

**HOLYOKE COMMUNITY COLLEGE
BOARD OF TRUSTEES
JUNE MEETING**

Minutes of June 26, 2018

The 368th meeting of the Holyoke Community College Board of Trustees was held on Tuesday, June 26, 2018, in the John T. Hickey Conference Room, Chair Robert W. Gilbert, Jr. presiding.

MEMBERS PRESENT	Charles Epstein Robert Gilbert Ted Hebert Yolanda Johnson Suzanne Parker Lucy Perez Evan Plotkin Julie Pokela Ivonne Vidal
NOT PRESENT	Jonathan Jasmin
ALSO PRESENT	Olugbemiga Adekunle, Michele Cabral, Dan Campbell, Nick D’Agostino, Chester DeGray, Karen Desjeans, Veena, Dhankher, Mary Dixey, Amy Dopp, Steve Duffany, Jim Dutcher, Bill Fogarty, Curt Foster, Jeff Hayden, Olivia Kynard, Johanna Lebron, Nelson Lopez, Moira Maguire, Stephanie Marcotte Brown, Keith McKittrick, Jack Mino, Karin Moyano Camihort, Ed Murch, Monica Perez, Kristine Ricker Choleva, JoAnne Rome, Christina Royal, Tony Sbalbi, Amanda Sbriscia, Michele Snizek, Linda Szalankiewicz, Yanina Vargas, Haley Woods, Chris Yurko
CALL TO ORDER	Chair Gilbert called the meeting to order at 8:03 a.m.
APPROVAL OF THE MINUTES	On a motion by Trustee Plotkin and seconded by Trustee Hebert, it was VOTED to approve the minutes of the 2018 Annual meeting as presented. On a motion by Trustee Parker and seconded by Vice-Chair Pokela, it was VOTED to approve the minutes of the May 2018 meeting as presented. Although not present, Chair Gilbert wanted to thank Student Trustee Jonathan Jasmin for his service to the Board during his tenure.
APPROVAL OF PERSONNEL ACTIONS	On a motion by Trustee Vidal and seconded by Trustee Hebert, it was VOTED to approve the appointments, reappointments, and non-reappointments for Non-Unit Professional Staff and Unit Professional Staff as presented. On a motion by Trustee Plotkin and seconded by Trustee Vidal, it was VOTED to empower the President of the College to approve all personnel actions prior to the next meeting.
MEETING CANCELLATION	On a motion by Trustee Epstein and seconded by Trustee Johnson, it was VOTED to cancel the Board of Trustees’ July 2018 meeting

<p>REPORT OF THE CHAIR</p>	<ul style="list-style-type: none"> • On 6/4/18, Chair Gilbert & President Royal attended the MCCTA Spring meeting at Middlesex Community College. • On 6/5/18, Chair Gilbert attended the Boston Foundation’s Deval Patrick Award Ceremony. • On 6/11/18, Chair Gilbert met with President Royal to set the agenda for the June Board of Trustees meeting. • On 6/19/18, Chair Gilbert and several other Trustees attended a Sightlines Report presentation at the college. The Sightlines Report will be an important document moving forward with the strategic plan regarding the College’s infrastructure, particularly the state of its buildings. • Vice-Chair Pokela is chairing the Presidential Evaluation Committee. Vice-Chair Pokela discussed in brief the evaluation survey that was sent to the Trustees, and encouraged 100% participation.
<p>PRESIDENT’S REPORT</p>	<p><u>2018 Commencement:</u></p> <ul style="list-style-type: none"> • 903 Graduates (412 walked on Saturday, 6/2) • 927 Total Awards • 787 degrees (60 different programs) • 140 certificates (23 different programs) <p>President Royal thanked all of the staff & faculty that help make it possible for students to make it to that day (from their first semester to graduation day).</p> <p><u>Deval Patrick Award:</u></p> <p>On 6/5/18, The Boston Foundation awarded its Deval Patrick Award to Holyoke Community College for expanding its culinary arts and hospitality programs to address industry needs and for the partnerships the college put together to construct the new HCC MGM Culinary Arts Institute in Holyoke's Innovation District. The college has won the Deval Patrick Award two out of the last four years.</p> <p><u>Strategic Planning (Strategies & Objectives):</u></p> <p>TEACHING & LEARNING Strategy #1: Enhance and expand innovative teaching and learning practices that support quality education for all.</p> <ol style="list-style-type: none"> 1. Develop culturally responsive pedagogies with special emphasis on the College’s status as a Hispanic Serving Institution. 2. Increase the rate of college completion by providing targeted placement and support measures, flexible pathways and multiple scheduling options, and through the creative use of technology. 3. Promote faculty and staff professional development by providing meaningful opportunities for training and exposure to innovative practices. <p>EQUITY, INCLUSION & STUDENT SUCCESS Strategy #2: Work with the communities we serve to increase equity</p> <ol style="list-style-type: none"> 1. Increase student success through a holistic approach addressing underrepresented student’s academic and life challenges.

2. Improve college readiness by collaborating with new and existing community-based organizations, local school districts and adult education programs.

WORKFORCE DEVELOPMENT & TRANSFER Strategy #3: Align programs with workforce demands, student needs for transfer and employment opportunities.

1. Take a college-wide, systemic approach to developing and implementing training, certificate and degree programs to address existing and emerging industries and expand enrollment by non-traditional students.
2. Increase the number of underrepresented students who achieve job placement and academic transfer by building and strengthening programs and partnerships.

SUSTAINABILITY Strategy #4: Create a sustainable model for long-term growth.

1. Utilize technology and data to advance operational effectiveness and business process improvement.
2. Develop and launch new revenue streams that address strategic priorities and provide new net revenue.

Learning Communities Presentation: presented by Jim Dutcher, Professor of English, and Jack Mino, Professor of Psychology & Learning Communities Program Coordinator.

HUMANITIES INITIATIVES AT COMMUNITY COLLEGES

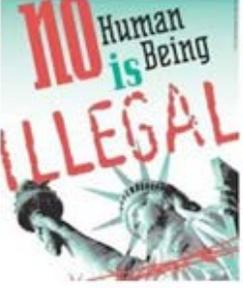
A 3-year grant to improve Humanities curriculum and instruction at Holyoke Community College using Inter-Institutional Learning Communities:

- Faculty co-teach
- Students co-enroll
- Curriculum is interdisciplinary Humanities-focused
- Classes held on both campuses

The *learning community* approach fundamentally restructures the curriculum, and the time and space of students. Many different curricular restructuring models are being used, but all of the learning community models intentionally link together courses or coursework to provide greater curricular coherence, more opportunities for active teaming, and interaction between students and faculty. (Barbara Leigh Smith, The Washington Center)

LC 202 “Free to be Free”: [Honors] Mid-Century Experimental Art and Literature in the U.S. - Victor Katz (ART - HCC) & Michael Thurston (ENG - Smith College); FALL 2017

LC 205 The Immigrant City [Honors - 4 credits] - Mark Clinton (POL - HCC) & Frank Couvares (HIS - Amherst College); SPRING 2018

Original Learning Community	"OffSpring" Learning Community
 <p data-bbox="711 485 915 562">LC 205 The Immigrant City Mark Clinton (POL-HCC) & Frank Couvares (HIS - AC)</p>	 <p data-bbox="1024 485 1446 562">LC 101.01 "Give Me Your Tired, Your Poor": Immigration, Identity and the Struggle for Social Justice POL 150 (Mark S. Clinton) & SPA 210 (Raúl D. Gutiérrez)</p>

LC 201 "Journey": An international Learning Community - Dr. James Dutcher (ENG-HCC) & Dr. Zhu Yan (Tangshan University, China); SPRING 2018

LC Student Feedback

Free to Be Free: Some of the most valuable experiences I had while at Holyoke Community College was being a student in the Learning Community classes. I took three LC classes while at HCC. One was in partnership with Smith College and class was at their campus in Northampton. The class, "Free to be Free," was an honors class. It was chiefly about painters, poets, writers, and musicians of the New York School and Black Mountain College from the depression to the 1970s. It was taught by one professor from Holyoke Community College and one professor from Smith College. This partnership allowed for me to also have the 'The Five College Experience' even though HCC is not on the Five College list. I left this class understanding the importance of pursuing what one feels passionate about, how it is important to listen to your inner self and to explore the possibilities that lie before you, while at the same time being open to new possibilities that arise on one's journey through life. This class left me with a deep respect for the artists who had the courage to forge their own way and explore what was important to them. My goal now is to be able to take what I feel passionate about and to have the courage to pursue it so that it becomes my work.

Journey: Throughout this class I have learned more about the topic of "journey" than I ever [imagined] and that is something I appreciate greatly. This has not only improved my skill in literary analysis but also made me think deeply about how I choose to live my life. I never thought an English class would be what I got the most out of here at HCC but here we are. I hope that Holyoke Community College continues to make LCs an integral part of the learning process. It makes students incorporate different ideas in their applications to different topics, and in my opinion [it] has had a profound impact.

Immigrant City: While every LC I've been in was, in terms of course organization and content, excellent, one LC in particular offered unique benefits: the LC titled *Immigrant City*, which was free for HCC students. Foremost, this course prepared me for the quantity and quality of work students at top colleges and universities are expected to complete. Because of the demanding workload—like reading entire books (or packets of equivalent

length) every week, and writing an essay just about every week in addition to the reading—HCC students gain an advantage when applying to top colleges and universities that look for community college students who demonstrate their academic potential by taking demanding and challenging courses, such as *Immigrant City*. While the quality of teaching of the professors, Couvares and Clinton was excellent, Amherst College has access to copious financial resources which allowed us to use expensive but useful tools like Social Explorer, which allows students to comb through many decades of census records. Overall, the rigor, quality, and financial backing of *Immigrant City* make it an indispensable course for any student interested in a challenging course that will bolster their resume for transfer.

“Free To Be Free” Reflection: Michael Thurston, Department of English, Smith College:

One of the most important decisions Victor Katz and I made was to “double-team” teach rather than “tag-teaming.” Our team teaching in this course enabled students to hear, continually, multiple voices that represented not only different disciplines but also, often, different interpretive priorities. They saw, as an everyday practice, the sharpening of thought through interaction, questioning, reflection, etc. More than this, team teaching was an effective means of faculty development (for me, at least). In the most obvious way, of course, I learned an enormous amount about art and art history, from the practices of methodical looking and attention to formal elements in artworks to the roles of particular sites and institutions in the development of arts movements and on to the discursive elaboration in art criticism of those movements' philosophies and their significance in their own time and beyond. Less obviously, I was brought, through our conversations in and out of class, to a deeper and more thorough understanding even of the materials I knew well, those from "my" disciplinary base. I was made a better reader, thinker, and teacher through this experience, which will redound not only to the benefit of students in our Learning Community but also to the benefit of my students in subsequent classes.

The Puerto Rico Connection: UPR at Arecibo



Dr. Mateo Garcés-Valencia, English/ESL

Fall 2018



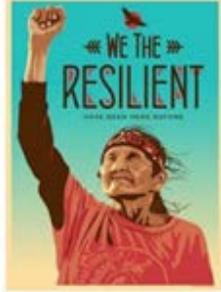
LC 101 Spanish and the Criminal Justice System

[Course & CRN: CRJ 100.02 - 30476 & SPA 101.03 - 31455]

Meets: MWF 10:00-10:50 & MF 11:00-12:50

Instructors: José Bou (CRJ) & Raúl D. Gutiérrez (SPA)

This course intends to combine job related Spanish and introduction to Criminal Justice. Throughout the semester the students will be learning about the three components of the criminal justice system, which are police, courts and corrections, while learning Spanish vocabulary and grammar directly related to each of the components. We will also learn about the interactions and relationships between Latinos and the criminal justice system. It will also review the historical, cultural, social, linguistic and legal underpinnings of the being Latino in the US and within the criminal justice system. This LC will require a service learning project. Prerequisite: English 095 eligibility

NEH Learning Community	"OffSpring" HCC Learning Community
 <p>LC 107 "If you don't have the stories": Native American History and Literature Pat Kennedy (ENG-HCC) & John Jarvis (HIS - BPU)</p>	 <p>LC 107 We Still Live Here: Indigenous Anthropology and Literature Pat Kennedy (ENG 102) & Jonathan Hill (ANT 120)</p>

NEH Learning Community	"OffSpring" HCC Learning Community
 <p>LC 204 Aliens, Anti-Citizens, and Identity Donald Hanover (PHI-HCC) & David Hernández (Latina/o Studies-MHC)</p>	 <p>LC 101 Spanish and the Criminal Justice System José Boy (CRJ 100) & Raúl D. Gutiérrez (SPA 101)</p>

Table 1: NEH Grant LC Collaborations

HCC Faculty	Five-College Faculty	Courses/Topic	Semester
Mark Clinton, Political Science	Frank Couvares, History, Amherst College	"The Immigrant City" [History & Political Science]	Spring 2017-18
Pat Kennedy, English	John Jarvis, American Studies, Bay Path University	"If you don't have the stories": Native American History and Literature [Native American History & Literature]	Spring 2019-20
Don Hanover, Philosophy	David Hernandez, Latina/o Studies, Mt. Holyoke College	Aliens, Anti-Citizens, and Identity [Philosophy & Latina/o Studies]	Spring 2019
Jim Dutcher, English	Zhu Yan, ESL, Tangshan Normal University	"Journey" English/ESL/Cultural Studies	Spring 2018-19
Victor Katz, Art	Michael Thurston, English, Smith College	1. "Free to be Free": Mid-Century Experimental Art and Literature in the U.S. 2. The Tranquil(ized) Fifties: Consensus and Dissensus in Mid-Century America	Fall 2017 Fall 2018
Raul Gutierrez, Spanish	Priscilla Page, Theater, UMASS Amherst	Latinx Studies	to be confirmed
Raul Gutierrez, Spanish & Jose Boy, CRJ	Dr. Mateo Garcés-Valencia, English/ESL, UPitt	Latinx Studies	Fall-2018 planning of joint assignment(s)

Student Basic Needs Presentation: presented by Vice President for Student Affairs Yanina Vargas.

HCC Wisconsin Hope Lab Survey Results

- ▶ The Wisconsin HOPE Lab was established in 2013 on the University of Wisconsin–Madison campus to engage in translational research aimed at improving equitable outcomes in postsecondary education.

Definitions

- ▶ **Food insecurity** is the limited or uncertain availability of nutritionally adequate and safe foods, or the ability to acquire such foods in a socially acceptable manner.⁷ The most extreme form is often accompanied with physiological sensations of hunger.
- ▶ **Homelessness** means that a person is without a place to live, often residing in a shelter, an automobile, an abandoned building or outside.
- ▶ **Housing insecurity** includes a broader set of challenges such as the inability to pay rent or utilities or the need to move frequently. All of these challenges affect students, and the results this year suggest that it is more common to endure them during college than to have all of one’s needs met.

HCC Results

- ▶ · 386 survey respondents in the fall 2017 semester (= 7% of total students)
- ▶ · HCC respondent demographics: 67% White/15% Hispanic/2.4% Black 12% mixed or other;
- ▶ 75% female

	Food Insecurity	Housing Insecurity	Homelessness	At least One	All Three
HCC Students	49%	46%	16%	65%	9%
Mass Community Colleges	44%	49%	13%	62%	9%
Nationally	43%	47%	12%	59%	8%

Wisconsin Hope Lab Research and Recommendations: (National report “Still Hungry and Homeless in College”)

- ▶ According to the Wisconsin Hope Lab research, “Basic needs insecurity is associated with **poor academic outcomes**”.
- ▶ The Wisconsin Hope Lab also states, “Other researchers have found associations between basic needs insecurity and **poorer self-reported physical health, symptoms of depression, and higher perceived stress.**”
 - ▶ Food pantries on college campuses
 - ▶ Partner with community agencies like food banks and housing agencies
 - ▶ Opportunities for students to learn self advocacy
 - ▶ Promote the use of SNAP benefits

There is lack of awareness that college students a in a course of study that is likely to lead to employment or is a career or technical education program do not have to work the required 20-hours per week or get Work-Study to be eligible for SNA

- ▶ Inclusion of college resources in academic syllabi
- ▶ Use predictive analytics to identify students in need

	<ul style="list-style-type: none"> ▶ Consider the national nonprofit program <i>Single Stop</i> to scale up services to students ▶ Normalize practices and resources ▶ “Host homes” for homeless students at the 4-year residential colleges and universities (MA DHE is researching this option) <p>What is available at HCC: Thrive Financial Success Center http://www.hcc.edu/student-life/student-resources/thrive-financial-success-center</p> <ul style="list-style-type: none"> ▶ Thrive provided services to a total of 176 clients during the 2017 <u>Calendar Year</u>, (a 45% increase over 2016), of which 94% were HCC students, demonstrating that since the center opened in 2015, our students continue to be the primary users of this campus resource. ▶ The Thrive cohort in Fall 2016 had a fall-to-spring retention rate of 70% (n=60) in comparison to the same overall college retention rate of 70% (all students). The Center will be focused on improving this number because it was lower by 9% compared with the Fall 2015 cohort retention. ▶ The Spring 2017 spring-to-fall retention rate for the Thrive cohort at 67% (n=49) was better than the overall college rate of 61% (all students) and an improvement of 11% compared with the Spring 2016 cohort retention. ▶ The Spring 2017 cohort (49 students) was a significant increase in students served compared with the previous spring (16 students). Considering the 206% increase in clients served, a 67% retention rate is notable. <p>Food Pantry:</p> <ul style="list-style-type: none"> ▶ Since September 2017 93 students have used the Food Pantry ▶ Received total of 6800 pounds of food donations ▶ Currently have a total of \$6000 in monetary donations (via informal fundraising)
ADJOURNMENT	The meeting was adjourned at 9:21 a.m.

Respectfully submitted,

Nelson Lopez
Recording Secretary