

# Diversity, Equity, and Inclusion Committee Minutes

Date: September 23, 2021 | Begin: 10 a.m. to noon | Location: Zoom | Recorder: Greer Gaston

**Attendees:** Caleb Feldman, Esther Sexton, Felicia Arce, Junko Iijima, Kim Crane, Klaudia Cuevas, Lindsey Pierce, Maria Sorrentino, Melissa Richardson, Stephanie Schaefer, Casey Layton, Greer Gaston

**Subcommittee Attendees (Joined around 10:30 a.m.):** Camilo Sanchez, Guadalupe Martinez, Irma Bjerre, Lindsay Curletto-Holt, Patricia DeTurk, Katrina Boone

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
<b>1. Welcome &amp; Review of Guidelines for Interaction</b>	<ul style="list-style-type: none"> <li>• Land Acknowledgement</li> <li>• Labor Acknowledgement</li> <li>• Guidelines for Interaction</li> </ul> <p>Klaudia reviewed these with the committee.</p>	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
<b>2. Meeting Minutes – Review &amp; Vote</b>	<ul style="list-style-type: none"> <li>• Review August 24, 2021, meeting minutes</li> <li>• Vote on minutes</li> <li>• Doodle poll for meeting time</li> </ul> <p>Klaudia noted an error in the minutes; she did not co-lead the DEI cohort with Stephanie. A bullet point in agenda item 5 was changed: <i>Stephanie <del>and Klaudia</del> lead the DEI cohort.</i></p> <p><b>There was a motion by Maria Sorrentino, which was seconded by Lindsey, to approve the minutes as amended. The committee approved the motion.</b></p> <p>Stephanie noted there was a scheduling conflict for a committee member. For years the committee meeting has traditionally been from 9:30 to 11 a.m. This timeslot is outlined in the charter. Greer will email a link to a Doodle poll to determine if adjusting the meeting time will work for other committee members.</p>	<input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
<b>3. Interim Equitable Decision-making Framework</b>	<ul style="list-style-type: none"> <li>• Background for new members.</li> <li>• Complete the Google document to record committee member availability.</li> <li>• Training teams will be re-aligned based on similar availability.</li> </ul> <p>Stephanie reported:</p>	<input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information

	<ul style="list-style-type: none"> <li>▪ 140 unique individuals have completed the interim equitable decision-making framework.</li> <li>▪ This training was adapted from a training offered by Clark College.</li> <li>▪ Committee members conduct the training.</li> <li>▪ During fall term, the committee is expected to consider feedback, make any adjustments, and determine a permanent framework.</li> </ul> <p>A committee member asked about training and resources on how to facilitate the equitable decision-making framework learning session.</p> <ul style="list-style-type: none"> <li>▪ New facilitators can observe a training or shadow an experienced facilitator.</li> <li>▪ New facilitators will be paired with more experienced facilitators.</li> <li>▪ There are training materials, a script, preparation documents, and instructions on tracking attendance on the Google drive.</li> <li>▪ Stephanie mentioned the possibility of offering a train the trainer session and/or a mini orientation.</li> </ul> <p>Committee members were asked to record their availability for training and for facilitating in a Google document. Training teams will be created or realigned based on having similar availability. Greer will match training teams with training requests.</p>	
<p><b>4. World Trust Training Participation</b></p>	<ul style="list-style-type: none"> <li>• Update on how many unique individuals completed the World Trust trainings in the past 4 months</li> <li>• Facilitators needed for trainings on: <ul style="list-style-type: none"> <li>— Friday, October 29, 9 to 11:30 a.m.</li> <li>— Thursday, November 18, 2:15 to 4:45 p.m.</li> </ul> </li> </ul> <p>Casey reported:</p> <ul style="list-style-type: none"> <li>▪ Some adjustments were made to the training schedule for summer and fall.</li> <li>▪ Additional trainings have been added for fall term.</li> <li>▪ Facilitators are needed for the upcoming trainings; Casey asked for volunteers.</li> <li>▪ The role of the facilitator is outlined in a Run of Show document. It's not a big responsibility because the World Trust facilitators will take care of the content.</li> </ul> <p>Lindsey, Patricia, and Maria S. volunteered to serve as facilitators.</p> <p>Casey will arrange a 30-minute check-in to review the Run of Show and facilitator tasks with the volunteers.</p>	<input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
<p><b>5. Charter Review</b></p>	<ul style="list-style-type: none"> <li>• Initial review of charter; this is a short-term project to review suggested edits and further refine the document. This should be about six hours of work total.</li> <li>• Form workgroup of volunteers to propose updates.</li> </ul> <p>Stephanie reported:</p>	<input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information

	<ul style="list-style-type: none"> <li>▪ The committee started reviewing the charter last spring.</li> <li>▪ Some issues and questions about the charter require further thought, refinement, editing.</li> <li>▪ Initial charter edits were recorded in a Google document.</li> </ul> <p>Stephanie asked for volunteers to review the earlier suggestions and proposed updates to the charter. Volunteers would then make recommendations on how to overhaul the charter. Stephanie thought this might require about six-hours work from each volunteer.</p> <p><b>Klaudia, Maria S., Caleb, and Lindsey volunteered</b> to work on this project.</p>	
<b>6. Call for Co-chair and Subcommittee Lead Volunteers</b>	<ul style="list-style-type: none"> <li>• <b>Call for co-chair volunteer</b></li> <li>• <b>Call for subcommittee lead volunteers (Resources/Training, BAG)</b></li> </ul> <p>Stephanie:</p> <ul style="list-style-type: none"> <li>▪ Asked committee members if they might be willing to serve as DEI Committee co-chair. Members were encouraged to consider this and contact Stephanie in the next week or so if interested.</li> <li>▪ Asked if anyone was willing to serve on the Budget Advisory Group with Caleb. Ivan had served previously, but has left the college. <b>Felicia offered to serve. Melissa will provide meeting dates and notify the BAG organizers about Felicia's participation.</b></li> <li>▪ The at-large position vacated by Ivan is open. Stephanie is not sure <b>how to recruit for this position; it's outside the usual cycle.</b></li> <li>▪ Said there may be a need for subcommittee leads.</li> <li>▪ Caleb will lead the DEI Strategic Planning Committee.</li> <li>▪ Student positions are still open.</li> </ul>	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
<b>Kick-off -- Additional subcommittee members joined the meeting</b>	<p>Klaudia re-read the:</p> <ul style="list-style-type: none"> <li>• Land Acknowledgement</li> <li>• Labor Acknowledgement</li> <li>• Guidelines for Interaction</li> </ul>	
<b>7. Icebreaker</b>	<ul style="list-style-type: none"> <li>• <b>Getting to know each other icebreaker:</b> If you could be any pair of shoes, what shoes would you be and why?</li> </ul> <p>Committee and subcommittee members went into breakout rooms of two or three people and shared their responses to the question.</p>	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information
<b>8. Review of the DEI Strategic Plan</b>	<p>Caleb summarized the DEI Strategic Plan and the role of the DEI Strategic Plan Subcommittee:</p> <ul style="list-style-type: none"> <li>▪ It's a three-year plan, ending in 2023.</li> <li>▪ The plan was developed with the help of an outside consultant.</li> <li>▪ The plan includes strategic priorities, goals, objectives, and actions.</li> </ul>	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information

<p><b>Priorities/Items and the DEI Strategic Plan</b></p>	<ul style="list-style-type: none"> <li>▪ The plan has three strategic priorities:             <ol style="list-style-type: none"> <li>1. Build the foundation needed to create and sustain a diverse, equitable and inclusive culture at CCC.</li> <li>2. Identify and eliminate equity gaps for students.</li> <li>3. Align instructional culture with principles and practices of equitable and inclusive teaching and learning.</li> </ol> </li> <li>▪ The Strategic Planning Subcommittee tracks the progress of the plan. The subcommittee’s role is to liaise with folks from across the college who are leads on the goals, objectives, and actions. It assesses what resources are needed, reports out to college, determines what initiatives need leadership, and prepares reports related to House Bill 2864.</li> <li>▪ The equitable decision-making framework training is also an outcome of the subcommittee.</li> <li>▪ In spring 2021, the subcommittee put together a more concise overview of the status of items in the plan.</li> </ul> <p>Caleb noted some questions/unresolved issues:</p> <ul style="list-style-type: none"> <li>▪ It’s sometimes unclear who the work belongs to, so a group or subcommittee may try to take it on, but its resources are often insufficient.</li> <li>▪ What is the subcommittee’s role in forwarding the work? How is the work implemented?</li> <li>▪ Is there accountability to ensure progress is made?</li> <li>▪ What are the areas of overlap between the collegewide strategic priority and the DEI Strategic Plan?</li> <li>▪ To ensure efforts are not duplicated, how can this work be synthesized, how does collaboration occur?</li> <li>▪ How does DEI become something done collectively, how is it infused throughout all the work the college does?</li> </ul> <p>Stephanie added that the DEI Strategic Plan is dense and the pandemic made it difficult to meet some of the timelines.</p>	
<p><b>9. Collegewide Strategic Planning and Intersection with the DEI Committee and Subcommittees</b></p>	<ul style="list-style-type: none"> <li>• <b>Activity -- How do you envision us carrying this work forward now that the collegewide strategic plan intersects with the DEI Strategic Plan, DEI Committee, and subcommittees.</b></li> <li>• <b>Thinking outside the box - pros &amp; cons of keeping existing structure, pros &amp; cons of changing structure; brainstorm ideas for how we can adjust for the future</b></li> </ul> <p>Considering the questions noted above, committee and subcommittee members went into breakout rooms of two or three people. Stephanie asked them to record their thoughts and responses to the questions in a Google document.</p> <p>Committee and subcommittee members’ thoughts that were shared out to the group following breakout rooms:</p>	<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 type="checkbox"/> Information</li> </ul>

#### Breakout Group A

- The DEI committee and subcommittees continue to be of value.
- Subcommittees are needed to support the DEI Strategic Plan as they can take on specific projects and initiatives at the committee's discretion. They can serve as advisors and guides for DEI work across the college.
- Subcommittees are not specific to one area or department. For example, the work human resources does may affect the entire college community.
- DEI should be embedded in everyone's work.
- The college should assess and evaluate everything using DEI as its guiding light. This should be done with intention and thought about how each of us contributes to the priorities.
- DEI existed before the collegewide strategic plan was developed and will continue on once the plan has expired. The work is continuing irrespective of whether there is a plan in place.

#### Breakout Group B

- There should be a process for checking-in.
- Ensure each collegewide strategic plan work group includes at least one DEI Committee member to keep the committee involved with what's going on.
- Identify areas of overlap so the people don't duplicate work.

#### Breakout Group C

- Subcommittees may or may not be active. They could function as work groups based on priorities or tasks identified by the committee. Maybe there isn't a need for static subcommittees. Working on a specific priority or task would offer more sense of purpose and productivity.

#### Breakout Group D

- Would like more specific information on how the plans overlap.
- Subcommittees are a great way to engage the college community.

#### Breakout Room E

- A subcommittee member said they didn't feel very connected to the larger DEI Committee. Now with a collegewide plan, how does the college avoid overlap and keep everyone in the know.
- Ad hoc subcommittees might be easily accessible; they may help people see where they can get involved.

Stephanie noted the internal DEI webpage and the outward-facing DEI webpage are similar.

Casey pointed out that there's a lot of DEI work going on across the college. This work may or may not be captured, but it is taking place. The committee doesn't have to carry the whole weight of this work.

A committee member concurred, saying any work that is outside of the strategic priorities is a waste of time and resources. College employees should examine whether their policies and actions are taking DEI into consideration. If not, then they aren't doing their job, and they should seek out help to incorporate DEI into their work.

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