

Diversity, Equity, and Inclusion Committee Minutes

Date: October 23, 2020 | Begin: 9:30–11:00 | Location: Zoom | Recorder: Greer Gaston

Attendees: Beau Gilbert, Caleb Feldman, Camilo Sanchez, Christina Wiglesworth, Dasha Kolpakov, Esther Sexton, Ivan Acosta, Jaime Clarke, John Ginsburg, Junko Iijima, Kandie Starr, Kim Crane, Klaudia Cuevas, Lanie Sticka, Lindsey Pierce, Maria Dixon, Melissa Richardson, Stephanie Schaefer, Tara Sprehe, Tim Cook, 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"> <p>Stephanie reviewed the Guidelines for Interaction</p> <p>Regarding the college adopting the state’s ban on physical and virtual hate symbols, Denice Bailey advised, if the college wanted to adopt the ban, the ban should go through shared governance. This would not be a Board of Education decision. Jaime and Stephanie are trying to figure out what the process might look like and are considering a presentation at College Council.</p> <p>Regarding Executive order 13950, which could affect the content of DEI trainings, there was a discussion about whether the DEI Committee and/or the college should comment. Tim reported the college is seeking legal advice, and HECC is also looking at the order. Tim said he would have a statement.</p> 	<p> <input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information </p>
<p>2. Welcome Center</p>	<ul style="list-style-type: none"> <p>Naming of the new building</p> <p>Tara and Tim summarized a handout that provided background information and a recommendation to name the Welcome Center the Wacheno Welcome Center.</p> <p>The college and local Native American tribes have worked together in the past on initiatives such as the Environmental Learning Center, a Native American class, and the Willamette Falls project in Oregon City. The tribes are part of the college’s history. CCC is named after the Clackamas people. The Oregon City campus is located on the land of the Clackamas people.</p> <p>The tribal council was excited and supportive of the name, but college representatives were clear that the name still had to be vetted with the college community. Tara asked if there were any questions or concerns.</p> <p>DEI Committee feedback:</p> 	

- What was Tim looking for from the committee—an endorsement? Tim said having the committee weigh in would be helpful.
- How did the college arrive at the name? Did CCC take the name to the tribal council or did the tribal council propose the name? Tim said the process began by considering Chinook names or Native American language that would equate with “welcome.” The name Wacheno was proposed by James Bryant-Trerise, along with others. James teaches a Native American mythology class at CCC and the name arose out of his research and work with the tribal council. This is how the college moved away from language to a person.
- A committee member expressed a concern. Wacheno was the individual who signed the Willamette Valley Treaty. The treaty was controversial and did not have the support of all the tribes. The treaty was responsible for coercing native people out of their land. Are there other indigenous activists that we might consider? Tara noted there were a couple people with the name Wacheno. Tim added that the tribes were asked if Wacheno was the “right” name; there is tribal pride around the name.
- This concern should be addressed in communication going forward. Explain why this name is important to the Native American community.
- Hearing from the tribe about this concern would make a huge difference. A video presentation from the tribe was suggested. Tim doesn’t want to commit the tribe’s time, especially if the college community may not support the name.
- The college should have a stated goal or outcome--what is our commitment to the Native American community.
- The group discussed how the name of the building might be acknowledged beyond an initial celebration. How do we continue to embrace the history? Ideas included:
 - A yearly lecture
 - A brown bag lunch
 - Displays/mural
 - Having informed answers
 - Solicit suggestions from the tribe

Tara agreed, saying the college needs to go beyond a plaque. The college needs to make this a regular conversation. Tim added that the tribe has an interest in being more involved with our campus. Tim said, as a campus, we need to acknowledge the Clackamas name.

Tim said next steps included taking the name to College Council; a decision needs to be finalized by the end of December.

<p>3. Meeting Minutes – Review & Vote</p>	<ul style="list-style-type: none"> • Review meeting minutes • Vote on minutes <p>There was a correction to the minutes. It was Esther, not Lindsey, who expressed an interest in serving on the HR subcommittee.</p> <p>There was a motion by Lindsey, which was seconded by Kandie, to approve the minutes as amended. 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
<p>4. Discuss DEI Framework Training & Possible Edits to the Tool</p>	<ul style="list-style-type: none"> • Reflect on the training • Any edits to the tool? <p>The committee reviewed that comments to the document, and Stephanie made edits as the discussion took place.</p> <p>Under <i>Power and Privilege</i>, the group discussed the question, “How have you flattened power dynamics in the decision- making process?” There’s no information on how people should do this. Comments:</p> <ul style="list-style-type: none"> – Establish norms. – The intent may be to consult key stakeholders and ensure they have an impact on the process. – The question may be repetitive, but the group learned in the recent training that this intentional. – It depends upon how one understands “stakeholder.” – Encourages thinking about power dynamics. – A possible restating of the question: What are power dynamics at play and how have you addressed them? <p>Under <i>Long-Term Effects (7th Generation Mindset)</i>, comments included:</p> <ul style="list-style-type: none"> – This needs to be described. – Conceptual fits within the context of culture; is it disconnected from the larger meaning? – Would be good to know how people felt when they were excluded. – This is a concept borrowed from indigenous culture to consider how a decision will affect future generations. – Other questions may address this. – Should 7th Generation be replaced with “longer-term”? <p>Under <i>Broader Questions to Ask</i>, “Have I interrupted bias and White Supremacy Culture*. . .”, comments included:</p> <ul style="list-style-type: none"> – Remove asterisk? – The reference is good, but it needs to correspond to something. 	<input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information

	<p>Stephanie will do a final clean-up of the document, making minor edits to remove duplications and change “How has . . .” to “Has . . .” on a few questions. Stephanie or Jamie will send the framework to the committee members. Lastly, Kim will work with creative services to give the document a more professional appearance.</p> <p>The committee considered whether it wanted to approve the DEI framework now or defer until the next meeting when the final version should be done.</p> <p>There was a motion by John, which was seconded by Ivan, to approve the DEI framework as amended. The committee voted to approve the framework.</p>	
<p>5. DEI Committee Update to College Community</p>	<ul style="list-style-type: none"> • Video project update for college <p>An email on this item had gone out to the committee earlier in the week. From the Diversity email:</p> <p><i>We have been asked to provide an update to the College community regarding the DEI Strategic Plan and any activities we have planned for fall term that will involve the larger College community. The main item we have for (possibly) fall term is that we are finalizing an interim DEI Framework and are hoping to begin offering the interim DEI Framework and trainings on how to use it this term, if possible. We’ve been asked to include a quick summary of this item (what we’ve been doing, what people can expect from us this term) and also create a brief video update as well. <u>We’re looking for volunteers for drafting the summary (Stephanie is happy to help/provide more details) and volunteers to make the video. It might be nice to have multiple people from the committee do portions of the video. We’d need volunteers to not only record a segment of the video, but also someone to help make it into one single video. The timeline for this is pretty tight—the email is scheduled to go out in early November—but the summary and video will be short.</u></i></p> <p>Ivan, Christina, Kandie, Junko and Maria volunteered to work on the video. Kim and John offered to help write the script.</p>	<p><input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information</p>

6. Chief Diversity Officer Position

- **Update on position description and timeline**
- **Vision for the position**
- **Ideas to increase buy-in from college community**

Tim has decided to move forward and fill this position. This was not an easy decision. However, Tim believes the college needs the position in order to successfully implement the DEI strategic plan. The FTE and funding for the CDO position already exists; the FTE was created when two positions in College Relations and Marketing were combined. While there may be budget cuts in the future, this position is too important not to fill. Tim acknowledged the college community will ask why this position is being filled when other positions are under a hiring freeze. Executive team is talking about the process to unfreeze positions, but there are still budget challenges.

The CDO draft job description was formulated from the DEI plan and a number of similar position descriptions from other colleges and municipalities. Now Tim is seeking feedback from the college; is this what we need? Tim noted it's not customary to circulate a job description when the college hires someone, but this is a way to elicit feedback. Feedback is essential for the process.

Melissa said DEI committee input was needed. Reviewing the job description is an unusual way to obtain feedback. Melissa asked if this approach made sense. The description tries to capture what the work will look like and the things the college community will expect the CDO to do. There will be an onboarding process as work is developed. The CDO will report to Tim and be part of the Executive Team. Melissa wants to give ample time for the committee's comments. Melissa would like two members of the DEI Committee to serve on the 13- to 15-member search committee. The search committee will create the final job description.

A DEI Committee member expressed concern regarding communication to the college at large. Hiring for this position during a hiring freeze will be a hot topic. Communication needs to be accurate. Don't want this hire to create bad feelings about what DEI is trying to accomplish.

Melissa said there is a communication plan. Information and the final version of the job description will be shared with the entire college. This is an important first step. Tim's expectation is for the CDO to implement the DEI strategic plan. This hire is a commitment to ensure that work gets done.

Tim said the position should attract good applicants. It may be an incentive that this is a newly-created position that is not completely defined. The CDO can have a role in determining what the work looks like.

A committee member had a concern about the purpose of the position. Instead of carrying out the DEI strategic plan, they felt the purpose should be to transform the college's culture. Tim said the plan is the place to start. The college assumes implementing the plan is the CDO's job, and the

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	<p>plan needs a leader—the CDO will fulfill that role. Tim doesn’t want to give the impression that changing the culture just gets turned over to the CDO and no one else shares in that responsibility.</p> <p>Melissa said there will be conversations with the CDO candidates to help frame the work. The job description will grow and change and shift. The leadership piece needs to be built-in to the expectations.</p> <p>Melissa said next steps included feedback on the job description from planning and effectiveness and student services. The search committee will finalize the description and recruitment will begin in January.</p> <p>Committee members were asked if they had any comments now, and if they would like to revisit this item at their November 6 meeting. There was consensus to revisit this again. Does the committee want Tim at the next meeting? Tim appreciates the committee’s review of the draft job description. Tim mentioned to Lanie that this is a critical position for students too; Lanie is welcome to seek input from other students.</p> <p>Melissa said the recruitment is being pushed back from its original timeline. Ideally, recruitment will begin in January, with interviews taking place in March. It’s a balance between wanting it yesterday and not rushing the process. It’s a complicated conversation. Once the search committee convenes, they will help develop the timeline. Melissa would like two DEI Committee representatives on the search committee; they can relay information back to this group. Melissa asked for time on the next agenda to discuss this representation. Human resources is using a search advocacy model informally; this is what Kevin implemented at Mt. Hood Community College. The search committee will help decide what makes sense in terms of this recruitment and applicants will have a clear understanding of what they will be asked to do if selected.</p> <p>A committee member recommended the DEI Committee should interview the final candidates. Melissa agreed and said this was already in the selection plan and time would be reserved for this.</p> <p>Tim thanked the group for their time.</p>	
<p>7. Debrief and review commitments</p>	<p>Kandie asked how to get an employee resource group posted on the web page. Kandie will send the information to Kim who will get it posted.</p> <p>Jaime said the group has access to a Google document of the job description. Please continue to make edits and share your comments here.</p> <p>Please respond to the email sent by Jaime and Stephanie about your participation on subcommittees. They are trying to get these finalized.</p>	<p><input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information</p>

	Stephanie thanked those who volunteered to work on the video. Stephanie will email the group to connect and answer questions about the project.	
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