

Diversity, Equity, and Inclusion Committee Minutes

Date: November 12, 2021 | Begin: 9:30 to 11 a.m. | Location: Zoom | Recorder: Greer Gaston

Attendees: Andwele Castleberry, Beau Gilbert, Bill Fricke, Caleb Feldman, Casey Layton, Felicia Arce, Junko Iijima, Kathryn Long, Kevin Aguilar, Kim Crane, Klaudia Cuevas, Lindsey Pierce, Lori, Hall, Madalena Larkins, Maria Sorrentino, Melissa Richardson, Ray Atkinson, Stephanie Schaefer, Stephen Wilks, 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"> • Land Acknowledgement • Labor Acknowledgement • Review Guidelines for Interaction <p>Caleb reviewed these with the committee.</p>	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
2. Consider Meeting Minutes	<ul style="list-style-type: none"> • Review October 22, 2021, meeting minutes • Vote on minutes <p>There was a motion by Lindsey, which was seconded by Maria S., to approve the minutes. The committee approved the motion.</p> <p><i>Note: Klaudia and Felicia abstained; they did not attend the last meeting.</i></p>	<input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information
3. CCC Website Assessment/Audit	<ul style="list-style-type: none"> • College Relations and Marketing is partnering with ITS to conduct an assessment of the college's external facing website to tee up to a potential website redesign. <p>Lori's presentation is on file in the committee record.</p> <p>Lori advised the redesign will primarily focus on how people access information, not on content.</p> <p>Lori is looking for the committee's help with the user experience. She is hoping the committee can help develop three specific personas, representing three buckets of students. She asked if the committee could take this into consideration at an upcoming meeting.</p> <ul style="list-style-type: none"> ▪ Kim offered to: <ul style="list-style-type: none"> — Ask the consultant for examples and the level of specificity needed for the personas. — Lead the committee through the process of identifying the personas. 	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information

	<ul style="list-style-type: none"> ▪ Casey is willing to help with the personas, and asked if there could be five instead of three. She offered to help advocate for the two additional personas. Lori said she can ask the consultant; there would likely be an additional cost. ▪ Bill said the number of personas were limited so the consultant can do a full website walk-through. This work is more about the overall audience versus the user journey. Concerns about the limited number of personas may be addressed through the audience. ▪ Caleb asked what type of data should be used to formulate personas. Students who are already successful versus those who aren't? ▪ Kim said this will require another discussion with the DEI Committee. She asked how she could prepare to help the committee develop the personas — would it like to know who is not completing or not getting to application phase? <p>Comments from the group:</p> <ul style="list-style-type: none"> ▪ Lori will confirm the level of accessibility; she believes it's AA 2.0. ▪ What about hindsight from students? Kim said the perspective group includes recent and current students. ▪ For new and perspective students, would it be possible to give them information about identity-based clubs? Currently, there's too much club information that's not relevant; it isn't streamlined. Could club information be promoted—more like an advertisement—with more detailed information available elsewhere? ▪ Sharing survey findings would help with transparency and create trust in the process. ▪ Lori will add the Multicultural Center to the process; it will be included with Associated Student Government (ASG). ▪ The interim equitable decision-making framework should be applied to the process. ▪ There's a lot going on in January; keep workload and holidays in mind when considering the timeline. Lori hopes to have the assessment completed in February. ▪ Should the strategic plan and mission fulfillment groups be included? ▪ There was a suggestion to have identity-based group sessions to talk about how they experience the website. People might share in a different way through such a venue. How can the college work with the consultant to have credible messengers? ▪ Bill said the assessment is only the first part of project; this is the beginning. <p>If committee members have additional feedback or questions, please contact Lori.</p>	
<p>4. Discuss ERG (Employee Resource Group) Updates</p>	<p>Review ERG FAQ and proposed updates to the application form</p> <p>Klaudia reviewed a revised application form and process document. These are on file in the committee record. The process document shifts ERG approval from the subcommittee to the committee. Klaudia noted there is an outstanding question — is ERG funding available and, if so, how do the ERGs access the funds?</p>	<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

	<p>Comments from committee members:</p> <ul style="list-style-type: none"> ▪ Casey is working with Tim and Jeff to clarify funding. ▪ Is there criteria about why an ERG application would be approved or denied? ▪ Where do ERGs live? There should be a responsible body, not an individual ▪ The group discussed what was meant by “normal business hours.” This might be defined differently for associate/part-time faculty. Stephanie clarified the language was trying to clarify that people could use paid work time to participate. It was suggesting the wording should be based more on hours of participation and not when the participation took place. ▪ The more ERG prominent ERGs become, the more specific the committee will need to get about what qualifies. Is the process working well enough for now? Are there issues the committee should note and revisit at a later time? ▪ The group discussed whether professional development funds could be used to pay salaries for ERG participation. Melissa said these funds are typically used to pay for things like books or training, not salaries. She will see what the contract language says. ▪ For associate/part-time faculty, the issue of being paid to participate in DEI activities was discussed. This group is less resourced to start with. The subset of systemically non-dominant people within this group—who need the support of an ERG— experience a double effect. This is an equity issue. Melissa acknowledged this is an access issue, and it’s further complicated by bargaining agreements, some part-time faculty who are not represented by associate faculty, etc. <p>With the exception of the compensation issue, Klaudia said the ERG process was generally working well. Casey and Klaudia noted the compensation issue would need to be revisited.</p>	
<p>5. Subcommittee Updates</p>	<ul style="list-style-type: none"> • Employee Resource Groups • Human Resources Melissa said this group isn’t meeting; there is no formal subcommittee. She will circle back with the committee about that. • Marketing and Communications No updates • Resources and Training Caleb reported this group met in October and would meet after this meeting. The group has a peer assistant who will help them compile a list of resources and training. • Strategic Plan No update; this group is meeting next week. 	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
<p>6. Small Group Activity</p>	<ul style="list-style-type: none"> • We’ll do breakout rooms where people can get to know each other by talking about any of the following topics: <ul style="list-style-type: none"> — Your first-generation college student story — Something you are grateful for — What motivates you to do this work? — Pick your own topic <p>Due to time constraints, the committee did not get to this item.</p>	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information

<p>7. Updates & Announcements</p>	<ul style="list-style-type: none"> • Three social work interns have expressed interest in working on the following projects: <ul style="list-style-type: none"> — Getting interpretation and translation services up and running — Developing a “tool” to help apply the interim equitable decision-making framework to decisions, programs, etc. — Applying the interim equitable decision-making framework to the operation of the Harmony resource/food pantry as a mechanism to provide feedback/improve the real-world use of the framework and to improve services at the resource/food pantry <p>Casey described three DEI-related projects PSU social work interns are beginning to work on. For projects involving the interim equitable decision-making framework, the interns will use the DEI Committee as a sounding board. Casey offered to have a more extensive conversation about these projects if the committee wished to do so.</p> <ul style="list-style-type: none"> • Other updates/announcements <p>Stephanie shared that she is leaving CCC. Committee members expressed their gratitude for everything Stephanie has done to further DEI initiatives.</p> <p>The committee will be looking for another co-chair.</p> <p>Caleb noted the next meeting is the last meeting of the term. He suggested having:</p> <ul style="list-style-type: none"> ▪ Fewer business items. ▪ People connect as a group through a more reflective session/activity on the committee’s work. 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information
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