



**GROSSMONT COLLEGE**  
**Student Success and Equity Committee**  
**First Thursday, October 3, 2019**  
**2:00 p.m. – 3:30 p.m.**  
**Distance Learning Room, 70-066**  
**MEETING NOTES**

**Purpose:** The primary purpose of the Success and Equity Committee is to support and lead innovative campus initiatives that strengthen student access and success in an environment that fosters equity, diversity, and inclusion. The Committee makes recommendations to the College Council regarding student success and equity initiatives, programs and plans.

Through the integrated efforts of academic and student services, the Student Success and Equity Committee engages in data analysis and dialogue to provide a platform for collaboration and communication which focus on equity-minded student success, a culture of inclusivity, global consciousness, and a respect for diversity across all student success and equity efforts and throughout the College.

The Student Success and Equity Committee also serves in a coordinating and advisory role with administrators who implement the work of approved plans.

CO-CHAIRS	ASSOCIATE STUDENTS OF GROSSMONT COLLEGE	ADVISORY
<input checked="" type="checkbox"/> Lida Rafia	<input checked="" type="checkbox"/> Benni Miranda	<input checked="" type="checkbox"/> Aaron Starck
<input checked="" type="checkbox"/> Sharon Sampson, Faculty Co-Chair	<input checked="" type="checkbox"/> Peniel Shebi	<input type="checkbox"/> Juan Carlos
	<input checked="" type="checkbox"/> Tasha Courtney	<input type="checkbox"/> Javier Ayala
		<input type="checkbox"/> Catherine Webb
		<input checked="" type="checkbox"/> Victoria Christine Rodriguez

ACADEMIC SENATE	CLASSIFIED SENATE	ADMINISTRATORS' ASSOCIATION
<input checked="" type="checkbox"/> Denise Schulmeyer	<input checked="" type="checkbox"/> Dana Mints	<input checked="" type="checkbox"/> Nedra Brown
<input checked="" type="checkbox"/> Tracy Brooks replacing Leila Parello	<input checked="" type="checkbox"/> Shardai Zaragoza	<input checked="" type="checkbox"/> Barbara Gallego
	<input checked="" type="checkbox"/> Diana Barajas	<input checked="" type="checkbox"/> Martha Clavelle

EX-OFFICIO	RECORDER
<input type="checkbox"/> Courtney Williams	<input checked="" type="checkbox"/> Cindy Emerson
<input checked="" type="checkbox"/> Irene Palacios	
<input type="checkbox"/> James Canady	
<input checked="" type="checkbox"/> Mike Reese	
<input type="checkbox"/> Marsha Gable	

ROUTINE BUSINESS	
1. Public Comment	None
2. Welcome and Introductions	<p>Lida Rafia introduced the <i>Four Layers of Diversity Identity Wheel</i> as our “welcome” tool. She encouraged members to think about their values, beliefs and dimensions of identity and write five words to identify themselves and share that information with the person next to them. After some discussion Lida invited members to view the wheel share with the group what they noticed as they tried to put their characteristics into the areas of the wheel.</p> <p>When thinking about our systems and our institution how do systems show up in how we serve our students? For example; When we create or show videos do we make sure they are closed captioned? We don’t usually think outside of our personal, internal, external or organizational dimensions. It is helpful to engage in self-reflecting dialogue about how we show up and how our service to students, and one another, may or may-not play out.</p> <p>Denise Schulmeyer shared that we don’t usually think in terms of ethnicity. When she shops for shampoo she goes to the shampoo isle. She does not have to go to a specific ethnic isle. We need to be mindful of other groups. If we don’t experience it. Then we are not aware of it. Beny Miranda shared a group of wealthy white individuals did not think white privilege existed. Those individuals didn’t recognize their privilege because it was their norm.</p> <p>As the group discusses DEI historical context, practicality and perspective would be helpful. An inequity issue was expressed regarding Grossmont College’s Middle College Students. The students don’t have access to financial aid and need financial assistance with the cost of their education including their books. This is an operational issue. Sharon Sampson will Contact Javier Ayala who oversees the middle College and the Regional Oversight Committee-our K-12 partners regarding funding.</p>
3. Additions/Deletions to the agenda	None
4. Approve 09/05/19 Meeting Notes & Follow-up	Minutes were approved
NEW BUSINESS	
5. Announcements & Check in	Via Rapida, Success Coaches and Tutoring will be holding a Midterms Study Jam On October 8 <sup>th</sup> and 9 <sup>th</sup> in building 34 in the 1 <sup>st</sup> Floor Lobby.
COMMITTEE REPORTS	
6. Guided Pathway update	None
DISCUSSION	
7. OER/ZTE – Finding request for consideration	<p>This body does not approve or deal with funding. However, it is brought to this committee to discuss in order to support and continue to expand the development of the OER/ZTE program. In order to continue the program the below is needed.</p> <p>➤.35 reassigned librarian ➤ faculty stipends ➤ travel/conferences ➤ PD and promotion of events. The amount is not to exceed \$30,000.</p> <p>The Student Success &amp; Equity Committee supported the continued expansion and development of the OER/ZTE program to be funded by Basic Skills.</p>

<p>8. Revisit Equity beliefs and statement (4th review) Take the Equity beliefs back to constituencies. SS&amp;E will be voting next meeting (11/07/19)</p>	<p>See the Draft of Constituency Equity Beliefs Statements dated 10/03/19. Denise Schulmeyer reported academic senate needed more time to discuss the Beliefs Statement. However, she provided the most recent draft and feedback. The senate had a strong reaction to the word power and therefore removed it and wrote that all students are capable. The committee discussed privilege verses experience, and reframing the way we approach our work. For example; We believe all students are capable. We also believe we have the power to influence our student's lives. These sets of statements are not progressive. We are not pushing the envelope here. Martha Clavelle introduced the administrator association draft beliefs statement. There are power in words. We have an opportunity to use powerful triggering words to give agency to us as a community. Consider each statement, the why, what for, who are we concerned with, who we serve. Not only do we serve students, we serve each other. We are all a part of this. We are a community. Each student is an expert of their own life. The system is our system. Our business is human development. The committee discussed where this statement would be housed. The goal is to have the Equity Beliefs statement be the heart of all committees. Equity is an action. We have the capacity to improve all of our student's lives. Dana Mints shared that classified senate discussed the beliefs statement over three meetings which resulted some wordsmithing and merging of the 5<sup>th</sup> and 6<sup>th</sup> line. Beny Miranda reported that the associated students would bring their statement statement to the next meeting. Mike Reese shared his belief statement as an ex-officio member. Sometimes our students come to us with very little goals. We have the responsibility to provide our students with the opportunities to develop and meet their potential. Mike wrote an equity definition which is reflected on the <i>Constituency Equity Beliefs one pager</i>.  All constituencies expressed the desire for Grossmont to create our own Equity Statement.</p>
<p>9. Student Equity Plan Activities follow up to the last meeting. Read through student equity plan activities with constituencies and departments. Please take a look at metrics and activities and think about:</p> <ol style="list-style-type: none"> <li>1. Are the activities listed address DI groups within the metric?</li> <li>2. What is missing?</li> </ol>	<p>Departments need to have conversations about the Student Equity Plan.</p>

FOR CONSENSUS	
<p>10. None</p>	

FOLLOW-UP		
Who	Item	Timeline
All SS&EC members	Review the constituency Equity Beliefs Statements broadly and provide feedback to your SS&ET constituency member.	November 7 <sup>th</sup> SS&E meeting.
All SS&EC members	Read through student equity plan activities with constituencies and departments. Look at the metrics & activities, and consider: 1. Are the activities listed address DI groups within the metric? 2. What is missing?	November 7 <sup>th</sup> SS&E meeting.

**WORK AHEAD**

**NEXT MEETING: Thursday, November 7th in the Distance Learning Room, 70-066 between 2:00 pm - 3:30 pm**