College Advisory Council Meeting Minutes
February 12, 2019
Meeting with Cabinet

Present:
GSE Reps -Robin Hummel, Amy Kline, Michele Ryan (SAT), Alexander Iwachiw
CP Reps - Evi Rivera-Williams (SAT), Pam Wheeler-Civita
S&O Reps - Kelly Lorenz**,** Angela Persaud, Sylvie Fan
DERO Rep – Charles Babian
BSEC Rep - Katherine Baldwin, Lily Fincher
Ex-Officio Reps: Akilah Rosado, Shael Suransky

Absent: David Mortimer

Cabinet Present: Suleyni Abreu, Justin Tyack, Marcela Hahn, Wendi Williams, Jed Lippard, Cecelia Traugh, Laura Guarino
Guest Speakers: Elyse Matthews, Coy Dailey

Call to order at 3:45 PM

I. Administrative Stuff (5 minutes)

- Approval of January Minutes - Approved
- March Secretary – Michele Ryan volunteered

II. Cabinet Discussion (85 minutes)

CAC proposed three main questions to Cabinet. The questions were grounded in the CAC theme of social justice and equity and opted to focus on the journey of an employee at Bank Street, from recruitment, hiring process, tenure at the College and their future beyond Bank Street. Each cabinet member was given a chance to speak.

After a group introduction, Shael mentioned that the questions CAC proposed were either works in progress, some new, some underway and some not visible as yet. As we went around the table each cabinet member for each division went through the questions and shared the work they were doing and/or planning to do. Below are the questions discussed.

Question 1: As Bank Street continues to grow and welcome new employees, how is Bank Street incorporating our commitment and value to diversity into organizational practices of 1) recruitment, 2)

hiring, 3) retention and growth? Additionally, how are employees who are transitioning out of the organization supported and cared for in the exit process?

Children's Programs
Jed Lippard explained that the SFC posts all positions with NYSAID and Nemnet and are committed to include candidates of color. They have a newly developed anti-bias workshop for all Children's Programs Search Committee participants. All new faculty and staff are required to attend the Undoing Racism Workshop. Undoing Racism is a condition of employment within the first year. Other staff have not received this level of support—the Family Center and Summer Camp do not have the same protocols or resources. For staff transitioning SFC is looking into recruiting Associate Teachers to stay as Head Teachers and supporting growth in leadership either within BSC or elsewhere. In addition, Coy Dailey holds a language bias workshop.

Graduate School
Wendi Williams explained about a new and emerging practice to ask candidates about the development of their racial literacy. If a white candidate and a person of color have the same qualifications, the person of color will be hired. In addition, retiring faculty make a public presentation of an aspect of their work when transitioning.

BSEC
Katherine Baldwin explained that grant-funded positions make it hard to do be consistent and acknowledges the need to improve a centralized process.

Strategy and Operations
Justin Tyack explained how his division gives new hires the support and opportunity for feedback, which provides a level of comfort. However, this is done for leadership positions. The Business office and HR use outside resources for hiring due to background and college experience. Staff transitioning is celebrated for their good work.

DERO
Marcela Hahn, who is new to the position, is working to build connections between internal partners and divisions. Employee transitioning or farewells are customized and based on status of relationships. Charles added that the aspect of race and understanding bias is something the division keeps in mind when hiring.

Elyse Matthews discussed a *Managers Onboarding Guide* and cabinet memo that was shared with CAC. This is one of the works that is underway. The onboarding guide is a process for welcoming and introducing new hires to BSC. When it comes to posting jobs, HR has some resources at our disposal such as HERC, for diversity hiring. Divisions should reach out to HR and let them know where they would like their jobs to be posted. They should also let the HR staff know of any places to post for a diverse pool. Exit interviews are initiated by HR. HR conducts, summarizes and shares these summaries with leadership. The exit interview allows the employee to speak freely and confidentially.

Question #2: Currently, a college-wide approach does not exist to onboard new employees to the culture, values and language at Bank Street. How are divisions individually doing this? And what is the vision or ideas for a long-term college-wide strategy? (Please note, this is separate from the technical onboarding process, such as payroll paperwork, identification badge, etc.). Kelly mentioned that this is a work in progress.

Graduate School
Cecelia Traugh shared new faculty and adjunct support with classwork, observations with teaching, advisement, as well as a monthly support group for new adjuncts. The chairs of departments review all syllabi for inclusion of racial literacy and consults with adjuncts about their syllabi. New advisors are required to attend the advisement support group. The faculty inquiry group around race is a choice for faculty and adjuncts. Readings and discussions are shared around race, language and practice. As for a long-term, college-wide strategy, the retreats, affinity groups and opportunities to participate in programs like Undoing Racism are always available.

Akilah, in reference to the Social and Justice and Equity Committee (SJEC), shared college-wide work around curriculum, and monthly meetings around concepts and language, building on previous work. The SJEC has tripled in number and is cross-divisional and continues to grow. It is important to have individuals aware and know what they can join affinity groups. Kelly voiced that being a consistent member of the white affinity group has set the stage for building curriculum from the ground up.

Children's Programs
Coy said that monthly cohorts support staff in getting acclimated to Children's Programs and the curriculum. CP have a languages values handbook and an accompanying workshop (developed by Gender, Sexuality, and Diversity Committee and the Director of Diversity and Equity) that is shared with all new faculty. Regular meetings are held during the year around discussions about culture, practice and support.

Akilah mentioned that Coy has been invited to other divisions around Bank Street, such as the bookstore to introduce this work. He is also presenting and the next All College. Jed mentioned the affinity space has allowed for engagement and high participation with teachers of color this year. Right now incoming staff go through a full day orientation but SFC is looking to expand the orientation to two days in the future for a more in-depth onboarding process.

BSEC
Katherine Baldwin explained that the onboarding process is individualized as coaches are out in the field. No consistent centralized processes. Katherine asked, "What would be a centralized onboarding process college-wide?"

Strategy and Operations
Justin explained that onboarding is individualized within departments. A goal would be to incorporate S&O and DERO into a college-wide onboarding guide.

DERO
Marcela asked how we include racial justice equity into onboarding? Charles stated that meeting with each person in the department is useful.

Question #3: Bank Street is complex and diverse in the programmatic offerings, which in turn creates varying professional development needs for faculty and staff. How is the college thinking, or currently using, professional development to develop racial literacy for all faculty and staff? Is there a college-wide expectation for all faculty and staff to participate in professional development to increase their racial literacy? How does the college ensure these professional develop opportunities are equitable and accessible?

This question allowed for us to reflect on what was working, what was not and what we should be doing.

Shael said that the work so far has been mostly with the Grad School faculty and SFC. He acknowledged that it is complex work. He asked how we ensure it's not with a small group of the school population. How do we approach and apply it college-wide. How do we build this into our strategic work next year?

Graduate School
Racial Literacy development is voluntary and there are several constituents whose schedules make it difficult to consistently participate in the various opportunities. Data in the climate survey showed that a number of white people said they did not know how to respond to mircoaggressions. People of color had a higher number of what to do.

Strategy and Operations
Kelly stated that we are behind in this work due to logistical challenges. We are working on utilizing our divisional meeting where everyone can attend. Will use internal resources to work on our curriculum and will be used at first divisional meeting in March. Curriculum will be inclusive to all departments.

Children's Programs
Jed stated that SFC is required to take Undoing Racism. FC, After school and summer camp needs more access to these racial literacy opportunities.

DERO
Marcela stated that she would support anyone on her team to be a peer leader on training undoing racism.

Akilah stated that they are in the process of accessing the work they have been doing and tracking it to find out the following: What works well for each division? How can we provide equity and access in each division? How will we create opportunities for those not physically here? She stated that more people are interested in this work. How do we make it accessible to everyone?
Robin asked, "What's next? Is it possible to be part of the institution but not experience racial literacy work?" Create a desire for everyone. Michele stated it should be a mix of mandatory and voluntary offerings, which would create access at different points. She added that if we have an expectation that everyone opts into the work, then we have to have the work available to everyone.

Adjourn 5:15 PM