

# Diversity, Equity, and Inclusion Committee Minutes

Date: January 8, 2021 | Begin: 9:30–11:00 a.m. | Location: Zoom | Recorder: Greer Gaston

Attendees: Beau Gilbert, Caleb Feldman, Camilo Sanchez, Dasha Kolpakov, Esther Sexton, Felicia Arce, Ivan Acosta, J Anderson, Jaime Clarke, John Ginsburg, Junko Iijima, Kandie Starr, Kevin Aguilar, 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"> <li>Review Guidelines for Interaction</li> </ul> <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. Meeting Minutes – Review & Vote	<ul style="list-style-type: none"> <li>Review December 4, 2020 meeting minutes</li> <li>Vote on minutes</li> </ul> <p><b>There was a motion by Klaudia, which was seconded by Kandie, to approve the minutes. The committee approved the motion.</b></p> <p><i>Note: Camilo did not attend the December 4 meeting and abstained.</i></p>	<input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
3. Search Advocate Model	<ul style="list-style-type: none"> <li>Overview</li> <li>Implementation</li> <li>Questions</li> </ul> <p>This item was heard after agenda item 4.</p> <p>Kevin said there is now a landing page for the diversity officer position. <b>Kevin will share the link to the page along with the flyer.</b></p> <p>Kevin gave a PowerPoint presentation which is on file in the DEI committee record. Highlights of the presentation:</p> <ul style="list-style-type: none"> <li>The search advocacy model was called for in the strategic plan. This model was developed in 2007 by Oregon State University (OSU) and is updated regularly.</li> <li>Kevin’s presentation to the diversity officer search committee was adapted from OSU’s search advocacy model.</li> </ul>	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information

	<ul style="list-style-type: none"> <li>▪ OSU is giving CCC its search advocacy model framework. The college can modify the framework in order to tailor it to CCC.</li> <li>▪ Defining roles is an important step to implementing the search advocacy model.</li> <li>▪ Handbooks, materials, and homework are part of the search advocacy training.</li> <li>▪ All CCC employees will be able to go through the training.</li> <li>▪ Short-term, the plan is to have one search advocate on every search committee. Eventually, all search committee members will go through the search advocacy training, and these members will fulfill the search advocate role.</li> <li>▪ The first search advocacy training cohort will consist of up to 40 people. Training will begin in April and consist of four, four-hour sessions, from 8:30 a.m. to 12:30 p.m., spread out over a couple of weeks. The program is facilitated by OSU faculty member Anne Gillies.</li> </ul> <p>The committee discussed the following:</p> <ul style="list-style-type: none"> <li>▪ For search committees -- other than the search committee for the diversity officer -- Kevin is doing a hybrid training model. Kevin is serving on each committee and provides a summary of the search advocacy model. However, some training is delivered by search committee members watching videos individually.</li> <li>▪ The group discussed who would be included in the first training cohort. Melissa said, since final hiring decisions are made by hiring managers, OSU recommends they should be among the first people trained. At some point, the goal is for all employees to participate in the training.</li> <li>▪ CCC's rollout is somewhat limited by Anne Gillies' capacity.</li> <li>▪ As a way to make training more available to the CCC community, the human resources department is working with Anne Gillies to explore train the trainer classes.</li> <li>▪ The human resources department is also basing its roll-out approach on advice from OSU and from Kevin's experience introducing the same program at Mt. Hood Community College.</li> <li>▪ Kevin discussed the dynamic of power and empowering employees. Kevin is becoming acquainted with CCC's culture and finds the interactions within training sessions helpful.</li> <li>▪ Kevin's goal is to follow and implement the strategic plan. Kevin will use the DEI committee as a resource to help define the mission and values of CCC's search advocacy model and CCC's search advocate role.</li> </ul>	
<p><b>4. Diversity Officer Position &amp; Hiring Committee</b></p>	<ul style="list-style-type: none"> <li>• <b>Updates</b></li> </ul> <p>This item was heard prior to agenda item 3.</p> <p>Jaime reminded the group that those serving on the diversity officer search committee were encouraged to update the DEI committee. Jaime and Melissa provided the following updates.</p> <ul style="list-style-type: none"> <li>▪ Jaime, Klaudia, Kandie, and Melissa serve on both the DEI committee and the search committee.</li> <li>▪ The position opened December 14 and will close January 31.</li> <li>▪ A flyer about the position has been developed. Melissa will ask Kevin to email the flyer to committee members.</li> </ul>	<p><input type="checkbox"/> Discussion</p> <p><input type="checkbox"/> Decision</p> <p><input type="checkbox"/> Advocacy</p> <p><input checked="" type="checkbox"/> Information</p>

	<ul style="list-style-type: none"><li>▪ Sixteen applications have been received to date.</li><li>▪ The search committee will review the applications.</li><li>▪ Committee members were asked to share the flyer with colleagues and others who might be interested in the position. Posting to personal social media accounts, like LinkedIn, was encouraged.</li><li>▪ Among other venues, Kevin said the position was advertised in:<ul style="list-style-type: none"><li>— Inside Higher Education</li><li>— Partners in Diversity</li><li>— Portland Metro Diversity Employers Network</li></ul></li></ul>	
<p><b>Non-agenda Item – Discuss January 6 Insurrection at the Capitol Building</b></p>	<p>Stephanie wanted to give the group some time to talk about/process events from Wednesday.</p> <p>The group acknowledged a message from Tim sent out via Rave. The message listed resources offering emotional support. Kim thought the message went out to all staff, not just those who signed-up via the Rave system.</p> <p>The group did not know what, if anything, had been communicated to students. Kim suggested:</p> <ul style="list-style-type: none"><li>▪ Resources could be listed in the student Portal.</li><li>▪ Social media could link to resources on the Portal.</li><li>▪ Developing an Instagram story mentioning resources.</li></ul> <p>Kim has a communication meeting on Monday and will get more information and pursue these ideas.</p> <p>A Committee member asked if the group wanted to put out its own message. White supremacists were the ones who mounted the insurrection. Does the committee want to make a statement about this? Another committee member mentioned the Trump rally held on campus over the summer. If the college does not speak out, it appears the college is condoning the behavior.</p> <p>A committee member suggested Tim’s office could have reached out to the group; the committee could have added its support to the message that went out. There was support for the committee issuing its own statement. Tim should be notified about this. It could be an opportunity for Tim to join forces with the committee. Jaime and Stephanie are meeting with Tim later today and will discuss this.</p> <p>Caleb, Felicia, Dasha, and John volunteered to work on the committee’s message. If committee members want to provide specific language, please email that language to Felicia and Caleb.</p> <p>Melissa said this would be a good discussion topic for the meeting with Tim. Jaime, Stephanie and Tim can clarify the DEI committee’s role and what the committee’s expectations are. Should the committee be notified, included, and/or provide feedback on such messages? Specifics would be helpful. The college has to balance being responsive and allowing time for feedback. A committee member said if the college were better prepared, it could be more responsive. A committee member</p>	

advocated for an opportunity to provide feedback. The message Tim sent contained incorrect information – college counseling services are not offered via Zoom. This message torpedoed the counseling department’s efforts to communicate accurately about its services. Stephanie added this misinformation was also shared in the fall; the counseling department should have made sure it was corrected back then.

Another committee member said combined messages, from Tim and the committee, would be great, but there may be times when a message from the DEI committee would come across better. In today’s discussion, since the president’s message has already been sent, **a separate message from the committee is appropriate.** Jaime and Stephanie will give Tim a heads-up about the committee’s message. Message content needs to be accurate and there is often pressure to respond quickly. Tim may not feel comfortable saying things the committee might say.

The committee discussed how it might want to be involved in messaging.

- Messages or message requests would likely come to co-chairs. Would the group want to do this differently, or does this create an unfair burden on committee chairs?
- Sending the message to everyone on the committee provides a greater chance for a quick response.
- A committee member proposed that messages go to co-chairs and one or two of the subcommittees.
- At one time, Tim talked about creating a rapid response team. Melissa advised the rapid response team concept hadn’t moved forward. This might help the college to have a more consistent response. **Melissa offered to share this feedback with Tim if that’s what the committee wanted.**
- Esther volunteered to work on the rapid response team until the diversity officer can take over that role.

Stephanie noted committee members had talked about messaging, but asked if they wanted to say anything about how they felt.

A committee member brought up the possibility of more civil unrest to come, at the national, state, and local level. They asked how the college might begin preparing now to support students and employees during that time.

Stephanie asked if there were other items the DEI committee might want to have “at the ready” on January 20, (inauguration day). **Kim volunteered to work on an accurate list resources and have that information available for marketing communications.** Esther volunteered to monitor the news and **collaborate with others to write a statement or response.** John also volunteered to monitor the news.

	<p>A committee member asked about ways to support students. Lanie:</p> <ul style="list-style-type: none"> <li>▪ Said ASG had provided a virtual space/environment for reflection during the election, and it was not well attended.</li> <li>▪ Would like to see the Multicultural Center’s Thursday drop-in hours utilized; ASG could push for this.</li> <li>▪ Said, after taking online classes, students don’t want to sit in front of a computer to attend events.</li> </ul> <p>Stephanie suggested people may be more likely to participate in something now, as they realize the pandemic, vaccines, and election are going to be a longer haul than initially expected. Stephanie proposed promoting the Multicultural Center’s Thursday drop-in hours more, including through first-year experience (FYE) classes. The counseling department is happy to collaborate with other groups and could help host open sessions for students, faculty and staff.</p> <p>Esther noted there are other mental health resources such as YouTube videos that teach skills, mindfulness, relaxation. These can also be taught via workshops or drop-in sessions. The challenge is getting students to attend. <b>If the group has feedback on what students want or how they can be enticed to attend, please share that with Esther and Stephanie.</b></p> <p>Stephanie clarified that if counseling is teaching psycho-educational topics, like skills, anyone may attend, including those from outside the CCC community. Beau said the Multicultural Center has had some success with community events where people could include a friend or partner.</p> <p><b>Esther offered to reach out and work with Beau, Dasha and Lanie to see if some sort of outreach could be developed within a week.</b></p> <p><b>If there are other volunteers who wish to monitor the news and collaborate on a message around January 20, please reach out to Esther.</b></p>	
<p><b>5. Training Plans and Roll Out of the Interim DEI Framework</b></p>	<ul style="list-style-type: none"> <li>• <b>Debrief of practice training</b></li> <li>• <b>Training teams</b></li> <li>• <b>Scheduling additional practice sessions</b></li> </ul> <p>There is a training scheduled for the week after next, so the presentation and materials need to be finalized. Stephanie is working on a trainer script.</p> <p>Stephanie proposed the following training team assignments:</p> <ul style="list-style-type: none"> <li>▪ Team 1 – Camilo, John, Dasha</li> <li>▪ Team 2 – Esther, Junko, Klaudia</li> <li>▪ Team 3 – Felicia, Kim, Kandie</li> <li>▪ Team 4 – Maria, Melissa</li> </ul>	<p><input checked="" type="checkbox"/> Discussion</p> <p><input checked="" type="checkbox"/> Decision</p> <p><input type="checkbox"/> Advocacy</p> <p><input checked="" type="checkbox"/> Information</p>

- Team 5 – Stephanie, Jaime, Lanie

Stephanie sought to have people from different employee groups on the same team. Ivan and Caleb were placed together because they are both assigned to represent the DEI committee on the Budget Advisory Group.

Stephanie needs a sense of how many trainings a team is willing to do in a term? Stephanie expects there will be a lot of training requests.

Jaime developed two Google documents; one is a form to request training and the other is a survey about the interim framework.

Stephanie wants to ensure everyone feels confident giving the training. The plan is for each team to do an initial practice run with a familiar, friendly group, like DEI subcommittee members. There should be a mechanism for gathering feedback about what the participants liked and what could be improved.

Other information about the training:

- The Clark College training has been modified to a CCC-specific training.
- The training is in I:\DEIC\DEI Framework. The Clark College training is kept separately in I:\DEIC\Interim DEI Framework.
- Caleb did not have access to the I drive, so Stephanie will put the training documents in the diversity Google drive. Stephanie shared the link to the Google drive in the chat and will also send out via email. Everyone on the committee should be given access to this drive.
- A few edits to the training are pending; Stephanie will let the group know when all the materials are finalized.
- Two hours was enough time for the first test group.

Melissa mentioned the training could be recorded and made available via video through NeoGov Learn. Melissa also suggested a shorter version of the training could be offered to new employees. Stephanie said part of winter in-service was going to be about the DEI framework, and it's possible this could be recorded and serve as an introduction for new employees. Jaime proposed a hybrid approach where interactive portions of training would remain the same, but other training elements, like the definitions, could be presented in advance via video.

Klaudia and Kandie expressed their interest in doing a practice round or two. Jaime asked those interested in doing test runs to email [diversity@clackamas.edu](mailto:diversity@clackamas.edu) with dates and times they are available to practice. An extra 30-minutes should be allotted for feedback and debrief -- for a total training time of two-and-a-half hours. This needs to be arranged quickly.

Caleb and Ivan have a meeting next week to discuss training for the Budget Advisory Group on January 26. While they have attended trainings as participants, they have not been in the role of presenters.

	<p>Kandie, Klaudia, and Greer volunteered to be test participants. Subcommittee members and interns from the Disability Resource Center and counseling might also like to sit in.</p> <p>Stephanie acknowledged feeling nervous about doing these presentations. Jaime said it's natural to be concerned about how the college community will receive the framework. However, committee members are doing new and challenging things to make college better place.</p>	
<p><b>6. Debrief and review commitments</b></p>	<p>Stephanie summarized the following:</p> <ul style="list-style-type: none"> <li>▪ Caleb and Felicia are having a writing meeting today at 2 p.m.</li> <li>▪ Esther and John will serve as news monitors. Others are encouraged to collaborate with them on a message around events of January 20.</li> <li>▪ Caleb and Ivan are interested in doing a practice presentation. Klaudia, Kandie, Greer, ASG, and subcommittee members could be participants.</li> <li>▪ Jaime and Stephanie are meeting with Tim this afternoon.</li> <li>▪ Via <a href="mailto:diversity@clackamas.edu">diversity@clackamas.edu</a>, committee members should provide dates and times when they are available to serve as presenters for test-run presentations.</li> <li>▪ Subcommittee leads should reach out to members with practice training dates.</li> <li>▪ Esther will reach out to Beau, Dasha, and Lanie to get their ideas on the best ways to offer student outreach.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Decision</li> <li><input type="checkbox"/> Advocacy</li> <li><input type="checkbox"/> Information</li> </ul>