
Guiding Team May Meeting

Monday, May 10, 2021

Presenters and Facilitators

Aimee Brown, *Director, Title III*

D'Andre Fisher, *Associate Vice President, Equity, Diversity, and Inclusion*

Dr. NiCole Keith, *President of ACSM, guest speaker (Part I)*

Dr. Stephanie Dykes, *Executive Director, Institutional Research*

Jeannette Miller, *Director, Workforce Education*

John Lederer, *Executive Dean, Instruction*

Welcome

Aimee Brown

Land and Labor Acknowledgement

Curtis Bonney

Guest Speaker


Dr. NiCole Keith, *President of ACSM*

Physical Ed - Taking Steps Toward Health Equity (Overview)

Dr. Nicole Keith shared several key determinants that have prevented underserved populations from engaging in consistent physical activity (PA) and also offered supportive statistical evidence that underserved people are most affected. She also pointed out the importance of our built environments in America which are geared for automobile use unlike some European countries that have designed their roads to be pedestrian /bicycle friendly.

1. Determinants of physical activity (PA) participation
 - a. Economic determinants - Underserved populations/ live in underserved areas; have little/no education; family income is below 150% of the poverty line.
 - b. Individual determinants - Beliefs/gender/age/skills - Underrepresented parents of daughters do not regard PA as highly as they do for their sons.
 - c. Social environment - Those who possess greater health knowledge/ better problem-solving skills tend to make better informed choices around physical activity (PA).
 - d. Built environments - Quality housing; recreational facilities; walk and bike friendly communities/ transport/ land-use patterns/ urban designs/ improved green space
 - e. Natural environments - Clean air/ clean water/ weather/ topography
 2. Historical events
 - a. Oppression of African Americans has resulted in inequitable PA outcomes.
 3. Why use physical activity to achieve health equity?
 - a. Boys and girls who participate in sports tend to do better in school
 - i. They have their sports peers as a support group
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- ii. They are more likely to go to college
 - iii. They love exercise throughout their lives
 - b. Chronic disease shows up in underrepresented people in their 20's and 30's
 - c. Aerobic PA can help prevent, delay the onset of, or manage chronic disease
 - d. Lack of PA is related to chronic disease
 - i. Women
 - 1. Latinx and Blacks
 - 2. Less educated
 - 3. Higher BMI (body mass index - higher body fat)
 - ii. Adults with disabilities (ages 18-64)
 - 1. 3x more likely to have chronic disease
 - 2. 54% receive zero aerobic PA
 - e. Statistics of PA levels
 - i. Youth (ages 9-13 years old)
 - 1. 77% exercised within the last week
 - ii. High school students overall engage in more screen time than PA
 - 1. 33% exercise 1 hour/day
 - 2. 14% report zero exercise
 - 3. 7 hours average daily screen time
 - 4. Girls (18%) inactive vs. boys (10%) inactive
 - iii. Older adults (age 50 and over) PA
 - 1. 27.5% exercise (outside of work)
 - iv. Sexual Minorities PA rates
 - 1. Limited research
 - 2. Lesbians show 57-78% insufficient PA
 - a. 12-22 years olds report 1.2 hours-2.6 hrs/wk
 - 3. PA participation does not differ between gay & heterosexual men
 - v. Race
 - 1. Adults who meet USPA Guidelines
 - a. 21% of whites and blacks; 18% Latino
 - 2. Inactive adults
 - a. Latinos (42%); Blacks (41%); Whites (28%)
 - 3. Inactive children
 - a. Girls - Black (27%); Latina (21%); White (14%)
 - b. Boys - Black (12%); Hispanic/Latino (11%); White (9%)
- 4. Strategies to influence positive change
 - a. Access resources/meet basic needs/maintain health and well-being/ have access to economic opportunity/ participate in public life/ promote clean, safe environments/ advocate for those with limited public voice/ build inclusive structures that support engagement/ enhance community and quality of life
 - b. Black / Latina communities having access to PA
 - c. Education knowing that walking provides health benefits
- 5. Gentrification - when addressing PA in low-income communities
 - a. Be attentive to smart growth - safe sidewalks/ bicycle lanes
 - b. Retain existing residents/ local businesses

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6. Key Questions to shape strategies for PA access
 - a. What are the most important ways physical activity influences equity?
 - b. What are the opportunities to address equity while increasing physical activity opportunities?
 - c. How can goals and metrics be developed to make equity relevant and achievable to implementers?
 7. Social Equity Stakeholders
 - a. Residents, city planners, engineers
 - b. Communities surrounding the redesigned community
 - c. People impacted by the production or destruction of resources
 8. Community strategies
 - a. Ensure quality of life is accessible, affordable, and engaging
 - b. Prioritize residents/ community members' health well-being
 - c. Local economy supported with jobs, skills, wages, benefits, education
 9. Diversity - most individuals tend to find comfort in homogenous groups
 - a. Most successful societies/groups are diverse
 - b. How to achieve greater diversity using multi sectoral approach
 10. Strategies to develop diversity
 - a. Multiple streams framework
 - i. Problem/Policy/Political Streams (solutions)
 1. Strategy/access/mode/size/capacity/solutions
 2. Community mood - public support
 - b. Advocacy Coalition Framework
 - i. Aligns groups with the same core beliefs/leverage their power
 - ii. Educates change agents
 - iii. Shares resources across sectors
 - iv. Aligns policies with politics
 - c. Leadership and Diversity Training Program (LDTP) national mentoring program for diverse members into ACSM leadership roles
 - i. Inclusive program running for over 13 years; program participants serve on every ACSM committee including the Board of Trustees
 11. Action Steps Now!
 - a. Remember the past to change the present and the future
 - b. Look for change opportunities within the Social Ecological Model of PA and around your community
 - c. Join professional and/or community organizations
 - d. Look outside your professional framework
 12. Questions/Answer:
 - a. What can we do to support data collection/ research studies about disparities in PA?
 - i. Encourage undergraduates to work with faculty
 - ii. Hire trustworthy members of the community
 - iii. Identify people from underrepresented groups
 - iv. Prioritize federal funding
 - b. Socialization of boys and girls - why do girls quit sports at a higher rate?
 - i. Objectification of their bodies especially during puberty

- ii. Female athletes' bodies should not be a focus
 - iii. Need to focus on their ability, not their body size/changes
- c. Older adults - exercise minimums/limitations/challenges?
 - i. Difficult/individual abilities
 - ii. CDC says about 95% of the population is able to walk
- d. Trans - sexual/gender minorities' needs
 - i. Safety in the locker room/bathroom
 - ii. Provide education - evidence is limited - building as making recommendations
- e. The pandemic disproportionately affected minorities in terms of disease outcomes due to comorbidities that were exacerbated.
 - i. People began walking more
 - ii. Online PA classes for kids
- f. Data for intersectional minorities - example: Disabled and Latina
 - i. The more minorities to which you belong, the more the cards are stacked against you. Dr. Keith used a hypothetical example to illustrate this point.

Announcements and Updates

Aimee Brown and D'Andre Fisher

- State Guided Pathways Work Plan Report - due May 17th
- Instruction and EDI Partnership
 - Faculty listening sessions equity, diversity, inclusion, social justice
 - Moving toward anti-racist /anti-bias institution
 - Sustainability strategies in progress
- Budget Updates (state)
 - Equitable Recovery - Anti-racist curriculum review
 - Equitable Recovery - Virtual Technology Improvements
 - Guided Pathways (GP) - Additional Funding
 - SB 5194 - Equity & Access in Higher Ed (\$ from WEIA)
 - SB 5227 Diversity/Higher Education
 - Mental Health Pilot Programs (1468)
 - Students Experiencing Homelessness
- Seattle Colleges Equity 2023 Charge (BOT review June 1, 2021)
 - Increase completion rate for historically under-served BIPOC students from 44% to 66% in the next three years (20/21 - 22/23).
 - Increase the diversity makeup among faculty and administrative staff by achieving 50% diversity hires with all new and open positions in the next three years.
 - Develop and implement mandatory anti-bias and anti-racist training for all non-teaching staff; work with AFT- Seattle to develop and offer professional development workshops on bias-free teaching and learning for all faculty.
- Students Experiencing Homelessness Grant - Jeannette Miller
 - Applied already for this two-year grant

- Legislature doubled the funding which would supply NSC with a half-time case manager that supports students experiencing homelessness as well as at risk of experiencing homelessness
- Open for All students including Career Training, Academic, or Transitional Studies
- Dr. Jenny Mao and Toni Castro are applying for the Mental Health grant pilot program
- Terrence estimates of North's share:
 - Senate bills SB 5194 \$300k & SB 5227 \$100k approximately
 - GP funding \$180k additional funds approximately (20% increase)


Guided Pathways State Budget:

- Background - WA state (one of two states) given funding for Guided Pathways
 - GP allocation from the state
 - FY 2019-2020 \$100k
 - FY 2020-2021 \$100k (base) \$897,230 (investment)
 - FY 2021-2022 \$100k (base) plus \$897,230 (investment)
 - Seattle Colleges allocation expected to be \$3.2 million
 - Required work plans and reporting based on funding
- Essential Practices
 - Priorities:
 - Pathways (Meta Majors), Programs of Study, and Program Mapping
 - Placement
 - FYE (Exploratory Experiences)
 - Intake
 - Others:
 - Classroom environment and course design; educational planning; math pathways; predictive courses; progress monitoring; momentum; outcomes alignment; college level English and math in Year One; and scheduling.
- Shared line items for this and next year and E-Team will approve draft budget on 5/11/21

Data Dashboards

Dr. Stephanie Dykes

- Excel inventory of approx. 36 dashboards
 - Proposal for future dashboards
 - Course success
 - Program success/program viability
 - SEEM (Dr. Crawford)
 - Placement
 - Potential dashboards
 - International students

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- TRiO
 - Running Start
 - Worker Retraining
 - Employee demographics
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- <https://www.seattlecolleges.edu/administration/institutional-effectiveness/strategic-plan-scorecard/data-dashboard>
 - <https://www.sbctc.edu/colleges-staff/research/annual-reports-archive/academic-year.aspx>
 - 2019-2020 updates for data dashboards should be available
 - <https://www.sbctc.edu/colleges-staff/research/data-public/strategic-enrollment-dashboard.aspx>