

Diversity, Equity, and Inclusion Committee Minutes

Date: February 26, 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, Jaime Clarke, John Ginsburg, Junko Iijima, Kim Crane, Klaudia Cuevas, Lanie Sticka, 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 <i>Provide 50 words or less on expected outcome</i>	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>	<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 February 12, 2021 meeting minutes Vote on minutes <p>There was a motion by Klaudia, which was seconded by John, 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. President’s Meeting Updates	<ul style="list-style-type: none"> Academic Reduction & Elimination process Co-chairs 2021-22 <p>Stephanie and Jaime met with Tim and reported the following:</p> <ul style="list-style-type: none"> Tim agreed the college can move forward with the World Trust training. There has been some confusion on how the DEI framework will be applied to the Academic Reduction and Elimination (ARE) process. The ARE process seeks to evaluate programs in which expenses exceed revenues. The DEI section of the rubric being used was blank, and this caused concern. This column was used to indicate whether a program was specifically designed to serve systemically non-dominant students. People will have an opportunity to explain how less profitable programs – still in the ARE process – support the DEI strategic plan. Other than providing interim DEI framework training to the ARE group, DEI committee members have not been involved in the process. The DEI committee’s next co-chair will be Kandie Starr. Kandie will replace Jaime, who is stepping down. Terms are typically for two years; Stephanie will be starting her second year. 	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information

<p>4. Interim DEI Framework Training Check-In</p>	<p>To accommodate individual requests for training, Stephanie explained that individuals may be added to group trainings if spaces are available. When this occurs, training teams will receive an email asking them to add participants. These could be individuals:</p> <ul style="list-style-type: none"> ▪ Who requested training and are not part of a larger group training. ▪ From one of the five cohorts working on the development of the college’s strategic plan. <p>Klaudia, Esther and Junko are facilitating their first training this afternoon and will report back.</p> <p>Stephanie’s experience is that participants are forgiving of errors or hiccups.</p> <p>Stephanie noted some participants were giving training feedback on the form intended for feedback on using the framework. The form is not intended for feedback on the training.</p> <p>John asked how feedback on the training should be given. Stephanie suggested:</p> <ul style="list-style-type: none"> ▪ Participants could send this to the training team. ▪ A separate Google form could be created to gather feedback. Greer offered to create a form if the committee members wanted to provide direction on what should be asked. Stephanie proposed questions about learning outcomes related to a participant’s: <ol style="list-style-type: none"> 1. Understanding of white supremacy culture. 2. Familiarity with applying the framework. 	<p><input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information</p>
<p>5. 1st Annual DEI Training for College</p>	<ul style="list-style-type: none"> • Contracting process with World Trust • Possible training dates <p>At the last meeting, the committee approved a motion to make the World Trust training the DEI’s first annual training. The committee has enough money to pay for two trainings. Tim is supportive and will figure out how to pay for the additional trainings. If all employees are trained, the college needs to train about 900 people. The ideal number of participants per session is 100, but World Trust can take up to 250. Based on the conversation with Tim, Jaime said the training will be encouraged, but not mandatory.</p> <p>Jaime said part-time faculty (PTF) will be compensated for attending. Melissa said the college needed to be mindful about the process and expectations surrounding compensation:</p> <ul style="list-style-type: none"> ▪ Administrative assistants would need to generate a faculty assignment contract (FAC) for each PTF who attends. ▪ If training is called “mandatory,” that typically means PTF will be paid. ▪ Does PTF include only those faculty currently working? There are PTF who are not currently working. ▪ David is the person to communicate about this and provide instructions. <p>Jaime will contact Maria in human resources to get more information about the FAC process.</p>	<p><input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information</p>

Part-time classified employees would enter their time on their timesheet or use part of their normal work time to attend.

Melissa suggested the question of whether the training is mandatory be discussed further offline. If the training isn't mandatory, some people won't consider it important. Jaime concurred saying some of the folks who might really benefit from the training might be the same folks who would not elect to take it unless they are required to do so. A committee member pointed out that the DEI strategic plan addresses annual training and says all employees would be required to attend. Based on this, the communication should say this is the DEI committee's first annual mandatory training for all employees.

Given that many people are maxed out, Jaime asked how to time the training. Committee members proposed/commented:

- The training be spread out – perhaps from April through July or August – to give people lots of options.
- Have specific dates in place and share those way in advance so people can plan.
- Focusing on getting faculty trained during spring term.
- Focus on getting classified and admin/confidential employees trained during summer term.
- Some evening training sessions are needed.
- Since there are fewer classes on Fridays, that may be a good day to offer trainings.
- Consider expanding the number of participants per session from 100 to 150, which means the college could reduce the number of sessions offered and save on costs.
- Could we get buy-in and support from the associations? Would they help us identify a couple dates and times specifically for full-time faculty and part-time faculty? Tim could discuss this with members of the President's Leadership Team; this would be an appropriate topic for that setting. Jaime will bring this up to Tim.

Stephanie asked what happens if people elect not to attend a mandatory training and suggested there might be time to continue this discussion at the end of the meeting.

Jaime wants to move quickly to finalize he contract with World Trust so training can be scheduled.

Klaudia is on the executive board of the Association of Classified Employees (ACE) and offered to discuss the training with that group.

<p>6. Professional Development</p>	<ul style="list-style-type: none"> • NCORE • Other <p>Greer reported:</p> <ul style="list-style-type: none"> ▪ The NCORE conference is Tuesday through Friday, June 8 through 11; the early bird rate is \$300. ▪ Monday, June 7 is an optional pre-conference institute; this is an additional \$50. ▪ If committee members wish to attend, email Greer by Friday, March 19. She will register people. This provides enough advance notice to qualify any discounts. ▪ She will assume committee members want to register for the entire conference, but not the pre-conference, unless told otherwise. <p>Other events:</p> <ul style="list-style-type: none"> ▪ Caleb and Kandie have been attending the Clark College conference this week. Caleb gave the conference a great review. ▪ John shared a link to training that was sent to Beau. Beau said it's a free training opportunity that offers a certificate in DEI. 	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
<p>7. Debrief Inservice – Equity Question</p>	<ul style="list-style-type: none"> • Identify a subgroup to review comments submitted during inservice <p>Stephanie asked for volunteers to review breakout room responses to the equity question. John, Melissa, and Kim volunteered to sort through the responses, prioritize them, and identify things the committee might be able to act on. There are about 20 forms to review.</p> <p>Other comments about inservice:</p> <ul style="list-style-type: none"> ▪ It was beneficial that the guided pathways task force preceded DEI, because this got the audience thinking about equity. ▪ It was nice that the breakout room participants were the same for guided pathways and the equity discussion. ▪ It may have been the first time some participants thought about placement, books, and literature in classes and how those things tell stories about who belongs and what the college values. ▪ Some breakout groups discussed taking a strong stance and being clear about what the college believes and values, like being an anti-racist campus and differentiating between political views and human rights. Jaime and Stephanie will continue to work with Tim to drive a statement from the college that we are an anti-racist institution, and that the college doesn't tolerate hate. ▪ It was a nice opportunity to connect with others across campus on these issues. <p>Esther, Ivan, Lanie, and Stephanie are on the strategic planning team. The team is starting the next phase where five cohorts work to address one of the five strategic priorities. Each cohort is made up pf</p>	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information

	<p>five to eight people. Stephanie is leading the DEI priority cohort and may ask other DEI committee members to join. There will be four, 90-minute meetings between now and early May. Cohorts will:</p> <ul style="list-style-type: none"> ▪ Identify actions, goals, and focus areas for next couple years. ▪ Create a few action items. ▪ Determine how to measure progress. <p>Those interested in participating in the DEI cohort should notify Stephanie.</p>	
<p>8. Debrief Communications Meeting</p>	<ul style="list-style-type: none"> • Debrief and discuss meeting with Tim Cook and Lori Hall about DEI responses and communications <p>Jaime summarized a previous committee discussion:</p> <ul style="list-style-type: none"> ▪ Where committee members voiced the need for more pointed communication from the college and where it stands. ▪ About a Board of Education (BOE) message saying college supports DEI, but not specifically denouncing the behavior of the county commissioner. ▪ Committee members wanted to have a strong conversation with Tim, who serves as the college’s chief diversity officer, and Lori, who writes/crafts the college’s communication. <p>Several people participated in a meeting with Tim and Lori regarding these issues. Jaime wanted to debrief how people felt about the conversation and discuss next steps.</p> <p>Committee discussion highlights:</p> <ul style="list-style-type: none"> ▪ During the meeting, it felt like Tim and Lori were listening around thoughts and points made; it was a thoughtful conversation. Tim and Lori seemed to understand the concerns. ▪ Tim clarified where messaging gets stuck; there needs to be a mechanism in place that makes it possible to be more responsive. ▪ Left wondering now what? When does that happen? ▪ Jaime and Stephanie met with Tim on Monday. It was unclear who is responsible for making a change. To create clearer and stronger messaging about the college’s position and white supremacy culture, Stephanie and Jaime asked Tim to make a statement, perhaps via video, that the college is an anti-racist institution. They are not sure this will occur. ▪ The video could be shown to new employees. ▪ Last September Tim has considering establishing a rapid response team to communicate more quickly. Some work was done, but nothing’s been implemented. This may not reflect a lack of commitment, but a lack of capacity. The college is always operating in reaction mode. ▪ The committee could produce the language and tell Tim this what the group wants the college message to be. The committee could pass a resolution saying this is what the group wants Tim to do. Is this the answer to what’s next above? The language or resolution would give Tim and others something to react to. ▪ It’s frustrating that the college will not say it is an anti-racist institution. This is not a political statement. 	

- The college wasn't prepared to do anything around Black History Month; there needs to be a plan/schedule of events. This is one of many things the college should be acknowledging.
- Tim is always trying to balance the board's interests and the community's interests. The college is a divided place and that should be acknowledged.
- What are the perceived negative consequences of the college saying it is an anti-racist institution? There is a desire to hear more about this and have more honesty around it. What is the college afraid of? What is not being said?
- Who should the committee approach to further its anti-racist statement – Leadership Cabinet, Executive Team (ET), the BOE, all of these groups? It could be discussed at multiple venues, but should start with ET because it's a smaller group.
- The DEI committee represents the college community. There may be a sense the committee is getting ahead of ET. It would be helpful to clarify:
 - What the committee's role is around communication and messaging to college community. There needs to be a shared understanding.
 - What's the downside to saying the college is an anti-racist institution.
- This creates an interesting role for the new DEI officer. That individual can't be the only person on ET to advocate for DEI.
- Saying CCC is an anti-racist institution is an important way to identify the college. Everyone is embedded in systems that inherently perpetuate and reinforce racism. The college is either actively engaged in dismantling racism, or it is part of it. There is no neutral standpoint. While saying the college is anti-racist may seem bold, that same perception isn't called out if the institution does nothing, and therefore promotes racism.
- It's important to BE anti-racist, but racism IS thriving within our institution. The college should acknowledge it is working to confront that, but this will always be a work in progress.
- The college is part of the community. When racism occurs in our community, the college has to be responsive to that.
- While leadership may move more gradually, for those who speak out against racism in statements or in classes, who will defend or support that individual? Part of the fear in speaking out is that it's unclear whether there will be leadership support if there's a backlash. Is there unconditional college support and empowerment for individuals to speak up about racism? Some people need this security to speak out; they need to be assured they will not lose their job or be punished. One way the college can be anti-racist is to empower people who are confident enough in their analysis of racism to speak out and do the work.
- The DEI strategic plan talks about the college being a convener/center for DEI in the community. As the college moves forward with that plan, how can we engage in dismantling racism, when the college can't even say it is anti-racist.
- People are in different places in terms of their understanding.
- It's unclear if the conversation with Lori and Tim will actually go anywhere.
- It's also unclear whether the DEI perspectives expressed throughout the college's strategic planning process will be incorporated into the plan. Some committee members called the strategic planning process tiring and expressed frustration over stating the same points many

	<p>times. They question whether those points are being heard. The consultant doesn't seem to understand the importance of the feedback given, and the way they approached winter inservice and assigned people to breakout rooms was not very effective. Students are encouraged to participate in the DEI cohort. Concern was expressed about new students coming into strategic planning mid-process.</p> <ul style="list-style-type: none"> ▪ Stephanie said Tim was receptive to the idea of creating a video. Melissa will follow-up with Tim on this concept. ▪ The DEI committee has influence and power. When people are fearful, they look to the committee to take the lead and make things happen. If the committee gives Tim the language and he elects not to do a video, then that's another conversation. <p>Many of the concepts discussed earlier were from the book <i>How to Be an Anti-racist</i>. Caleb will draft a script/statement/message:</p> <ul style="list-style-type: none"> ▪ About what an anti-racist institution looks like. ▪ To help others understand white supremacy culture. <p>This could be shared with Tim.</p> <p>Caleb was selected to be a toolkit trainer for <i>Confronting White Nationalism in Schools</i>. Once trained, Caleb would like to start training others.</p>	
<p>9. Debrief and review commitments</p>	<p>Jaime summarized the following action items:</p> <ul style="list-style-type: none"> ▪ John, Melissa, and Kim are going to review the inservice feedback forms. ▪ Caleb will draft some language around white supremacy culture and anti-racism. ▪ Email Stephanie to participate in the DEI cohort for the college's strategic plan. ▪ Email Greer by March 19 if you wish to attend NCORE. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information