



**FOOTHILL COLLEGE**  
**Student Equity Workgroup (SEW)**  
**Tuesday, May 16th, 2017**  
**MEETING MINUTES**

**LOCATION:** Room 6501  
**TIME:** 1:30 PM – 3:30 PM

ITEMS	TIME	TOPICS	LEADERS	EXPECTED OUTCOME
1	1:30-1:35	Minutes—5/2/2017	Trichairs	Approval
2	1:35-1:35	Consent Calendar—	SEW	Approval
3	1:35-2:35	Ethos & The Budget	Trichairs	Discussion
4	2:35-2:45	Learning Communities Budgets 2 <sup>nd</sup> Read	SEW	Approval
5	2:45-3:05	Book Voucher Program	Kuo	Discussion

**PRESENT:** Micaela Agyare, Kelaiah Harris, Carolyn Holcroft, Adrienne Hypolite, JR Jimenez, Paul Starer, April Henderson, Katie Ha, Jiin Liang, Kathryn Maurer, Russell Wong, Teresa Ong, Kevin Harrall

**1) MINUTES- May 2, 2017**

The meeting minutes were approved by consensus.

**2) CONSENT CALENDAR—**

Carolyn Holcroft presented a proposal to receive ongoing training from Beyond Diversity to enhance her skills to lead courageous conversations in decision-making groups at Foothill. With this training Carolyn would also be prepared to facilitate cohorts of Foothill employees to participate in Beyond Diversity online training.

**ANNOUNCEMENTS**

- a) The Committee on Online Learning and the Distance Education Advisory Committee have completed the College Distance Education Plan. It includes focus on closing the online achievement gap and collaborating with the SEW. Carolyn will send the document to Paul Starer for distribution to the SEW for comments and feedback.
- b) Registration for the 2017 International Summit for Courageous Conversation is now open. If the SEW members are interested in attending as a group, please contact

Carolyn and she will write a grant proposal to obtain funds. Paul Starer will distribute more information on the summit via email.

### **3) ETHOS & THE BUDGET**

The SEW members participated in a free writing exercise and spent about 10 minutes reviewing the SEW's mission statement, "Enhance the ethos of equity on campus and educate the campus about equity and its relevance to student success," and shared their responses with the larger group.

#### **QUESTION 1: What does it mean to do this?**

Some responses included: adopting an equity mindset; focusing efforts on changing the structure of the institution; bringing awareness to employees; openness towards opposing views; and encouraging participation.

#### **QUESTION 2: What would it take to do this**

There was some conversation in regards to the SEW's mission statement that the college must provide continuity with leadership, identify mutual understanding, gain complete buy-in with the college's mission and values, and be accountable, thereby leading to opportunity. Additional responses include being aware of unconscious biases, shifting the perspectives and attitudes on campus, providing data to further engage in conversation, and increasing attention to universal design for learning.

#### **QUESTION 3: How can SEW facilitate this?**

The SEW can further facilitate these efforts by clarifying the roles of different stakeholders, providing structure for these efforts, supporting professional development opportunities, and focusing efforts on structuring learning for the campus community.

#### **QUESTION 4: Outside of this room, how successful have we been at doing this?**

There has been much discussion within various forums on campus about equity. Some discussion of equity has been at the individual level and within shared governance, such as Academic and Classified Senate. The term equity is resonating with people, but there has been limited reflection on the definition. Perhaps more conversation at the division level is needed to prevent the perception that equity is simply a "flavor of the day".

The SEW has been able to provide workshops and speakers for professional development; however, it is possible that additional internal conversations are needed to encourage participation on what equity would look like on this campus and perhaps more direct

conversations such as the Tim Wise event. Some members of the SEW discussed the importance of participation in these events and workshops, and engaging in conversations of reflection and feedback. The goal is to get more people engaged and willing to continue the conversation. The workgroup discussed the importance of mutual understanding and respect, which positively impacts the experiences of students and employees. Some conversation occurred around recruiting more members to the SEW in order to continue this conversation and increase participation.

### **QUESTION 5: Does our budgeting reflect our workgroup mission**

---

The student equity funds have been spent on positions, learning communities, professional development, and book vouchers. There was some interest to focus the funding on providing opportunities for direct interaction with the students and bringing students together. A significant portion of the funds are used to support FYE and Umoja to lower the achievement gap and provide professional development opportunities; however, this does not address the institutional and structural challenges. The FYE and Umoja learning communities address a smaller population of students (approximately 150 students) and not all of the students in the target population are served by these programs. Someone observed that this topic is a reoccurring conversation within the SEW, particularly in regards to competing obligations to serve the larger student population or committing to serving a smaller population. Nevertheless how many students are served, the SEW has made a commitment to serve this demographic of students as identified by the SEP.

In the initial development of the SEW there was no funding available, the state had only required a SEP and the college's initiative was to bring equity mindedness to campus. The state later allotted the college funding for equity initiatives, once the workgroup had received money more people became aware of the SEW and its efforts. The SEW should revisit its initial development and consider the goals and objectives going forward, particularly if the funds begin to decline. The funding was originally placed into positions as a strategy to use a significant portion of the funds, then the SEW began to receive funding requests.

There was some discussion that if equity initiatives can only be accomplished with equity funds, the equity mindset could potentially be impacted. There may be a perception that if the equity funds are not used for funding requests, then people are not responsible for equity. Upon reflection of Tim Wise's speech, the educational system is set up for inequality; this is a historical structure, in which education does not provide equal opportunity. Equity should be an evaluation component and there are many areas where equity could be included in an evaluation.

The SEW could develop a core mission function, which will not be tied to projects, but be tied into role functions, job descriptions, and evaluations. The funding could be used to support efforts and resources to make improvements. Thereby, the investment would be in people and resources to implement a change and move towards permanent, free, sustainable, and ongoing efforts. As it currently stands, there is not enough money in the

student equity funds for sustainable funding. The SEW can consider reviewing the funding proposals and how the requests relate to the SEW's mission statement as a criteria for funding. Most of the request for money is a part of the triage concept, but the triage is needed to address current challenges.

Until the positions are hired the funding will be available; however, once the positions are onboard, funding will become limited. In the Equity Programming and Positions meeting there was a recommendation to hire a grant writer to identify alternative funding sources. This idea was favored in the Equity Programming and Positions meeting. Some of the barriers to engaging in equity initiatives were reported as employees not having enough time to participate due to work load. Perhaps the SEW can pursue the idea of a professional development day or flex day, in which the campus is closed and employees (and students) can engage in this conversation.

#### **4) LEARNING COMMUNITIES BUDGETS 2<sup>ND</sup> READ**

Umoja provided an updated budget proposal prioritizing the line items and reducing the original funding request by \$25,000. The SEW agreed by consensus to approve the updated proposal with the reduction of \$25,000. Umoja will look for alternative funding sources for programming.

The SEW reviewed the FYE Budget proposal. There were some large expenses associated with the reassign time and some confusion in regards to the student activities, catering, and stipends. SEW members questioned how the tasks and responsibilities of the faculty coordinator and the instructors receiving stipends differentiated or overlap to that of the Learning Community Coordinator position. There was a suggestion to model the faculty coordinator reassign time to that of the coordinator for Pass the Torch if possible or reduce the stipends. Some members of the SEW noted that additional information on these items could further support the funding decision.

There was a suggestion to review each line item for approval and determine if some of these expenses could be funded by other sources, such as the catering and student activities; however, the SEW is mindful that this budget was created based on the needs identified by the program from the previous two years. Furthermore, members of the SEW recognized that FYE provided an opportunity for the workgroup to ask additional questions about the budget at the previous SEW meeting.

The SEW will request for FYE to provide additional information about the stipends, reassign time, and the student activities/retreats at the next SEW meeting. Additionally, FYE will be requested to prioritize their funding proposal.

#### **5) BOOK VOUCHER PROGRAM**

The SEW reviewed the book voucher program from spring 2016 to spring 2017. Each quarter the book voucher program has been modified to serve students. In some variations of the program the learning communities, Foster Youth, and students with an Expected

Family Contribution (EFC) of less than \$25,000 were served. There has been some previous discussion in the SEW to make a recommendation regarding the book voucher program and whether the program would be continued or discontinued. The Equity Programs office does not have the capacity to coordinate the book voucher program. If the SEW chooses to continue this direct student aid, a process must be identified to coordinate this program.

The book voucher program may be better utilized as an intervention as opposed to guarantee or a given. In some cases, the book voucher program is used as an incentive for recruitment and retention in the learning communities program. The vetting process for the book voucher program has also become a barrier for students as it prolongs the process for students to purchase their books. Student eligibility must be verified with Financial Aid and cross referenced with EOPS to prevent the duplication of services. In addition, the book voucher data does not reflect other services that students use to access course materials.

Denise Swett is holding a meeting to discuss current book voucher efforts and explore possible book voucher program models to create a potential book voucher or book loan program.

There was a suggestion for the student equity funds to allocate \$35,000 for the book voucher program and recommend the President's Cabinet identify the office responsible for coordinating the program. There was no objection to this recommendation.