College Advisory Council Meeting Minutes
Bank Street College Advisory Council
January 15, 2019

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

Absent: David Mortimer, Shael Suransky

Call to order at 3:45 PM

I. **Administrative:**

Robin Hummel opened meeting.
Approval of minutes. Minutes need to have the new logo. Minutes approved as noted.

Katherine Baldwin noted that the Holiday Party was very good. All agreed. One note for future gatherings: the food ran out before Liberty Program staff arrived.

February Secretary – Angela Persaud volunteered.

II. **All College Retreat Update with Katie (15 minutes)**

Katie has asked: What can the CAC do to support the process?

On March 8th, the College will hold its biennial retreat for all divisions. The last retreat was held at the Hall of Science in Queens. This year's retreat will be held at the Lerner Center (at Columbia, 114th Street) in the morning. Afternoon breakout sessions will be at the College. Morning will be a presentation with remarks from Shael. The afternoon will be groups working on strategic plan engagement ideas and breakout sessions.

What CAC can do to help:

1) Katie suggests that we run a CAC-focused workshop, (75 minutes): who we are, the work we've done and feedback from the community. We need to let her know if we can do this

within a week and who will lead it? Ideally there will be 2 sessions in the afternoon, with two facilitators per session.
2) Other ways to help: Act as an ambassador for the retreat itself, if there are questions, or if people need encouragement to attend and participate, please engage them.
3) Lily Fincher noted that BSEC coaches may not be able to attend due to scheduling.
4) To address this, several of the afternoon sessions could be repeated in a brown bag format for some of the topics for folks who may have missed the retreat.
5) In addition, Katie noted that there is prep and set-up help needed. If members of CAC can volunteer to help with set up, that would be great. Volunteer time will be approximately 8 AM. Details to follow. Please let Katie know if you can volunteer.
6) Rough plan for the day: Breakfast at 8:30 AM; 9:30 AM: Opening remarks/Welcome, followed by plenary informational presentations in the morning. break for lunch and move to BSC for afternoon workshops. Then a happy hour at 4:30 PM.
7) Robin and Kelly affirm that we will create a CAC workshop and will call for volunteers to help design and lead it.

Robin will coordinate ideas for the CAC workshop. Akilah Rosado explained that Cabinet has already done some planning around the workshops. What Katie needs most is a sense of what the workshops will be and might cover (and which ones might make good brown bag workshops for those who will miss the retreat). Kelly and Robin will invite participation in the process of building the workshop.

III. Cabinet Discussion Exercise (65 minutes)

Kelly led this discussion. She and Robin have talked with Shael, who highlighted the need for more time for the Cabinet to prepare for a discussion. Shael also wanted more specific ideas for discussion. Shael said that we should elevate just a few specific issues.

How to break up the time: Kelly suggested three possible formats:

- Whole group discussions and engagement
- Topic-specific small group discussion
- Specific Division workshops

The following general questions arose: How is the work of the Cabinet using Social Justice as a vector for their policy-making and strategic planning? Is the College using Social Justice in the marketing and recruitment of students and staff? Pam suggested that this could be a focal point to enhance our discussions. Further, what assumptions are made about who will do the work? Akilah added that we might ask where the gaps are in this work and what responsibility does CAC hold in this?

We broke into two groups, with the task of each coming up with 4-5 issues and themes:
Collecting data: Who does it? Who decides what to collect? Some data is obvious (the cost of insurance); some data needs to be solicited.

Gender: How do we expand the language of inclusivity?

Racial Literacy: What are the next steps regarding microaggressions? How do we decide that this is the issue to focus on? How does this work happen in our divisions?

Onboarding: Is this experience uniform across the College? Some divisions are consistently working on racial literacy and some not. How can we make this work universal?

Retention: What effect does onboarding play in retention? What role does longevity play in promotion? Are there incentives for the long-standing employee? How do we transition outgoing associates? What are the needs you see for ongoing professional development?

Hiring Practices: How are decisions being made about hiring, the retention of staff, and the retention and recruiting of people of color?

Professional development: is there equity of access and expectation for it?

Consistency: What is each division doing and what are we expressing to new employees? What is the college-wide plan?

General Discussion: Michele noted the increased number of adjuncts throughout the College. What impact do they have on the student experience? Their coming and going? Each program is so different. A broad discussion about professional development followed. Is it effective, consistent, and is there equitable access to good professional development?

Kelly and Robin provided a synthesis of our discussions into questions for the Cabinet:

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

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 badges, etc.)

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?

Evi and Angela raised this question: Is there a plan for staff who will have a time-limit employment at Bank Street (for example, grant-funded staff or adjuncts)? How do we offer them support for carrying our values out into the world?

Adjourn 5:15 PM