private schools. She noted that the academic team has been adding summer classes based on waitlist demand and that preliminary data for second spring shows a significant increase in productivity and full-time equivalent students.

Christina advised that De Anza will be cancelling summer courses with enrollment of 19 or fewer students on June 25.

X.   **District governance committee/constituent group reports**

District Budget Advisory Committee http://www.fhda.edu/_about-us/_participatorygovernance/C-budget-advisory-committee.html

Kevin shared information about the Third Quarter report, Governor's May Revision to the Proposed 2018-19 Budget, and three-year budget model simulation presented at the most recent District Budget Advisory Committee meeting. He mentioned that the governor and legislative leaders appear to have come to an agreement on the new funding formula for community colleges, which includes a hold harmless provision that would maintain the district's funding at 2017-18 levels for 2018-19.

Human Resources Advisory Committee/District/District Diversity and Equity Advisory Committee http://hr.fhda.edu/diversity/c-meeting-minutes-and-agendas.html

Dorene commended Pat Hyland for facilitating the work of the District Diversity and Equity Advisory Committee and invited council members to attend Pat's upcoming retirement party.

Educational Technology Advisory Committee http://ets.fhda.edu/governance-committees/etac/index.html

Joe reported that students will soon be able to request .edu email addresses through MyPortal, the student mobile app is in final testing, the new portal is set to debut August 31, and the move to Banner 9 will commence during the second half of the year. He

noted that information security training is in final testing and will soon be available to all employees.

Business Process Alignment Task Force [https://www.yammer.com/fhda.edu/ -/threads/inGroup?type=in_group&feedId=14505859](https://www.yammer.com/fhda.edu/-/threads/inGroup?type=in_group&feedId=14505859).
No report.

De Anza College Classified Senate

Karen Hunter made positive comments regarding Classified Professional Development Day and announced that next year's event will be held May 17 at Foothill College. Judy expressed support of Karen's request to have offices close on that day to allow maximum participation.

Associated Students Foothill College

Danya announced that The Aftermath: Healing from Sexual Misconduct, will be held at the ASFC office on June 13 at noon.

De Anza Associated Student Body

Khaled reported that De Anza's student organization endorsed a vote of no confidence in the California Community Colleges Chancellor and is looking at opportunities to increase revenue from the flea market.

XI. Other Information and Updates

The meeting adjourned at 4:11 p.m.