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Diversity, Equity and Inclusion Task Force - Highlights Friday, July 24, 2020

The meeting began with a reiteration of the ground rules and added a seventh item. The meeting etiquette was also mentioned.

Ground Rules

1. Respect: It is important to respect the feelings of others as well as your own
2. Use "I" statements and speak from your own experience (*I feel...*)
3. Generalizations and stereotyping can limit our growth (*everybody knows...you people...they all...*)
4. Keep personal stories and sensitive conversations confidential
5. Do not interrupt others when they are speaking
6. Please share but don't monopolize the conversation and allow others to speak
7. Show up and listen – there is no rank in the room.

Meeting Etiquette

1. Please **mute yourself** if you are not talking to mitigate background noise which may interfere with the message of those who are speaking
2. Please raise the blue hand icon by **clicking on participants** if you want to speak

The DEI Task Force training began the meeting with guest trainers Azizi Williams and Emily Singer.

First, the group was asked to provide their individual candid thoughts in response to two prompts relating to why it can be difficult yet important to discuss race. More than 30 personal, insightful and constructive responses were openly shared. A display of images depicting what

genuine equality looks like vs. today's reality, and what it looks like to build equity was also shared.

The training continued with envisioning exercise, where members can post anonymous comments or suggestions of their vision(s) for the college's future as it relates to equity. Emily provided an online link for collaboration through padlet.com. The group was asked to take a couple of minutes of reflection to write down their vision for the college, by the categories provided. The group was also able to comment on the vision statements entered by other members.

Lastly, the group had an activity using Question Formulation Technique. Emily provided a sample data chart showing the completion rates of six different racial/ethnic groups of students. Emily asked members to voice their questions upon reading the chart using Question Formulation Technique, which is to pose their first response – be it a random question, or statement about what they observed. She dictated the questions raised, which are listed on a google document.

The engagement level at today's training was high and the individual contributions were encouraging.