ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *February 15, 2023*

ITEM TITLE: 4.1a

CONTACT PERSON: *Roxanne Richardson, Executive Assistant to the Board of Education*

SUBJECT: APPROVAL OF MINUTES – January 04, 2023

Session 1076

A meeting of the Mt. Hood Community College District Board of Education was held on January 04, 2023, with a Board Work Session at 6:00 pm, held via Zoom.

1.0   CALL TO ORDER
Members present: Andrew Speer, board chair, Diane McKeel, board vice chair, Annette Mattson, Diane Noriega, Kenney Polson, Marie Teune, ShaToyia Bentley

Additional Attendees: Lisa Skari, president, Traci Simmons, associate vice president, Diversity, Equity, and Inclusion

Speer called the work session to order at 6:03 p.m.

2.0   BUSINESS
    2.1   OCCA Intersection of Data and Equity Presentation
Traci Simmons provided a presentation on Shared Equity Leadership with a focus on diversity, equity and inclusion (DEI) definitions, defining the role of the Board of Education in advancing DEI, DEI Work and the MHCC board, the framework of shared equity leadership, the structure of shared equity leadership, and exploring what is possible.

Noriega commented that the representation of diversity at the college is growing, but is not sure if we fully represent the community that we serve, although we have been growing the past five to ten years, we may not be as diverse as our community, but with respect to our student body we are very diverse. Mattson included that in terms of proportionality, we have a greater percentage of students of color than there are people of color in the district we serve. She also stated faculty are predominately white, but that the college has made progress with staff and administration, Head Start, and tenured faculty. Simmons mentioned it's a difficult

one for every organization in higher ed, especially those with tenure, which is something that has been called out in the college's Strategic Plan. She is currently working with Dr. Al McQuarter's on putting some structural things in place and she commented that tenure itself is a structural barrier to faculty diversity. McKeel asked, if our students, from different backgrounds, are encouraged to ask questions to get support, and in the role of a board member, how do we know that and how do we assess that? Simmons responded saying that these are the right questions to be asking, including how are we defining student success and what data (examples: qualitative, the student voice) are we using to define that, who is being served and who is not being served, and what data do we need to be able to assess how we are doing?

Simmons discussed that by creating an equitable environment where the college is really thinking about and responding to the needs of individuals and providing what they individually need, as opposed to giving everyone the same thing across the board, is what will create an environment where everyone can thrive. She posed the question, as practitioners and Board members, do we understand the two concepts of equality and equity as being different? Speer followed up commenting that the Board has a good understanding and grounding in these concepts, and that he sees change happening, however, as discussed earlier in the presentation, without being on campus and seeing what is happening, there may be gaps that are being missed.

Bentley commented on her experience as a student of MHCC and what she was hearing and seeing, and asked how are we doing as an organization in terms of passing along information and resources offered besides just posting it around the college? Noriega stated that she was unaware if the college has the benchmarks or data points that would indicate whether students are getting what they need and asked are we being successful and meeting the needs of students where they are? Noriega and Mattson discussed special programs like TRIO and the effectiveness of those programs for students. Mattson inquired, how do we ensure our programs remain in place and that they are serving the students who need them, to allow us to work towards equity? Simmons responded saying that federal regulations (example: affirmative action) typically are based on equality not equity and that will continue to be an issue, until it is addressed at the federal level. Noriega brought up the point that students are being excluded because of basic things like the cost of higher education and living (housing, childcare, transportation) which can impact a student's ability to even get the chance to go to college and those issues are of concern and often overlooked.

Mechanisms were identified by the group, to assist in moving this work forward, including involving the budgeting process, looking at the data we are tracking and how that relates to the Presidents goals, setting and tracking measurable goals relevant to DEI, ensuring all policies are being employed using the equity lens, recognizing status quo as a barrier, conducting surveys to

measure desired data, and making sure to use the equity lens every time when working with the Strategic Plan, accreditation, and desired outcomes.

Relationships were identified by the group, to assist in moving this work forward, including, engaging with students in a different way (having a student on the board or serve in an advisory-type capacity, inviting students to come to board meetings) in order close gap (disconnect) between the Board and students, and considering stakeholders, and important college staff (example: vice presidents) in the work. Mattson mentioned that there are legal responsibilities that the Board has in regards to students voting, in terms of Oregon Law, and that further legal counsel would be advised if this was being considered. Bentley asked how students are being notified with regards to board meetings and how they being communicated with in general? How are we capturing the experiences of students and how could we turn that into policy reform?

Speer recommended moving the rest of the discussion, related to the presentation, to the February 2023 retreat, due to the conversation moving into the action phase.

A copy of the PowerPoint presentation is attached to the minutes.

2.2 Presentation Follow-up Discussion
The follow-up discussion for the presentation was moved to the February 2023 Retreat.

2.3 Ch 1 and 2 Policy AR Review
The board conducted the first reading of the board policies in Chapters 1 and 2 and discussed placing each policy into one of three categories: move forward as is; move forward with revisions; postpone. There was also a discussion of board policies that will be moved forward for rescinding and an update given regarding the administrative regulation review process for Chapter 2 – Board of Education.

Lisa Skari prefaced the discussion by stating that she had anticipated council feedback would be received by January 1, 2023, however, she realized feedback was actually requested by January 11, 2023, therefore some feedback may still be coming in on these policies, that will come at the second reading.

a) Board Policies – Chapter 1 and 2

Chapter 1 – The College
Board Policy 1200: College Mission– moved forward as is.

Chapter 2 – Board of Education
Board Policy 2432: President Succession– moved forward as is.

b) Board Policies to be rescinded

1040	The People and Their Community College		Rescind – covered in BP 1200 and BP 5010
1065	Audit Committee		Rescind – covered in BP 6400
9082	Board Governance		Rescind – covered in current BP 2200
9120	Board-President Relationship		Rescind – covered in BP 2430 and president's contract
9140	Advisory Representatives to the Board		Rescind – covered in AR 2510
9160	Consultants to the Board		Rescind – covered in BP 6340

There was consensus to move the board policies forward for recension.

c) Administrative Regulations – Chapter 2 – Board of Education
Skari provided an overview of the Administrative Regulation AR 2110 for Chapter 2 related to board policies. Skari will send the AR to the President's Cabinet for approval.

2.4   Board Community Engagement
Diane McKeel shared an overview of the community engagement efforts planned for 2023 with a focus on presentations to chambers of commerce in the areas of Gresham, West Columbia Gorge, and Sandy and the city councils in the cities of Gresham, Troutdale, and Wood Village. There will also be a presentation given to the MHCC's Foundation Board. The next step is to solidify and schedule dates and prepare the presentation. Board members volunteered to present at chamber of commerce, city council and MHCC foundation board meetings:

-Gresham Chamber, May 16, 2023- Lisa Skari, Andrew Speer, Annette Mattson
-West Columbia Gorge Chamber, March 1, 2023-Annette Mattson, Diane Noriega
-Sandy Chamber-Date and presenters still to be determined; waiting on the city to report back on a preferred date; Noriega and Teune indicated they would reach out to assist in securing.
-City of Gresham, March 14, 2023- Andrew Speer, ShaToyia Bentley
-City of Troutdale, March 14, 2023- Andrew Speer, Diane McKeel
-City of Wood Village, February 28, 2023- Diane Noriega, Annette Mattson
-MHCC Foundation Board, January 25, 2023- Lisa Skari, Diane McKeel

2.5   Other Business
Annette Mattson asked if Traci Simmons was still doing the Friday Food for Thought and Simmons confirmed stating it would be restarting Friday, January 6th, 2023.

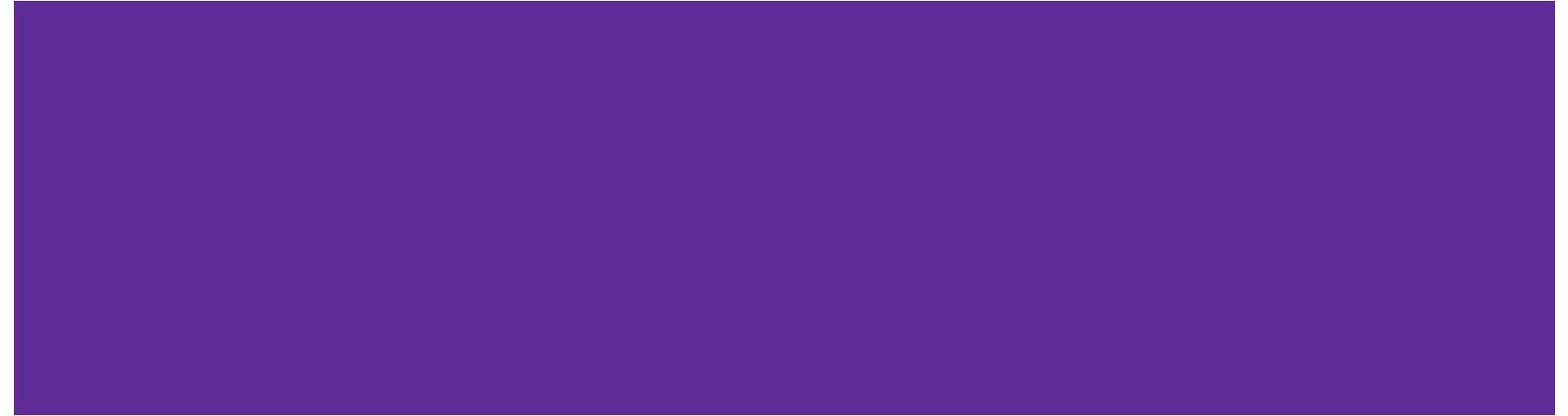3.0   ADJOURNMENT

The work session was adjourned at 7:55 p.m.

_____
       Clerk   Board Chair
Minutes recorded by Roxanne Richardson, Executive Assistant to the Board of Education.

Shared Equity Leadership

The Role of the Board of Education

Group Agreements

Be mindful

Stay engaged

Step Up, Step Back

Use 'I' statements

Consider impact vs. Intent

Be honest and vulnerable

Listen to understand

Avoid assuming the intent of others

Offer grace
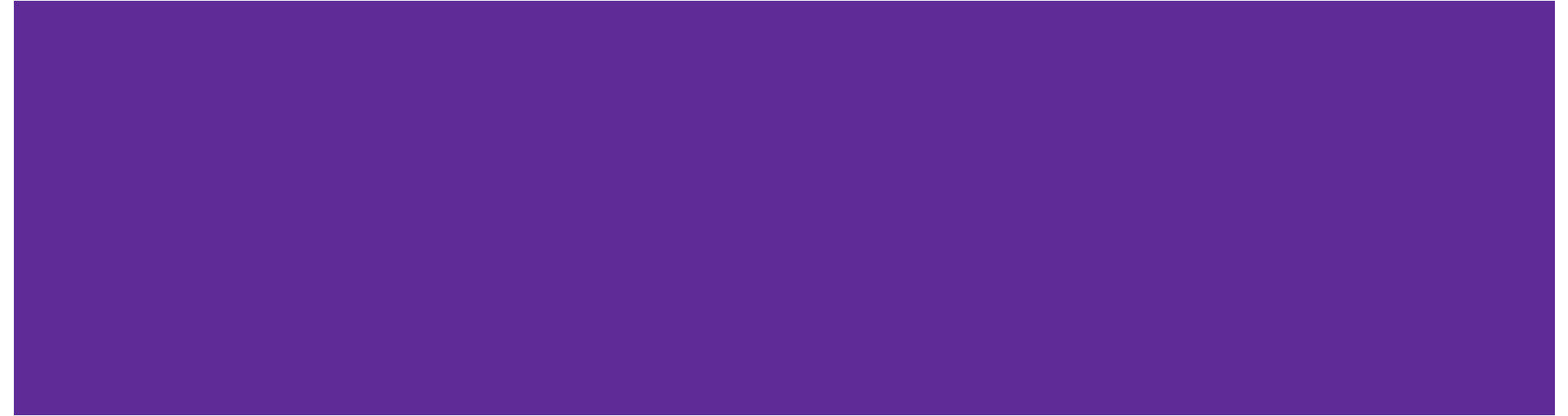
Suspend blame, shame, guilt, fear, and denial

Confidentiality

Accept non-closure

Agenda

- DEI Definitions
- Defining the Role of the Board of Education in advancing DEI
- Retrospective: DEI work and the MHCC Board
- Brief Overview:
  - Framework of Shared Equity Leadership
  - Structure of Shared Equity Leadership
- Exploring what's possible

Definitions

Diversity
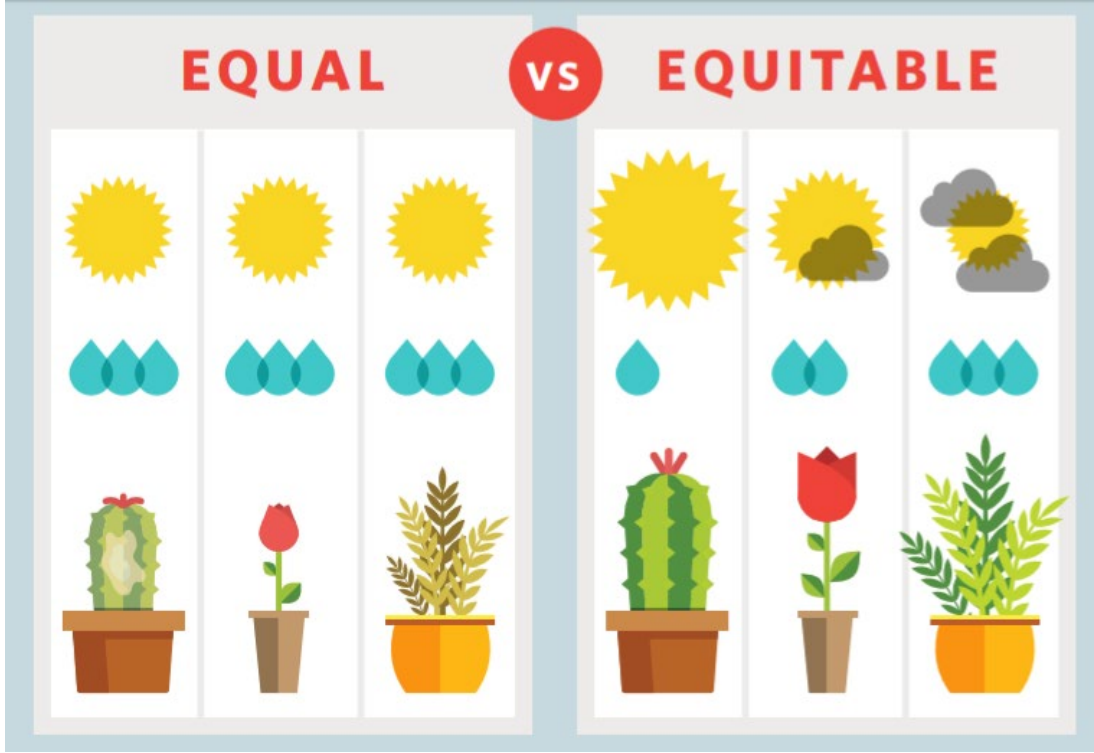
Diversity Considerations

Does the college have diversity represented? (think ACCT Equity Agenda)

Are students from different backgrounds encouraged to ask questions and get support? (language, ethnicity, gender/gender expression, ability, etc.)

Does the diversity of the workforce and board match the diversity of the student body? How about the surrounding community?

Is your definition of diversity expansive?

Equal vs. Equitable

Equity vs. Equality Considerations

Do people have a fully fleshed understanding of the complementary aspects of these two concepts without conflating them?

Is it clear that people need to be treated as perfectly imperfect beings, but not necessarily be given the exact same resources?

Unconditional positive regard is a great tool for equality.

Equality, Equity, and Justice
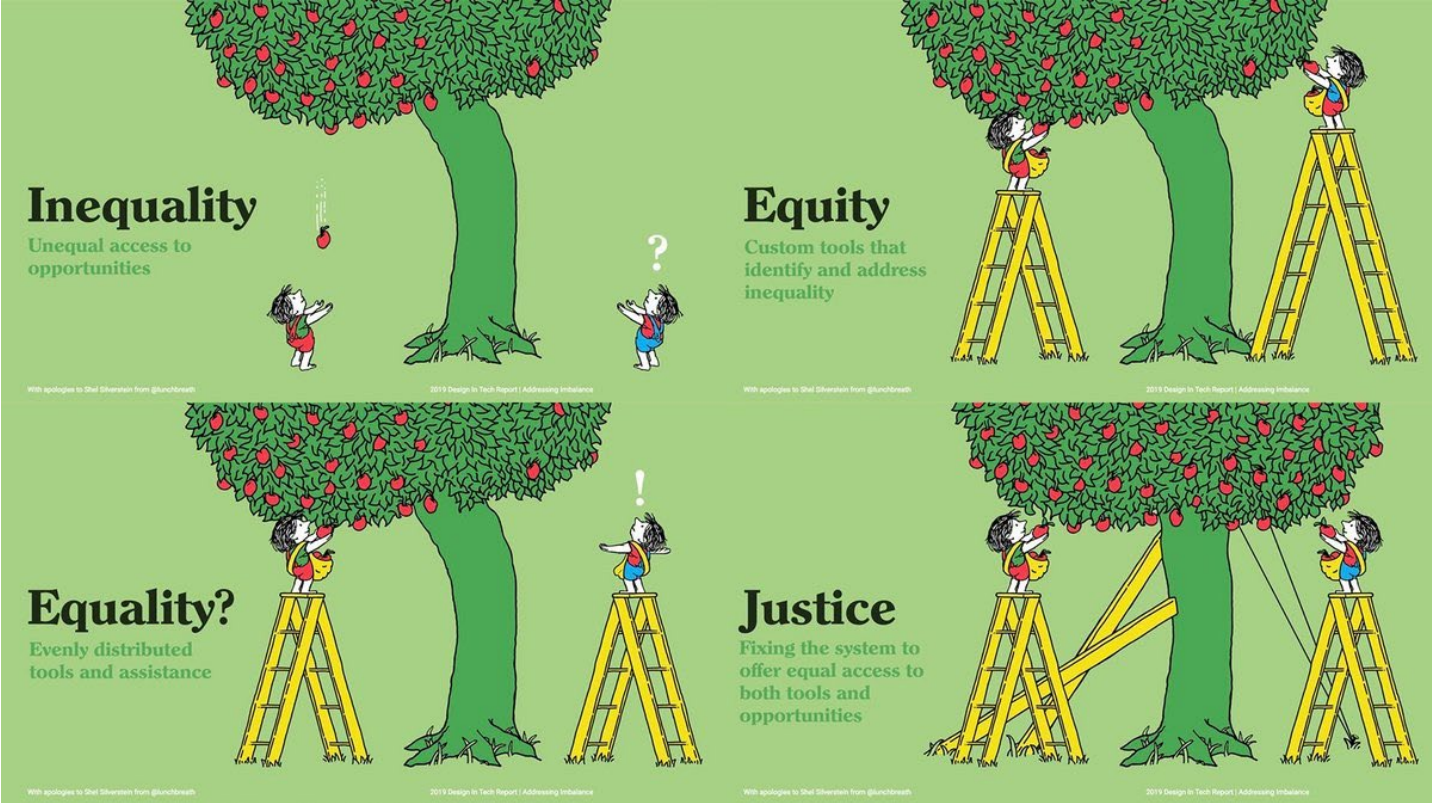
Considerations

If we focus solely on equality, we never address historical harm

If we focus solely on equity, we will always need to provide resources to those historically excluded and marginalized

If we focus on both and fixing systems, we will make a better future and create the conditions for all people to thrive

Inclusion

Considerations

Sometimes we want to discuss inclusion without examining ways we/higher education have/has been structured around exclusion

Inclusion is more than having a seat at the table, but rather having a voice that is listened and responded to

Belonging

What is the is the role of the Board of Education to advance DEI?

- What mechanisms and levers can be utilized?
- What relationships will need to be engaged?
- What may present as barriers to success?
- How will the board know if their efforts are successful?
- What data will be needed to assess progress?

  Pair share 10 minutes

What is the optimal structure for the Board of Education to advance DEI?

- What is the current structure?
- What should we be working towards?
- What will need to happen for that to work?
- What are some barriers to success?

Celebrating the Wins

- Board Approved Equity Lens Tool
- Continued affirmations and action planning to address racialized/marginalized/minoritized groups (LGBTQ+, Black Lives Matter)
- 2021 Charles Kennedy Award winners
- Investments in Student Basic Needs
- Equity-Centered Strategic Plan

Where to go from here?

What is next to continue moving this work forward at the board level???

What is possible?

How will you ensure from your 50K ft view that the equity-centered strategic plan is implemented?

ACE Framework of Shared Equity Leadership (SEL)

Overview:

- For equity to be effectively advanced in a complex organization each member of the organization must have responsibility for advancing equity (micro/macro)
- Structure of Shared Equity Leadership must be conducive to whole organization engagement for transformational change
- There must be accountability measures in place to ensure the strategic equity goals are accomplished (ie. progress made)

Next Up: What does accountability mean to you?

What does it mean for your leadership?

How do you help others understand their responsibility for SEL independent of role and positionality?

How do you currently hold the people on your team accountable?

Reframing Accountability

- How did accountability become a dirty word?
- What structures in higher education have historically been in place with regard to accountability?

Pair share 6 minutes

The relationship between responsibility and accountability

What is the difference of these two concepts?

And how do they interact?

What are historic and contemporary barriers to accountability?

What are historic and contemporary barriers to accountability?

- Bargaining agreements
- Exclusion
- Framing
- Detractors
- Fear

For next time Accountability cont

Review Performance indicators and bring your questions/concerns/