

## **CCAD PRESIDENTIAL COMMISSION ON DIVERSITY, EQUITY & INCLUSION**

July 23, 2020

Virtual | Google Meet

Attending: Quianna Blanc, Student; Joshua Butts, Associate Professor, Dean of Faculty; Kristen Davis, Director of Student Engagement & Inclusion; Dr. Sonya Fix, Chair ESL, Assistant Professor, CORE Liberal Arts; Liz Gordon-Canlas, Director of Residence Life & Housing; Susan Kannenwischer, Associate Vice President for Financial Aid & Registration; Kelly Malec-Kosak, Professor, Chair of Master of Fine Arts; Darren Lee Miller, Associate Professor, Chair of Photography; Chris Mundell, Vice President for Institutional Engagement (Chair); Aaron Petten, Assistant Professor, History of Art & Visual Culture; Julie Taggart, Provost; Director of Human Resources; Jennifer Wray, Writer, Marketing & Communications

Absent: Craig Campbell, Visiting Faculty, Faculty Council President; Corey Favor, Trustee; Makayla James, Student; Tanisha Robinson, Trustee; Nat Della Selva, Student

Recorder: Jennifer Wray

### **MEETING NOTES**

#### **Evaluating CCAD on the Anti-Racist Multicultural Organization Continuum**

Summary: While CCAD has taken steps to increase diversity in faculty, students, and staff, it has often fallen short of goals.

- Faculty search process—while CCAD has posted job openings in publications that might particularly pique the interest of diverse candidates, the college should be more explicit in its interest in recruiting diverse candidates. The concept of “fit,” and the process by which current faculty help select new faculty might impact these efforts. CCAD is auditing recent searches to better understand the reasons why there is not greater diversity among the pool of candidates and those who accept a position.
- Student body diversity—students of color, particularly Black males, are not graduating as frequently as their white peers. CCAD has previously performed analysis of student retention with regards to race, gender, Expected Family Contribution, and other factors. There could be other ways to help struggling students, such as midterm deficiency grades, Care Reports (academic or mental health), and one-on-one conversations with students. It might help to revisit the purpose of care reports and the means by which struggling students are identified.
- Faculty/staff culture—it’s worth revisiting what it is like to work at CCAD. Is the college as open and inclusive of it wishes to be? Is there something we can or should be doing?

#### **DEI Action Plan**

Summary: The DEI Action Plan came about after discussions with current students and alumni who have questioned the lack of progress on issues such as diversifying the faculty and providing better access to mentorship and support for students of color.

Next Steps:

- Commission members were asked to review the commitments already laid out within the Action Plan and propose additional commitments/interventions that would address other equity issues on campus.
- During the next meeting, the Commission will review the Action Plan and determine how to advance each commitment within the next 12-18 months.

### **Defining Diversity, Equity, and Inclusion at CCAD**

Summary: The Commission engaged in conversation about how CCAD defines diversity, inclusion and equity. Members remarked about the need for the college to establish clearer and more definitions about what it means to strive for “equity” or “inclusion” in our work and in our practices.

Next Steps:

- A smaller group of Commission members volunteered to review and revise CCAD’s current Diversity Statement and bring back the updated statement back to the full Commission for review and endorsement.

**Adjourn**