

Minutes of Diversity & Equity Committee 9.13.18 - 09/13/18

Date and time: 09/13/18 03:00 pm to: 09/13/18 04:00 pm

Present: Tracey Hernandez, carolebr@sjvc.edu, Crystal VanderTuig, pat.fox@sjvc.edu, ash.carter@sjvc.edu, ben.almaguer@sjvc.edu, Richard.Matley@sjvc.edu, justin.halligan@sjvc.edu

Location: CAO; GoToMeeting

Link: <http://app.meetingking.com/meetings/258821>

Topics

1. Welcome

Note Carole welcomed the Committee and noted the primary drivers behind reactivation: (1) the WSCUC's pointed observation of the College's 34% grad rate among its African-American population and (2) the need to effect real change to address not only that grad rate but also diversity and equity across the institution.

Note The committee will meet regularly, conduct research into diversity issues and solutions, and capture evidence of its work. Carole suggested that this first meeting encompass: (1) review of the WASC standards that address diversity, (2) brainstorm, and (3) determine next steps/action items. All agreed.

2. Review of WASC Standards

Note Carole reviewed each of the applicable standards; there were no suggestions for additional standards to be considered.

Note WASC Standards
 [WASC_Standards.docx](#)

3. Brainstorm

Note The committee had open dialogue regarding SJVC's African-American population grad rate, which grew into further dialogue around multiple topics regarding diversity and equity.

3-1. Lack of informational resources

Note Pat noted that extensive online searches have returned a great deal of information in regards to outcomes for African-American students, but nothing about how to best support this specific populace. Others concurred. Richard shared that our African-American grad rate is on par with national rates when compared to that of whites/Hispanics; he also noted that there is a lot acknowledgement of the issue, but very little resolution outside of traditionally AA-centric institutions.

3-2. Definitions

Note Ash and Pat both noted that "equity" doesn't necessarily mean "equal or the same"; rather, it means that all students have an equal opportunity to be successful, but that can mean completely different support, experience, resources, etc. for different students.

Note Ash noted also that we need to ensure all have the same definition of "dialogue", as that will help inform and solidify work going forward. Once it's defined, we'll have a better idea of whether or not we're best positioned to work on actionable pieces.

3-3. Purpose

Note Prompted by Ben's observation that the committee needs to be greater than its previous iterations, the group had extensive dialogue surrounding the purpose of its work, not only to better serve the African-American student populace, but to better foster a community that is welcoming and inclusive of ALL student demographics.

Note This observation led to candid conversation about the lack of a sense of African-American community on our campuses, while white and Hispanic communities are much stronger; African-American students see few peers, and little-to-no faculty or staff, therefore do not feel that our campuses are "their" place as well. Carole shared a story about a claim of discrimination at Modesto that arose from just such an observation.

3-4. Ideas

Note Carole shared that she'd considered a focus group of African-American instructors to help foster understanding of community, coupled with knowledge garnered from Dr. Ruby Payne's work. Ben noted that we need to be cautious in our approach, in that our administration and faculty are not reflective of the African-American community as a whole - asking a few will very likely result in the blunt response that we need to hire more African-Americans.

4. Next Steps

Note Ash asked a qualifying question: how was the committee's membership determined? He noted that the committee itself is not very diverse. Carole answered that it was really just a raise of hands and indication of wanting to be involved.

That led to general discussion of who should be part of the committee and how we should demonstrate that we meet the standards. Pat shared her belief that we need a teacher, and perhaps creation of a survey for all faculty and staff searching for someone with experience managing diversity in an educational setting. Ash concurred on either a teacher or consultant and reiterated reaching out to Carrington to see if they have a ready resource.

Ben suggested looking into "Thought Exchange", a text-based platform in which questions are published to an audience and answers are then rated; the top 3 rise to the top and indicate major thought on the subject, which allows for action to be taken based on actual opinion.

After further discussion, the group agreed that contacting Carrington would be the next step - determine what they've done to address diversity issues and perhaps invite one or two to the next committee meeting.

4-1. On 9.14.18, Carole followed up with Dr. Danika Bowen at Carrington. Dr. Bowen noted that they do not have anyone with dedicated oversight of diversity, but recommended her team as data source as well as Alana Schrock, Director of Human Resources, for info on activities the College has engaged in.

5. Closing

Note In closing, Carole asked if anyone wanted to opt out of serving on the committee; there being no takers, she noted that Tracey will schedule the next meeting in 3-4 weeks' time and asked the members to begin collecting things to share with the group - not an assignment per se, but a request to bring any reading, opinion, or new information to share with all.

6. Follow Up Communication

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Note Also on 9.14.18, Ben emailed an email dialogue he'd had with Nick about Thought Exchange, including a link and introduction to the platform, as well as information on CSU Long Beach's use since fall 2017. Detail from that email is included as an attachment here.

 [Email_Excerpt_re_ThoughtExchange.docx](#)

Note Further discussion in this email dialogue included Pat's prompt of the need to look at application vs. enrollment (both SJVC and Carrington), and Ben's concern that, as Richard noted, our percentiles are similar to other colleges and major universities who have entire departments dedicated to diversity and inclusion - the grad rate issue could be too deep-seated to correct given the short time our students attend.

