

CDI Meeting – Friday, October 21st, 2016

Joel Martinez will replace Liz Stanhope, due to heavy class load.

Is there anything wrong with the CDI Meeting minutes?

- Minutes are mostly approved (by Isaac and Janet)

Elections – they are coming!

Being proactive with community forums?

Anna G: All-day viewing of election results, Wednesday: having day-after facilitated discussions about the elections, where students can come and talk about what they want to (gender, sexuality, etc) in the big picture and how they are affected. Include staff and faculty. Decompress or technical

Thoughts?

Nathan B: Agrees. Election can have a bigger effect on students, if there are fallouts or violence. Not necessarily having to do with Ray Warren. How do we engage in conversations about the elections? Will be absent because of NASPA,

Julio A: Spirit of what they do in IT, there may be people not showing up. Should at least prepare for this, responding to national events.

David E: Talk about a potential challenge to the election results. Anyone an expert to the election process? Any poli-sci?

Jane A: Potentially Todd Lochner and Ben Gaskins

Isaac D: Huge state election that could change the landscape of education, regardless of the drama being displayed in the national election.

Cathy: Thoughts about how staff who may not agree with students' opinions?

Anna: Divide in a way that provides agency, for students that may not want staff or faculty to know their opinions

Conclusion: Anna in charge of planning these facilitated discussions, Cathy can help facilitate.

MLK Week Events (Mark and Nathan) – Jan 21st

Planning committee: Janet, Mark, and Garry on the committee.

Basic theme: "Building bridges"

Letter from Birmingham Jail will be the underlying quotation

Saturday community service

Information on Religious Holidays

October 24th – Sam Museum events, Jewish holiday but "not a big one"

Do we schedule around every single religious holiday or just focus on the major holidays?

Right now: only major holidays. No scheduling anything big

Mark: calendar posted on his website, which is also connected to the LC events page.

Many more holidays that would need to be considered, conflicts with observation.

Letters to the community in response to events

What was supposed to be done about that? What was the conclusion?

Observing national events vs. local events

Conclusion: At the next meeting, we must RESOLVE what we are going to do about this.

Garry, Deena, and Kodai – Action words to add to the Preamble

Garry: Statement “learning from our past”, revised this sentence in the 3rd paragraph
Elaborate what we are learning from

Now shared with the CDI drive.

Anna: How would you measure “demonstrating a congruent commitment”? If there is an issue that comes up, there may be disagreement between what would be considered “enough commitment”?

Janet: The preamble is more of a vision, instead of being measureable, compared to the action plan

Garry: The action items give more detail to this kind of statement

Anna: That’s great, but then we need to explain it. Because there are smart students out there that would take this apart.

Janet: But there will always be smart students that pick anything apart.

Michelle: What is the purpose of the Preamble?

Anna: Writing an introduction to our hopes, dreams, aspirations to what we want to do.

Michelle: Is a preamble necessary before creating an action plan? Given the grievances happening, students may gloss over the preamble and want the action plan now.

Janet: We work mostly on the In terms of the preamble, it’s not just for the students. It’s also for staff and faculty. Representing all of the constituents that we are addressing.

Conclusion: Janet will provide an explanation for the second paragraph, and with this we are not committing to anything other than an introduction to what we want to do. Other than that, the preamble is done.

Update: Janet and Anna’s listening in dialogue – Stirfry seminar with Lee Mun Wah: college package “Unfinished Conversations”

Janet: Will be needing logistics people helping to pull this event off

Tentative date in February with several components in it

Core competency on learning how to listen, so that you can be heard. And this nation is struggling with being able to listen, and so people feel that they are not being heard.

Hardest part: student participation. They don’t have the patience to do half a day of workshops. Is it true? Students need to help with feedback on whether students would be interested in this. Different ways for students to participate, engage in different components

Anna: Claremont, 80% students participation. Partnership, staff, faculty, community encouragement on attending to learn how to listen. Maturity in embodying this role model. Showing a community effort

Janet: maybe we can encourage others in our departments to participate?

Jane: Talking with the grad school and law school, or even talking to the head of the departments can add some weight to this?

Janet: cannot be three different campus, involves a community component where people outside LC can participate.

Update: Climate Survey, October 31st

Janet: Mark Figueroa in charge

Culturally Engaging Campus Environments developed by Sam Museus, add in the 10 questions. Janet will meet with Mark to decide which questions will actually be added to the survey.

Must have forums to get the results out to the community

Not doing focus groups just yet, will get results first then fold it in with the community forums.

Groups - finalizing the action plan

Drafting committee met. Left comments on the action plan

Divide into groups, look onto only your assigned section. Edit your section and finalize your section.

Then this will be the finalized action plan. Then everyone will look on this and submit their own comments. Janet will clean it up then this will go to the executive council for approval

Break into groups

Diversity in the Hiring and Retention of Faculty and Staff (Isaac)

Immediate action items

Collaborate with dean, department heads, to do

- a) obtain and communicate with the LC community. ensure that every job opportunity is posted so that it can reach the full community (biggest problems in HR on a regular basis, 1:1 hiring as a main constitute. dealing with disabling equal opportunity of employment)
- b) obtain info as to upcoming faculty and staff hires. use best practices for increasing diversity pool and hired. (adding locations of where we are posting this information if we are trying to target the whole community. scrape the data – underperformance in certain websites and send information to other websites to increase diversity pool)
- c) creating a policy stating that faculty and staff serving on hiring committees must participate in workshops to overcome implicit bias. (some is online, some are physical workshops, but all must go through training and will be catalogued)
- d) review the search criteria that each hiring entity is using. revise the criteria to increase diversity (expand training, update the job description in the PDQ and this can make a big difference)
- e) help ensure that the committee contains diverse persons (is the term “diverse” defined?)
- f) help develop systems to network with diverse candidates and bring these candidates to LC (networking is super important, so the more we do the better we

will get. people turn over, people leave or graduate without passing on the information)

g) develop a database (need more active recruitment, improve response time shorten the recruitment cycle)

2) collaborate with CAS faculty in implementing the diversity hiring plan (how will we collaborate with faculty? varies between schools)

3) and 4) collaborate with GSAC and Law school in implementing the diversity hiring plan

Determine the areas in which diversity needs to improve (race, gender, etc.) (pull data directly from the Affirmative Action plan)

determine current practices and policies

role of human resources in hiring and provide a database (participate in a survey that allows staff and faculty to be honest about where they work)

what info HR can provide about why staff and faculty leave or stay

set up a system to monitor progress in achieving these goals and outcomes

(a lot of this is data management, and making sure the right info is given to the right people)

(any time you mention “goals” in employment, they think affirmative action. equal opportunity is the goal, affirmative action is the tool)

create plans and policies responsible for hiring

education work for hiring managers and supervisors. more surveys to improve the hiring process