



Clark College

Board of Trustees Special Meeting

Wednesday, August 26, 2020, pm

Via Zoom

Zoom Link: [Here](#)

Meeting ID: 956 2270 6784

Password: 007940

Call In: (253) 215-8782

Board of Trustees Special Meeting Packet
Wednesday, August 26, 4pm via Zoom

- I. Call to Order/Agenda Review - Chair Strong
- II. Public Comment
- III. Reflection on Board Retreat
- IV. Adoption of Goals for President Edwards (pg. 3)
- V. Adoption of the Charter for the Budget Committee (pg. 4)
- VI. Office of Diversity, Equity and Inclusion - Recommendations for the Board (pg. 5)
- VII. Executive Session - An Executive Session may be held for any allowable topic under the Open Public Meetings Act.

Proposed Workplan for President Edwards

Major Objectives	Examples of Key Tasks
1.Improve Student Success	<ol style="list-style-type: none"> 1. Support excellence in teaching 2. Further enact Guided Pathways 3. Minimize digital divide 4. Institute streamlined, culturally responsive student support services 5. Align instructional programs and customized training with current and future workforce needs 6. Use data to inform decision- making
2.Achieve Financial Stability	<ol style="list-style-type: none"> 1. Increase student enrollment and retention 2. Implement a data- driven financial planning model 3. Reduce redundancies and inefficiencies in the organization 4. Restructure and rebrand ECD and the CTC. 5. Align college and foundation priorities
3.Improve Campus Climate	<ol style="list-style-type: none"> 1. Create a culture of care, appreciation, and inclusion 2. Improve communication across the college. 3. Increase diversity among faculty and staff. 4. Invest in professional development 5. Continue to build a system of shared governance
4.Expand and deepen community engagement	<ol style="list-style-type: none"> 1. Increase focused outreach to adults, communities of color and other systemically non-dominant populations 2. Strengthen partnerships with area business and industry leaders. 3. Strengthen partnerships with K-12 4. Work with the foundation to cultivate donors 5. Keep our external community apprised of relevant institutional data

Board Budget Committee

Clark College

Committee Authorized

“For the enhancement of its work, the Board may create Board Committees as necessary to research and report on specific issues to the board. These committees do not speak on behalf of the Board except when the Board delegates such a responsibility to that committee.”

(Clark College Board of Trustees Policies and Procedures Manual 100.B22 Committees of the Board)

Committee Purpose

- Maintain a working understanding of the College’s budget performance and projections (both current year and five- year forecasts).
- Maintain a working understanding of the College’s budgeting processes and health thereof.
- Evaluate alignment of budgets with the needs of students and the community as reflected in the College’s mission, values, plans and initiatives. (ex: Strategic Plan, Social Equity Plan, Guided Pathways, Facilities Master Plan, etc.)
- Act as a sounding board and to provide related advisement to the College President.
- Preview and provide feedback on budget material to be presented to the full Board.
- Provide information and recommendations to the Board to support the Board in performing their responsibility to “Review and approve an annual budget to finance the operations of the District in accordance with the statutes of Washington and lawful and applicable regulations.” *(Clark College Board of Trustees Policies and Procedures Manual 100.B70(9)).*

The Board Budget Committee does not have delegated authority for budget approval or to speak on behalf of the Board on related matters.

Committee Membership:

- College President (Chair)
- Board of Trustees (2 members selected by the Board annually)
- Vice President Admin Services
- Director of Business Services

Committee Operating Principles

- Openness and candor.
- Continuous improvement.
- Respectfully able to question anything in service of the College’s mission and stewardship of the community’s resources.
- Operationally attentive and strategically focused; particularly where choices affect the scale and architecture of the college and its proviso of service to the community.
- Staying out of the weeds.

Committee Meeting Frequency:

Monthly and more frequently as deemed necessary by the committee.

As created: July 10, 2020, edited August 12, 2020

Approved by BOT: _____

Recommendations for the Board

Rashida Willard, VP of Diversity, Equity & Inclusion
with feedback from staff in the Office of Diversity, Equity & Inclusion (ODEI)
July 2020

Introduction

Clark College is in a unique position to effect positive change in the area of diversity, equity and inclusion in Clark County. In the past, Clark College has focused on “diversity,” which was a buzzword without a strategy for initiatives. To move past diversity and into true inclusion and equity, we must be intentional about embedding equitable practices into the fabric of the college. This means equity must be an essential part of every decision we make. Clark College leadership must be committed to this intentionality – from the Board of Trustees to the President and the Executive Cabinet. When leadership models the tone for the college, others will adopt the approach we want to take. The college is now ready to move past diversity to genuine equity.

Specifically, the Board has a significant impact on the performance of equity and inclusion but will have to lean in to their own Knowledge, Skills and Awareness (KSAs) around equity-based issues and align strategically with the college.

Strategic Direction

The **State Board for Community and Technical Colleges** adopted a vision statement in 2019 that puts racial equity at the forefront.

Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.

With this directive, the college must begin the important work of leading with racial equity. What does this mean? It means disaggregating data to identify disparities acting to eliminate those disparities utilizing a racial equity lens.

In 2015, Clark College implemented its second **Social Equity Plan**. This Plan is under review and will be updated this year. The Plan’s three major elements are:

- Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes.
- Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.
- Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity.

The **Strategic Plan** incorporates a theme of “Social Equity” which aims to eliminate racial disparities in all outcomes and improve multicultural and intercultural competencies among students and employees.

One of our **core themes** at Clark College, as stated in the 2019-2021 Strategic Plan, is social equity; and one of our **values** is social justice.

Social and racial equity are woven throughout our governance structure and give us the authority to align our actions with our words.

Setting the Stage

For Clark College and the Board of Trustees to be successful in advancing equity at the college, there must be:

Acknowledgement of the past. Communities of color at Clark College have been harmed by institutional and interpersonal racism. Unfortunately, the college has a history of neglecting these circumstances and refusing to address the impacts and long-term damage they cause. For the college to move forward positively and with maximum growth, it is critical that the Board (and the college) immediately and transparently address issues as they arise. The college community must feel heard and valued by the highest level of leadership. Where appropriate, the Board should do their part to acknowledge the college's harmful history.

Desire for change. Clark College leadership is now calling for genuine, sustainable transformation around social equity. With the new President, a new Cabinet and, essentially, a new Board, we are poised to become equity leaders in the college community. It will be important for all leadership to model this behavior by leaning into their own equity competencies to effectively lead their teams. The Board must model — in voice and action — a commitment to change.

Vision for the direction of the future. We must have a vision for the direction of the future. From the highest level of leadership, the college must be in alignment to prompt an institutional culture shift. Again, this requires intentionality and accountability. The Board strategically align with where the College is to go in the future and set the vision.

Recommendations

Given the background, history, and strategic direction of the college, the VP of DEI recommends training and development for each board member:

Professional Development

The Board should be committed to their own equity competencies with assessed growth, but should also commit as a body to board competencies. The college currently requires just one Power, Privilege & Inequity (PPI) training per year for all employees. At the very least, the Board should have the same requirement. The Office of Diversity, Equity and Inclusion does not have to facilitate the training; however, it should be conducted by a reputable individual or organization that understands Clark County and the college's historical challenges regarding racial climate. ODEI suggests the following to ensure alignment with the college:

Equitable Decision-Making (2 hours): This class is a requirement for all BUILD cohort members. Participants will learn how to use an equity lens to make equitable decisions, learn how certain decisions can negatively impact systemically non-dominant people, and learn how to put equity tools into practice at work and home.

Impact of Microaggressions (2 hours): Participants will learn and review definitions and vocabulary; discuss how power, privilege and inequity impact people; and learn how people with different

identities navigate various spaces. Participants will gain tools to help interrupt systems of oppression.

Red, White & Brown: A Timeline of Race in the United States (2 hours): Through a historical timeline, this training explores the formation of race in the United States and its lasting effects on systemically non-dominant groups. Attendees will identify key elements of systemic racism and how it manifests in institutions and policy. Participants will then identify how systemic racism affects students and employees of color at Clark College and will work in small groups to brainstorm ways to make institutional change.

Power, Privilege and Inequity 101 (2 hours): Participants will learn and review definitions and vocabulary, discuss how power, privilege and inequity impacts how different people with different identities navigate various spaces. Participants will leave with tools to help interrupt systems of oppression and specifically, White Supremacy Culture.

ODEI provides numerous opportunities for professional development each academic year; however, if needed, I am willing to tailor a program for the board. This would require my meeting with board members to determine individual needs and professional development goals, in addition to drafting a timeline.

Board Equity Statement: To align with Clark College's commitment to racial and social equity, the board should adopt an equity statement that is aspirational in nature, but signifies the board's commitment to racial and social equity as a body.

Participation in the NWREC, February 24-26, 2021: In 2020 ODEI developed and hosted the first annual Northwest Regional Equity Conference for Higher Education (NWREC) at Clark College, which was a success. Board members' participation in next year's conference will demonstrate a commitment to professional development and to the college's efforts around inclusion and equity.

Growth Assessment: Complete an assessment, such as the Intercultural Development Inventory (IDI), to assess individual growth around DEI. ODEI is in the process of developing a tool to be completed Fall Term which will measure an individual's knowledge, skills, and attitudes toward diversity, equity and inclusion. This tool could be used to assess personal growth.

Presidential Search Process

Last year, the Board conducted comprehensive and equitable searches for an Interim President and a permanent President. These processes were mindful and thorough. To memorialize the processes, I recommend they be codified in the Policies and Procedures Manual.

Accountability

It will be important for the Board to hold the President and peer Board members accountable for their growth and action around power, privilege, and inequity. This can be done through the evaluation of the President and by developing a means to evaluate and hold each other accountable for reaching established goals.

Equitable Decision-Making Tool

I ask that the Board become familiar with the Equitable Decision-Making Tool from the Equitable

Decision-Making workshop to ensure that equity is a foremost consideration in policy-level decision-making. The workshop is an important foundational course that will help the Board understand how we make decisions at the college and to demonstrate leadership's expectations for equity in decision-making.

Developing Board Priorities

When developing board priorities, it is critical that the Board lead with racial equity, which means utilizing Equitable Decision-Making and using data to understand the potential impacts of the priorities for students, employees, and community members, and ensuring equitable outcomes for the most impacted.

As always, I am a resource to assist with the Board's growth in DEI competencies and to provide tools to implement the above strategies for diversity, equity, and inclusion and Clark College.

Rashida Willard

Rashida Willard, M.B.A.

Vice President for Diversity, Equity and Inclusion