

DIG Meeting Minutes

Location	PCC V104
Meeting Date	05.25.18 (#5)
Submitted by	Joy
In Attendance	Brock, Patty, Shelagh, Crystal, Michaela, Adrienne, Joy, Tina, Emi
Next Meeting	June 1, 2018 at 9am V104

Agenda Item	Review draft of College 1 faculty survey
<p>Discussion Notes: College 1 faculty survey – develop protocol for faculty with an equity gap and those without</p> <p>Suggested questions/modifications/brainstorm ideas:</p> <ul style="list-style-type: none"> • In what ways do you modify the curriculum? • How would you describe your sense of ownership over the curriculum? <ul style="list-style-type: none"> - Probe for ownership of curriculum outside of College 1 • How does this relate or compare to teaching courses in your substantive area? • Instructional self-efficacy • Asset v. deficit mindset • 1.0 – 1.5 hour interview • Barrier questions should be specific: include Early Alert, resources and how faculty interact w/resources (tutoring, counseling, pathway center, food bank, personal counseling, etc.) – how dialed in are the faculty re: these supports • Role of faculty to help students identify supports in and outside of the classroom • Do students need to be actively engaged (if students don't have a place to live?) • Faculty hired who are very student-centered were feeling overwhelmed. Where you feel the gaps are and where you need support. Through mentoring pod or somewhere else? Where do you need help? • What are your student social, cultural, academic assets? And how does this support success? How does it affect what you do in the classroom? • If we include a scenario, ask a College 1 instructor to compose it. • How do faculty negotiate privilege in the class? (Deficit?) • Faculty perceptions: Students who perceive themselves as college ready -- How do faculty "sell" the course? What is the value 	

of taking the course and what is the instructor's role in adding value or making it more explicit? What does it mean in a diverse environment. How do class systems form inside the classroom?

- Bigger picture: How could college 1 serve as a model for narrowing/closing the equity gap?

Flow of the interview. Initial questions could be perceived as colorblind. How do we filter equity?

- Interview -- race conscious at the beginning *or* lead people to speak broadly about students and some equity-minded will bring race into the discussion?

Start with race and ethnicity?

- Present faculty with their own ethnicity data
- Use data instead of scenario to guide interview

Future phases

- Faculty develop equity leads
- Faculty actively engaged in collecting data
- Add the student piece – students talk about the equity gap in College 1
- Examine data the faculty collect; how will they use the data?
- How can each part become a tool for practice?
- Mentors could keep running logs of types of issues coming up, who is reaching out and who isn't?
- Train mentors to address equity.

Faculty interviewees

- 4 or 5 in each group (equity gap, no equity gap)
- New full-time teachers doing well with Asian and White, but not doing well with African Americans and Latinos
- New adjunct teachers (recent grad school graduates)
- New teachers who do not have equity gaps
- Consider awareness/confidence/experience
- Interview during finals or summer session via Zoom or in person

Task	Person Responsible	Timeline
Revise interview protocol	Tina and UCLA team	June 1

Select interviewees	Shelagh	June 1
Interview schedule	TBD	June 1