

Diversity, Equity, and Inclusion Committee Minutes

Date: March 12, 2021 | Begin: 9:30–11:00 a.m. | Location: Zoom | Recorder: Greer Gaston

Attendees: Caleb Feldman, Dasha Kolpakov, Felicia Arce, Ivan Acosta, John Ginsburg, Junko Iijima, Kandie Starr, 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"> 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 26, 2021 meeting minutes Vote on minutes <p>There was a motion by Kim, which was seconded by Klaudia, 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. College Strategic Planning Group	<ul style="list-style-type: none"> Cohorts are forming and starting to meet Developing Indicators and Action Items by May 6th <p>Stephanie reported:</p> <ul style="list-style-type: none"> Cohorts have been formed and are starting to meet. Cohorts will hold four meetings by May 6. Cohorts will identify draft indicators and action items; these are due May 6 and will eventually be reviewed by the entire strategic planning group. All cohorts were encouraged to review the DEI strategic plan in conjunction with this work. 	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
4. 1st Annual DEI Training for College	<ul style="list-style-type: none"> Contract has been approved Subgroup to identify training dates (1-2 per month April-August) <p>Stephanie asked for volunteers to work on selecting training dates. Stephanie proposed one or two trainings per month from April through August. These dates should be selected to align with the college calendar and employees' annual work schedules.</p> <p>Klaudia, Kandie, John, and Melissa volunteered to identify training dates.</p>	<input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information

	<p>Comments from committee members:</p> <ul style="list-style-type: none"> ▪ Melissa said the training could be added to the NeoGov Learn module. ▪ Faculty should be prioritized in spring term; many will be going off-contract in the summer. ▪ Klaudia will ask the ACE (Association of Classified Employees) executive board about preferred training dates for classified employees. ▪ The group talked about how to message the training: <ul style="list-style-type: none"> — Supervisors should encourage staff to attend. — Who does the message come from? Messaging from Tim would emphasize that this is important. — Questions around compensation need to be addressed. Answers must be clear. — Promote the training through different venues. ▪ The group discussed whether the training would be mandatory and whether/how part-time employees would be compensated: <ul style="list-style-type: none"> — Part-time employees will want to know if they will be compensated. — The DEI strategic plan says required annual training. — Jaime and Stephanie will follow-up/clarify with Tim. — Tim is working on a video that mentions the DEI interim framework training and the World Trust training. He could address the topic of compensation. — The messaging around compensation is important because this is an equity issue. — The number of hours worked not only affects pay but can also affect eligibility for benefits like health insurance. — To avoid the compensation issue, could training be rolled into other meetings where part-time employees are compensated, like department or division meetings, or in-service. 	
<p>5. Interim DEI Framework Training Check-In</p>	<ul style="list-style-type: none"> • Request for Implementation Practice & Discussion Sessions • Volunteers for a subgroup to facilitate conversations at Dept Chair and Directors Meetings in Spring term <p>Klaudia shared a request - from the Department Chairs and Directors group - for the committee to provide volunteers to:</p> <ul style="list-style-type: none"> ▪ Guide a conversation about white supremacy culture to increase awareness of how this plays out at the college. ▪ Practice using the DEI interim framework. <p>John, Maria, and Lanie volunteered. John will reach out to others who might be willing to work on this.</p> <p>Questions and comments from committee members:</p> <ul style="list-style-type: none"> ▪ There was a discussion about logistics, such as time commitment, when this would take place, if there was a specific question to apply the framework to. ▪ There is not an expectation that volunteers share their personal experiences. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information

- Sense of feeling conflicted about a white person speaking about white supremacy culture when they are not experiencing oppression.
- This can create a problematic power dynamic if committee volunteers are training their supervisors, or those above them in the organizational hierarchy. The reverse can occur too, where supervisors feel awkward being vulnerable in front of those they oversee.
- If those at the top of the hierarchy — who are less likely to be people of color — are leading conversations in breakout rooms, does that skew where the conversation goes? Is there a safety net for those who speak out?
- Applying the DEI framework to flatten the power dynamic could serve as a good, practical example. People may not know what flattening the power dynamic means or how to do it effectively based on the who the participants are.
- The committee needs to be skillful about how it approaches this and other training because we either have:
 - White people speaking about topics that they do not experience, or
 - People of color (POC) or those at the bottom of the hierarchy speaking about topics they have personally experienced and may be difficult or uncomfortable to share.
 There is a lot of harm that can be done; these people are vulnerable.

The committee needs to think through ways to address these issues within the college community. It needs to be strategic in its approach, honest about dynamics, and have clarity around support for those who are willing to take on these difficult conversations.

- Lanie offered to serve as a student voice in identifying examples that the DEI framework could be applied to.
- It is easy for people to resort back to old ways of thinking and what they are familiar with. Is there a way to make DEI messages/topics dummy-proof?
- Every person at the college is a leader but change needs to start at the top. People need to be able to speak out without fear. They need to be treated well and listened to. If those at the top of the hierarchy do not support what the committee is trying to accomplish, it will be difficult to make progress.

Stephanie asked the committee to think about ways to flatten the power dynamic and how to center conversations in a different way. This discussion will be continued at the next meeting on April 9; Stephanie will call this item *power and privilege dynamics in training*.

Kludia will connect John, Maria, and Lanie with the Department Chairs and Directors group.

The committee moved to agenda item 7.

<p>6. Interim DEI Framework Training Check-In</p>	<p>Breakout Rooms</p> <ul style="list-style-type: none"> • Has your training team presented? How did it go? • Challenges? • Changes? • What is working well? <p>This item was tabled; it will be considered at a future meeting.</p>	<p><input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information</p>
<p>7. Holidays to Recognize</p>	<p>• Rough Draft of Calendar (still in progress)</p> <p>Breakout Rooms</p> <ul style="list-style-type: none"> • What are the desired outcomes (what are we going to do with this calendar)? • Are there specific holidays or groups you want the College to invest in recognizing? <p>Kim said the calendar was still a work in progress. The Marketing and Communication Subcommittee met and started looking at building out a calendar. The subcommittee will apply the interim DEI framework to its work.</p> <p>The subcommittee started with what is coming up in the near future:</p> <ul style="list-style-type: none"> ▪ May is Asian Pacific Islander Desi Heritage Month. The subcommittee would like to: <ul style="list-style-type: none"> – Acknowledge and make a statement about anti-Asian violence. – Offer resources, including promotion of the Multicultural Center’s events. ▪ Indigenous People’s Day in October. ▪ Native American Heritage Month in November. Dasha mentioned the Multicultural Center may host weekly events during this month. <p>The committee went into breakout rooms to discuss the questions noted above. Notes from the breakout groups:</p> <p>Breakout Group A Notes [Taken directly from Google document.]</p> <ul style="list-style-type: none"> o <i>Statement from the president might be helpful</i> o <i>May not be realistic to host events for every holiday but acknowledgement is important.</i> o <i>Involve students - flyers, email with notes and history</i> o <i>Music can be a powerful tool to wake interest and curiosity</i> o <i>Include links to resources- where can people find more information about a specific day or celebration</i> o <i>Include creativity, recipes, (Example from Western Oregon), crafts, video links - something that makes people intrigued to learn more and explore their horizons</i> o <i>Include in the DEI newsletter</i> o <i>Recognizing/celebrating and educating about specific people within a culture being highlighted (example, the woman who invented hand sanitizer)</i> <p>Breakout Group B Notes [Taken directly from Google document.]</p> <ul style="list-style-type: none"> o <i>It would be great to see the list of holidays that have already identified</i> 	<p><input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information</p>

	<ul style="list-style-type: none"> o When we recognize a holiday we need to: acknowledge it, include an educational piece as well as additional resources o Laine would like folks to see ASG as a resource - they often have resources that could be used to celebrate these types of holiday o House this work in the MCC (Multicultural Center). MCC can be the bridge between students and employees and it would be great for this work to be housed in one place on campus o Timing of events: especially in the remote environment we need to be thoughtful of when we have events. ASG has had a lot of success in having events at 5pm <p>Breakout Group C Notes [Taken directly from Google document.]</p> <p>What are the desired outcomes (what are we going to do with this calendar)?</p> <p><i>Want to see what is happening that month on the college website--want that on the very front page--not have to go to some link in the corner of the website but in the banner that changes (could have link for more info, larger calendar, but emphasize main event on main page); statement/messaging from college at various times supporting community members from particular identities (e.g., Black history month); I would like our students to see themselves represented by the holidays we recognize; increase understanding and awareness of meaning/practices of the holidays for our community; monthly reminder for instructors to mention in class or reminder of what holidays are coming up</i></p> <p>Are there specific holidays or groups you want the College to invest in recognizing?</p> <p><i>More focus on Native American Heritage Month & holidays</i></p> <p>Committee members can add further thoughts to the shared Google document.</p>	
<p>8. Debrief Inservice – Equity Question</p>	<ul style="list-style-type: none"> • Summary of findings • Next steps <p>This item was tabled; it will be considered at a future meeting.</p>	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
<p>9. Student Speak Out</p>	<p>Breakout Rooms</p> <ul style="list-style-type: none"> • What types of current events would people (students and staff) like to have a space to talk about? • What types of questions does the committee see arising that may be hard to navigate? <p>As chair of the Multicultural Center, Dasha informed the committee about:</p> <ul style="list-style-type: none"> ▪ Registering for gift boxes that represent many cultures. These will be sent out at the end of April. ▪ A recipe book featuring various ethnic cuisines. <p>Dasha and Lanie are trying to re-start a student speak out. The speak out is a safe place, especially for minorities, to discuss real world and college issues. They are making it a priority for students to have this space and are looking for someone to help them. They would like to start spring term and continue in future academic years.</p>	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information

	<p>The committee went into breakout rooms to discuss the questions noted above. Notes from the breakout groups:</p> <p>[Taken directly from Google document.]</p> <p>What types of current events would people (students and staff) like to have a space to talk about?</p> <ul style="list-style-type: none"> <i>o Example: talking about hate backlash toward Asian Americans as a result of COVID-19; Junko is willing to help with this group; how to address students feeling discriminated against at CCC (and/or experiences microaggressions). Both how to speak safely about that as well as what procedures might exist to address it (if they opt to take that route)</i> <i>o Connect the speak outs to the holidays/events</i> <i>o Return to campus, having everyone's voices heard in this</i> <i>o COVID impacts</i> <i>o Online learning - what happens with the transition back to campus?</i> <p>[Taken directly from Google document.]</p> <p>What types of questions does the committee see arising that may be hard to navigate?</p> <ul style="list-style-type: none"> <i>o How to address students feeling discriminated against at CCC (there may not be a "solution" that feels safe)</i> <i>o Have a facilitator to help move the conversation/address things that arise. Reach out to counseling to be the facilitator</i> <p>Junko volunteered to help Dasha and Lanie with student speak outs.</p> <p>Kandie wanted more information and asked if this item could be added to a future agenda. Questions:</p> <ul style="list-style-type: none"> ▪ What type of help are Dasha and Lanie asking for? ▪ How often do Dasha and Lanie hope to hold a speak out? ▪ Are Dasha and Lanie asking for DEI support? <p>There is a need to ensure the college creates a safe place for everyone.</p> <p>Committee members can add further thoughts to the shared Google document.</p>	
<p>10. Subcommittee Updates</p>	<ul style="list-style-type: none"> • Employee Resource Groups • Human Resources • Marketing and Communications • Resources and Training • Strategic Plan <p>This item was tabled; it will be considered at a future meeting.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information

11. Debrief and review commitments	Due to time constraints, this item was not discussed.	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information
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