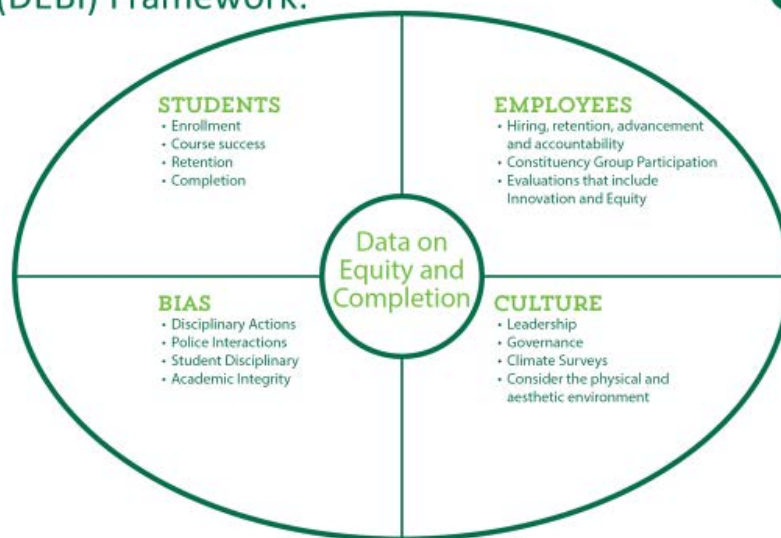


Council on Innovation, Equity and Belonging

1. The Council on Innovation, Equity and Belonging (CIEB) is a shared governance body. The purpose is to permeate **completion, equity, inclusion, and belonging** throughout Delta College's activities and culture and to assist in the assurance that the Diversity, Equity, Belonging and Inclusion framework adopted in Fall 2021 is fully implemented:

Diversity, Equity, Belonging and Inclusion (DEBI) Framework:



- A. This body does not replace existing College committees but instead provides an equity lens for the work these groups accomplish.
2. The CIEB fosters collaboration and creativity to reduce opportunity gaps across the College body.
 - A. This body will meet monthly during the Academic year to provide updates to the College body.
 - B. The CIEB consists of subcommittee members, the Advisory Board (AB), and the Equity Review Committee (ERC).
 - C. The monthly meeting will be led by the co-chairs of the AB.
 - D. All members of the College community may attend monthly CIEB meetings.
 - E. Each focus area is represented by a subcommittee. Focus areas will be added or deleted based on the needs of the CIEB. Each subcommittee's

members will collaborate and think creatively to meet the College's long-term ECB goals.

F. Innovative ideas will be shared with the chair/co-chair of the appropriate subcommittee.

- a. Ideas selected for operationalization by the College President, the AB, and ERC, must give the person or people responsible for the idea the opportunity to be involved in any meetings about that idea.
- b. The subcommittee will create a plan to be vetted by CIEB, and approved by the College President, and, where relevant, the Board of Trustees.

G. The work of this body will honor existing contracts and will not impact work rules for any employee group.

H. All members of the CIEB should complete equity training as soon as possible – ideally before their membership begins.

3. Subcommittees:

A. Each subcommittee will maintain an Inside Delta page that will be reviewed monthly and updated as necessary.

B. Each subcommittee will consist of at least six (6) members.

- a. Members will be elected (or appointed if there are no volunteers).
- b. Each subcommittee will determine if they require more than six (6) members and add members as appropriate.
- c. The majority of the subcommittee members should come from the area in which experience resides as appropriate.
- d. Faculty-centric subcommittees will contain three (3) elected faculty members from each division.

C. The subcommittee will include at least one (1) member from each workgroup – **workgroups are Administrative Professional (AP), Support Staff (SS), Part time Staff, Full-time Faculty, Adjunct Faculty, and American Federation of State, County and Municipal Employees (AFSCME)**

- a. One (1) student will be allowed to join as an additional member of each subcommittee. The student member will be elected by students (or appointed if there are no volunteers) by the subcommittee.

D. Each subcommittee will appoint or elect a chair or co-chairs.

- a. The chair or co-chairs should be subject matter experts of the subcommittee's focus area.
- b. The chairs or co-chairs of each subcommittee must complete equity training before becoming a subcommittee chair/co-chair.

- E. Each subcommittee will meet bi-monthly (that is, every 2 weeks, at least for the first year).
 - a. Meetings may be held on Zoom or in-person, as decided by each subcommittee.
- F. For the 2022 calendar year, subcommittee members will volunteer (or be appointed if there are no volunteers). Beginning in January of 2023, subcommittee members will be elected or selected by members of their workgroup.
- G. The subcommittee members will include one (1) liaison with expertise in the specific area (e.g., for employee questions, the liaison is an AP from Human Resources).
 - a. The CIEB will create a list of suggested liaisons for the 2022 calendar year (see Addendum 5).
 - b. The CIEB will review and revise (when appropriate) the list of liaisons for the 2023 academic year and each year thereafter.
- H. Direct supervisors of subcommittee members will excuse subcommittee members so they may conduct CIEB business.
- I. Direct supervisors of subcommittee members will acknowledge subcommittee members' contributions to the CIEB on their annual evaluations.
- J. Each subcommittee will appoint or elect a committee member who will be the subcommittee's point of contact.
 - a. The contact person will receive ideas or questions from members of the College community.
 - i. The Inside Delta page will contain a link to a form for ideas/questions to be submitted
 - b. Members of the College community may request anonymity when they submit ideas or questions.
 - c. Each subcommittees' contact person will inform the CIEB of new ideas or questions they received at College-wide monthly meetings.
 - i. The originator has the right to appeal to the AB or ERC if an idea/question is not brought forth to the College-wide monthly meeting.

- d. The subcommittees' contact person will respond to all ideas/questions within thirty (30) days from when the subcommittee's contact person receives the ideas or questions.
- e. If a decision or determination cannot be made about the idea/questions within sixty (60) days, the subcommittee may request a fifteen (15) day extension from the subcommittee chair AB.
- f. The subcommittee's contact person will inform the CIEB about the decision or answer the ideas or questions.
 - i. If a fifteen (15) day extension is needed, the contact person will inform the CIEB. The subcommittee's contact person is responsible for communicating with the person/people who submitted the ideas or questions.

K. Data informs all subcommittees' activities.

- a. The inaugural subcommittee meeting will determine what data or information is required to move forward with CIEB business (e.g., reflection about how the area is meeting the goals of CIEB and how the subcommittee can equitably increase opportunities for members of the College community).
- b. The meeting following the inaugural subcommittee meeting will focus on creating data requests for the Director of Institutional Research. Subcommittees may determine that data requests aren't appropriate for meeting the CIEB's goals.
- c. Data requests should include the following data points unless the data points aren't available or relevant to the subcommittee's work: college aggregate, racial demographics, gender demographics, county demographics (Bay, Midland, Saginaw), age demographics, physical abilities, Pell status, and veteran status.
- d. If data indicates that opportunity gaps exist for any of the demographic categories identified in 2.K.c., the subcommittee must focus on eliminating the opportunity gap before moving on to new business.

L. Each subcommittee will create an action plan, communicate with people in the specific workgroup(s) responsible for operationalizing the plan, and present the action plan, including any budget needs, at the monthly College-wide meeting following the meeting with the President (5.I.).

- a. Action plans must include specific details about individuals or sub-groups who are accountable for operationalizing components of the action plan.
 - b. Action plans should be reviewed three (3) times per year to determine their efficacy.
 - c. Each subcommittee will complete an annual report (for the previous calendar year) and disseminate the information to the College community at the January CIEB meeting.
 - i. The annual report will discuss data-driven action plans, how the plans were operationalized, whether the opportunity gap still exists after the action plans were operationalized, next steps for revising unsuccessful action plans, and/or data to support the action plan's success.
4. Advisory Board (AB):
- a. Each subcommittee will appoint or elect a chair or co-chairs that will make up the AB for the CIEB.
 - b. The AB will appoint or elect co-chairs.
 - c. The chairs or co-chairs of each subcommittee must complete DEIB training before becoming a subcommittee chair/co-chair.
 - d. The chair or co-chairs may appoint a designee to attend meetings if they cannot participate.
 - e. Designees can vote if a vote occurs at a meeting.
5. Equity Review Committee (ERC)
- a. The ERC will consist of eighteen (18) members (three (3) from each workgroup defined in section 2B).
 - i. One (1) student will be allowed to join as an additional member of the ERC. The student ERC member will be elected by students (or appointed by the CIEB if there are no volunteers).
 - b. The ERC will appoint or elect a chair or co-chairs.
 - c. Members of the ERC may not be liaisons as mentioned in section 3G of the CIEB bylaws.
 - d. The ERC members must complete the DEIB training before working on the ER subcommittee.

- e. During the 2022 calendar year, ERC members will be volunteers (or appointed if there are no volunteers).
 - 1. Beginning in January of 2023, ERC members will be elected by members of their workgroup.
 - 2. Workgroups will nominate at least three (3) candidates for the ERC by November 20, 2022.
 - 3. Workgroups will vote electronically for ERC candidates during the first week of December of 2022.
- f. The primary function of the ERC is to review action plans and ideas/questions to determine if the decision or answer is equitable.
- g. The ERC will meet at least once a month unless there is a high volume of questions/ideas that need to be addressed.
 - 1. If there are numerous ideas or action plans that need review, the ERC will meet bi-monthly (that is, every 2 weeks).
- h. The goal of the ERC is to meet the thirty (30)-day turnaround for action plans, ideas, and questions.
- i. The ERC will work closely with the contact person from the subcommittee, submitting an action plan, idea, or question.
- j. ERC members' supervisors will excuse ERC members to work on CIEB business.
- k. ERC members' supervisors will acknowledge ERC members' contribution to the CIEB on their annual evaluations.
- l. Every month, the ERC and AB will meet with the President of the College to discuss all their activities.
 - 1. The ERC and AB will email an overview of their monthly activity to the President of the College at least four business days before each monthly meeting.
- 6. During the first week of the winter semester of 2022, the President of the College, the AB, and the ERC will review and revise CIEB's bylaws.
 - a. The CIEB's annual bylaws will be available to the College community by January 31, 2023.
- 7. Beginning calendar year 2023, these bylaws will be reviewed and revised on a yearly basis until otherwise determined necessary.

Definitions

Shared governance

Board Policy 2.001

Delta College has a system of shared governance that supports collaborative decision making with open communication and mutual respect among stakeholders. Delta College shared governance fosters the principal that, in many situations, drawing from the diverse background of expertise from our internal stakeholders will result in decisions which are most advantageous to Delta College, its students, and its employees. Shared governance is a deliberative process which allows the Delta College community a voice and the ability to actively and professionally provide input to reach decisions on many issues related to the College. Shared governance ensures accountability in the success of our institution.

Although shared governance is an important Delta College policy which is championed by the Board of Trustees, the concept is not without limitation. The Delta College Board of Trustees must retain final authority to make and/or approve many final decisions that will impact our institution. Similarly, the President of Delta College is charged with responsibility over certain subject areas which cannot responsibly be delegated to the shared governance decision-making process. While input and recommendation from other stakeholders will be sought in appropriate cases, these immutable responsibilities and rights are best characterized as vested within the Board of Trustees and, by direct delegation, the President.

Delta College Administration is responsible for drafting, updating, interpreting, and applying robust policy and procedure on shared governance that will be applied as to the day-to-day operations of Delta College.

Board Action 5378 – April 6, 2021

Delta College BEDI (Belonging, Equity, Diversity and Inclusion) Definitions

Belonging

A sense of belonging is the result of continuously embodying socio-cultural support, integration, empathy, acceptance, and respect for all, thereby creating a safe space that invites individuals to experience an increasing awareness of and appreciation for their individuality and connectedness within the community.

Equity

Equity is the progressive practice of recognizing and eliminating barriers to opportunities for students, employees, and community members. Equity involves recognizing and eliminating both conscious and unconscious biases within institutional and organizational policies, procedures, and process so all stakeholders may thrive.

Diversity

Diversity encompasses the full range of differences and uniqueness that embody the lived human experience including, but not limited to ability, age, education, ethnicity, family status, gender identity/expression, geographic location, heritage/history, immigration status, income, indigenous status, language, occupation, race, religion, and sexual orientation.

Inclusion

Inclusion welcomes the contributions, experiences, ideas, and perspectives of all people by proactively addressing obstacles that impede equitable access to opportunities, resources, and decision-making, thereby creating and sustaining a culture of belonging, compassion, respect, appreciation, and recognition.

Meeting Structure

Week 1: Subcommittee meetings (1st meeting)

Week 2: Advisory Board

Equity Review Committee

Week 3: Subcommittee meetings (2nd meeting)

Advisory Board, Equity Review Committee & President

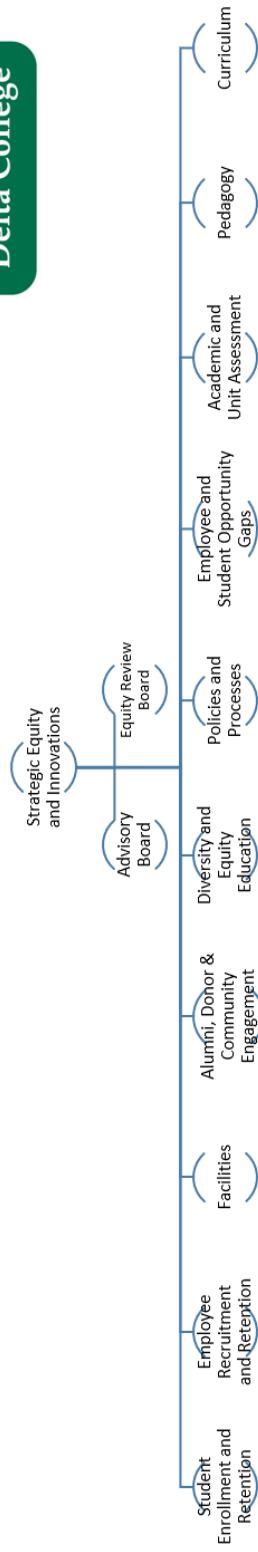
Week 4: College-wide meeting including subcommittee, Advisory Board and Equity Review Committee members

Advisory Board (AB)

- Co-Chairs will be appointed or elected by members of the AB
- Membership: Chair (or Co-Chairs) of each Focus Group
 - Chairs/Co-Chairs of each Focus Group are appointed or elected by that Focus Group

Equity Review Committee (ERC)

- Eighteen (18) total members (three (3) from each work group)
 - Administrative Professional (AP)
 - Support Staff (SS)
 - Full-time Faculty (One (1) must be a member of DCFA)
 - Part-time Staff
 - Adjunct Faculty
 - AFSCME (may include two (2) non-AFSCME members of Facilities)
- Additional content area experts will be added as deemed necessary by the ERC
- One (1) student will be allowed to join as an additional member
 - Student will be elected by fellow students (or appointed by the SICEB if there are no volunteers)



List of Liaisons

1. Facilities – Nick Bovid
2. Corporate Services – Jennifer Carroll
3. Institutional Advancement/Development – Pam Clark
4. Pedagogy – Dr. Martha Crawmer
5. Student Enrollment – Dr. Russ Curley
6. Curriculum – Dr. Reva Curry
7. Business & Finance – Sarah Dufresne
8. Business Services – Jon Foco
9. Equity/Title IX & Employee Development - Loyce Brown
10. Marketing – Leanne Govitz
11. Career Education – Ed Suniga
12. Human Resources – Wendy Childs (interim)
13. Student Success – Shelly Raube
14. Student & Educational Services – Dr. Karl Rishe
15. Administrative Services & Institutional Effectiveness – Andrea Ursuy
16. Institutional Research – Dr. Jason Young
17. DCFA – Chris Curtis
18. FEC – Elena Lazzari/Christina Miller-Bellor
19. AFSCME – Tom Keinbaum
20. ECAPS – Cynthia Grether
21. SSEC – Anna Williams

Intent behind each sub-group

Each group will spend the Winter of 2022 creating charges for the subgroups to be vetted and approved by the Council prior to the end of Winter semester so that Fall 2022 leads to work within subgroups.

Student Enrollment and Retention

Examine data each quarter and come up with one scalable strategy for each academic year to retain students for SES; one for Academics; and one for Corporate Services.

Employee Culture Committee (Employee Recruitment and Retention)

Examine data each quarter and come up with a retention approach that is specifically focused on values and who Delta is/wants to be. Members would be designated as Culture Keepers who live and work to ensure adherence to Delta's Values. When our new strategic plan is developed, this group will assist any revision of the College's Values. Also, this group will use data to examine goals of representation and student success against our recruitment efforts. Any necessary intentional employee retention initiatives will come out of this subgroup.

Facilities

Examine our space use with regard to a culture of belonging and consider changes necessary to ensure all students and employees feel welcome. Examples are bathroom signage and placement and policies for transgendered students; a space that is for all students that is visible focusing on intersectional nature of identity (race, class, gender, religion, addiction, etc). How also do we ensure a value of learning and encouraging debate on campus through our space?

Alumni, Donor & Community Engagement

How do events align with direction and values?

Diversity and Equity Education

Policies and Processes

All college policies should be reviewed for equity and belonging as they are currently written. Based on data on student success and employee representation, are there policies that create barriers for particular identities? This group may actually be the ERB.

Employee and Student Opportunity Gaps

Data on Academic Integrity, Employee dismissals, Police interactions, and more should be viewed for their being equitably assigned.

Academic and Unit Assessment (faculty-centric)

Examination of student success and non-academic units' effectiveness in success for students and employees, with data disaggregated should be reviewed with an eye toward scaling successful practices and questioning if resources allocated to areas that are not could be allocated elsewhere (this is not meant to suggest an approach to 'cutting programs or areas', but learning from one another).

Pedagogy (faculty-centric)

Discussions among faculty about effective teaching that are data-driven and learning outcome centered should lead to decisions and/or recommendations to faculty or the appropriate administrator of needs or scaling. Also, those practices that did not work should be celebrated here. Good teaching techniques that lead to engagement and retention should also be shared with an eye toward scaling where relevant.

Curriculum (faculty-centric)

Analysis of completion, retention, and enrollment in programs and courses can happen here with recommendations for shifts or tweaks. Discussions about what a diverse curriculum should happen here, and barriers toward completion as well.