



DIVERSITY COUNCIL

Meeting Notes: June 7, 2006

Avalos, Danny

Kissinger, Sydney

ATTENDANCE:

X Barry, Kate
 Carkin, Susan
 X Carr, Dennis
 Craig, Tim
 Deleon, Jerry
 Eccleston, Jet
 Edmonds, Karen
 X Florendo, James
 X Garcia, James
 X Harris, Mark

X Matthews, Susan
 Mcgrail, Anne
 Mogart, Silver
 X Samano, Michael
 Solomon, Marva
 X stabin, tova
 Xsullivan, Terri
 X Whitenack, Alice
 Xwren, Ruth

Guests:

Stan Taylor
 Ellen Cantor
 Sonya Christian

Adrienne Mews
 Elizabeth Andrade

Topics/Action Items/Outcomes	Discussion
<p>1. tova (5 minutes) Announcements - Approving minutes of 5-17-06 - diversity web site - diversity work plan online</p>	<p>Minutes approved Dennis: Handouts relate to being put on board agenda LCC AA Plan 2004-2005 Handout Article 7 Non-Discrimination Handout Longhouse*</p>
<p>2. Dennis (15 minutes) Affirmative Action and Contracts LCC AA 2004-2005 review Article 7 and the board</p>	<p>*Broad interest to get best thinking shared in regard to better approaches for recruitment and retention. * LCCEA language and use discussed Is this prospective? Discussed as well as next steps Lessons of the past are lessons learned—make things better in future by looking closely—look at past plans and look at how to make better with next plan. *Observations for hiring propensities put on the table for discussion. Stan: Union has discussed getting software to review adverse impact—are there patterns in departments—then ID spots on campus *P. 3 of Plan discussed * 80% rule if staff is being used at 80% availability you have NO placement goal. *Broader goal is in p/t hiring practices are highly decentralized, light touch, rare part-time search we do not analyze applicant pool etc...HR not accountable as a case PT is also a feeder to FTE employment. IF institution wants to have better diverse outcomes we need diverse feeders. 50% of PT makes FTE—a very white pool. *when this goes to the board next week; but what are WE going to do. The board policy is going to be about board policy on AA *What needs to happen? Next year —other interested faculty—we need a broader discussion *YES faculty of color need to be part of this *HR has been asked to do a demographic on reductions. Comparing existing work group to what is left behind * From federal point of view is that substance abuse counselors need to have persons of color to reduce substance abuse. *Should college council be made up of responsibilities?</p>

<p>3. tova/Mark/Dennis (15 minutes) Diversity coordinator subcommittee report</p> <p>Committee Report: Looked at job descriptions, talked about placement at any level, spoke to Mary during open hours, She welcomed our input; NO Decision MADE. They are thinking...</p> <p>Action Item(s): 1) Is there a timeline? Consensus from subcommittee is that Mary is looking for a recommendation this summer 2) How will position be covered in September?</p>	<ul style="list-style-type: none"> *Concerns for how quickly the change happens, prudent to address in some form. Send in recommendation to ET. *We are invited or not invited to play; it would be a mistake to not pursue this position and continue on with the work in the summer—who will be invited to the table? *Where does the position fall- what do we budget for? *Jim will be here till Aug 31st, as of Sept 1 the coordinator problem needs to continue. * Can we bring back interim coordinators? Contractual issues *Moving to management, supervisor’s people and also are WHO manages that department? Does this make a quasi department...admin support this is to think about. Day to day business needs to be done but position requires strategic visioning and planning. We need this.... *There is a duality; we are classified and this is the diversity council—yet we are trying to “reclass” a position This is conflict. Why cannot a Classified employee report to the president? Do we need to elevate our selves to get respect. *coordinator spends time finding things out and is not included in discussions and yet is expected to make decisions or give input. Concurrence- interest is to have an organizational response. Institutional wide diversity—personal leadership shared but not institutional. *unions protect *position needs to be present in those meetings and to be in those meetings usually with another title. *The job is TOO big- the tasks are too many—no support –someone needs to change the attitude about who can sit at the table. -faculty of color here where a lot of hats too -tribal form of visioning is an option * How to balance between what needs to happen and the conversation of what needs to happen? *What do we do to keep going in September if contractual issues prevent taking action. Does Dennis need to take action? *FUNDAMENTAL Redesign is already happening.... *Leaving it open without taking action
<p>4. Kate Barry (15 minutes) Statistics about student formal/informal complaints this year.</p>	<p>Not discussed. Kate/tova will provide information via e-mail</p>
<p>5. tova/Mark (30 minutes +) Diversity Council work plan spring '06 and College Council report; D Council 06 – 07 work plan and D Plan 2006 – 2008</p>	<p>Not discussed</p>

6. tova

Guest: Sonya Christian (4pm, time as needed)

How diversity is and can be integrated into redesign?

Action Items:

Outcomes:

**"What we build would be very different if we have diversity at the center than if we do not."*

*discussed redesign with tova at meeting last week.

***Sonya:**

*Fundamental Redesign: Framed by Mary during conference in Fall. There will be less resources at all levels. Need to move forward without counting on federal money. Yet maintain core values and vision at same time.

*After looking at budget reductions for months we started probing—what is fundamental redesign?

1) How do we do our work, streamlining as org, how do we become more effective and efficient?

2) How can we leverage technology to use to help us with workload and #1 ?

3) Looking at core mission of college: instruction, learning curriculum, pedagogies, modalities--- are there other ways to do this and maintain core values ?

*Some faculty have challenged core values around access and what happens in classroom

*In construct of instruction we will be going into another round of budget cuts next year (reference December)

Budget cycle work happens in winter; board decides by Spring. We want to get a sense of clearness and look at the work ahead of us. We do not have an option we will redesign or not but there still will be budget cuts.

*In fall; immediate conversations will happen; looking at long haul.

*Students success means they need to engage plus how do we get learning plus satisfaction?

*Do we know what budgetary implications of learning communities are?

*In terms of curriculum faculty play central role.

What are the larger institutional issues that we can look at with instruction?

*Conversations have started with faculty leadership.

College Council, learning council, union pres –

--what would a centralized group accomplish?

--instructional leading in some ways...

*Diversity work plan can lend itself to work design

*who will be on planning group? How do we make those choices? What will this look like?

Discussion:

*what general direction do you see re-design get going?

-examples: Prof Tech areas—curriculum shifts to a 1st year core and 2nd year they branch out. Students are not faced with early choices- fiscally sound because you have larger number of students in your first year classes. You can now have a class of 12-24 but in second year they become focused. Next year they implement.

*example: teaching modality and curriculum—from peer mentor point of view? Math Faculty spends a lot of time concepts but they also need skills. Restructure and rebuild math tutor center into the class structure. Working in collaboration with faculty.

*Q: sense of tradition often prevents moving quickly in some areas. Example of this given and how other supports that are not available at Lane. How do we

constitute departments? Not simply because "some of our ethics is that we need to be culturally competent" resistance came in the form of "that's for social services-not classrooms". Suggestions that there is a fourth area which is the classroom re-design. Can we move faculty to departments where their diversity, color of people etc... can make a difference; can create the next generation – state of the art means the big picture i.e.: jobs, literacy, trio, base, eels transitions. Education is not just having people come in passively—it is doing things in different that is the real model. Can we move fast enough to help the budget...there are other models?

* It is important when discussing redesign—we hear there is no money for diversity....budget. We cut here and here. It is diversity that is going to be making money. The future lies in attracting and maintaining diverse students, diverse programs that reach the reality of the future world. We could set the pace...This will maintain core values using cores helps us to maintain.

It would be good to address things more in this way.

*"Fundamental" education is offered on a western model. This is a way to deal with systemic issues that reinforce the oppression and exclusion.

--What type of redesign do we want here? Where are the resources...play to offer potentials?

*Sonya: If asked Mary—she would say that we would construct this as a college, together

*LCC is embarking on a practical research project. Come together, define it—understand connections, dollars, FTE, lecture lab credits and reimbursement and the way we teach the classes.

*Combination of services to departments is almost marketing, not redesign

*Market ethnic certificates: southern Oregon has programs—what are the state processes, it is something else we can offer

*Do we need to be a private institution- usually a type of excellence and that is marketed.

* Literature Reviews Support That We Have things place- can we use endowed chair monies on some of these ideas

*How do we keep the input going, where is action taken, there needs to be structure people with these skills at the table need to be invited.

*Sonya: forming the commission and use core values to write in profiles; locked down into traditional roles, should we draw how we bring our best thinking to the table. The group is freed to bring their best thinking. Bring to the table core values

*Lets' take this one step back--- there should be at least one person with cultural competency skills. That needs to happen to make sure it is in a cohesive way.

*People are there because of position and structure. Think of those who operate independently – as a faculty member, I continually irritated that people think that the only ones who can teach in a classroom are faculty. In this new unit, we may need players from multiple places.

	<p>People with an understanding of cultural competency... The infrastructure needs to be in place before feds pay that way it is there before it leaves. *Given the national science financial grant we have been given, momentum is in place and the construction is there. We need mix of new and old. *All: Cannot keep bringing same players to the table- there has to be new and innovative ways of doing things. *What we build would be very different if we have diversity at the center than if we do not.</p>
<p>7. tova Continuation of Item 4, if needed 2006 wrap up/needs for 2006-2007 Action Items: Outcomes:</p>	<p>Not Discussed- *tova will communicate with committee via e-mail</p>
<p>8. Items for next meeting (5 minutes)</p>	<p>Not Discussed Last meeting of Academic Year</p>

***Submitted Handouts:**

- LCC AA Plan 2004-2005 Handout
- Article 7 Non-Discrimination Handout
- Groundbreaking Ceremony, Native American Longhouse

*** Note-taker: LynnMarie Chowdhury, HR