



## **Stewardship for Equity, Equal Employment and Diversity (SEED)**

### **Minutes**

**Held on Tuesday, February 21**

**Held through Zoom**

#### **Chairs**

Cheryl Johnson, Lucia Lachmayr, Roger Perez-Vaughan

#### **Members Present**

Megdi Abebe, Rachel Bell, Luis Escobar, Lucia Lachmayr, Joshua Lindo, Melissa Matthews, Zahra Mojtahedi, Roger Perez-Vaughan, Michael Stokes, Chad Thompson, Gavin Townsley, Ingrid Vargas

#### **Members Absent**

Derek Allenby, Vincent Chandler, Melanie Espinueva, Jeremy Evangelista, Cheryl Johnson, Nathan Jones, Felicia Mazzi, Allen Ocampo, Beatriz Qura Del Rio, Eureka Soriano

#### **Guest(s)**

None

### **DISCUSSION/REPORTS**

#### **Reflections on SEED Committee**

A continuation from our last meeting focusing on SEED's responsibilities as a committee. Due to members' declined participation and attendance, we want to define how our committee engages with the campus community and need to determine the committee's composition.

It was shared that the Participatory Governance process was revised and committee classification in Participatory Governance changed to include Constituent Committees, Senates and Councils, Operational Work Groups and Task Groups. College Governance Council (CGC) was also modified to include better representation from its four members, Academic Senate, Associated Students, Classified Senates and Management Council.

The seven Constituent Committees, which include SEED, have representatives from all constituent groups and are the most important committees that deal with campus-wide issues. Rules for these committees have been evolving and may require further clarification. Each Constituent Committee should have a webpage listing its mission, charge, leadership, resources, agenda, minutes and other relevant information.

In determining SEED's composition, a division's size may be a challenge when requesting division participation, which may limit information of what is happening in certain areas and spaces. We should focus on membership that ensures all voices are present in SEED. If SEED will continue with divisional representation, two members per division, the chairs will need to request representatives from each division dean. Modifications to SEED's membership composition should be presented to CGC for approval.

It was mentioned that SEED meetings have been conducted on best practices rather than following Robert's Rules of Order and the Brown Act and whether following them is mandated of Constituent Committees. Balancing transparency with risk of harassment may be necessary if we want community members to attend our

meetings. A Participatory Governance Task Group is working on clarifying information and producing a handbook to clearly establish committee regulations.

Regarding committee composition, it was suggested to consider which tasks we want to pursue over the next few years to be strategic on who we want in the committee to support completing intended outcomes. An analysis of committee membership was requested to determine which divisions are represented and who should be included for our desired committee composition. Adding certain groups, programs and services to the committee may also be important for our efforts.

Determining the committee composition was tabled for our next meeting. We will consider our current composition, and specific tasks we want to accomplish in the next few years to identify areas requiring membership.

### **Spring 2023 Equity Topics & Community Feedback**

In our last meeting in fall 2022, a list was created of equity topics to explore and address. The list was condensed and presented as a survey for each SEED member to identify the five most important equity topics to address. Five SEED member of SEED completed the survey and the following are the top five results:

1. Focus endeavors on early outcomes: 1st semester and 1st year retention and persistence for part time students, adult, and first-generation students
2. Explore equity gaps for all demographics, including unit/load accumulation by gender and race/ethnicity and address intersections in Student Equity Plan
3. Address Black and African-American students equity gaps including math completion, early outcomes (1<sup>st</sup> semester and 1<sup>st</sup> year), and semester to semester retention
4. Identify neurodivergent student population and needs for support outside EAC including disabilities access and ADA compliant cart
5. How to outreach to Pacific Islander/Native American students to increase enrollment/retention rates? Creating Learning Communities for those student populations (MANA for Pacific Islanders at CSM)

The discussion was intended to further identify which equity topics we want to engage with as a committee this semester. It was mentioned that some of the topics, or components of the topics, are already part of the Student Equity Plan (SEP). Focusing on the top two topics was suggested. Engaging with what the campus wants us to focus on was also mentioned. Using information from the Student Voice (climate survey) may be useful to identify areas to concentrate our efforts. The equity audit might be another way to focus on potential topics to address.

Considering only few SEED members completed the survey, it was suggested to consider equity topics that those who did not complete the survey are passionate about. The committee size, and possibility to skew the survey results, was also mentioned as a reason to bring input from other areas on campus. Including participation from larger group may also generate additional support to accomplish our goals.

SEED's possible involvement in implementing recommendations from the SEP was brought up to question whether we already have equity topics to engage with and the need to adopt additional topics. It was suggested that we prioritize recommendations from the SEP instead of additional topics. Because of the narrow scope of the SEP, we decided to consider engaging with additional equity topics that are excluded from the SEP.



It was indicated that SEEED's role in the implementation of the SEP needs to be clearly defined, especially considering the scope of the work and current equity efforts on campus. Focusing on SEEED's capacity and what can be done with those constraints will be a good strategy to move forward.

### **SEEED and Communities' Role in Implementing Student Equity Plan**

SEEED guided the completion of the 2022-25 Student Equity Plan but has not determined its engagement in implementing recommendations from the plan.

SEEED's involvement in implementing the SEP is necessary to ensure programs, services, divisions and/or entities on campus have support to accomplish the desired outcomes. Consensus was that different constituent groups will do the primary work, as recommended on the SEP, while SEEED will provide guidance and feedback. Adopting a process for departments or divisions to report their equity efforts to SEEED, which would provide feedback and share with our campus community the reported equity efforts, would allow SEEED to be an information and report hub to help curate and coordinate equity efforts from the SEP.

SEEED may also need to connect with different constituency groups to create awareness of the SEP and their corresponding areas of engagement. Based on the SEP, SEEED can present specific action items and strategies for programs, services, departments, divisions and/or entities to gauge progress and completion of the plan. Communication would include the specific action items and outcomes listed on the plan and compare them with current efforts on campus in order to foster collaboration. SEEED would present to CGC to ensure transparency and accountability for those working on the specific areas of the SEP.

It was noted that each recommendation to close equity gaps on campus has many stakeholders, and identifying the specific responsibility for a specific individual may be difficult, which highlights the importance to engage with as many stakeholders as possible. Based on participation in writing the SEP, we should engage with our community, thorough a presentation, template report, departmental meeting, and invite members to be part of the work from the SEP. Subject experts working to achieve the SEP outcomes would take ownership of the work and provide additional options to address equity gaps.

Dividing the SEP into smaller parts for working groups to inform campus constituencies of the plan and actions to close equity gaps was recommended. It was proposed to share the smaller parts of the plan with our VPs so they can send it to their division, and that we present to our adopted process to Management Council.

### **UPDATES/ANNOUNCEMENTS**

None

### **NEXT REGULAR MEETING**

The next regular meeting will be on Tuesday, March 21, from 2:10 to 3:50 p.m. through Zoom.