

Diversity, Equity, and Inclusion Committee Minutes

Date: December 10, 2021 | Begin: 9:30 to 11 a.m. | Location: Zoom | Recorder: Greer Gaston

Attendees: Andwele Castleberry, Caleb Feldman, Esther Sexton, Felicia Arce, John Ginsburg, Kathryn Long, Kattie Riggs, Kevin Aguilar, Kim Crane, Klaudia Cuevas, Madalena Larkins, Maria Sorrentino, Ray Atkinson, 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	<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 November 12, 2021, meeting minutes • Vote on minutes <p>Greer noted a correction was received from Klaudia; the name “Felicity” was changed to “Felicia” in agenda item 2.</p> <p>There was a motion by Klaudia, which was seconded by Felicia, to approve the minutes as amended. The committee approved the motion.</p> <p><i>Note: Esther abstained; she 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. Update from the Website Group	<ul style="list-style-type: none"> • Update from the website group • Follow-up answers to questions DEI Committee asked • Possible call for a work group <p>Kim thanked the committee for its feedback at the last meeting; this information will be used to help inform the consultant, Stamats. She wanted to follow-up on some items from the last meeting.</p> <p>To recap, Kim advised the data used in the website assessment would be generated from a survey, workshops, focus groups, website analytics, and user journeys. Perspectives from staff, students and the general public would be sought. The consultants seek to understand how website users navigate from point A to point B, and to identify where those users might be getting stuck or derailed.</p>	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information

Kim noted there were concerns at the last meeting about only having two, one-hour, student focus groups and whether this would offer enough diversity. In lieu of this approach, the consultant offered to hold four, 30-minute, focus groups. Suggestions on types of students to include:

- Incoming students
- Students who are early in their program
- First generation
- Students of color
- Veterans
- Low-tech students. There was a question about how these students could be identified. Stephanie suggested working through Career Technical Education (CTE). Ray added he has phone numbers and email addresses from a survey of students that don't use smartphones. It may be possible to tap this group.
- Those with disabilities
- Single parents

Kim said:

- The focus groups will take place early in the process; this is the most urgent item to address.
- Focus groups will not inform persona/user journey development; this is a separate part of the process.
- The assessment was less about the *who* and more about what they are trying to accomplish and where there might be equity gaps.
- Different types of students could be represented in each focus group.
- In terms of how point B is defined, it's possible the college could look at this in phases. Point B could initially be registering for classes, but could change to degree or certificate completion down the road. Kim agreed with a comment about not wanting to front-load getting people in door, without considering what happens afterward.
- She was unable to obtain data about where students drop off once they have completed an application. The consultant may be able to help with this.

Kim proposed recruiting students from First Year experience (FYE). **Felicia can send an email out to recruit students too.**

In terms of what students might be trying to accomplish on the website, committee members brainstormed the following scenarios:

- Explore the path from registering to signing-up for a class
- Explore the path from signing-up for a class to Moodle
- Current student trying to access things on the website
- Financial resources
- FYE students have difficulty connecting with an advisor, the counseling center, the Disability Resource Center, tutoring, and getting answers to financial aid questions
- How to buy books

	<ul style="list-style-type: none"> ▪ Students might need assistance with disruptions, or can't handle everything with school — where do they get help? <p>Kim asked:</p> <ul style="list-style-type: none"> ▪ For volunteers to help refine the brainstorming ideas. Andwele volunteered. ▪ For folks to reach out to her if they had additional ideas. 	
<p>4. Review Charter Updates</p>	<ul style="list-style-type: none"> • Review proposed Charter updates that Lindsey sent out • Discuss and vote on those <ul style="list-style-type: none"> ▪ The charter update workgroup consists of Caleb, Klaudia, and Maria S. ▪ A Google document, with recommendations from the workgroup, was shared out earlier in the week for committee members to review and comment on. ▪ Stephanie confirmed there was a quorum and the committee could vote on the charter updates. ▪ Caleb displayed the charter sections that were sent out via email. ▪ Casey had offered some written feedback prior to the meeting. ▪ Caleb discussed the workgroup's priorities/timeline. Caleb: <ul style="list-style-type: none"> — Suggested the committee table the <i>Question for the Chair Positions/shared leadership</i> section to a later date. This is a longer conversation and merits further discussion. — Asked the committee to instead focus on the membership component. This should reflect changes that the committee discussed previously and is timely since there are several vacant positions on the committee. — Said the workgroup will look at charter updates around the mission and values during winter term. ▪ Caleb asked for comments on the <i>Recommendations for the Chair Positions</i>: <ul style="list-style-type: none"> — Clarify that prospective chairs do not need to apply, they will either volunteer or be nominated by the DEI Committee and will be approved/selected by the DEI Committee collectively. — Clarify that prospective co-chairs can be current OR previous DEI Committee members who served for at least one year on the committee. — Clarify that incoming co-chair will have overlap with outgoing co-chair to allow for effective transition. <p>There was a motion by Stephanie, which was seconded by Esther, to accept the <i>Recommendations for the Chair Positions</i> section. The committee approved the motion.</p> <ul style="list-style-type: none"> ▪ Caleb summarized <i>Recommendations for the Employee Group Positions (formerly Appointed Positions)</i> section: <ul style="list-style-type: none"> — Change language from “appointed positions” to “employee group positions” to better represent the intention of these positions and clarify that they actually are not appointed. Members in these positions must go through the application process. 	

- Clarify the selection process for these positions, and update the approving parties from Co-Chairs and President to DEI Committee workgroup then Co-Chairs and CDEIO.
- Specify that there is only one Employee Group Position that does not require an application, which is the Association of Classified Employees (ACE) Diversity Representative, who is selected by the ACE membership.

- In terms of serving two years and being able to reapply and/or a cap on the number of terms served, Stephanie said this has not been a problem; she wouldn't advise taking this approach.
- There was a question on what *Clarify the selection process for these positions* meant in bullet point two. Caleb said the clarification is what follows and precedes that language, but acknowledged this might be confusing. Maria suggested the intent was to *Document the selection process*, so people understand what they're getting into. Klaudia said this referred to the area where the current charter says positions are appointed by the president. This would change to applications being approved by the DEI Committee work group, co-chairs, and the chief diversity, equity, and inclusion officer.
- Stephanie posted some language changes – regarding how co-chairs and members might be selected — that were proposed in the Google document.
- Greer misread *Employee Groups* as *Employee Resource Groups*. The committee discussed how this could be clarified. **Caleb could spell out the employee groups: full-time faculty, associate faculty, and classified. Maria suggested employee groups could be defined in parentheses.**
- Admin/Confidential is addressed in another section.
- The committee discussed using the term *classified* versus *Association of Classified Employees* (ACE). ACE is a bargaining unit. There is a voting process within classified staff where members select a DEI representative. The bargaining unit represents classified staff, even if a staff member is not a member of the union. Kathryn Long said the language needs to be clear — does the representative have to be a union member (dues paying) or can the representative be a member of the bargaining unit (non-dues paying). **Klaudia will follow-up on these questions and ensure the language is consistent with what she finds out.**

Caleb confirmed the committee could vote via email.

Committee members were asked to revisit the Google document and make any final edits/share feedback. The workgroup will:

- Consider any final feedback from the members.
- Clarify language around *union member* versus being a *member of the bargaining unit*.
- Put language reflecting that clarification in the recommendations.
- Send out the recommendations for a vote via email early next week.

Solidifying the recommendations will allow the committee to move forward in filling vacant positions, so this needs to be resolved.

<p>5. Getting to Know Each Other/Teambuilding</p>	<ul style="list-style-type: none"> • We'll do breakout rooms where people can get to know each other <p>Meeting attendees went into breakout rooms for about 20 minutes.</p> <p>Prompts to spark a discussion in the breakout rooms:</p> <ul style="list-style-type: none"> ▪ What is something that you “geek out on”? That if you ran into someone and they mentioned it, you’d want to join that conversation? ▪ What is the story of your name? ▪ What are the most important holidays and holiday traditions for you? Possible follow-up: How did you arrive at your current practices? ▪ What brought you to this work? How do you find it personally meaningful? <p>Caleb encouraged committee members to share ideas for future activities like this one.</p>	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information
<p>Non-agenda Item</p>	<p>Stephanie announced an upcoming event: <i>Defining Abolition: Black People Liberate Themselves A Virtual Racial Justice Teach-In in honor of the legacy and work of Rev. Dr. Martin Luther King Jr.</i> This will take place virtually on Saturday, January 22, 2022, 10 a.m. to 3:30 p.m. All CCC employees are invited.</p> <p>If committee members know of any black or indigenous folks who might like to serve as presenters, please refer them to Beau.</p>	
<p>6. Subcommittee Updates</p>	<ul style="list-style-type: none"> • Employee Resource Groups • Human Resources • Marketing and Communications <p>Kim and Felicia have not meet recently, but are meeting later today.</p> <ul style="list-style-type: none"> • Resources and Training • Strategic Plan <p>Caleb reported on the Mission Fulfillment Committee. The committee is focusing on alignment with the DEI Strategic Plan and incorporating this within the various strategic priorities. The committee also ensures collaboration is happening across the workgroups. Caleb is looking for more people to serve on the DEI workgroup/subcommittee. Contact Caleb if interested. Andwele can't serve, but would like to contribute.</p> <p>There is a peer assistant working on a resources and training document.</p>	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information