

## Meeting Notes

<b>NAME OF COUNCIL/TEAM:</b> Executive Leadership Team		
<b>OBJECTIVE OF MEETING:</b> Routine reporting out from constituency groups and council leads; first reading of LGBTQIA+ project team report;		
<b>DATE OF MEETING:</b> 05/03/2021 <b>TIME:</b> 3:00pm-5:00 pm	<b>LOCATION/ROOM #:</b> Zoom: <a href="https://cccconfer.zoom.us/j/92686167178">https://cccconfer.zoom.us/j/92686167178</a> <b>CALL-IN NUMBER:</b> 253 215 8782 (US Toll) <b>CALL-IN CODE:</b> 926 8616 7178	
<b>FACILITATOR(S):</b> Melanie Dixon		
<b>ASSISTANT:</b> Sue McCoy		
<b>MEMBERS PRESENT:</b> BonnyJean Bowman, Amy Gaudard, Adam Karp, Frank Kobayashi, Sarah Lehmann, Janay Lovering, Olga Prizhbilov, Mark Sheppard, Alisa Shubb, Tressa Tabares, Regena Tiner, Nick Daily, Susan McCoy, Jeff Stephenson, Koue Vang,		
<b>INVITED GUEST(S):</b> Roger Davidson Raquel Arata Neue Leung		
<b>SUPPORTING RESOURCES (ITEMS READ IN PREPARATION FOR AND/OR BROUGHT TO MEETING):</b>		
Attached Files: <a href="#">LGBTQIA+ Project Team Executive Summary (/Agenda/DownloadFile?fileId=876)</a> . <a href="#">LGBTQIA+ Project Team Full Report (/Agenda/DownloadFile?fileId=877)</a> . <a href="#">Disproportionate Impact API Project Team Report (/Agenda/DownloadFile?fileId=887)</a> . <a href="#">ELT Notes 04.05.21 (draft) (/Agenda/DownloadFile?fileId=888)</a> . <a href="#">Perspective Changes to Student Success Council (/Agenda/DownloadFile?fileId=889)</a> .		
<b>UPDATES AND BRIEF REPORTS:</b>		
<b>Topic</b>	<b>Person(s) Responsible</b>	<b>Notes</b>
Council / Project Team Highlights from Written Reports	Council Leads / Co-Leads	Operations Council - District, using federal one-time funds, to purchase a laptop and docking station for all employees - Is laptop mandatory? - It will be a standard but will work with individuals - Computer lab laptops have all been assigned out to employees - Might laptop[s] be available to some students (i.e., ASB President, etc) and those participating on Student Design Team who may be attending council meetings, etc.  IEC - Had discussion with HomeBase coaches regarding evaluating effectiveness - Council listened to discussions about their experiences

Constituency Group Highlights from Written Reports	Constituency Group Leaders		
Update on Reopening Plans	Melanie Dixon / Frank Kobayashi	<ul style="list-style-type: none"><li>- Instructional offerings confirmed</li><li>- Work on-going relative to student services</li><li>- Need to review and perhaps upgrade signage on campus as programs may have moved</li><li>- Still some faculty interested in offering on-ground or hybrid classes whose programs didn't make the "difficult to convert" list</li><li>- Enrollment for on-campus classes is lagging initially</li><li>- Do we know why they're not enrolling in face-to-face classes</li><li>- Again, lots of questions without all the answers</li></ul>	
ACTION ITEMS:			
Question	Person(s) Responsible	Notes and Decision(s)	Next Steps
Approval of April 5, 2021 Notes	Melanie Dixon	5	Thmbs up

<p>What are the key findings and primary recommendations of the LGBTQIA+ Project Team Report as contained in the "Exploring Disproportionate Impact: LGBTQIA+." What do you see as the most significant implications associated with these recommendations? (First Reading) (3:00 pm)</p>	<p>Roger Davidson</p>	<p>0</p>	<ul style="list-style-type: none"> <li>- Roger presented</li> <li>- Roger and Emilie were co-leads for project team</li> <li>- Commendations to both for their stewardship and work</li> <li>- Members of LGBTQIA+ community are not always known</li> <li>- ARC had one of the first PRIDE Centers not only in the state but in the country</li> <li>- Only opportunity to self identify in institutional is CCCApply and only if 18 years of age; no way to update that information after the fact</li> <li>- Mira Costa College now does an update to their system every semester including sexual orientation/gender identity</li> <li>- Recommendations: improve data collection regarding LGBTQIA+ status; adopt a trickle up approach that expects those in positions of power to shift thinking around policy making; engage and/or assign a culturally competent mental health professional and basic needs programming to assist LGBTQIA+ students; create an inclusive classroom environment and curriculum LGBTQIA+ students; strengthen the organizational structure to better coordinate efforts (focus on intersectionality); increase counseling support through the Pride Center; increase accountability related to hate and bias incidents; commit to training specific to gender identify and intersectional identifies (i.e., perhaps a series of trainings or tie into district training); work intentionally to reduce process barriers that inhibit employee efforts; address restroom, locker room and showering facilities on our campus to ensure equitable access and safety for all our students</li> <li>- Received complete and unanimous support at Academic Senate</li> <li>- Will engage in offline discussion regarding Mira Costa system of routinely collecting/updating student data</li> <li>- Commendations for the personal toll this type of work takes on the team leaders/members</li> </ul>
---	-----------------------	----------	--

<p>What are the key findings and primary recommendations of the Disproportionate Impact API Project Team Report as contained in the "Exploring Disproportionate Impact: LGBTQIA+." What do you see as the most significant implications associated with these recommendations? (First Reading) (3:30 pm)</p>	<p>Raquel Arata / Neue Leung</p>	<p>Raquel / Neue presented 1st / 2nd readings in Academic and Classified senates and SSC Kudos to Raquel and Neue for leadership and work accomplished</p>	<ul style="list-style-type: none"> <li>- Raquel &amp; Neue presented</li> <li>- 1st &amp; 2nd readings completed in Academic / Classified senates and SSC</li> <li>- Kudos to Raquel and Neue for leadership and work</li> <li>- Student Experience Survey indicated that API (non-DI) students had an overall satisfactory experience at ARC</li> <li>- API-DI students had a less satisfactory experience</li> <li>- Recommendations: further disaggregating data; build upon promising practices within PRISE; culturally relevant and responsive instructional strategies; outreach &amp; support strategies; more research on insights from API Student Experience Survey; increase API representation and role models; professional development for faculty, staff and student relative to anti-hate API sentiment</li> <li>- Team noted a desire to continue the research and dialog</li> <li>- Some difficulty and complexity in disaggregating data and appreciation to Neue and Raquel for working with research team</li> <li>- Academic Senate unanimously supported the work of the project team</li> <li>- Very powerful report with impactful work</li> <li>- When discussing culturally relevant and responsive are you talking both curriculum piece and pedagogy; yes</li> </ul>
--	----------------------------------	--	--

Does ELT approve the proposed changes to the perspectives of the Student Success Council?	Sarah Lehmann		<ul style="list-style-type: none"> <li>- Presented by Frank and Sarah</li> <li>- Some perspectives were no longer relevant (i.e., Basic Skills, SSSP, etc.)</li> <li>- Moved from 20 to 25 positions</li> <li>- More classified professionals, two more faculty, and one individual from any job category</li> <li>- Expanding focus on equity and expertise with DI students; still need to define "expertise"</li> <li>- Is there a specific reason the VPI heads SSC and not the VPSS?</li> <li>- Modeled after Achieving the Dream; VPI also oversaw the reporting of the reports on programs (i.e., basic needs, etc.); was also a balance of workload at the time the council was developed</li> <li>- How does Academic and Classified senate define "expertise"; will need some collaboration between the two so not all appointments come from one area/division</li> <li>- Academic Senate would likely look at coordinators assigned to PRISE program, PRIDE center, UMOJA, etc.</li> <li>- Faculty might look at who on the council is representing me and how will I hear what is going on? Adds another layer of complexity</li> <li>- Classified Senate might look to members of advisory groups</li> <li>- Thought from SSC was asking individuals to write a note of interest</li> <li>- Thumbs up</li> </ul>
---	---------------	--	--

#### DISCUSSION ITEMS:

Question	Person(s) Responsible	Notes and Next Steps

#### ITEMS FOR FUTURE CONSIDERATION:

Topic	Contact Person
NA	