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| 1. Welcome | 10 minutes | Nina |
| 2. Approval of Agenda | | |
| 3. Approval of 11/2/20 Minutes | | |
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| 1. Equity Rubric Follow Up | 30 minutes | Nina |
| a. Google Survey | | |
| b. Areas for improvement/Recommendations | | Bronwyn |
| 2. Data/Research Questions | 15 minutes | |
| a. CUE Data Tools (Identifying Vital Signs pg 9) | | Jay |
| i. Our Research Questions | | |
| 3. Research Tools | 30 minutes | Nina |
| a. CAGP Guide #1 Self Assessment | | |
| b. Others? | | |
| i. CCRC analytics, Irvine Valley College | | |
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| 1. Items not on the agenda | 5 minutes | ALL |

HARTNELL COLLEGE VISION STATEMENT

Hartnell College will be nationally recognized for the success of our students by developing leaders who will contribute to the social, cultural, and academic goals in an environment committed to student learning, achievement and

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SSEC Equity Statement

- x We commit to provide a student-centered design of the college experience to ensure that every student receives what they need in a tailored pathway to successfully achieve their varied educational, career and personal goals.
- x We will promote an anti-racism and anti-sexism agenda. We will raise awareness to the historical context of inequity and promote evaluation as well as reform of policies and practices that produce structural inequity.
- x We pledge to work to correct other forms of systemic oppression against students based on race/ethnicity, gender identity and expression, sexuality, national origin, citizenship status, class, socioeconomic status, ability, language, religion, age, physical appearance, intersections of these identities, and others not yet identified.

Equity:

refers to achieving parity in student educational outcomes, regardless of race and ethnicity, and beyond issues of access.

Equity-mindedness:

practitioners call attention to patterns of inequity in their work and work to address them. Equity-mindedness is the practice of recognizing and addressing inequities in our work and work to address them. Equity-mindedness is the practice of recognizing and addressing inequities in our work and work to address them.

HARTNELL COLLEGE VISION STATEMENT

Hartnell College will be nationally recognized for the success of our students by developing leaders who will contribute to the social, cultural, and economic vitality of our region and the global community.

HARTNELL COLLEGE MISSION STATEMENT

Focusing on the needs of the Salinas Valley, Hartnell College provides educational opportunities for students to reach academic goals in an environment committed to student learning, achievement and success.

Rather than attribute inequities in outcomes to student deficits, the focus is on interpreting inequitable outcomes as a signal that practices are not working as intended. Rather than focusing on “fixing” the students, the focus is on assessing and changing institutional practices, policies, culture, and routines that have produced inequitable outcomes. attention is focused on designing and adopting pedagogy, curriculum, language, roles, routines, and symbols that foster equity as the norm.

COMMITTEE RESPONSIBILITIES, OUTCOMES AND PRODUCTS

Develop and help implement activities designed to improve equity in learning methodologies, enrollment services, pathways, instructional support, student services, and follow-up services.

Collaborate with other campus stakeholders to promote opportunities for student success/equity

Create campus-wide professional development activities designed to improve equity in learning methodologies, enrollment services, pathways and support, student services, and follow-up services.

Provide monthly reports for the Academic Senate and one or more governing council (at least once per semester) on activities and their effect on student success and equity.

MEMBERSHIP RESPONSIBILITY AND EXPECTATIONS FOR PARTICIPATING IN GOVERNANCE

Members will set annual goals by the final meeting of each academic year.

Members will facilitate and support equity awareness through professional development focused on equity minded teaching and learning practices among Hartnell faculty and share strategies, research and information with faculty across disciplines.

Members will advance recommendations and help facilitate more equitable policies and strategies to increase student completion and efficiency, increase transfer to 4-year institutions and improve employment subsequent to training and completion.

Members will address and make recommendations for student support needed at the college including equity minded teaching/learning practices and co-curricular programming designed to support course completion and success.

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