

Diversity, Equity, and Inclusion Committee Minutes

Date: September 25, 2020 | Begin: 9:30–11:00 a.m. | Location: Zoom | Recorder: Greer Gaston

Attendees: Caleb Feldman, Camilo Sanchez, Ivan Acosta, Jaime Clarke, John Ginsburg, Kandie Starr, Kim Crane, Klaudia Cuevas, Lanie Sticka, Lindsey Pierce, Melissa Richardson, Stephanie Schaefer, Greer Gaston

Individual commitments are highlighted in yellow.

Other outstanding work/tasks are highlighted in blue.

Topic/Item	Key Points Provide 50 words or less on expected outcome	Category
<p>1. Welcome & Review of Guidelines for Interaction</p>	<ul style="list-style-type: none"> • Kicking off the 2020-21 school year! • Stephanie reviewed the Guidelines for Interaction <p>Committee members shared their hopes and fears for the coming year. Some of the hopes included:</p> <ul style="list-style-type: none"> – DEI moves forward with assessment and activities that make a difference. – The college can come together to support DEI work. – The pandemic goes away. – Current situation is a stimulus to come together and support DEI work. – People register to vote and use their voice on Election Day. – Desire to go outside comfort zone and, as a college, come together and support each other. – Stay focused and energized, remind ourselves of the work we’re doing, stay positive. – Our DEI work and the momentum from the racial justice movement are intertwined and permeate our work. This helps prepare us and is a catalyst for honest conversations. – To channel anger into something that’s productive and constructive at CCC and on a national stage. – Hiring a diversity officer who is knowledgeable and has the capacity and expertise to move us forward. – Create student environment that feels like students are at school. <p>Some of the fears included:</p> <ul style="list-style-type: none"> – Family members getting Covid. – More difficulty conducting DEI work in a virtual environment. – Difficult to make connections with community partners virtually. – Existing divisions will worsen. – Current state of the world we’re in, level of trauma experienced; it’s overwhelming. – People try to put us down; it’s hard, traumatizing, and triggers negative experiences from past. 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information

	<ul style="list-style-type: none"> - The political environment. - The outcome of the election and how it is tied to the safety of those I love and their ability to thrive and grow. - College has experienced so much trauma – Covid, budget, fires – we don’t know how to heal. - It’s difficult to control fears and emotions in this environment. - Keeping motivated and juggling everything I have to do this year. 	
<p>2. Meeting Minutes – Review & Vote</p>	<ul style="list-style-type: none"> • Review meeting minutes • Vote on minutes <p>There was a motion by Klaudia, which was seconded by Kandie, to approve the minutes. The committee voted to approve the minutes.</p>	<input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
<p>3. Updated DEI Framework</p>	<ul style="list-style-type: none"> • Review and finalize DEI framework updates <p>Based on direction from the last meeting, Stephanie drafted an interim DEI framework. Stephanie asked the group for its feedback on the draft framework and made edits as the discussion took place.</p> <p>The committee discussed:</p> <ul style="list-style-type: none"> - The term “disaggregated” and whether it required further explanation. There was a suggestion to replace the question with, “Is your data specifically measuring impacts on systemically non-dominant populations?” or “Is this data disaggregated (specific populations) to discover equity gaps?” [Purpose section] - The term “vulnerable” should be deleted. [Purpose section] - Including a question on how the decision aligns with DEI strategic priorities. - The term “population” and “groups” are used interchangeably, and there was a suggestion that, for consistency, a single term should be used. “Groups” sounds less clinical. - The questions “How does this decision align with CCC’s mission?” and “How does this decision align with CCC’s values?” could be combined and moved to the purpose section. [Consulted and Informed section] - The term “voice” isn’t strong enough; a stronger word is needed because we are seeing a pattern where people speak up, but their input has little or no influence. It could be replaced with “influence,” or the italicized wording could be removed. [Power and Privilege section] - Using the term “BIPOC” (Black, Indigenous, People of Color) instead of “POC” (People of Color). - The college community is asking for the framework and, ideally, it would be approved at this meeting. 	<input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information

- The intent of some questions and if clarification or re-wording of the question was needed.
- The populations the committee wanted to call out. Members mentioned:
 - Student and employee groups
 - Employee resource groups (ERGs)
 - International, English as second language, GED, certificate/degree seeking, part-time, full-time, veteran, continuing education, and fully online students
 - Employees and students with resource insecurity
 - Immigration status
 - Rural students who may have transportation issues
 - First generation
 - Non-traditional
 - Employment status
 - Employees and students who are parents
 - Formerly or currently incarcerated students and employees
 - Athletes
 - Prospective students
 - Mental health issues
 - Trauma survivors
 - Caretakers
 - Other identities including ableisms
 - Health-related issues
- Tailoring the framework to Oregon by referencing the house bill.
- Acknowledging that the framework was adapted from other organizations' documents and materials.

Jaime noted the framework and process might be overwhelming for someone who hasn't gone through the training. Stephanie added the framework would be a couple pages in length after editing and formatting.

Caleb has signed up for the training and can serve as a resource when people have questions. Caleb suggested creating frequently asked questions (FAQs) for reference. Stephanie suggested creating instructions for using the framework and that training was needed, especially to help people answer the questions on the first page.

Jaime and Stephanie reached out to Clark College to schedule training several times, but a date had not been set. Melissa added the executive team received an abbreviated training in August, but it wasn't specific to using the framework/tool itself. This group needs to figure out how to make training available and how to talk to executive team and leadership cabinet about using tool. Questions posed included:

- Who should be schooled on the tool right away?

	<ul style="list-style-type: none"> - How can we model using tool in our process to explain why we're hiring a chief diversity officer (CDO). Can we use the tool to communicate what we trying to accomplish? - How should we introduce the tool? <p>The committee discussed agenda item 6 next.</p>	
<p>4. Oregon State Board of Education – Ban on Hate Symbols</p>	<ul style="list-style-type: none"> • Discuss new State Board of Education rule and explore what this means for the college <p>The committee discussed this item following agenda item 6.</p> <p>Oregon's state board of education has banned physical and virtual hate symbols, including the Confederate flag, nooses, and swastikas, for K-12 public schools. Stephanie said a statewide ban is likely to follow. Stephanie asked if the committee wished to advocate that the college adopt the ban now. There was not a quorum at this point in the meeting; those members present supported the ban. An "Action Needed" email will be sent to see if a quorum of committee members would support this. Stephanie will send out information regarding the ban.</p> <p>In conjunction with banning hate symbols, the group discussed the recent Trump rally, which began on CCC's campus, and the college's response. Comments included:</p> <ul style="list-style-type: none"> - People are expressing distaste for the college. - The rally was contrary to a welcoming environment. - Concern the college didn't do anything about the rally. - The college's response/statement about the rally came too late; we need to be more nimble. It was the same with the George Floyd response in the spring. The college needs to have a plan to address hate quickly and clearly. - A letter to the Board of Education was leaked to the media, and those who signed the letter received hate mail. - It took courage to write the letter, and the hate comments were troublesome and sad. - We are going to get push-back and that's okay. - We have to take a stand against hate. - People are perpetuating and generating fear. - Some in the college community are fearful of the rally/hate mail, and their fear is not unfounded. The college needs to be a safe place. - There's going to be ongoing trauma; we need to know how to respond and support folks as they go through this. - People have a right to free speech, but the rules were broken when it came to permission process, masks, and weapons. And when hate speech is used, that crosses the line. Free speech doesn't include hate speech. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information

	<p>Jil Freeman contacted Stephanie and Jaime about some upcoming trainings which might address how to disrupt harassment as it is occurring. Stephanie will look into this further. The training requires at least 40 participants and sessions are taking place September 28 and October 6, 15, 24 and 28. Let Jaime know if you are interested in participating; there may be funds to pay for committee members to attend.</p>	
<p>5. Subcommittee Updates</p>	<ul style="list-style-type: none"> • Employee Resource Groups • Human Resources • Resources • Strategic Plan Implementation • Training <p>This agenda item was postponed; it will be discussed at a future meeting.</p>	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
<p>6. Diversity Officer Position</p>	<ul style="list-style-type: none"> • Update on position description and timeline • Ideas to increase buy-in from college community <p>The committee discussed this item following agenda item 3.</p> <p>Dr. Cook is working on the job description for the chief diversity officer (CDO). Jaime and Stephanie meet with Dr. Cook later today and will discuss the CDO position. The college needs to be clear about the demands of the position; there is allot of pent-up need. The new CDO needs to come in with their eyes wide open</p> <p>The hiring process will take a couple of months.</p> <p>Jaime said the committee would talk more about the CDO position at the next meeting on October 9.</p> <p>The committee discussed agenda item 4 next.</p>	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information
<p>7. Debrief and review commitments</p>	<p>Nothing was discussed under this agenda item.</p>	<input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information