**Diversity, Equity & Inclusion Committee**

**Meeting notes**

**Jan. 12, 2018**

**B237, 9:30-11 a.m.**

1. **Welcome & agenda review**

John opened the meeting with introducing Jenelle as recorder. John went over what the committee would discuss at the meeting.

1. **Charter – work**

Three small groups worked to get the charter finalized. Groups were given thirty minutes to work and then 10 minutes to share with the entire committee. Groups were as follows:

* Definitions
* Ground rules
* Scope

**SCOPE REPORT-OUT**

The small group shared their edits to the committee’s scope, which was initially discussed in November 2017. Jaime updated the charter as Stephanie gave edits.

Scope:

* Maintain and disseminate best practices for diversity and inclusion in institutional policies in teaching, hiring, retention of staff, students, and training
* Providing a resource for guidance and consultation regarding diversity, equity, and inclusion issues for students, staff, faculty, and administration
* Inform and consult with students, staff, faculty, and administration regarding diversity, equity, and inclusion initiatives
* Incorporate diversity, equity, and inclusion training for staff, faculty, and administration to have conversations with students and peers (e.g., preparing students, cultural competence training)
* Make recommendations about ongoing professional development training around diversity, equity, and inclusion
* Developing implementing and evaluating standards for cultural competence for students, staff, faculty, and administration
* Focus on institutional polices/procedures to address diversity, equity, and inclusion issues on campus
* Evaluate areas where institutional inequalities exist (e.g., institutional processes) – students, staff, faculty, and administration
* Campus forum to share where diversity, equity, and inclusion is lacking; seek regular feedback from students, staff, faculty, and administration to provide informed decision making

Jaime asked for other feedback from the other small groups. Caleb asked a clarifying question about removing the term “safe space” and whether the committee will discontinue using that term moving forward. Is the committee gravitating towards different language to discuss safety and resources?

Stephanie talked about the strict confidentiality policies of the Counseling department regarding students who come forward to report incidents. The Counseling department focuses on empowering the student and guiding them to the resources or personnel on campus who are most equipped to respond to incidents.

Alissa asked about the committee’s role – are we serving as consultants. The committee’s role is to serve as a place where anyone can come and find a resource or get a referral and/or guidance for issues of concern. If necessary, a sub-group of the committee could consult Human Resources or Instructional Support and Professional Development and “consult” that way.

**GROUND RULES REPORT-OUT**

The small group proposed the term “guidelines for interaction” instead of “ground rules” on this part of the charter. Jaime made the suggested changes.

*Guidelines for Interaction:*

* Stay present and on topic
* Own what you say and don’t generalize
* Only speak for yourself
* If you experience yourself making judgements, ask yourself where did those feelings come from
* Consider the impact of actions rather than focusing on your intentions
* Consider your privilege
* Don’t always assume good intentions – assess your safety and use your discernment
* “Ouch” – the ability to acknowledge pain or offense in the moment, and have the option to or not to discuss it at that time
* Confront critique and challenge your discomfort
* Why am I talking and why am I not talking?

Caleb clarified WAIT and WANT, expressing that they are acronyms:

* Why am I talking (WAIT)/why am I not talking (WANT)

Stephanie suggested that the group define OUCH and list it under “definitions” in the charter. Ideas include:

* OUCH – ability to acknowledge pain or offense in the moment and not have to discuss it at the time. Like a bookmark: option to discuss it at the time or put it on hold for a different time

Kelly pointed out the contradiction in “assume good intentions” and “don’t always assume good intentions” in the *common guidelines* and *proposed guidelines* sections.

* Not healthy to always assume good intentions if it’s putting someone at risk – Stephanie

Alissa suggested keeping the guidelines for interactions on a list and posting it in the room to reference each meeting.

**DEFINITIONS REPORT-OUT**

The small group shared their suggested changes. Jaime edited the Google doc. and Caleb presented for his team.

***Definitions:***

***Diversity:*** *1) The condition of having or being composed of differing elements especially the inclusion of different types of people, in a group or organization.*

2) Diversity means more than just acknowledging and/or tolerating difference. Diversity is a set of conscious practices that involve:

* Understanding and appreciating interdependence of humanity, cultures, and the natural environment.
* Practicing mutual respect for qualities and experiences that are different from our own.
* Understanding that diversity includes not only ways of being but also ways of knowing;
* Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others;
* Building alliances across differences so that we can work together to eradicate all forms of discrimination.

(Queensborough Community College <http://www.qcc.cuny.edu/diversity/definition.html>)

***Equity:*** Ensuring that everyone has the support and access to the resources needed to be successful including but not limited to: fair and just distribution of resources, just decision-making and involvement in decision-making processes, shared power and involvement of communities most affected by inequities, and clear pathways to accessing necessary resources and support when inequities are identified. Equity differs from equality. Equality refers to treating everyone the same, but does not necessarily lead to equitable outcomes because diverse communities have diverse needs and have faced varying obstacles and inequities.

***Inclusion:*** Ensuring that people of all backgrounds, identities, abilities, perspectives, and beliefs have an equal opportunity to belong, achieve, and contribute to their community(ies). Inclusion requires people to value and respect diversity. (adapted from the definitions list)

***Cultural Competence*:** A congruent set of behaviors, attitudes, and policies that enable a person or group to work effectively in cross-cultural situations; the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each (Association of Research libraries<http://www.ala.org/acrl/standards/diversity> )

Small discussion on the “Diversity” definition in the Google doc. Group considers one more of a textbook definition and the second as more one defining how the committee approaches diversity (Lisa). The committee determined to keep both definitions.

1. **D, E, I Considerations**

John brought up the considerations list from previous meeting notes. John found a document from the prior iteration of the diversity committee for possible review, and a document from a conference that he is willing to share with the group. Due to time constraints the committee deferred the discussion until the next meeting. Jaime and John will share the list and several guiding questions with the committee prior to the next meeting.

1. **Upcoming training opportunities**

Jaime shared a number of upcoming training opportunities for the committee. Funds are available to support committee members attending training events. Jaime will email the committee links to the following events:

* Friend, Neighbor and Ally training on Feb. 10.
* Intercultural Communication – Feb. 24
* ESD – Equity seminar on Apr. 4

Jaime and John will be requesting feedback the committee on additional training from Campus Compact possibly on Friday, March 9.

1. **Review commitments and next steps**
* Build time into next meeting to go over the remaining definitions.
* Go over the considerations list at next meeting. List will be provided ahead of time.
* Jaime will send email with training opportunities.
* Jaime will send an email to gather feedback on Campus Compact coming back for another training session.