Diversity, Equity, and Inclusion Committee Minutes

Date: May 14, 2021 | Begin: 9:30–11:00 a.m.| Location: Zoom | Recorder: Greer Gaston

Attendees: Beau Gilbert, Caleb Feldman, Casey Layton, Dasha Kolpakov, Esther Sexton, Ivan Acosta, Jaime Clarke, John Ginsburg, Junko Iijima, Kandie Starr, Kathryn Long, Kim Crane, Klaudia Cuevas, Lanie Sticka, Lindsey Pierce, Melissa Richardson, Robyn Dryden, 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**	• **Review Guidelines for Interaction** Stephanie read the Land Acknowledgement. ==Stephanie will add the land acknowledgement, including the labor acknowledgement, to future agendas.== Stephanie reviewed the Guidelines for Interaction. Committee members introduced themselves to Casey Layton, the college's new Chief DEI Officer, who was attending the meeting.	☐ Discussion ☐ Decision ☐ Advocacy ☒ Information
2. **Meeting Minutes – Review & Vote**	• **Review April 23, 2021 meeting minutes** • **Vote on minutes** **There was a motion by Klaudia, which was seconded by Kandie, to approve the minutes. The committee approved the motion.**	☐ Discussion ☒ Decision ☐ Advocacy ☒ Information
3. **Updates from DEI Strategic Plan Subcommittee**	• **Items accomplished this year** • **Items still needing to be addressed this year** • **Plans for next year** • **Subcommittee Lead** • **Where does the progress report live?** John: ▪ Had produced a winter update listing the status (started, in-progress, complete) of action items.	☒ Discussion ☒ Decision ☐ Advocacy ☒ Information

- Is working on a more extensive update for the entire year that will highlight accomplishments and what remains to be done this year and next. This update is currently in draft form.
- Noted the information is in a Google document that lists objectives, action items, and their status. Hyperlinks provide further detail.
- Summarized completed items:
    — *Action 1.1.4.5: Provide ongoing support for Employee Resource Groups.*
    — *Action 1.1.2.1: Research and establish a comprehensive training and professional development program that balances foundational learning and personal exploration of DEI principles.* This is related to the Interim Equitable Decision-making Framework Training.
    — Establish an Office of Diversity, Equity, and Inclusion; the college's first DEI Officer was attending the meeting.
    — Funding for DEI ongoing operations.
    — *Action 1.3.3.1: Ensure two representatives from the DEI Committee are on the college's Budget Advisory Group (BAG) to ensure practice of DEI-informed budgeting principles, priorities, and decision-making.*
    — *Action 2.1.1.1: Identify underrepresented and underserved student populations at the college.* John worked with the Institutional Research office and the Collaborative Planning and Research Group to identify these populations and develop measurements for equity gaps. There are metrics for populations by race, ethnicity, gender, SES/Pell, and disability status. John noted there was a document prepared by Lauren McGuire described this in more detail. ==Due to time constraints, Jaime suggested this could be an agenda item for a future meeting==.
- Summarized what's still to be addressed this year:
    — *Action 1.1.2.2: Create and implement an annual DEI workshop required for all college employees in order to reinforce the college's commitment to cultural competency, set organizational expectations, and grow shared understanding of cultural competency.* The World Trust training is underway.
    — *Action 1.1.3.1: Address bias in talent acquisition processes by implementing a "search advocate model."* One training has been offered. ==Eventually, the Oregon State University training will be adapted to a version specific to CCC.==
    — *Action 1.2.2.3: Provide training on the DEI framework to the college community.* Feedback from the interim framework will be used to inform a permanent framework. There is an agenda item related to the framework later in the meeting. Feedback is being solicited. Tracking how the framework is applied is ongoing.
- Said there are a lot of items that are ongoing or targeted for completion next year. He has been reaching out to various departments and committees to get updates.
- Will have a more finalized document to present at a future meeting; this will give a better sense of what the college needs to work on next year.

	▪ Noted he will not serve on the DEI Committee next year and a new subcommittee chair is needed. He has not been able to recruit anyone for the position yet. This person will have the opportunity to work with Casey. ▪ Will move subcommittee documents and place a link to the Google Document in the I drive. John had two informational items: ▪ Regarding the use of the DEI framework to review and assess the shared governance process, John contacted Jason Kovac, Cynthia Risan, and David Plotkin. They are not going to apply the DEI framework to College Council or Presidents' Council now, because the process of shared governance review may change governance itself. Jason said the DEI framework will be applied to the process of review, so there will be some application of the framework to shared governance. ▪ John talked with Sue Goff, chair of the Instructional Standards and Procedures Committee (ISP), regarding *Objective 3.1.1: Develop a set of guiding principles for the creation and revision of instructional policies and procedures that are consciously equitable and inclusive*. Sue asked whether a set of guiding principles was needed. She suggested applying the interim DEI framework to ISP operations would accomplish the same thing as creating another structure of guiding principles. John felt this question was valid but said it would mean retroactively tweaking the strategic plan. He wanted to bring this to the committee. There are similar "guiding principles" called for in the instructional section of the strategic plan that may parallel the DEI framework. John wants to avoid a duplication of work. Caleb concurred this was a valid question; Caleb will check the notes and reach out to others who worked on this and other instructional objectives to ensure there was nothing distinct about the creation of guiding principles and that nothing was lost in the translation. Caleb will try to determine a way to move this forward. John will touch base with Caleb. Jaime advised it is the subcommittee's responsibility to report to the committee; the committee decides how it will share information about strategic plan implementation. Jaime proposed – since there is so much information on the DEI webpage – the update should be posted under the DEI strategic plan accordion on the webpage. No committee members expressed concern about posting the DEI update as proposed. Kim confirmed the update would be in PDF format, in the same clean, easy to follow design with embedded links. Jaime acknowledged John's work on the subcommittee.	
4. Framework	• **Vote on extension for feedback** Jaime reported: ▪ The goal was to finalize the DEI framework by the end of the term. ▪ Feedback has been very limited, and much of it doesn't apply to using the actual framework.	☒ Discussion ☒ Decision ☐ Advocacy ☐ Information

Jaime asked if the committee wanted to postpone its decision on a permanent framework until more actionable feedback was received from the college community.

Quite a few committee members said they supported the idea of postponing the decision in the hope the committee would receive more feedback. It takes time to incorporate the framework into people's projects and decision-making. The committee wants folks to embrace the framework, so feedback is important.

Stephanie reported 121 unique individuals have gone through the training.

The committee discussed how people might be encouraged to submit feedback. Currently there is a link to a feedback form within the DEI training form and participants are asked to complete the form. At Leadership Cabinet, supervisors have been asked to encourage their staff to provide feedback. Folks can complete the form every time they use the framework.

At the last meeting Esther volunteered to review/summarize the feedback to date. Esther would like more time to work on this.

Committee members discussed feedback:
- Not everyone likes to fill out forms.
- Is there a way to gather anecdotal information or feedback on lived experiences? It would be helpful to learn how others are using/putting the framework into practice.
- Capacity is an issue for everyone.
- Besides an email prompt, what would engage people – a follow-up or discussion session, a 15-minute calendar invite with a link to come and talk or just fill out survey? Jaime liked this idea.

Jaime confirmed the committee would delay the decision on a permanent framework at least until fall to continue to collect more information.

Stephanie, Kandie and Jaime:
- Meet with Tim later today and will let him know the decision has been postponed.
- Will put their heads together on sending an invitation for feedback on the framework to the college community and those who participated in training. Anyone who wants to help with this, or facilitate a conversation, should contact Stephanie, Jaime or Kandie.

| 5. Discuss Wacheno Welcome Center | Last fall, the committee supported the naming of the new welcome center after the Wacheno family. This support was contingent upon some specific requests made by the committee; the committee was assured these requests would be fulfilled.

On Monday, Jaime, Esther, and John attended a meeting on the welcome center space. Jaime got the impression the committee's requests were not being honored, so this item is coming back to the | ☒ Discussion
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committee. College administration needs some suggestions and action items to authentically honor tribal communities and the Wacheno family.

Jaime opened the floor for discussion and ideas that could be presented to Tara and Tim.

Stephanie noted committee members had already shared some good ideas in a Google document.

Items discussed in the meeting on the welcome center space:
- **Artifacts being placed in the Multicultural Center**.
  DEI should live everywhere, and this doesn't address the committee's concerns.
- **Images of Mount Hood, an old motorcycle, Oregon City bridge construction, and net fishing in a river resulted in students saying the design had a museum-like feel that they disliked**. History doesn't have to be a stuffy, old museum piece; history can be represented by something modern and dynamic, like exhibits and murals about contemporary and historical issues and culture. The Art Department might have ideas about more modern representations. Digital installations are a possibility and are inexpensive to change. A projection screen could be considered. The more ideas the committee comes up with, the more options it can offer the design team. The committee needs to offer suggestions about what it would like to see.

John was involved in the welcome center design before the Wacheno naming. John looked at the committee's December minutes and is not sure there was follow-up communication about the committee's concerns. The project has been complicated, and the design team has received conflicting information at times. There are also instances where the design team hasn't always understood the college's vision. John is optimistic that specific requests would be well received.

Stephanie said, after providing ideas/feedback, the committee should give the designer an opportunity to fix the problem. If the response isn't positive, some committee members proposed withdrawing support.

Comments from committee members:
- Was there a call for public art or a selection committee formed? There are local artists doing culturally sensitive and Native American-inspired work. Ideally, those who use and work in the building, tribal representatives, and others would be involved in the selection process. Junko will write up a description of what a public art selection committee might look like.
- This is an example of the college doing the same thing it always does by trying to avoid the issue, stay neutral, and not take a political stance. This needs to be articulated to administration and there needs to be push back. There were barriers to remove artwork that was offensive and oppressive to indigenous people. Yet, when the committee advocates for inclusion/representation of indigenous people, this seems to present great difficulty. This false sense of neutrality is the college's default position and is a setback to DEI work.

	- A couple committee members liked the idea of displaying the land and labor acknowledgement in the welcome center. - This is an opportunity to move away from white supremacy culture. The college needs to be thoughtful. The building can still function if the walls are bare and time is given to sort this out. - Is there already an art committee at the college? Jaime said there is such a committee, though she doesn't know if they have been involved. The people in the Monday meeting seemed to be fulfilling this role; they were asked about what they liked and disliked. Jaime wasn't sure if anyone else was involved in the artwork selection. She suggested the next step was contacting Tim and Tara. The committee briefly discussed the removal of offensive works of art. Jaime confirmed the ==committee consensus was to share feedback and ideas with Tim and Tara.== <mark>Stephanie, Kandie, and Jaime meet with Tim later today and will bring this to his attention</mark>. A committee member asked if Stephanie, Kandie, and Jaime would advocate for the concept that neutrality does not exist and attempting to be neutral is a futile exercise. It reinforces a mindset around colonialism and white supremacy. Committee members were encouraged to continue adding their ideas to the Google document. The committee moved to agenda item 7.	
6. Subcommittee Updates	**Employee Resource Groups** **Human Resources** **Marketing and Communications** **Resources and Training** **Strategic Plan** Due to time constraints, this item was not discussed.	☐ Discussion ☐ Decision ☐ Advocacy ☒ Information
7. Sabbatical Project	**Explanation of Sabbatical Project** **Input from DEI Committee** Kathryn Long wanted to share information on her sabbatical project and discuss how the committee might connect with her work. Kat's sabbatical documents can be found here: https://docs.google.com/document/d/1X_K65Dp42kq8jKhEipqu2eksoSc2Qiz_HPfzjcW0ZKw/edit Kat described the highlights of her work:	☒ Discussion ☐ Decision ☐ Advocacy ☒ Information

	- Her sabbatical description has been approved, so she's not looking for feedback on how to change the language. - For her sabbatical, Kat intends to read, reflect, and write about her own issues related to white privilege and white fragility. Beyond working on her own issues, Kat wants to partner with others. - Kat wants to explore developing empathy to better understand issues related to race. - Kat intends to talk to folks to see where they are in their journey, how they are changing and growing, and what they are reading, listening to, and participating in. - Kat wants to connect with students and employees to find out what points are challenging for them. Kat asked committee members for feedback on her project. A committee member: - Liked the idea of talking one-to-one with folks; some people may not feel comfortable sharing experiences or thoughts in the presence of others. - Asked if she would use mixed methods to gather feedback; a survey was mentioned in addition to one-to-one conversations. - Said DEI work takes time and dedication and supported Kat using this time for her own personal exploration and then bringing others along in her journey. - Said they were looking forward to the list of resources and asked if the list would include podcasts. The meeting ended accidentally, and then restarted. A committee member: - Asked how much depth Kat would go into looking at antiracist pedagogy, culturally responsive teaching, and modalities around systemic oppression in the classroom. They encouraged Kat to explore these types of materials because there is intersectionality. There are a lot of great reading materials in Kat's list, but many are more directed toward personal reflection. - Mentioned some college employees have expressed discomfort over being asked to represent a particular identity. They suggested Kat share her intent and give people space to decide whether to participate. The degree to which people want to participate can be dependent upon how confident the participant is in their role, how safe they feel given the power dynamics, and their expectations around how their feedback might be used and valued. ==Kat will reconnect with the committee in the fall.==	
8. **Debrief and review commitments**	Due to time constraints, this item was not discussed.	☒ Discussion ☐ Decision ☐ Advocacy ☐ Information