

# California Higher Education Recovery with Equity Taskforce

## Meeting Agenda & Summary Notes

Tuesday, October 27<sup>th</sup>, 2020 | 11am-2pm PT/2pm-5pm ET

### MEETING OBJECTIVES

- *Listen, learn and dialogue with national Taskforce members on their observations and experiences advancing equity in higher education and lessons that can be applied to our work in California*
- *Engage the entire Taskforce group in an open discussion to review, interrogate and assess the collection of solution ideas that have been raised throughout the Taskforce process and working group activities working groups*

<p><b>11:00-11:10 AM PT</b></p> <p><b>Welcome and Agenda</b></p>	<p><b>Attendees:</b></p> <p><b>Taskforce Members:</b> Lande Ajose, Loren Blanchard, Nathan Brostrom, Bridget Burns, Ben Cannon, Michelle Asha Cooper, Keith Curry, Daisy Gonzales, Shaun Harper, Michal Kurlaender, Monica Lozano, Tim Renick, Judy Sakaki, Deborah Santiago, Michele Siqueiros, Gabrielle Starr, Hayley Weddle, Michael Wiafe</p> <p><b>Education First &amp; Team</b> (supporting Taskforce efforts): Colette Astorgue, Ria Bhatt, Susan Bodary, Carl Christopher, Mario Jackson, Jaci King, Meg Ramey, Varsha Sarveshwar</p> <ul style="list-style-type: none"> <li>• Lande Ajose (Chair) welcomed Taskforce members to the meeting.</li> <li>• Susan Bodary provided an overview of where the Taskforce currently is in its scope of work. After having identified needs, analyzed root causes behind these needs, and developed initial drafts of solution ideas, the Taskforce continues to iterate on a set of solution ideas.</li> </ul>
<p><b>11:10-11:55 AM PT</b></p> <p><b>Taskforce Member Spotlight: Deborah Santiago &amp; Michelle Cooper</b></p>	<ul style="list-style-type: none"> <li>• Deborah Santiago and Michelle Asha Cooper provided insights into how the Recovery with Equity Taskforce can make recommendations that bring about real change in California higher education for Black, Latinx and other priority student groups.</li> <li>• Michelle Asha Cooper reflected that the concepts of recovery and equity are related in the sense that we need to right the wrongs of previous generations by doing things better post-COVID than we have ever done them before, with a particular focus on racial equity. In order to make progress toward equity, we need to redesign the current higher ed structure which is flawed (overburdened, overly complex), for example: collect and examine good data, assess the finance structure of higher ed, put in place the right people to lead our institutions with compassion and a can-do spirit, and put in place institutional, state and federal policies for equity.</li> <li>• Deborah Santiago shared that one reason she joined the Taskforce was that she cares deeply about advancing solutions for California’s Latinx population and other students of color who need to be at the center of the state’s higher education system. In order to redesign the system with these students at the center, equity needs to be <i>the</i> design element, not an add-on, and we must dismantle structures that don’t support equity for students of color. Some examples of systems to be redesigned for equity in California higher education</li> </ul>

	include financial aid and the higher education finance structure and business model.
<b>11:55 AM - 12:05 PM PT</b>  <b>Break</b>	Break
<b>12:05-1:50 PM PT</b>  <b>Assessing Our Comprehensive Set of Solution Ideas</b>	<ul style="list-style-type: none"> <li>• Susan Bodary shared a summary of key themes from student focus groups to ground the Taskforce in the voices of students who are at the center of our equity-focused redesign efforts.</li> <li>• Susan Bodary provided an overview of the current list of solution ideas that have risen from stakeholder research, Taskforce meetings and working groups.</li> <li>• Monica Lozano shared input on the solution ideas from the Governor’s Council for Postsecondary Education, including input around governance structures, indigenous students, HBCU’s as a model for replication, system alignment across segments, Prop 209 and priority student populations, and affordability in light of limited resources.</li> <li>• The group engaged in an open discussion about the current draft set of solution ideas. Comments and questions on the draft solution ideas included: <ul style="list-style-type: none"> <li>○ Could the Taskforce include Indigenous, Pacific Islander and other Asian-American subgroups of students as priority student groups in its recommendations?</li> <li>○ It is important to deeply interrogate the classroom experience students are having. One moonshot idea is to upskill all faculty by 2025 with the professional development and tools they need to support engaging, equitable, culturally relevant classroom experiences. Perhaps require that faculty use an evidence-based equity teaching toolbox.</li> <li>○ Consider an equity audit that encourages all institutions to take a close look at their policies and practices and assess themselves on equity.</li> <li>○ How can we better align postsecondary education to workforce for students of color—who may not have the same professional networks compared to some other students—in order to leverage their education for economic success and social mobility?</li> <li>○ Higher education should authentically partner with and conduct outreach to K12 starting in middle school to get to know students personally including their academic, career and personal goals.</li> <li>○ It is important to leverage students’ talents and experiences using an asset-based lens. Revise the language for the Taskforce recommendations to make it more asset-based.</li> <li>○ Campus climate is a missing piece of these recommendations. We need to create safe, comfortable structures and spaces for students.</li> <li>○ Be explicit about transfer guarantees, not just agreements.</li> <li>○ Limit or eliminate student loan debt.</li> <li>○ Shift the paradigm to understand that most Californians attend multiple higher education institutions during their postsecondary career. Redesign student pathways to create more ease switching between institutions, promoting student movement.</li> <li>○ Add reverse transfer as a means to increase degree completion.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ How can we prioritize this long list of solutions to establish a road map of what gets done first, second, etc?</li> <li>○ Consider using COVID-19 contact tracing infrastructure as the technological base for high-tech, high-touch advising.</li> <li>○ We need to use the higher education funding system to set and communicate expectations and leverage action. Budget allocations and policy are a powerful lever.</li> <li>○ The recommendations from this Taskforce should be embedded in structures that will outlive individuals, rather than requiring a coalition of the willing. This could include policy, governance, and funding incentives.</li> </ul> <ul style="list-style-type: none"> <li>● To close out reflections on the draft solution ideas, each Taskforce member participated in a “prioritization” exercise in which they individually prioritized the list of solution ideas.</li> </ul>
<p><b>1:50-2:00 PM PT</b></p> <p><b>Review Next Steps</b></p>	<ul style="list-style-type: none"> <li>● Carl Christopher shared next steps for the Taskforce: <ul style="list-style-type: none"> <li>○ Taskforce members are asked to please complete a feedback survey for this meeting.</li> </ul> </li> <li>● Carl also shared upcoming activities related to the Taskforce, including: <ul style="list-style-type: none"> <li>○ Working Groups continuing to meet and develop solutions.</li> <li>○ Education First sharing revised solution ideas with K12, higher education and student stakeholders statewide for feedback, which we will share back with the Taskforce at the November 10<sup>th</sup> Taskforce meeting.</li> </ul> </li> </ul>