Diversity, Equity, and Inclusion Committee Minutes

Date: June 4, 2021 | Begin: 9:30–11:00 a.m.| Location: Zoom | Recorder: Greer Gaston

Attendees: Beau Gilbert, Caleb Feldman, Casey Layton, Dasha Kolpakov, Felicia Arce, Ivan Acosta, Jaime Clarke, John Ginsburg, Junko Iijima, Kandie Starr, Kim Crane, Klaudia Cuevas, Lindsey Pierce, 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**	**Land Acknowledgement** **Labor Acknowledgement** **Review Guidelines for Interaction** Stephanie read these with the committee.	☐ Discussion ☐ Decision ☐ Advocacy ☒ Information
2. **Meeting Minutes – Review & Vote**	**Review meeting minutes** **Vote on minutes** There were no minutes ready for consideration.	☐ Discussion ☒ Decision ☐ Advocacy ☒ Information
Non-agenda Item	Tim Cook asked the committee members for their perspective on how the past year had gone. Committee members noted there had been challenges, like the Trump rally and issue with the board member, but there was also amazing work done and progress made. Committee members expressed gratitude for what has been accomplished and excitement about the future of this work.	
3. **Planning for Summer & Next Year**	**Meetings summer term** - The committee doesn't typically meet during summer term. - There are five committee members who are off-contract during the summer. Melissa will verify that part-time faculty who are off-contract would be compensated for summer work; she will obtain David Plotkin's approval. - It's helpful to have some dates identified. Committee consensus was to schedule two tentative meetings, one in July and one in August, in the event summer meetings are needed. - The meeting will be cancelled by 5 p.m. the day before the meeting if there are no pressing agenda items.	☒ Discussion ☒ Decision ☐ Advocacy ☐ Information

	■ <mark>Greer will send a Doodle poll</mark> to identify meeting dates that work for most committee members. • **Availability for Framework Trainings** ■ Jaime, Caleb, Kandie, Melissa and Klaudia volunteered to conduct interim Equitable Decision-making Framework trainings over the summer. Since some folks are not available in summer, new training teams may be formed. • **Possible retreat summer term** ■ Stephanie proposed combining a summer meeting with a retreat. ■ Committee members liked the idea of a <mark style="background:cyan">summer retreat</mark> to work on team building and to introduce new members to the group. ■ New committee members should be selected early next week, following a meeting with Tim on Monday. There were more applicants than ever before; this is a sign the college community is becoming more engaged in DEI work. ■ Stephanie asked the group to <mark style="background:cyan">send her suggestions for retreat activities</mark>. ■ Melissa said the committee needed to flexible in terms of the retreat being in-person or virtual. If in-person is an option, <mark>Stephanie suggested an anonymous poll could be conducted</mark> to see if committee members were comfortable meeting in-person. ■ <mark>Greer will send a Doodle poll</mark> to identify a two- to four-hour date/time for a retreat/meeting. • **Plans for fall term** ■ The committee typically meets the week of in-service. One year, this kick-off meeting has included subcommittee members. ■ Because new members will be attending, the committee discussed extending the meeting time beyond the typical 90 minutes. ■ Stephanie suggested this could be a combined meeting with subcommittee members, or committee members could meet by themselves first and bring in subcommittee members later in the meeting. ■ <mark style="background:cyan">Committee consensus was to meet on the Thursday morning the week on in-service. First by themselves and then bringing in subcommittee members later in the meeting.</mark> ■ Planning for this meeting can take place at the July or August meeting. Committee members should be on the lookout for emails, in case additional pre-meeting work is needed.	
4. **Collaborative Planning Data**	• **Overview of collaborative planning data project and findings** At end of last year, this group was formed by Jason Kovac and Lisa Anh Nguyen to collaborate on the data needed for the "Biggies" – namely DEI, strategic enrollment management, guided pathways, and	

college-wide strategic planning. Those working on these initiatives were looking for indicators and metrics. Lindsey was the initial DEI presentative, followed by John.

The metrics examined:
1. Credit completion
   a. Zero credits within first term
   b. 9+ credits within first term
   c. 36+ credits within first year
2. Retention
   a. Fall to winter
   b. Fall to fall
3. English progression (completion within first year)
4. Math progression (completion within first year)
5. Degree and/or certificate completion
   a. Within two years
   b. Within three years

The student characteristics that data points were examined by:
1. Race/ethnicity
2. Gender
3. Pell status
4. Disability
5. First-generation

John reported:
- The group knew the findings would be imperfect because the college's data gathering fell short.
- Some of the demographic information students were asked to provide was optional, so there are unknowns.
- The data was not gender inclusive; a binary methodology was used.
- This data represents a "start."
- Institutional Research is seeking to become more inclusive in its data collection and improve its demographics by making student information *required* instead of *optional*.
- John, Jaime, and Lindsey will meet with Jason and Lauren McGuire to ensure the college has the data it needs going forward.

Based on three-year span from 2017 to 2019, John shared infographics showing the following groups were underrepresented in one or more of the educational outcomes examined.
- Black/African Americans
- American/Alaskan Natives
- Hispanic/Latinos
- Multiple Races/Non-Hispanics

	▪ Females ▪ First-in-family/first-generation college students ▪ Students with a disability ▪ Those who did not receive PELL The infographics are on file in the DEI Committee record and depict the demographic groups in a particular metric that were underrepresented – by percentage of population – in achievement in two or more of the three years. This helps identify equity gaps. ==John will verify that *those who did not receive PELL* were eligible.== The data provided was intended to be informational. Committee members commented: ▪ The data can be used as a baseline to assess whether various initiatives help close equity gaps and lead to greater success for students. ▪ The data ties in with the DEI framework in terms of encouraging people to make data-driven decisions. The data illustrates that certain populations have been left out of the college's decision-making. ▪ Students and employees often *opt out* when it comes to providing data. While the college doesn't want to force folks to provide information they don't want to share, this makes it difficult to obtain disaggregated data. The lack of data makes it challenging to improve recruitment and retention for students and employees of color. ▪ The *We All Count* website offers a *Seven Step Framework* related to data equity: https://weallcount.com/the-data-process/ ▪ A committee member asked what is the reporting cycle and when changes can be made to elements in the report? If committee members have specific questions or data elements to propose, please share those with Jaime and John. They will advocate on behalf of the committee.	
5. Charter Review	• **Review of comments/edits made on Google Doc** • **Vote on updated Charter** Stephanie acknowledged there was not enough time review the entire charter; she asked if there were some edits that could be tackled easily. Stephanie displayed updated Guidelines for Interaction developed from previous discussions. Committee members made a few minor grammatical revisions. The revised Guidelines for Interaction are as follows: 1. Create a brave learning space	☒ Discussion ☒ Decision ☐ Advocacy ☐ Information

2. Acknowledge harm and impact of your behavior/comments
3. Discomfort is welcome
4. Respect each other's perspectives
5. If you experience yourself making judgments, ask yourself where those feelings came from
6. Listen with the intent to hear and understand, rather than to respond
7. Stay engaged
8. Consider your privilege
9. Step up, step back
10. Stories told stay here, knowledge leaves
11. Speak your truth--share your experiences, use "I" statements
12. Expect and accept non-closure
13. Center the experience of systemically non-dominant people in this space

There was a motion by Kim, which was seconded by Kandie, to approve the adjustments to the Guidelines for Interaction in the Charter and for committee use. The committee approved the motion.

Stephanie summarized other feedback noted on a Google document:
- There was a request from a committee member to have fewer agenda items and to send out a request for agenda items in advance.
- There was a suggestion to incorporate an anti-racist stance in the scope, or possibly the purpose. Stephanie proposed having some volunteers work on the placement and exact language over the summer.
- In the scope, there was a notation that item 4 is very similar to item 3. The group acknowledged its role was to make recommendations which meant item 3 could be removed.

There was a motion by Lindsey, which was seconded by John, to remove item 3. The committee approved the motion.

- A committee member proposed revising item 4 as follows:
  4. *Making recommendations to institutional policies and procedures to address diversity, equity, and inclusion issues*
- Based on feedback from a previous meeting, Stephanie proposed language revisions to item 12 as follows:
  12. Providing Diversity, Equity, and Inclusion Framework training and guidance and ensuring the application of the DEI Framework to decision-making at CCC
- Some committee members disliked the word "ensured" and proposed a revision to item 12 as follows:
  12. Providing Diversity, Equity, and Inclusion Framework training and guidance and supporting and consulting regarding the application of the DEI Framework to decision-making at CCC.

	The committee members considered whether the order of the items implied they were prioritized. It was unclear whether the order was tied to importance. <mark>A bulleted list was substituted for numbers, and the committee will revisit this later.</mark> Stephanie proposed a work group be formed to determine where the anti-racist wording goes. Stephanie asked if anyone recalled what *the above statement* was referencing? Several committee members said it predated the committee and referred to something that was no longer in the document—namely feedback on the mission or the diversity committee. In lieu of *the following groups*, Stephanie suggested changing that to *the college community.* No one expressed concern over this change. Stephanie noted it may be redundant with the next sentence. Committee members discussed the importance of tracking various versions of committee documents. They discussed the history of the committee and how this should be documented. While it doesn't need to be in the charter, it should be retained, perhaps on the DEI webpage, under a drop down for history. It's important to retain the *why* something occurred. The group wasn't formed just to fulfill House Bill 2864; it wanted the work to be taken seriously, supported, and become integrated within the college. There was also a discussion of documenting the struggle for DEI work to gain credibility at the college, e.g. waiting a year before the task force was given the permission to form a committee. <mark>Stephanie, Kandie, and John agreed to work on documenting the origin story/history/timeline structure of the committee. Kim offered to update the webpage once the content was developed.</mark> <mark>Committee consensus was to remove this from the charter and add it to the DEI webpage.</mark> Under *Relationship to Other Committees*, <mark>Stephanie mentioned the Cultural Arts Committee and the Data Integrity Group should be added.</mark> Stephanie asked for volunteers who were willing to form a <mark>small group to work on charter language updates over the summer. Lindsey, Caleb, and Stephanie volunteered. Stephanie will give editing rights to Lindsey and Caleb.</mark> Stephanie encouraged others to provide comments on the document; <mark>she will send the charter out to committee members when there are updates to share.</mark>	
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. Debrief and review commitments	Due to time constraints, this item was not discussed.	☒ Discussion ☐ Decision ☐ Advocacy ☐ Information