

**FOOTHILL COLLEGE**

**Student Equity Workgroup (SEW)**

**Tuesday, November 28, 2017**

**MEETING MINUTES**

**LOCATION:**  Room 5609

**TIME:**  2:00 PM – 3:00 PM

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| **ITEMS** | **TIME** | **TOPICS** | **LEADERS** | **EXPECTED OUTCOME** |
| 1 | 2:00-2:05 | 6/13/2017 & Oct 28 | Trichairs | Approval |
| 2 | 2:05-2:20 | Integrated plan update | Starer | Discussion |
| 3 | 2:20-2:40 | Selecting Our Language | Holcroft | Discussion |
| 4 | 2:40-3:00 | Next Steps | Agyare/Hypolite | Discussion |

**PRESENT:** Micaela Agyare, Pauline Brown, Katie Ha, Kevin Harral, Carolyn Holcroft, Kurt Hueg, Susie Huerta, Pat Hyland, Adrienne Hypolite, Elaine Kuo, Lisa Ly, Josh Pelletier, Paul Starer, Lan Truong, Voltaire Villanueva, Bill Ziegenhorn

**Announcement**: (Adrienne and Bill): Campus Camp:

“Campus Camp is our activist and organizer training specially tailored to California's Community Colleges. I hope you will be interested in participating and in bringing a student/faculty team from Foothill College.”

* Contact: Bill Ziegenhorn
* 4-8 students from Foothill needed
* 2 faculty to participate and mentor
* Preferably students not already involved in student government, to attend
* Campus Camp- in Quaker Lodge in Ben Lomond
* Dates: Feb. 3-5
* Deadline: Friday, December 1, 2017
* $160.00
* 2 unit Course Enrollment
* Includes mentorship for service leadership and civic engagement mentorship for students who participate

**Minutes approved** from Spring and 10/31 meeting

Presentation of Foothill College Integrated Plan for 2017-2019 for feedback (Paul)

* Over the last 3 years spent a total of $1.7 million in equity funds
  + Various activities and program support
* Goals:
  + Increase access to college opportunity
  + Improve basic skills persistence
  + Expand noncredit courses and certificates
  + Improve course completion
  + Improve certificate, degree, or transfer completion
* 2017-2018 Allocations will support the activities outlined in Plan
  + Basic Skills Initiative-- $168,665
  + Student Equity-- $830,000
  + Credit SSSP- $3,182,632
  + Noncredit SSSP- $156,109
* Remember: the value is the interweaving of these various funds and focus areas
* Questions for Feedback on the Plan:
  + Are the goals appropriate? Are we missing any goals?
  + Are the activities appropriate? What is missing?
  + What additional information would you like to see now and ongoing?

Important of Discussion Around Language Surrounding Equity Work (Caroline)

Group Discussion Ideas

* “What is in a name?” -- The importance of the language we use
* Importance of defining and understanding the term “equity”: Some of Our Ideas
  + In our goal of providing leadership around equity, it is important for us to understand what we mean by equity
  + There is currently a definition on the SEW website- taken from UC Berkeley
  + Equality is about access; equity is about outcomes
  + Equity is also about process
  + Being vigilant about who is “not at the table” and being aware enough to carve out space for those who are not here
  + Process more than outcome-- we can strive to figure out who needs resources and are getting the attention they need to succeed
  + Outcomes do matter-- not acceptable to have group based achievement differences
  + Outcomes and Process must go together
  + What are we privileging as most important?
    - Achievement outcomes
    - Educational institution
    - Passing or not passing
  + The story and context of the need for outcomes matters
  + What happens in classrooms that cannot be assessed or measured
  + Student voice is necessary: reflecting on what was available to them
  + How do we address qualitative outcomes-- not just quantitative
    - Quality of experiences in class, for example
    - How do we find ways of getting stakeholders to understand the importance of qualitative outcomes
  + Some faculty feel they are being judged for not meeting the desired outcomes
  + Program review and equity plan require a focus on the numbers
  + Equity has to include the way we interact with one another-- our colleagues
    - The relationship between faculty and classified staff
    - The ways in which labor is honored, recognized
    - Addressing issues related to seniority and how labor is distributed
    - How to honor the importance of work/life balance
    - Equitable practice for faculty and staff is just as important and necessary
  + There is not “getting there”-- the work is ongoing
* How does the culture shift happen? What commitment must we make?
  + What does it mean for us to dive deep?
  + What comforts will we need to give up?
  + What expectations would we have to get rid of or change if we really want to make this culture shift happen?
* Signs for problem with language:
  + When it becomes jingoistic
  + Becomes a “catch all”
* Need to make it clear what equity is NOT
* Importance of fostering discussion

Analysis of Terminology in the Equity Discussion:

* **Goal:** Shift language from a deficit-based to an asset-based framework
  + “Achievement gap”
    - Achievement disparity
  + “At risk”
  + “Targeted” and “non targeted”
    - Disproportionatlly impacted groups
  + “Remedial” and/or “basic skills”
    - Instead: Foundational
  + Shift away from patriarchal labels: Latino/a
    - Latinx
    - Filipinx
  + Shift away from heteronormative language
* Important Considerations:
  + How can we shift the language without losing the importance of the experience?
  + How do we establish a shared language with De Anza college-- at the District Level?
    - Can colleges agree to share terminology? How do we engage De Anza in this conversation and establish changes to a common language