Diversity, Equity, and Inclusion Committee

Date: April 10, 2020 | Begin: 9:30–11:00 a.m. | Location: Zoom | Recorder: Michell Gipson
Attendees: John Ginsburg, Jaime Clarke, Klaudia Cuevas, Lisa Anh Nguyen, Christina Wiglesworth, Caleb Feldman, Melissa, Ashley Magana, Lindsey Pierce, Patrick Smida, Stephanie Schaefer

Topic/Item	Key Points Provide 50 words or less on expected outcome	Category
1. **Welcome & Review of Guidelines for Interaction**	• Review Guidelines for Interaction Klaudia shared the guidelines for interaction.	☐ Discussion ☐ Decision ☐ Advocacy ☒ Information

2. **Meeting Minutes – Review & Vote**	• Reviewed 2/28/20 minutes
	  ○ There was a motion to approve 2/28/20 meeting minutes
	  ○ There was second
	  ○ Meeting minutes approved as written
	• Reviewed 3/13/20 minutes
	  ○ There was a motion to approve 3/13/20 meeting minutes
	  ○ There was a second
	  ○ Meeting minutes approved as written
		☐ Discussion
		☒ Decision
		☐ Advocacy
		☒ Information

3. Collaborative Planning Outcomes	Jason Kovac attended the DEI Committee meeting to discuss Collaborative Planning and requested feedback on the proposed outcome statement for the DEI Committee for next year.
	
	• The collaborative planning processes is intended to help us call out all of the initiatives at the college and ensure we are not taking on too much for the 2020-2021 academic year.
	   o Help us to take stock of our capacity and go into next year with commitments that are a better reflection our capacity.
	   o Focus on pulling in contributions from
	      ▪ Diversity, Equity and Inclusion
	      ▪ Strategic Enrollment Management
	      ▪ Guided Pathways
	      ▪ Strategic Planning work
	
	• 4 steps in the process which we are asking the groups to engage in:
	   1. Define desired outcome for 2020-21
	   2. Create an inventory of actions that could move toward achieving the desired outcome
	   3. Work with folks to prioritize the inventory of actions across college initiatives/groups
	   4. Refine commitments based on what we understand to be true about peoples' bandwidth to contribute toward activities to achieve desired outcomes identified as priorities
	
	   o Define Goals for 20-21:
	      ▪ All four groups have drafted language related to their goal outcome for next year
	      ▪ We want to vet the language with the DEI Committee to get feedback from the group and think about any updates we should make
	      ▪ The guidance that Jason was trying to hold to in creating this language was using measurable action verbs
	      ▪ The goal is to have an outcome that is one to two sentences long
	      ▪ We would then use this outcome statement to build the inventory of activities that we could do next year to help us get closer to that outcome
	• Jason shared the proposed statement into the chat box for discussion:
	CCC employees will be able to describe the "why" for investing in diversity, equity, and inclusion work (using data about student achievement gaps, campus climate, and other sources). The College will identify foundational needs/topics that will help us realize diversity, equity, and inclusion as part of our day-to-day work, and will produce related programming (e.g. trainings, work sessions).
		☒ Discussion
		☒ Decision
		☐ Advocacy
		☐ Information

- Discussion or thoughts:
    - Jason invited Jaime and Klaudia to share any additions that we have made so far and where do you see this going from here
    - There was a discuss about what went into using the term achievement gap as opposed to equity gap or opportunity gap that acknowledges the structural limitations that are preventing access to opportunities

There was a discussion about the phrase "will produce related programming (e.g. trainings, work sessions)" that it might be limiting. There was an agreement that we could remove that statement.

Changes to statement based on discussion:

CCC employees will be able to describe the "why" for investing in diversity, equity, and inclusion work (using data about student equity gaps, campus climate, and other sources). The College will identify foundational needs/topics that will help us realize diversity, equity, and inclusion as part of our day-to-day work, and will produce related programming.

- Next steps:
    - Jaime, Klaudia will work with Tim to build out a 1st draft of inventory of activity for next year and service of this outcome
    - Share a draft with the DEI group to vet and add or adjust as needed
    - Move on to other steps including prioritization and that final negotiations with other groups to see what we want to commit to

Jason shared that feedback will be welcome through early next week.

4. Strategic Plan: Discuss and Vote on Draft Plan	• An email was sent out with the updated draft plan. We will go through and have discussion and input.
	
	• John identified 6 areas in the documents that need finalization.
	
	   o 1st item (page 5) changes were made to this item after discussion.
	      ▪ Question: What is evidence? Who determines what evidence needs to be collected to complete each action? The strategic plan defines campus partners and leads but it doesn't define evidence. It could be evidence of taking action, each action identified and evidence to support the action, evidence of action item, progress, and who is in charge in providing the evidence. The lead is responsible and that should be called out.
	      ▪ Jaime said that it probably should be called actions rather than evidence.
	      ▪ There was a suggestion to change to <u>evidence of action item progress.</u>
	      ▪ The only other question is who is in charge of providing evidence?
	
	      ▪ Lindsey has brought a question about the language of using Diversity in the heading of the introduction.
	         Lindsey added to chat on zoom: Just to follow up on my previous point, the first paragraph on p. 5 under Visioning Sessions has another example of where diversity, equity, and inclusion are not all included. It says, "...assets of diversity and inclusion...to be a more equitable institution."
	         • Jaime was okay with adding to the heading. We went through as a subcommittee there was a rational behind not using it every place.
	   o 2nd item
	      ▪ Underserved and underrepresented - do we need to explain why we are using those terms throughout the document?
	         • Question: Do we need to provide explanation on the use of the term (and not using others, such as systemically non dominant)? Do we need to revisit which terms/s to use?
	         • Fairly consistently we have used the term underserved and underrepresented. Jaime showed the definition in the glossary:
	         • <u>Underserved students - groups of students who do not receive equitable access or opportunities to success due to systems of oppression, sometimes as a result of being part of underrepresented groups.</u>
	         • Caleb shared some links that highlighted issues with using the language of under represent and underserved.
	         • Does replacing the statement of Underserved and Underrepresented with systemically non- dominant resolve the issues?
	         • The subcommittee will discuss these terms during a meeting next week.
		☒ Discussion
		☒ Decision
		☐ Advocacy
		☐ Information

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	o 3rd item – Goal 3.1 whether to use the term framework to replace other language that is in there.
	             ▪ Clarify how this differs from Application of DEI framework to the instructional side. Is this goal an application?
	             ▪ The subcommittee will discuss framework during a meeting next week.
	
	    4th item - definition of the framework itself
	       ▪ DEI framework - a lens created by and used by the college to uphold equitable access and opportunities to success by ensuring all practices, decisions, and systems consider impact on CCC's most vulnerable populations.
	       ▪ Stephanie was not sure about the word vulnerable.
	       ▪ Since we have moved away from using the term "lens", there was a thought that maybe calling the Framework a lens wasn't the way to go (Googling synonyms for lens doesn't help). The Multnomah County equity lens calls itself a "transformative quality improvement tool". Is the framework also that (without necessarily being a lens)?
	       ▪ If we flushed out the definition of framework, then that would answer the question of 3.1.
	       ▪ Concern in 3.1 there are multiple tools being development. Are we creating another layer? Does the DEI framework take care of this?
	
	         o There was a request to see if any other committee members are willing to join the subcommittee to help work on finalizing the draft.	

5. Subcommittee Updates	• If there are subcommittee updates please email to Jaime and Klaudia	☒ Discussion ☐ Decision ☐ Advocacy ☒ Information
6. Debrief and review commitments		☐ Discussion ☐ Decision ☐ Advocacy ☒ Information

Upcoming Meeting Dates	Start Time	End time	Location
April 24, 2020	9:30am	11:00am	Zoom
May 8, 2020	9:30am	11:00am	B240
May 22, 2020	9:30am	11:00am	B240