

Diversity, Equity, and Inclusion Committee Minutes

Date: November 20, 2020 | Begin: 9:30–11:00 | Location: Zoom | Recorder: Greer Gaston

Attendees: Caleb Feldman, Camilo Sanchez, Dasha Kolpakov, Dawn Hendricks, Esther Sexton, Felicia Arce, Ivan Acosta, Jaime Clarke, John Ginsburg, Junko Iijima, Kandie Starr, Kari Schumacher, Kelly Love, Kim Crane, Klaudia Cuevas, Lanie Sticka, Maria Dixon, Melissa Richardson, Ray Atkinson, 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
1. Welcome & Review of Guidelines for Interaction	<ul style="list-style-type: none"> • Welcome Felicia! • Review Guidelines for Interaction <p>Stephanie introduced Felicia from the Disability Resource Center. Felicia will fill the vacancy left by Christina Wiglesworth who is leaving the college.</p> <p>Stephanie reviewed the Guidelines for Interaction.</p>	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
2. Collaboration with Guided Pathways Taskforce	<p>Dawn is the Guided Pathways Task Force co-chair and a faculty member in the early childhood education and family studies program. Dawn co-chairs the task force with Kelly.</p> <p>Dawn and Kelly will:</p> <ul style="list-style-type: none"> – Give overview of guided pathways work taking place. – Summarize educational focus areas (EFAs). – Discuss how EFAs align with the DEI strategic plan. – Discuss data that will be gathered this year. <p>The four pillars of guided pathways were reviewed:</p>	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information

Four Pillars of Guided Pathways

Clarify the Path



Create Clear Curricular Pathways to Employment and Further Education

Enter the Path



Help Students Choose and Enter Their Pathway

Stay on the Path



Help Students Stay on Their Path

Ensure Learning



Follow Through, and Ensure that Better Practices are Providing Improved Student Results.

Clarify the Path involves the creation of clear pathways with expectations surrounding coursework.

Enter the Path involves guided exploration using systems to identify strengths and interests, and to help students enter a path.

Staying on the Path centers on advising and support services and early alert systems if students need extra help.

Ensure Learning is connected with assessment work and program learning outcomes. This considers whether students are meeting learning outcomes and how faculty might change teaching methods or course content if outcomes are not being met.

CCC is one of the first five community colleges in Oregon to receive support to become a guided pathways institution.

The EFAs were reviewed:

- Business
- Creative Arts, Communication & Humanities
- Health Professions
- Industrial Technology & Automotive
- Natural Resources
- Social Sciences, Human Services & Criminal Justice
- Science, Technology, Engineering & Mathematics
- Teaching & Education

Dawn shared a Guided Pathways Task Force spreadsheet with guided pathways projects, a timeline for completion, and a column identifying the projects that are tied to a DEI strategic priority.

Guided Pathways Task Force Project	DEI Strategic Priority
IRR: Establish baselines for GP-specific metrics	1
CAR: Identify additional student supports for each EFA including Wilsonville, Harmony, and remote/online.	2
CTL: Plan for continued professional development on teaching skills, practices, and mindsets that support GP and DEI goals.	3
CTL: Deliver PD to faculty related to teaching skills, practices, and mindsets that support GP and DEI goals.	3
CTL: Deliver PD to staff related to teaching skills, practices, and mindsets that support GP and DEI goals.	3

The professional development work will be done in collaboration with the Center for Teaching and Learning.

Guided pathways work is a component of larger DEI work.

Kelly is the Title III project director/guided pathways coordinator. The Title III grant is about building onboarding for new students, so that all students have the skills they need to be successful.

Kelly discussed the Collaborative Planning Research Group. This group:

- Has had one meeting to date.
- Uses data to analyze and identify equity gaps.
- Integrates metric-setting research across DEI, guided pathways, and strategic enrollment management.
- Focuses research on under-represented and under-served populations.
- Identifies common metrics and terminology for existing data.
- Analyzes disaggregated data to look at different groups.
- Identifies areas of disproportionate impact.

The group is/will evaluate the disaggregated data in terms of:

- Initial access to the college (onboarding).
- Achieving credit success at end of first term.
- Achieving credit accumulation.
- English and math progression.

Lindsey Pierce is the DEI Committee's representative to the Collaborative Planning Research Group. Lindsey is out until late March. Jaime asked if anyone else could serve on the task force until Lindsey returns.

Jaime asked the committee to think about how it would like to see the data disaggregated based on the interim framework. Ideally, the college would connect the DEI interim framework to this larger

campus research effort. John mentioned Lisa Nguyen may join the DEI's Strategic Plan Implementation Subcommittee. John said it's important for someone to take Lindsey's place and that person should also serve on the subcommittee. Anyone interested in serving should let Stephanie and Jaime know.

Dawn mentioned there may be a community conversation in January -- perhaps as part of in-service -- that would address the connection between guided pathways and DEI work.

A committee member asked Kelly to share the notes that were displayed, so committee members could provide a more thorough review. Kelly was hesitant to share. The notes were not Kelly's and they are in draft form. The notes will eventually be available via the new DEI representative to the Collaborative Planning Research Group.

In thinking about professional development opportunities for faculty and classified employees, a committee member suggested the Collaborative Planning Research Group might also want to collaborate with the DEI's Resources & Training Subcommittee. There is meeting on December 1, and the subcommittee could discuss opportunities for DEI to help facilitate training. Kelly said the role of professional development in the Collaborative Planning Research Group's plans was still being investigated.

Dawn will send the Excel spreadsheet to Stephanie, who will distribute to the committee.

Kandie asked if Dawn was looking for someone from the DEI committee to be on the Guided Pathways Task Force when DEI initiatives were being discussed. Jamie and Caleb are on the Guided Pathways Task Force, though Dawn said other DEI Committee members are encouraged to join. The task force meets the first Monday of the month from 2 to 3:30 p.m.

The committee discussed what courses meet the diversity requirement, and the varying extent to which these classes might actually focus on DEI issues. These classes are program specific and course content hasn't been reviewed with a DEI lens. Several committee members expressed support for a new curriculum and/or a few courses truly devoted to DEI. Dawn agreed and said this merited further exploration and could be added to the Guided Pathways Task Force work plan. Kelly concurred, saying it's a huge undertaking to try and ensure all students feel represented.

Dawn mentioned also considering who wrote textbooks and how the author's perspectives might influence the content.

A committee member said there are a lot of non-traditional students interested in taking classes at the college, but they don't have good information. These students look for familiar faces or names. If advisors and counselors don't have the information to get them on a path, the college loses the students. Students often don't know:

- How proficient they need to be in English.

- When they need to get started.
- What prerequisites are needed.
- What courses they need to take.
- When those courses are offered.
- How much does it cost.

Students often get referred to different staff members around the college to get questions answered. Everyone at the college needs to know the same information to make education work for students.

Kelly said the *Find Your Focus* web page is a good place for students to start. This page contains a first term list of classes and provides a list of degree and certificate programs within a focus area. Work will continue with branding and linking the web pages. Kelly would appreciate feedback on how the page could be improved.

Another committee member acknowledged the improvements to the website. With the first term classes listed there, students have a better idea of what they are committing to. The EFAs have saved staff from answering random questions. The advisors for various focus areas are also listed on the web pages, so students know who to contact. Stephanie advocated for web page advertising, because this information is very helpful. Kim said that the web pages will become even better/more navigable in the future. There are plans to add program information and maps, along with the online catalogue.

The group discussed language barriers. There are only one or two web pages in Spanish; this creates a huge issue around accessibility. Dawn expressed a hope that after Spanish, the college could offer information in other languages. Kim said this is something to consider during the next website redesign. Ideally, the college should direct students to someone who can communicate with them. Maria said this was an important point, because transferring students to others at the college who do not speak their language leaves students feeling scared, frustrated, and not welcome. Educational systems can vary greatly in other countries. Navigating the website can be difficult for immigrants.

In response to these comments, Kelly noted there was overlap with guided pathways and onboarding work. The college will be hiring a navigator who will be bilingual. Kelly wants to make onboarding more accessible, and the DEI Committee's perspective was helpful. Kelly said she would like to work with the committee again on this topic.

Jaime said Dawn and Kelly would be invited back during winter term to continue this conversation.

3. Meeting Minutes – Review & Vote	<ul style="list-style-type: none"> • Review meeting minutes • Vote on minutes <p>There was a motion by Kandie, which was seconded by Maria, 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
4. Interim Framework Update	<p>Jaime said:</p> <ul style="list-style-type: none"> – Kim and her team have made some additional edits. – A few tweaks still need to be made around citations, so the committee is not being asked to vote on the framework today. – The framework has gone to Clark College for their review, and Jaime is awaiting a response. Jaime will share Clark’s response with the committee. – Jaime hopes the final version will be sent out to the committee early next week. – It was possible for the committee to vote on the framework via email. When asked, committee members did not express any concern about voting by email. 	<input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information
5. Ban on Hate Symbols	<ul style="list-style-type: none"> • Update on progress of proposed CCC policy <p>Stephanie attended Presidents’ Council last Tuesday and discussed the ban. Part of the process is finding a sponsor to move the ban forward. Stephanie has reached/will reach out to:</p> <ul style="list-style-type: none"> – Enrique Farrera, who may know if the Higher Education Coordinating Commission (HECC) is working on a similar initiative for colleges and universities. – John, who can advise if this might move forward in partnership with expressive conduct. <p>At this point, it’s unclear if the ban would be a Board of Education policy, administrative regulation, or something else. Stephanie is working to figure this out.</p>	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input checked="" type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
6. Diversity Officer Position & Hiring Committee	<ul style="list-style-type: none"> • Update on the committee <p>Melissa reported the search committee met on Tuesday. Several people could not attend; Kevin is contacting those people individually. The current version of the job description should go out to the search committee by Monday. The target date to open the position is December 18. Human Resources will be reserving time on search committee members’ calendars for interviews. Melissa will share the recruitment timeline at the DEI Committee’s next meeting.</p> <p>Kandie asked if search committee activities could be scheduled around the NW Regional Equity Conference at the end of February. Kandie will provide Melissa with the dates, and Human Resources will work around the conference if there is a conflict. Kandie recommended the conference to the group. The cost is around \$200 and professional development funds can be used.</p>	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information

Kandie said the training provided to the search committee was great. Kandie asked if this was provided because the college is hiring a chief diversity officer (CDO), or if this training is being given to all search committees. Kandie advocated for the training to be provided to all search committees, regardless of what position the college is hiring for.

Melissa said the college is in the process of adopting Oregon State University's (OSU's) search advocacy model. Not only is this model part of the DEI strategic plan, it's also one of Tim's goals for the year. Kevin and Aldene have been trained in this model. The plan is that each recruitment -- for full-time positions -- would have a search advocate. Part of their role could be to do that foundational training. Right now, search committee members are asked to watch a video. Kevin put together a live presentation based on the search advocacy tool that walks people through concepts like equities, equalities, how to remove obstacles and barriers, and considers how these things apply to the search process.

Melissa said the DEI Committee needs to know more about the search advocacy model. DEI Committee members may want to serve as search advocates.

Hiring managers would be required to select a search advocate who:

- Does not serve on the search committee.
- Is not a part of the hiring manager's team/work group.
- Does not report to the hiring manager.

The search advocate's role is to provide training and support, ask difficult questions, and identify and remove barriers and obstacles at every phase of the recruitment. Since the college has a hiring freeze that may be lifted soon, a committee member suggested now would be an ideal time to offer search advocate training.

Melissa said human resources has been working to arrange the training since last spring. The training is:

- A 16-hour course, four hours per day for four days.
- Limited to 24 participants.
- Taught by an OSU faculty member. OSU has committed to provide the training.

Human resources hopes to offer training in January and/or February and is in the process of:

- Determining how many search advocates the college needs to train in order to implement this model.
- Putting together documentation about the role of the search advocate.
- Arranging the training with OSU.

Using the search advocacy training will add time to the recruitment process.

	<p>Melissa would like to have the DEI Committee “vet” a summary of the search advocacy proposal at a future meeting. Melissa would be seeking feedback, along with thoughts on who should be trained as a search advocate.</p> <p>In response to a question from Jaime, Melissa will share who is serving on the search committee at the next meeting. Representatives from all groups have not been finalized; the committee was expanded to 13 or 14 members in order to be inclusive.</p>	
<p>7. Training for the Committee</p>	<ul style="list-style-type: none"> • Meeting poll • What training do we need/want as we move forward? <p>During the meeting, Jaime asked the committee members to take a poll on the trainings they had completed to date. This helps establish a baseline as the committee moves into winter term.</p> <ul style="list-style-type: none"> – Safe Zone Training – 43 percent of those polled have taken – Bias Training – 36 percent of those polled have taken – Framework Training – 64 percent of those polled have taken – Framework Train the Trainer Training – 50 percent of those polled have taken – Encore Training – not many of those polled have taken – Speak Out Training – not many of those polled have taken <p>Rather than assigning this task to the Training and Resources Subcommittee, Jaime asked for a small group of folks to come up with training opportunities for the committee for winter term. Jaime is looking for training ideas in the short-term, until a long-term training plan for the institution is developed. Kandie may be able to help, but is already participating in several other DEI-related projects.</p> <p>For reference, Jaime suggested creating a repository of trainings people either had done or were aware of. People sometimes take trainings on their own; some of these might be of benefit to the committee. Stephanie suggested committee members provide information on:</p> <ul style="list-style-type: none"> – A training they have taken and liked. – An area where they would like more training. <p>Committee members should send training information to Greer, who will work on a repository.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
<p>8. Training Plans and Roll Out of the Interim DEI Framework</p>	<ul style="list-style-type: none"> • Slides for training <p>Jaime has received the PowerPoint from Clark College. The presentation needs to be branded for CCC. Jaime asked how the group wanted to roll out training and bring the DEI strategic plan forward. Presentations could be done by several teams to share the workload and offer more trainings.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information

	<p>A committee member suggested doing the training among familiar staff or groups first, with the idea that the participants could help the presenter(s) refine the presentation. Stephanie proposed the presentation could be piloted to the Associated Student Government (ASG). It's a good model for two committee members to tag team each presentation. They can debrief with each other.</p> <p>The presentations should begin soon, while the Train the Trainer training is still fresh.</p> <p>Clark's PowerPoint contains Rashida's talking points. If presenters follow her talking points, presentations will be consistent. It's a good idea to practice before the presentation is rolled out more broadly.</p> <p>Kim said the Marketing and Communications Subcommittee would like to be a part of the roll out and communication. There are folks on the subcommittee that are not on the DEI Committee. Kim would like to bring them into the training if that works.</p> <p>Jaime summarized the discussion:</p> <ul style="list-style-type: none"> - Need to prepare materials and presenter notes. - Do pilot or soft rollout on willing participants. - Once the presentation and presenter notes are updated for CCC, and presenters have practiced, the committee will start rolling out to college community. - There was support for team approach to presenting, with two or three people on each team. <p>Greer will transfer/update Clark's presentation to a CCC-specific presentation.</p> <p>If committee members have notes to add to Rashida's talking points, email those to Stephanie; Stephanie will incorporate into the presentation.</p>	
<p>9. Debrief and review commitments</p>	<p>Jaime and Beau will attending an upcoming Presidents' Council to start the conversation about the land acknowledgement.</p>	<p><input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information</p>