

# Diversity, Equity, and Inclusion Committee Minutes

Date: April 9, 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, Kandie Starr, Kevin Aguilar, Kim Crane, Klaudia Cuevas, Lanie Sticka, Lindsey Pierce, Maria Dixon, Melissa Richardson, Ray Atkinson, Stephanie Schaefer, Tim Cook, 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 March 12, 2021 meeting minutes</li> <li>Vote on minutes</li> </ul> <p><b>There was a motion by Kandie, which was seconded by Maria, to approve the minutes. The committee approved the motion.</b></p> <p><i>Note: Lindsey, Camilo, and Jaime did not attend the March 12 meeting and abstained.</i></p>	<input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
3. Updates from President Cook	<ul style="list-style-type: none"> <li>Antiracist/White Supremacy Culture statement/video</li> <li>Critical Response Team</li> <li>Mandatory Trainings</li> </ul> <p>Tim:</p> <ul style="list-style-type: none"> <li>Has been busy with other initiatives and has not done the video.</li> <li>Has heard about people responding angrily to white supremacy culture and pushing back on elements of DEI framework training. There will be people who avoid the training.</li> <li>Wondered how to get people to engage instead of choosing to opt out. If folks are not willing to have conversation, then where does the college start?</li> <li>Needs help drafting the script and message.</li> <li>Questioned whether this was the right time for a video; people are tired at the end of the academic year. The college is in this for the long haul.</li> </ul>	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information

- Wants to move forward intentionally. In Tim’s experience at Clark College, after early adopters were on board, the college hit a wall and got some push back from others. Tim hopes to avoid that at CCC.
- Asked committee members for comments and feedback about how to further the DEI work.

Committee members responded:

- Spring term is an appropriate time to send a message and/or video because:
  - Trainings are underway on the DEI framework and The Roots of Social Justice (World Trust).
  - Of what has been accomplished and where the college is headed.
  - It sets the tone that the college is serious about DEI work.
- Some people are getting caught up in/defensive about/confused over the terminology — *white supremacy culture* versus *white supremacist* and *equality* versus *equity*. Possible solutions:
  - Provide a link to the Showing Up for Racial Justice website: <https://www.showingupforracialjustice.org/white-supremacy-culture-characteristics.html>
  - Acknowledge the characteristics of white supremacy culture are not inherently bad, but these characteristics have been emphasized at the expense of other cultures and perspectives.
  - Sometimes the terminology sidetracks the conversation because people aren’t accustomed to using an anti-oppression-based framework when thinking about the world around them. This involves a shift in thinking from *everyone’s the same and I’m colorblind* to *we have deeply-rooted inequitable systems based on race*. People may not have thought about the world in these terms before.
  - Explaining the definitions can take up a lot of time during the DEI framework training. The definitions can expose a knowledge gap that needs to be addressed before proceeding.
- The college can’t shy away from using these terms; it needs to lean in and advocate for recognition of white supremacy culture. The college has to be bold if it wants to affect change.
- Trainers are spending time defending the validity of the DEI framework versus how to implement it.
- Acknowledging that people may feel uncomfortable and defensive.

Tim responded:

- He can clarify the terminology and talk about why the college is implementing DEI initiatives, but this won’t solve the entire problem.
- The college will never get 100-percent participation.
- Though it will take time, his approach would be to start building a coalition of people who understand the DEI work. Then start identifying skeptics next academic year.
- Looking ahead in a year or two, he hopes about 60-percent of people are on board.

- The college could incentivize participation or address participation under professional development in association contracts.
- How does the college move forward, knowing some are opposed to the DEI work.

In response to a request from Tim, Melissa, Caleb, and Kim volunteered to help Tim draft some language/messaging for the video. Tim will arrange a time to meet.

Tim advised progress on the Critical Response Team had stalled on the student services side. There were questions about how this team would interact with the CARE Team. Tim didn't realize this delay had occurred; progress is resuming. Jaime asked if the Critical Response Team will address regional and national events; this is of particular interest to the DEI committee. Tim initially envisioned this team responding to issues at the college but said a broader perspective could be considered.

The group discussed whether The Roots of Social Justice training should be mandatory. Tim noted employees are required to complete a lot of compliance-related trainings. To some extent, people just check the box, but do not fully engage. Tim doesn't want DEI training to be approached in the same way.

Committee members made the following comments:

- People having to opt-in will result in inequitable outcomes. For equity be the outcome, the college needs everyone to be involved in the equity work. This should be considered a part of people's jobs; it should be no different than faculty having to submit grades as part of their normal duties.
- In the past, one of the ways the college has conveyed a training is important is by making it required or mandatory. If training isn't given a high priority, people can ignore where the college is headed in terms of its DEI work.
- World Trust recommended—at the very least—the college needs to *say our college, our students, our community is changing*, and the college wants to bring its employees along. The college can't underestimate the importance of employees investing in this training.
- It's a struggle to differentiate this training from other compliance-related trainings. The college hasn't made this type of training a priority in the past.
- People may be less likely to internalize the message when forced to attend training, but the DEI trainings are foundational.
- People may benefit from the training even if they are resistant to it initially.
- People breeze through some of the compliance training because it's possible to *check out* while doing that work. This is an argument to invest in high quality training that is personal and engaging.
- Not everyone is going to come along.
- Reward is more effective than punishment.
- People need to recognize where the college is headed; it is implementing DEI initiatives. People must understand they're not going to get the social "pass" that was allowed before.

	<p>The college needs to see—at very least—behavioral changes that result in fewer microaggressions.</p> <p>Tim thanked the committee members for the discussion and left the meeting.</p> <p>Committee members shared the following comments:</p> <ul style="list-style-type: none"> <li>▪ The college can't shy away from terms like <i>white supremacy culture</i>; it can't change its message to make white people feel comfortable.</li> <li>▪ There is frustration because the college is spending too much time worrying about white people, while people of color continue to have all sorts of negative/harmful experiences. The college spends more time talking about white people's feelings than it does talking about these experiences. White people's anger shouldn't run the show.</li> <li>▪ Committee representatives advocated for the <i>mandatory</i> versus <i>optional</i> decision as far as they could with Tim.</li> <li>▪ This will provide an opportunity to track how many people participate voluntarily. If participation is low, this will support the argument that training should be mandatory next year.</li> <li>▪ Committee representatives contacted employee associations and broached the topic of incentives for participation and consequences for non-participation. Bargaining for all employee groups will take place next year.</li> </ul>	
<p><b>4. Update on Chief DEI Officer Hiring &amp; Forum Next Week</b></p>	<p>Kevin and Melissa reported:</p> <ul style="list-style-type: none"> <li>▪ The recruitment is at the finalist stage; there are two finalists.</li> <li>▪ The DEI committee will meet/interview finalists next Tuesday. This the committee's time to engage directly with the candidates. Each meeting will start with the candidate doing a five- to 10-minute introduction and explanation of their interest in the position. Kevin will facilitate the meeting.</li> <li>▪ Human resources will provide a feedback mechanism, likely via SurveyMonkey, so committee members can comment and rate how each candidate might meet the needs of the college. Feedback will be anonymous. This feedback will be shared with Tim in summary form; this will be a piece of information Tim considers as he makes his decision.</li> <li>▪ <b>Human resources will share the candidates' resumes and the job description before the interviews.</b></li> <li>▪ Candidates were interviewed twice by the search committee, met with Tim, and will meet with Executive Team on Monday.</li> <li>▪ All-staff open forums will take place next Thursday and will hopefully be announced today.</li> <li>▪ Human resources is developing guidelines for interaction/parameters of engagement to help people be mindful of what they can ask candidates. Questions need to connect with the job description and the work.</li> <li>▪ They wanted the committee members to be open and honest with candidates about push back, the Trump rally, where the college community is at.</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 checked="" type="checkbox"/> Information</li> </ul>

Melissa asked the committee:

- What it wanted its interviews/engagement with the candidates to look like.
- If there were structured questions the committee wanted to ask the candidates. If so, she needs these by Monday. These would be provided to the candidates about 30 minutes prior to their interview.

Jaime served on the search committee and appreciated the level of detail in the hiring process.

The committee did want to ask some structured questions. Proposed questions included:

- What is your experience and strategy for moving a community forward in DEI work when the community has limited experience and buy-in with DEI?
- How would you want to work with the DEI committee at CCC? Based on your experience, what would you consider the most effective structure or way to work together on DEI?
- I'd like to know what theories, philosophies, frameworks, etc., that inform their DEI work and how.

Melissa and Kevin summarized a draft plan for the forum:

- Human resources will email committee members the job description, first and second round interview questions asked by the search committee, proposed interview questions.
- Committee members should send additional questions or other suggestions about the interview process to human resources.
- The forum will have time for committee members to ask impromptu questions.
- Some time should be reserved for candidates to ask questions of the committee.
- Candidates know that they will have the opportunity to ask questions of the committee. If they have any questions to share in advance, Kevin will let the committee know.

Melissa acknowledged it was gratifying to consider all that had been accomplished: DEI officer recruitment nearing completion, pieces of the strategic plan have been implemented, search advocacy and World Trust training is underway. Melissa thanked the committee for getting the college to this point.

A couple committee members talked about how valuable the search advocacy training was and asked if it was going to be available to the college at large. Kevin is trained in the search advocacy model, and the training the search committee received was Kevin's adaptation of that work.

The full search advocacy training is conducted by an Oregon State University (OSU) faculty member whose availability is limited. The training takes 16 hours. Training for CCC's first cohort—made up of Executive Team and Leadership Cabinet—is underway. The eventual goal is to:

- Develop training that is tailored to CCC based on OSU's model.

	<ul style="list-style-type: none"> <li>▪ Have everyone serving on search committees trained.</li> </ul>	
<p><b>5. 1st Annual DEI Training for College</b></p>	<ul style="list-style-type: none"> <li>• <b>Training Dates</b></li> <li>• <b>Registration</b></li> <li>• <b>Paid for PTF/PTC</b></li> </ul> <p>Jaime reported:</p> <ul style="list-style-type: none"> <li>▪ An email about the training has gone out to the college community.</li> <li>▪ Registration is through NeoGov.</li> <li>▪ Currently promoting four training dates for spring term. Summer dates are set but are not being promoted yet.</li> </ul> <p>The committee discussed how it wanted to collect feedback on the training. Jaime will check with World Trust. If they don't have a feedback mechanism, Jaime will put together a Google form and send it out to the group. Something should be in place before the first training next Tuesday.</p>	<input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
<p><b>6. Interim Framework Practice/Application Update</b></p>	<ul style="list-style-type: none"> <li>• <b>Update on facilitation for Chairs/Directors</b></li> </ul> <p>John reported:</p> <ul style="list-style-type: none"> <li>▪ The Department Chairs &amp; Directors group requested help in practicing how to apply the DEI interim framework.</li> <li>▪ The Department Chairs &amp; Directors group was going to work on this at its meeting later today.</li> <li>▪ John attends these meetings.</li> <li>▪ Bev, Kelly and Lars were collecting scenarios to practice with.</li> </ul> <p>Due to time constraints, John suggested the topic of <i>how much facilitation and engagement the DEI committee wants to provide</i> be postponed to a future meeting. Jaime concurred that a discussion about tools and resources to practice the framework would be a future agenda topic.</p>	<input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
<p><b>7. Student Speak Out</b></p>	<ul style="list-style-type: none"> <li>• <b>Updates, what is needed from DEI Committee (how can we support)</b></li> </ul> <p>Lanie and Dasha shared the following:</p> <ul style="list-style-type: none"> <li>▪ They are looking for an individual from the counseling center who has DEI experience to facilitate and create a safe environment for student speak out meetings. They have contacted the counseling department and are awaiting a response.</li> <li>▪ They are hoping to start student speak out meetings this spring. If they can't get it going by then, they will implement in the fall.</li> <li>▪ Topics for the student speak out will focus on things like Asian Pacific Islander Desi American (APIDA) Heritage Month or other similar commemorative observances.</li> <li>▪ This is International Week. There is Brazilian children's folklore and literature event this afternoon. Three other events occurred earlier this week and there was a good turn-out.</li> </ul>	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information

	<ul style="list-style-type: none"> <li>▪ The Multicultural Center is starting to prepare for APIDA Heritage Month; they are putting gift boxes together.</li> </ul> <p>It was noted Junko had volunteered to help with student speak out at a previous meeting.</p>	
<p><b>8. Subcommittee Updates</b></p>	<ul style="list-style-type: none"> <li>• <b>Employee Resource Groups</b></li> <li>• <b>Human Resources</b></li> <li>• <b>Marketing and Communications</b></li> <li>• <b>Resources and Training</b></li> <li>• <b>Strategic Plan</b></li> </ul> <p>Employee Resource Groups Kandie said a new employee resource group, called Beyond Words, was created for the book club. Beau did most of the work to get this going. The group is starting to read their first book. <b>Kim will update the website with this information.</b> If folks are interested in participating, contact Beau.</p> <p>Marketing and Communications Kim said the group was continuing its work on holidays and recognition calendar. <b>Kim will send this to the committee.</b> The group is also engaged in an ongoing discussion about how to help with DEI statements and how the college can address current world events. One proposal was to set-up a mechanism in the ticketing system for people to suggest communication or to ask about current events. They are planning a statement around APIDA Heritage Month and are working on resources and communication for the Chauvin trial verdict.</p> <p>Resources and Training Stephanie said new leads for this subcommittee are Caleb and Ivan.</p> <p>Strategic Plan <b>John said this group is developing a document to bring to the committee about the action items accomplished in the past year, the items still left to do for this year, and what items are in store for year two.</b> This subcommittee is looking for new leadership next year.</p>	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
<p><b>9. Debrief and review commitments</b></p>	<p>Due to time constraints, this item was not discussed.</p>	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information