

# Diversity, Equity, and Inclusion Committee Minutes

Date: October 9, 2020 | Begin: 9:30–11:00 | Location: Zoom | Recorder: Greer Gaston

Attendees: Caleb Feldman, Camilo Sanchez, Christina Wiglesworth, Dasha Kolpakov, Ester Sexton, Ivan Acosta, Jaime Clarke, Junko Irjima, Kandie Starr, Kim Crane, Lanie Sticka, Lindsey Pierce, Maria Dixon, 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
<b>1. Welcome &amp; Review of Guidelines for Interaction</b>	<ul style="list-style-type: none"> <li>• <b>Introductions and Welcome New Members</b></li> <li>• <b>Stephanie reviewed the Guidelines for Interaction</b></li> </ul> <p>The committee members did introductions.</p>	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
<b>2. Meeting Minutes – Review &amp; Vote</b>	<ul style="list-style-type: none"> <li>• <b>Review meeting minutes</b></li> <li>• <b>Vote on minutes</b></li> </ul> <p>There were no changes the minutes.</p> <p>There was a motion by Kandie, which was seconded by Camilo, 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 type="checkbox"/> Information
<b>3. Final Review of DEI Framework</b>	<ul style="list-style-type: none"> <li>• <b>Review and finalize DEI framework updates</b></li> <li>• <b>Vote on framework</b></li> </ul> <p>The group provided some additional comments and edits on the framework:</p> <ul style="list-style-type: none"> <li>– The 7<sup>th</sup> Generation document hasn't been called out before. People may not know what this refers to.</li> <li>– Spell out ESOL.</li> <li>– There's no header or separation between sections. Once the framework is finalized, <b>Kim will work with creative services on formatting.</b></li> <li>– Under other identities to consider, cisgender is not a systemically non-dominant group. There was a suggestion to leave "transgender" and substitute "non-binary" for cisgender.</li> <li>– The group went on to discuss whether it wanted to list and offer examples of gender expression, like masculine and feminine, gender identity, sex, and personal pronouns. There was a suggestion to include or provide the link to the glossary from the DEI Strategic Plan.</li> </ul>	<input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information

	<p>Jaime asked if the committee wanted to vote on the framework now or defer to the next meeting on October 23. The committee has training the week of October 13 which could result in additional feedback on the framework. The committee decided to <b>defer the vote until October 23.</b></p> <p>Following the training, <b>committee members were asked to note any final edits using track changes.</b> The framework document is located in the DEIC folder on the I drive. <b>Stephanie will email the framework to Dasha and Lanie since they don't have access to the I drive.</b></p>	
<p><b>4. DEI Strategic Plan Timeline</b></p>	<ul style="list-style-type: none"> <li>• <b>Identify any Fall 2020 activities</b></li> <li>• <b>Begin thinking about other 2020-2021 activities and updated timelines</b></li> </ul> <p>Tables with each year's activities are outlined at the back of the strategic plan. There are 49 year-one activities; these are/were to take place from May 2020 through this academic year. Jaime highlighted the actions the committee is responsible for.</p> <p>Participation from the college community will be needed for some activities slated for this fall. These activities need to be considered in the context of other demands being made on college employees and students. Some activities may be postponed due to Covid-19 or because they are not suited to a virtual environment.</p>	<p><input checked="" type="checkbox"/> Discussion  <input type="checkbox"/> Decision  <input type="checkbox"/> Advocacy  <input type="checkbox"/> Information</p>
<p><b>5. Subcommittee Alignment with Strategic Plan</b></p>	<ul style="list-style-type: none"> <li>• <b>Subcommittee alignment to support strategic plan implementation</b></li> </ul> <p>Subcommittees need to be aligned with what can be accomplished this year. People in leadership roles should be identified and given assignments to work on.</p> <p>Given the progress that has been made, Stephanie suggested some subcommittees may not be needed now. She asked if the current subcommittee design structure made sense and if changes were needed.</p> <p><u>Strategic Plan Subcommittee</u>  This an existing subcommittee which works on ensuring the plan is on track for implementation. Some members are no longer active. Kandie is on the subcommittee and expressed an interest in continuing. Lindsey said she was interested as well. Jaime said she would like to be removed from this subcommittee.</p> <p><u>Training Subcommittee</u>  This subcommittee focuses on training for the committee and the college community. Stephanie is no longer able to lead this subcommittee.</p>	<p><input checked="" type="checkbox"/> Discussion  <input checked="" type="checkbox"/> Decision  <input type="checkbox"/> Advocacy  <input type="checkbox"/> Information</p>

#### Employee Resource Group (ERG) Subcommittee

Kandie is willing to continue leading this group. Klaudia is also on this subcommittee; two members are probably sufficient. Our current virtual environment may present a good opportunity to keep ERG momentum going. To solicit participation, emails can be sent to the associations or Jaime can send a message from the diversity email.

#### Marketing and Communications Subcommittee

This is the communication arm of the committee. Kim said the subcommittee's last meeting was in August. Kim would like direction on how the subcommittee can be most useful. There are six or seven people on the subcommittee, but more student participation would be appreciated. The subcommittee is seeking broad representation.

Kandie has been doing a presentation at new employee orientation. She asked if anyone else would like to take a turn.

#### Resources/Library Subcommittee

Stephanie suggested this subcommittee might be combined with the training subcommittee. She asked if anyone wanted to step up as lead. As a learning opportunity for the committee, Kandie suggested this group might propose resources, like articles, the committee members could read in advance and discuss at meetings. Stephanie asked if the committee wanted a new subcommittee for professional development; it was decided this could be managed within this combined subcommittee.

Committee consensus was to combine the Resources/Library Subcommittee with the Training Subcommittee.

#### Human Resources Subcommittee

Lindsey said this subcommittee had not been as active. It's important that hiring practices are followed and there are items the subcommittee needs to see through to completion. Melissa is the logical person to take the lead; **Jaime will see if Melissa is interested**. Ester would like to participate.

Jaime summarized the:

- Strategic Plan Subcommittee remains active.
- Training Subcommittee will be combined with the Resources/Library Subcommittee, and this combined subcommittee remains active.
- Employee Resource Group (ERG) Subcommittee remains active.
- Marketing and Communications Subcommittee remains active.
- Human Resources Subcommittee remains active.

Stephanie mentioned a conversation with Jil Freeman about a strategic plan item that involves the Center or Teaching and Learning. They discussed creating a faculty research team for DEI

best practices. This would not be another subcommittee, but may offer another way for faculty to become involved in DEI. Jil will look for faculty to participate, but this may not take place this academic year. Creating a campus-wide training in conjunction with Jil is also a project that's not likely to take place in the near future.

Jaime asked if there were other subcommittees that should be created. A subcommittee was proposed to focus on institutional research, metrics, and strategic enrollment management. Jaime said Lisa in institutional research is coordinating this work so there is consistency across the college.

Jaime noted there was talk about a student advisory group through the Multicultural Center. Lanie said this probably won't be underway until winter term; Lanie will keep the committee posted.

Lanie asked if there was a student resources DEI-type subcommittee that would offer student training and resources. In theory, student and employee training and resources could be one in the same. Stephanie said it would be great to have a student serve on the Training/Resources/Library Subcommittee; the student could be someone other than Dasha or Lanie. Lanie asked to be notified when the subcommittee's meeting time was determined. This will occur once a subcommittee lead is identified.

Kandie said there was a resources list on the DEI webpage. Lanie said students may not seek out the information. There was a suggestion to send an email at regular intervals to all students. Beau Gilbert may be a good resource for this. A DEI newsletter and brown bag lunch sessions were also suggested.

Jaime asked about interest in a physical spaces subcommittee that would focus on things like statues and all-gender restrooms. The naming of the new addition was also mentioned. This is an ongoing task and requires expertise and collaboration with campus services. The committee does not want to overstep its bounds. The naming of the addition will be discussed at the next meeting. It was suggested the committee do a walk-about with a DEI lens.

The committee discussed how DEI can be embedded in processes across campus. Comments included:

- DEI Committee members may feel hesitant to get involved. There can be so many stakeholders and speaking out may be intimidating.
- How can the committee maintain relationships with other groups? Is DEI representation needed at other meetings/on other groups, or do we ask other groups to come to the DEI Committee, or some combination of both?
- Systems in place do not take equity into account. Things default to inequity. This is why the framework is so important.

	<ul style="list-style-type: none"> <li>– There should be something in our decision-making that requires input from those who may be harmed or who are directly affected.</li> <li>– Committee members need to be assertive. Speaking out, and sometimes stepping on someone’s toes, can mean survival for others.</li> <li>– What is the status of the <b>committee becoming a council</b>? This hasn’t occurred yet, but <b>Jaime will continue to push for this.</b></li> <li>– Committee needs to approach this in the most positive way it can.</li> <li>– It’s preferable that people/groups come to the DEI Committee for help with decision-making. If a DEI representative goes to other groups, the representative is in a position of being the only advocate for DEI.</li> </ul> <p><b>Jamie will encourage groups to come to the DEI Committee with updates; Jaime will try to arrange for future meetings.</b></p>	
<b>6. Subcommittee Updates</b>	<ul style="list-style-type: none"> <li>• <b>Employee Resource Groups</b></li> <li>• <b>Human Resources</b></li> <li>• <b>Resources</b></li> <li>• <b>Strategic Plan Implementation</b></li> <li>• <b>Training</b></li> </ul> <p>There were no subcommittee updates.</p>	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
<b>7. Debrief and review commitments</b>	<ul style="list-style-type: none"> <li>– The link for Tuesday’s Clark College Clark training will be sent out soon.</li> <li>– Kandie and Jaime registered for training via Café.</li> </ul> <p>Jaime thanked everyone for attending and engaging in conversation.</p>	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information