

**Mt. San Antonio College  
Campus Equity and Diversity Committee (CEDC)  
Group Memory of June 3, 2013  
8:00 a.m. – 9:30 a.m.**

**Committee Members:**

- |   |  |  |  |
|---|--|--|--|
| <input checked="" type="checkbox"/> Robert Augustus | <input checked="" type="checkbox"/> Darlene Dorough (translator) | <input type="checkbox"/> Johnny Jauregui                         | <input checked="" type="checkbox"/> Tim Takashima                    |
| <input checked="" type="checkbox"/> Clarence Brown  | <input checked="" type="checkbox"/> Joanne Franco (notes)        | <input checked="" type="checkbox"/> Lorraine Y. Jones (Co-Chair) | <input checked="" type="checkbox"/> Tuan Vo                          |
| <input type="checkbox"/> Yomeri Castuera            | <input checked="" type="checkbox"/> Barbara Gonzales (Co-Chair)  | <input checked="" type="checkbox"/> Linda Rillorta               | <input checked="" type="checkbox"/> GUEST: Barbara McNeice-Stallard  |
| <input checked="" type="checkbox"/> Robert Coder    | <input checked="" type="checkbox"/> Paul Hischar                 | <input type="checkbox"/> Ana Tafoya-Diaz                         | <input checked="" type="checkbox"/> Robert Montoya (for J. Jauregui) |

ITEM	DISCUSSION/COMMENTS	ACTION/OUTCOME
<b>1. Welcome/Introductions</b>	<ul style="list-style-type: none"> <li>Meeting began at:</li> <li>Johnny Jauregui was unable to attend, and Robert Montoya attended CEDC in his place</li> </ul>	
<b>2. Survey Questions Guest: Barbara McNeice-Stallard</b>	<ul style="list-style-type: none"> <li>The objective/purpose of the survey is to find something you are trying to attain that is measurable</li> <li>CEDC would like to identify what is working, what we should celebrate; where we can identify as needing more training and more work</li> <li>The results would give CEDC a chance to address issues: trends may come up regarding policy, procedures, practices – the employee survey may also be separated by employee groups (FT/PT); open –ended questions may also be asked</li> <li>CEDC plans to share the results openly; if we see trends from the results, this may be an issue that needs attention and CEDC would then need to formulate a response</li> <li>Regarding hiring practices: do we search far and wide?</li> <li>CEDC would like to see fairness across the board, however it will become a training issue if people are “stacking the deck in their favor”; there are laws because we care about a diverse employee pool</li> <li>In addition, common definitions are needed – CEDC will need to figure out which issues to focus on</li> <li>Employees need to feel engaged; an action plan is needed as well as a measurement at that time; a global survey will give us global perspective, and a focus group may also be beneficial for some groups</li> <li>Regarding engagement, inclusion, training, communication – may need to see which questions go in which section</li> </ul>	<ul style="list-style-type: none"> <li><b>Subgroup to work with BMS: CB, BG, JJ, LYJ</b></li> </ul>

Campus Equity and Diversity Committee

June 3, 2013

Page 2 of 4

	<ul style="list-style-type: none"> <li>• A suggestion: since it is online, the status bar will indicate how many questions are included</li> <li>• Since it is online, CEDC can do 2 – 2 ½ pages, with an incentive – this will also come up through the employee portal and we give them the option to save and complete later</li> </ul>	
<p><b>3. Agenda Review</b></p>		
<p><b>4. EEO Plan Update</b></p>		
<p><b>5. Complaints of unlawful discrimination</b></p>	<ul style="list-style-type: none"> <li>• There has been concern about the issue of captioning: 8-9 students went to the recent Board Meeting</li> <li>• Upset students have met with some staff members and went to training through POD (Professional and Organizational Development) but no captioning</li> <li>• Students state that faculty refuse to provide captioning; this has been an issue in the Senate</li> <li>• Captioning is something that is not consistent – students cannot be forced to disclose their disability and sometimes instructors will say to bring proof</li> <li>• Regarding compliance, we need to embrace universal design; some AP's (Administrative Procedures) and BP's (Board Policies) need work – but it takes time and its and access issue</li> <li>• In addition, communication with FT Faculty is easier than communication with the many adjunct faculty that we have</li> <li>• Many students need captioning but are not getting it (captioning) and are getting frustrated; DSP&amp;S is caught in the middle of the many calls and frustrations; this has always been an issue, but more now than before</li> <li>• As faculty, we need to be prepared; we need to make a conscious effort that our classrooms provides opportunity for all; we are planning and designing; changing how our curriculum is presented; but we still have a lot of faculty that will not take the time to do it</li> <li>• MSAC has a large deaf and hard of hearing student population and universal design is more that what is required</li> <li>• Videos are developed both by the professor or they already include captioning</li> <li>• “ Annoying” and “distracting” – that is what “normal” people say</li> <li>• Captioning is something that needs to be done, as some students have dropped out of classes; this is clearly a training issue, and a big part is how to get to the adjunct; the president did make this a priority</li> <li>• A potential project - gather a panel to brainstorm; the problem is that</li> </ul>	

Campus Equity and Diversity Committee

June 3, 2013

Page 3 of 4

	<p>adjunct teach all day (morning, afternoon, evening) and do not get paid to come in for in-service or training</p> <ul style="list-style-type: none"> <li>• Online training is an option, however we will miss the face to face contact</li> <li>• Training with the OCR (Office of Civil Rights) was scheduled for Flex Day, but is now part of a large session, not a break out session – this training was to focus on how to appropriately respond to students when they file a complaint; students currently get the run around</li> <li>• Another suggestion is a training modeled after the NIMS/SIMS Training; this was a nightmare and not everyone attended; we need to look at other options and alternative ways to provide this information</li> <li>• Maybe Grace Hanson’s course can be added as a distance learning course, where one would be able to obtain crossover credit and we can pay people</li> <li>• With regards to captioning, there is a huge resistance having the captioning on – in Europe and Asia, they have no problems with captioning; we need to realize that this is a norm – all should be captioned, or could be shown with no sound</li> </ul>	
<p><b>6. CEDC Annual Review</b></p>		
<p><b>7. Set future meeting dates</b></p>	<ul style="list-style-type: none"> <li>• All meetings will remain on Monday mornings, at 8:00 a.m.</li> <li>• September 9, 2013</li> <li>• October 7, 2013</li> <li>• November 4, 2013</li> <li>• December 2, 2013</li> <li>• February 3, 2014</li> <li>• March 3, 2014</li> <li>• April 7, 2014</li> <li>• May 5, 2014</li> <li>• June 2, 2014</li> </ul>	
<p><b>8. Report of progress of potential projects</b></p>		
<p><b>9. Set agenda for next meeting</b></p>		

**FUTURE MEETING DATES**

Meeting ended at 9:28 a.m.