

Board of Directors Meeting Minutes – 1/19/09

| Position/Name | Attendance: |
|-----------------------------|-------------|
| <u>Co-chairs</u> | 1 |
| Terisa Siagatonu | 1 |
| Chelsea Johnson-Long | |
| <u>Office Managers</u> | |
| Derrick Soriano | 1 |
| Reymundo Saucedo | 0 |
| <u>Class Coordinators</u> | |
| Lauren Lystrup | 1 |
| Hugo Lujan | 0 |
| <u>Program Coordinators</u> | |
| Falyn Davis | 1 |
| Reese Dimacali | 1 |
| Organizing Director | 1 |
| DHE | 1 |
| ORALE | 1 |
| ASF | 1 |
| MC | 2 |
| GENTE | 1 |
| RAINBOW | 0 |
| KAMP | 1 |
| CUSN | 1 |
| UMOJA | 1 |
| CHALE | 2 |
| <u>SCOC</u> | |
| Lyliana Camargo | 1 |
| Solymer Sola-Negron | 1 |
| SOAR Director- Sayo Fujioka | 1 |

- Dreambox/ Mission and Vision
 - Thoughts of why this is important
 - CUSN rep –“Review e^2 goals”
 - Class Co – Everything we do should refer back to our vision
 - Low rates of recruitment
 - Chale rep– Outreach. Letting students know that universities are an opportunity.
 - Historically underrepresented communities
 - Umoja – We use a “safe” term so people don’t get offended, African Americans, Latinos, Asians, people of color
 - Chale – Status, growing up in a community where higher education hasn’t been a possibility.
 - Sayo – Add American Indian are also not represented. People of color are the targets of racism. “Historically excluded” is a new term used.
 - Grassroots Organizing
 - SCOC – You are collaborating, working with the group outside of where you’re at.
 - Co-Chair – If you’re 10 and see grassroots organizing what would they think?

- Class- co – Think of a pyramid and the people in the bottom are the people that are working.
- Partners, University of California
 - Umoja – All the UCs trying to enhance the experience of students of color.
 - Chale – Its not just people within e^2 but creating allies with other orgs.
 - Sayo – the word “partner” because folks wanted to establish a relationship of equality.
- Posing Questions
 - SCOC – Social Justice, Solidarity issues What kind of broader issues can we connect ourselves to? By using our resources we have in e^2.
 - Chale – Violence, blocks off the goal of coming to a UC.
 - Umoja - If we didn't have involvement of high school students than that would knock our outreach programs.
 - SCOC- If we did not have outreach programs it would not follow the mission statement of e^2. The numbers of students of color would go down and people of color wouldn't feel like there is a space for them in this institution.
 - How does this section relate to retention specifically? Does it or does it not?
 - Chale – Yes, solidarity aspect it makes it more like a home.
 - Cusn – Agree with Chale rep, solidarity gives people a purpose to work within the community.
 - Kamp – People banding together stronger than just the individual. Without the students here the UC won't be a UC.
 - SCOC – we come from different places so we are bringing in new ideas/means, that's why student power is there.
 - Sayo – as a non-student it goes back to the triangle, that is grassroots activism, the system has been racist, sexist, needist, student power is the grassroots part (has the values, of being less racist, more human). Student power is the true place of learning that is why there are organizations.
 - Center is suppose to be a safe haven, what does it mean that “safe haven” promotes dialogue?
 - Prog co – With other people they might not understand you, e^2 allows you to feel comfortable and express yourself.
 - What would the center be if we had to share the space with admin, or didn't have couches, lounge area? Where does it fit in?
 - SCOC – Important to where people with the same issues, come together to talk about it.
 - Prog co – In your house to you be able to express yourself, e^2 is like a home.
 - Class cos- Gives a space to talk about the issues that are affecting us
 - Umoja – E^2 is like a home, gives a feeling of support so it helps people transition into spaces where they don't feel comfortable to be comfortable

- OD – As a space itself it is really brought together cause you have the retention and outreach programs at the same place, the space is diversified.
- What do you associate with equality?
 - Class co – Level playing field
 - Fairness
- How does equality compare to equity?
 - SCOC – fair doesn't necessarily mean good. Something equitable would be like a test based on your standards or where your coming from?
 - Co-Chairs – Affirmative action which is like equity.
 - Umoja – The “wish” part she'd like to change.
- What is a PARADIGM? How is this related to e² class
 - CUSN – Model an example. What you want to strive for? It could be tangible.
 - Class cos – A way of thinking.
 - KAMP – E² class is where students can be teachers.
 - Umoja – class where you're teaching and learning at the same time, the power shift is new.
 - ORALE – New way of teaching.
 - Chale – Deconstructing and reconstructing.

Dreambox – Activity – Started 12:45pm.

- Each group is going to design dreams, visions. This visual is like how to see e² in the future.
- Questions to think of during this community.
 - How has e² expressed this in the past?
 - What will this look like in the future?
 - What does this look like now within the center? (on campus)
 - What dose this look like now outside the center? (off campus)
 - What would e² look like without this?
 - How is your community/program a part of this?

Strategic Planning. Base of the trunk

- Start with the e² vision. What came along with the vision is the e² mission.
- Building criteria
 - Consistent with the vision
 - Results/ improvements within people's lives
 - Felt by all communities
 - Has a clear timeline. Short term/long term goals
 - Realistic and achievable
- Assessment of last year
- Summary – Chale – foundation of everything we do. Things we need to do to be able to move forward.
- 3 groups (branches) – Hands, head and heart. (new world paradigm trying to fit that in)
 - Each group was asked to brainstorm short/long term goals. Put long term goals into a “parking lot” because these goals wouldn't be fulfilled by end of year.
 - Short term goals to present to the other 2 groups. During this presentation people partake in Q & A. Then take all feedback and refine their goals.

Narrow down to 2 goals. Then re-present the 2 goals to the rest of the board and another Q& A for more clarification. Then back to the drawing board and narrow down to one priority goal.

- From there the group has to make a proposal, funding source, allies? How are we going to make this happen?
- The point of strategic planning that all of B.o.D can work on something.
- This year we want something that is tangible and have a clear timeline for.
- We will be looking at the priorities in this year's retreat, not starting square one, just looking of where we want to go this year.

Decision making – Kimi Mojica facilitating this part.

- “I” your opinion is validated
 - Formulate Opinions
 - Express Opinions
 - Listen to Folks
 - Although sounds easy, is one of the hardest parts. So many distractions that prevent us from listening.
 - Avoid Win – Lose
 - Offer/Alter Solution
 - *Make an Informed Solution*
- “we” what is best for the org to move forward.
- Tasks that occur during the decision making process
 - Task oriented behaviors
 - Initiating
 - Seeking and giving info/opinions
 - Clarifying and elaborating
 - Summarizing
 - Concensus testing
 - These behaviors is to get people on the same page.
 - Maintenance oriented behaviors
 - Maintaining relationships during the meeting
 - Gate-keeping
 - Encouraging, encouraging to be honest
 - Harmonizing and compromising
 - Pressure oriented behaviors
 - Dominating, Criticizing other folks
 - Detouring
 - Martyring
 - Self-promotion
 - Clowning
 - Crowding
 - Withdrawing
 - Competing
 - Simulating Activity
- Checkout question
 - One word of what you would bring into the retreat and one word of what you would take out of the retreat.