

Diversity, Equity, and Inclusion Committee Minutes

Date: December 4, 2020 | Begin: 9:30–11:00 | Location: Zoom | Recorder: Greer Gaston

Attendees: Kevin Aguilar, Josh Aman, Caleb Feldman, Dasha Kolpakov, Esther Sexton, Felicia Arce, Ivan Acosta, Jaime Clarke, Beau Gilbert, John Ginsburg, Junko Iijima, Kandie Starr, Kim Crane, Klaudia Cuevas, Lanie Sticka, Maria Dixon, 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
1. Welcome & Review of Guidelines for Interaction	<ul style="list-style-type: none"> Review Guidelines for Interaction <p>Stephanie reviewed the Guidelines for Interaction.</p> <p>Jaime reviewed the agenda.</p>	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
2. Meeting Minutes – Review & Vote	<ul style="list-style-type: none"> Review meeting minutes Vote on minutes <p>There was a motion by Klaudia, which was seconded by Maria, to approve the minutes. The committee approved the motion.</p>	<input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
3. Update on College-wide Strategic Planning	<p>Stephanie, Esther, and Ivan are serving on the college’s strategic planning team. They have been participating in strategic planning meetings, as well as meetings with Jason, and representatives from the Corragio Group. Melissa is part of the DEI resource team; Esther and Ivan will participate on the resource team too.</p> <p>Stephanie shared a detailed timeline and summarized the strategic planning phases:</p> <ol style="list-style-type: none"> Get clear Get focused Get moving <p>The strategic planning team is finishing up the Get Clear phase.</p> <p>There were many focus groups and a lot of feedback was received. The college’s DEI work came up strongly in these conversations/feedback. An insight report is being prepared. Sarah and Jason will be</p>	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input checked="" type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information

invited to an upcoming DEI meeting, probably in January, to see how the committee might collaborate with them regarding the DEI strategic plan.

The strategic plan should be finalized and ready for implementation in late spring or early summer.

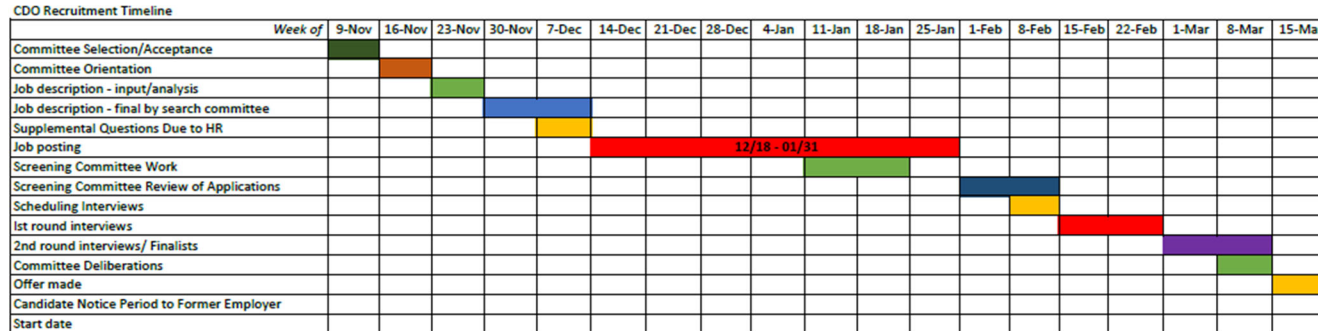
In response to a question, Stephanie gave her impression of the process to date. Stephanie doesn't know how this compares to other strategic plan processes. It's a different approach than the college has used in the past. The overall themes were consistent with the themes in her focus group. This felt good. Stephanie's experience in working on strategic plans is limited, but the process appears to be straightforward, organized, and methodical.

Stephanie asked the group to let her know if they have any questions or issues. Stephanie will do her best to share/represent those.

Jaime agreed the approach feels different than other strategic plan processes. It's comprehensive and includes external partners. Jaime hopes there will be a strong alignment between DEI work and the work the college is doing as a whole.

4. Diversity Officer Position & Hiring Committee

Melissa and Kevin shared the recruitment timeline and composition of the diversity officer search committee.



There may be adjustments to the recruitment timeline.

Nominee(s)

Melissa Richardson
 Elizabeth Carney
 Lauren McGuire
 John Chang
 Daniela Leao
 Jaime Clarke
 Klaudia Cuevas

Role/Representing

Search Committee Chair
 Center for Teaching and Learning/Faculty Teaching and Instruction
 Institutional Research (data analysis and reporting)
 External Stakeholders
 Students/ASG
 DEI Committee/Work
 DEI Committee/Work

- Discussion
- Decision
- Advocacy
- Information

	<p>Kandie Starr Classified Employees Adrienne Phillips Classified Employees Suzanne Munro Full-time Faculty Ethelind Mizar Part-time Faculty Beau Gilbert Part-time Classified Tara Sprehe Administration/Confidential</p> <p>Klaudia and Jaime will represent the DEI committee. Kandie is also on the search committee representing classified employees.</p> <p>The search committee will meet on Monday to finalize the job description. Kevin hopes to advertise the position the week of December 12.</p> <p>DEI committee members can contact Melissa or Kevin with any comments or questions. However, anyone on the search committee is welcome to provide updates to the DEI committee. Jaime, Klaudia, and Kandie will provide updates.</p> <p>Jaime noted the training the search committee received was wonderful and hoped it would be offered for other recruitments. It will have a positive impact on bringing new employees into the college community.</p>	
<p>5. Naming the Welcome Center</p>	<ul style="list-style-type: none"> • Letter received from the Confederated Tribes of the Grand Ronde <p>Jaime acknowledged the letter the college received in support of naming the Welcome Center as the Wacheno Welcome Center. Jaime noted, at a previous meeting, committee members also discussed activities/recognition beyond just naming the Welcome Center.</p> <p>Now that the college has a letter from the tribe, the committee was asked whether it wanted to formally support/endorse the proposed name.</p> <p>There was a motion by John, which was seconded by Kandie, to endorse naming the welcome center as the Wacheno Welcome Center.</p> <p>Jaime reviewed the content of the letter.</p> <p>The group discussed wording for an amendment to the motion to address a commitment to ongoing training and acknowledgement of the tribe. It's important that the college community understands and remembers how the name was derived and what its significance is. The motion was amended as follows:</p>	<p><input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information</p>

	<p>There was an amended motion to endorse naming of the Welcome Center as the Wacheno Welcome Center and to support the continued education of the CCC community about the Confederated Tribes of the Grand Ronde and Native American cultures. The committee approved the amended motion.</p>	
<p>6. Training Plans and Roll Out of the Interim DEI Framework</p>	<ul style="list-style-type: none"> • Training teams • Draft materials • Audiences <p>Stephanie said:</p> <ul style="list-style-type: none"> ▪ Clark College vice president Rashida Willard supports the CCC interim framework. ▪ Some edits are pending. ▪ A draft CCC PowerPoint has been created and trainer notes are being incorporated. If committee members have notes or comments to include in the presentation, send those to Stephanie as soon as possible. ▪ Stephanie is hoping to do a test-run of the presentation next week and again at the beginning of January. Committee members who have not had the training are welcome to attend as participants. ▪ There are already requests for training. ▪ Ideally, training teams will consist of two to three people with different employee types on each team. ▪ Trainers may not wish to train people in their own work groups. ▪ An approach to rolling out the training would be to give each team an opportunity to practice with committee and subcommittee members, Associated Student Government, and individual work units. <p>Stephanie reviewed the agreements section of the presentation. Did the group want to use its guidelines for interaction or the agreements in the train the trainer materials from Clark College? The group discussed combining agreements from both resources. Klaudia liked, “Stories told stay here, knowledge leaves.” Stephanie will compare and synthesize the guidelines for interaction with the train the trainer agreements and ask for the group’s feedback.</p> <p>A committee member asked how requests for training would be handled.</p> <ul style="list-style-type: none"> ▪ Caleb and Ivan were asked to do the training for the Budget Advisory Group (BAG). ▪ Since Caleb and Ivan serve on the BAG, Stephanie noted they may not wish to serve as the trainers for that group. Ivan said serving as a trainer does affect the dynamic. ▪ A training is already scheduled in late January for the Academic Reduction and Elimination team. ▪ BAG should be one of the first groups to receive training; it was requested early on. ▪ Caleb was also asked to do the training for the part-time faculty association. ▪ Jaime said training requests needed to be tracked in a central location and suggested using the DEI Google drive. Training requests and feedback could be channeled through Google forms. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information

The group got into a more detailed discussion about offering training to the BAG. The BAG request for training was quite specific. The group wanted the training on January 26, starting at 2:30 or 3 p.m., for up to two-and-a-half hours. Topics they requested include:

- Provide the equity training from Rashida Willard.
- Aligning or replacing the DEI interim framework with the equity tool for budget decision-making.
- Practice applying whatever is selected – the DEI framework, the budget equity tool, or a combination of both – to budget reduction decision-making.

Melissa added, since CCC's interim framework was not ready earlier, Alissa obtained Clark College's budget equity tool. However, Clark College's budget equity tool differs from its equity framework tool, which the CCC interim framework is based upon. Alissa wants to ensure BAG uses a tool that's connected to CCC's equity framework. The BAG will be under a tight timeline to make budget reduction decisions once there is more information regarding state funding in February.

Given the time required to cover the requested topics, Stephanie proposed breaking the training into two sessions. The first session, for the equity framework training, could take place prior to January 26 with Caleb and Ivan as participants. The second session, perhaps lead by Caleb and Ivan, could take place on January 26 and could include a discussion about combining the two tools. Several people concurred that covering all the requested topics was too much to take on in a single training session. Two sessions would also give participants some time to process what they learn in session one before working on the topics in session two.

Caleb shared an alternative perspective in terms of who leads the BAG training. Caleb serves as a bridge between the two groups. People on BAG may feel more comfortable asking Caleb questions. Leading the training could help Caleb make connections with fellow BAG members. Caleb questioned whether a role as trainer/facilitator was problematic. Stephanie thought this may put Caleb in the role of teacher and could make some BAG members hesitant to share, if the trainer was also a fellow BAG member.

Melissa proposed the decision of who provides training to the BAG be left up to those DEI committee members serving on BAG and whoever seems to be the best fit for the BAG. In this case, it would depend upon Caleb and Ivan's comfort level. Melissa suggested the committee be flexible based on circumstances. Melissa noted Caleb and Ivan have already given valuable insights and made positive contributions to the BAG.

Stephanie will work on figuring out training teams, probably by randomly sorting the names of DEI committee members into pairs or trios.

Stephanie will send out the time for next week's test-run training for those interested in attending.

The group discussed subcommittee members attending the training. Jaime suggested subcommittee leads reaching out to gauge the interest and availability of subcommittee members. If all members of

	<p>subcommittees participate, they could be combined into two or three training sessions, offered the first few weeks of winter term. Trainings should be capped around 20 participants.</p> <p>Stephanie asked the group to start thinking about how many training sessions each committee member can commit to. Jaime asked if committee members should be asked about participation in practice sessions and actual trainings now or in January. Stephanie suggested sending out sign-ups following the practice session next week, and Jaime agreed. Ideally, there would be a calendar with training offerings and teams identified to facilitate each offering, so schedules are confirmed for trainers and those requesting training.</p>	
<p>7. DEI Strategic Plan Progress Report</p>	<ul style="list-style-type: none"> • Review of Strategic Plan progress • Preparation for HB2864 reporting <p>John:</p> <ul style="list-style-type: none"> ▪ Shared a Google sheet that outlined the action items identified for year-one of the DEI strategic plan. ▪ Said the subcommittee’s main role is to keep the college community updated on the status of the plan. ▪ Welcomes suggestions on how to present, deliver, and package the information the committee wishes to share with the college. Committee members should email John if they have ideas. ▪ Discussed the gold section. The first item is <i>Complete a baseline assessment of the learning needs of the DEI Committee and college leadership</i>. The college has issued two separate Request for Proposals (RFPs) to hire an outside firm to conduct this work. No responses were received. Jaime added the RFP may be modified and re-issued. ▪ Confirmed other action items are contingent upon the baseline assessment work. ▪ Asked who the lead was for the Organizational Learning Committee. Jason is the lead. ▪ Discussed the salmon section related to human resources. This work is in good shape: <ul style="list-style-type: none"> — The search advocacy model training is coming soon. Melissa added this training will likely take place beginning in March. Melissa and Kevin would like to attend a DEI committee meeting in January to provide more information and start getting some training dates identified. It’s a 16-hour training, which is a huge time commitment. — Job descriptions are inclusive and gender-neutral. — The on-boarding process has been expanded. ▪ Discussed the green section related to a DEI framework. ▪ Noted an interim framework has been developed and training on that framework will begin soon. ▪ Added an action item: <i>Create permanent DEI framework</i>, as this seemed to be missing. ▪ Asked about the timeline to complete the permanent framework and how this work might align with use of the interim framework. If the committee tracks usage and feedback of the interim framework through this academic year, does the committee need time after that to process what it learned and develop a final framework? Jaime replied the intent was to have a 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information

	<p>final framework by the end of school year, so the college will have operationalized the framework for the 2021-2022 academic year. The group discussed whether a subgroup would work on evaluating the interim framework or whether the committee should do the evaluation itself. This topic was tabled for future discussion.</p> <ul style="list-style-type: none"> ▪ Briefly discussed the blue section related to tracking. John hopes to align DEI updates with other quarterly reporting such as the Biggies Open Houses. ▪ Briefly discussed the purple section related to funding. Some items are done and some are in progress. John noted Ivan and Caleb represent the DEI committee on the Budget Advisory Group. ▪ Discussed the light green section related to data and institutional research. On behalf of the DEI committee, John joined the collaborative research planning group. Identification of underrepresented and underserved student populations is nearly complete. These populations include students: <ul style="list-style-type: none"> — From low socioeconomic groups — Of color — With disabilities — Who are female Some of the metrics the planning group will consider include: <ul style="list-style-type: none"> — Access to CCC — Fall to winter retention — Fall to fall retention — English and math progression — Degree and certificate attainment ▪ Will meet with Jennifer to discuss the light yellow section related to the Access, Retention and Completion Committee (ARC) early next week. ▪ Will connect with Jaime for an update on the light blue section related to the Office of Educational Partnerships. ▪ Mentioned there is a Moodle page for the subcommittee and files and information could be accessed via this page. <p>To ensure the committee is familiar with this work, Jaime suggested there be another update from the subcommittee in February, once the Moodle page is more populated and data visualizations from institutional research are complete.</p> <p>Jaime thanked the subcommittee for their work.</p>	
<p>8. Community Conversation Reflections/Reactions</p>	<p>Jaime wanted to give the committee members an opportunity to discuss their feelings around the recent community conversation about policing on campus. Jaime also wanted to know what the group thought about the process/format. Community conversations on other topics, like guided pathways and DEI, are being considered for February.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information

Stephanie served as a panelist and said a survey on policing would be coming out shortly. The community conversation was recorded and a link to the recording should also be forthcoming.

Comments from committee members:

- Disappointment with the police chief's answer about what the Oregon City police department (OCPD) has done to combat systemic racism. The chief's answer was overly simplistic and "unwoke." Given the current state of affairs, the committee member was surprised the chief hadn't prepped or hadn't given more thought to the answer. What can the committee do to help the OCPD have a better response to combatting systems of oppression?
- Concern that there wasn't equal weight given to different perspectives. The format gave police a platform and air time, rather than those who are oppressed or who are most affected by the decision. Need to apply an equity lens.
- As a panelist, Stephanie said it seemed like a good idea to let people submit questions anonymously. These questions were addressed in the presentation, but this took time away from actual conversations and didn't facilitate the conversational tone the panel was aiming for. The format worked in theory, but not in how it actually played out.
- Stephanie and Jennifer may not have been needed on the panel. Most questions were about the nature of the agreement/approach.
- It didn't feel like a conversation, because there wasn't really an opportunity to engage. It was just each person reading their piece.
- Is Tim making the final decision and what are the next steps?
- Initially, it wasn't clear what decision was being made.
- Who has power to affect the decision and how the survey is weighted?
- Is it possible to use the agreement with OCPD to affect change? Could the college require the officer to go through training? This might be a step in the right direction.
- Hope CCC could participate in the selection of the officer and push for some of the things committee members might like to see.
- Melissa was able to address some of the questions:
 - Alissa, along with the executive team, will make the final decision.
 - The current officer has been reassigned, since few people are currently on campus.
- What alternatives have been considered and when do those get discussed?

The group was asked to send any additional thoughts or feedback to Stephanie. Stephanie will pass this along.

Melissa suggested the committee's questions and feedback could be shared with Alissa. Alissa may be able to address some of the committee's questions/comments in the communication that accompanies the survey being sent out. Stephanie has a list of unanswered questions. Stephanie sought the committee members' approval to anonymously share the committee's input with Alissa. Committee members voiced no objections.

	<p>The group briefly discussed some background information related to the history of policing at CCC including:</p> <ul style="list-style-type: none"> ▪ CCC campus safety officers used to be deputized through Clackamas County sheriff's office, but that arrangement ended. The college eventually transitioned to the agreement with OCPD. ▪ One committee member recalled hearing about instances of campus safety officers overstepping their authority. ▪ Shootings at Umpqua Community College made people more concerned about violence on campus. <p>Given recent protests and the current state of affairs, it may be time to reconsider if an officer is what the college needs.</p> <p>Stephanie made a list of questions and will contact Alissa.</p> <p>Jaime thanked the group for their feedback about the content of the community conversation. Jaime asked the group to consider the format of future conversations in February; it's clear the group doesn't want people to feel like they're being talked at.</p>	
<p>9. Debrief and review commitments</p>	<p>Nothing was discussed under this agenda item.</p>	<p><input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information</p>