

# Welcome to the ACCJC Webinar!

## Quick tips for engaging during the webinar:



*Thank you  
Jared Spring,  
ACCJC  
Technology and  
Operations  
Director*

- ✓ Ask questions by using the Q&A button in Zoom. Once the Q&A is opened, you can drag on the borders to enlarge the screen or make it smaller.
- ✓ The webinar facilitator and panelists will review the Q&A tool to respond to your questions. There will be time at the end of the session for general Q&A.
- ✓ **The chat function will be disabled during this webinar.**
- ✓ Participants' audio and video are not available. Only the panelists will be seen and heard.
- ✓ The session is recorded and will be posted at [accjc.org/webinar](https://accjc.org/webinar).

# Today's webinar is brought to you by...

## ACCJC Educational Programming Committee



Randy Beach,  
Committee Chair

Southwestern College



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California Community  
Colleges Chancellor's Office



Sally Pestana

Kapi'olani Community  
College



Cynthia Napoli-Abella  
Reiss

West Valley College



Jennifer Vega La Serna

College of the Sequoias

# Today's Topic:

## Leading Institutional Change to Support Equity





# Equity, Diversity and Inclusion

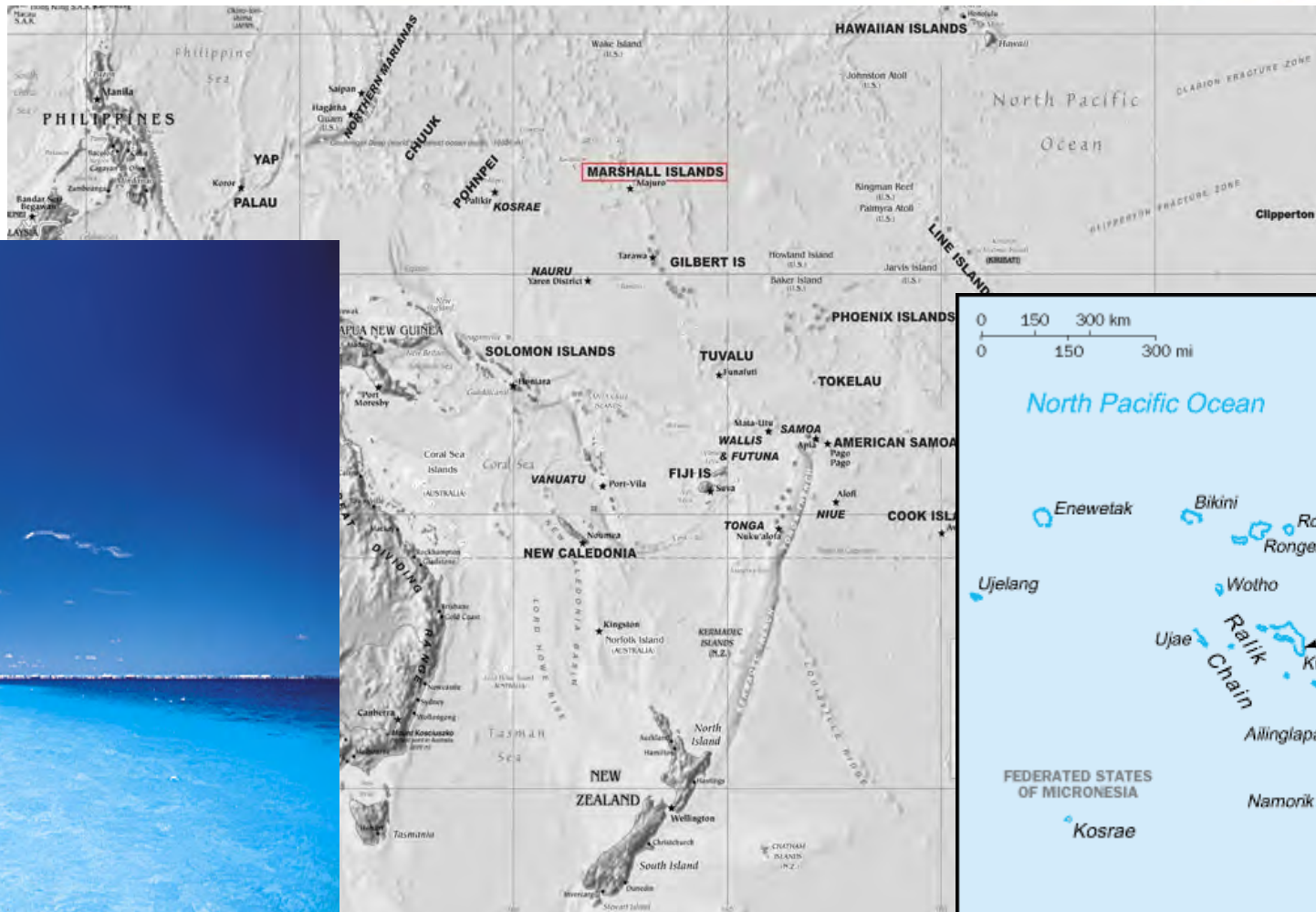
Dr. Irene Taafaki – President

Dr. Elizabeth Switaj – Vice President Academic and Student Affairs





# Where are we?



# Who are we?

## CMI Profile - FY 2021

Enrollment:  
2021 – 1637  
2020 – 1335  
2019 – 1439

ETHNICITY All Students	10 year average: 2011 – 2020 (Fall Only)	<b>Marshallese – 96%</b>
		Micronesian: 3%
		Other P. Islands: 0.4%
		Asian: 0.6%
		'White': 0.5%
	Fall 2021	<b>Marshallese: 97%</b>
		Micronesian: 2%
		Other P. Islands: <1%
		Asian: <1%
		'White': <1%
GENDER All Students	10 year average: 2011 – 2020	Fall: 50% Female, 50% Male
		Spring: 50% Female, 50% Male
		Summer: 53% Female, 47% Male
	2021	Spring: 53% Female and 47% Male
		Summer: 55% Female and 45% Male
		Fall : 55% Female and 45% Male

AVERAGE AGE All Students	10 year average: 2011 – 2020	22.3 years old
	2021	Spring 2021: 22.8
		Summer 2021: 23.4
		Fall: 24.2
STUDENTS AS PARENTS CCSSE Survey Random Sample	5-year average: 2007, 2008, 2014, 2016, 2018	44% have children who live with the student and depend upon them for their care
	2020	31%

# Identity and Inclusion: a matter of mission

2017

- The mission of the College of the Marshall Islands is to provide access to quality, student-centered, post-secondary educational services to the Marshallese people. The College also provides selective, higher education programming, intellectual resources, and research specific to the needs of the nation and the larger Pacific community.

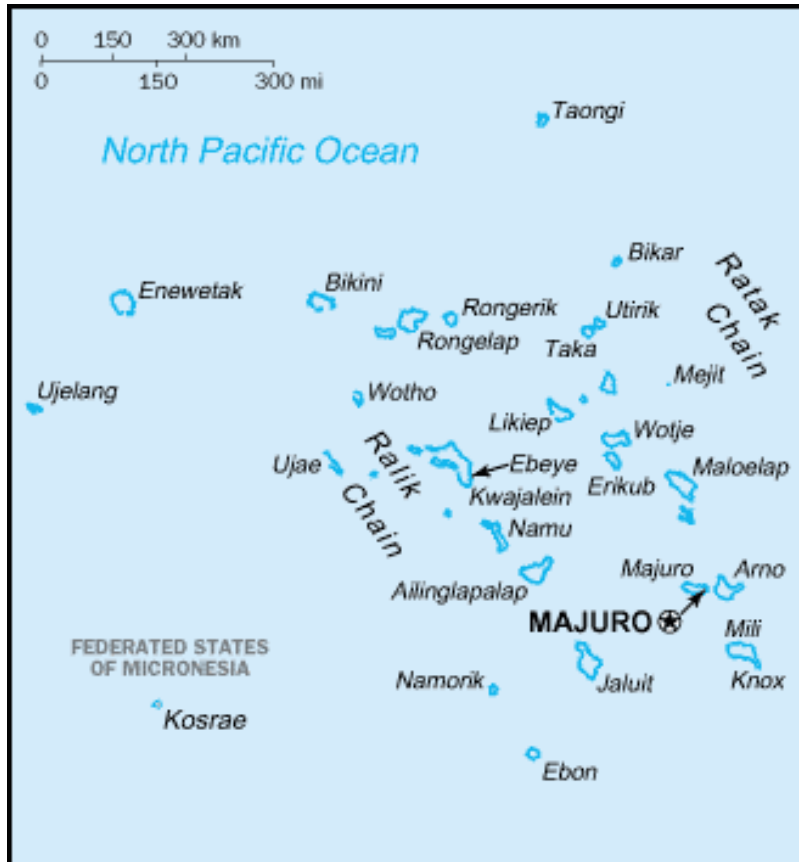
2020

- **The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation.**



# Equity and Access: Investment in Technology and Learning Design

## Distance Education Centers



- Enables college-level courses to reach the most remote students;
- Aims to address issues of rural development:
  - Advisory Committees
  - Dean of Student Success
  - Connectivity



# Gender Equity: Ensuring Persistence of Female Students

**Male students were more likely than female students to persist to a second year of college”**

- Female students average 64% first time students
- Yet had a 44% probability of persisting to a second year of college, whereas male students had a 58% probability, after other student demographic and academic preparation characteristics were controlled for. This difference by gender was major.



- Learning more about why female students are less likely than male students to persist



- Supporting women
  - Child care
  - Peer academic and GBV counselling
  - Work-study

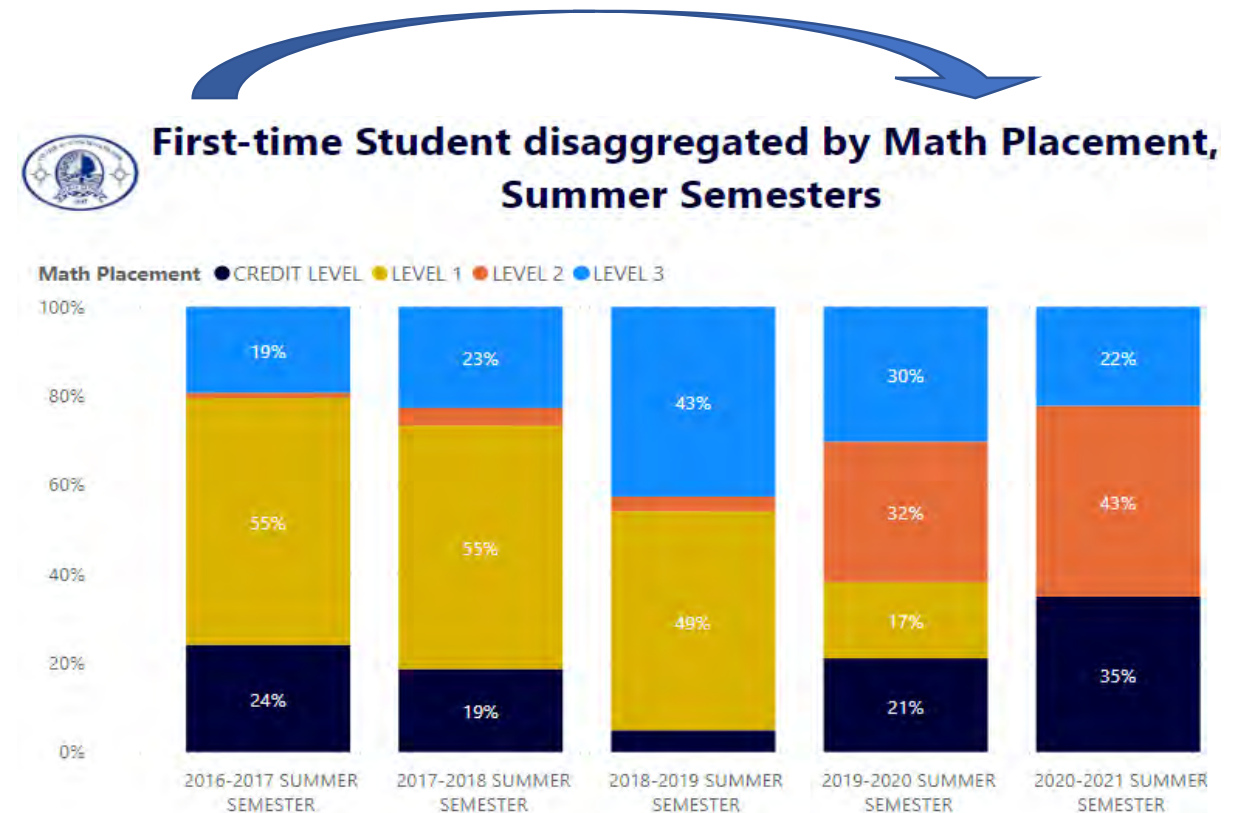
# Equity: Ensuring Student Readiness to Successfully Transition

## Academic preparation

- College readiness and early college success are major concerns. 2016 data indicated 75% of incoming students at the College of the Marshall Islands placed into developmental courses.

Accelerated Developmental – 8 week courses

2019 – 2021 CMI Math Transition Mentors and high school engagement in the Carnegie Math Pathways programs improved placements.



# Data, Research, and Equity Culture

## Where We've Been:

- A data-driven culture;
- Increased awareness of KPIs and ISS, especially the 150% completion rate;
- Improvements to completion, retention, and persistence show we can use data to plan effective interventions;
- Celebration of diversity at CMI events.

## Where We're Going:

- A data-informed culture – engaging in discussions of how we should disaggregate student enrollment, achievement, and learning outcomes data, and using this information to move forward in policy and practice;
- Mixed Methods – use qualitative methods to better understand the individual student experience;
- Collaborative research:
  - REL Pacific
  - APIA Scholars
- Increase the number of Marshallese Faculty through the Fast Track program – support for full time advanced degrees;
- Orientation of new faculty – opportunities for familiarization with Marshallese language and culture;
- Developing outcomes to engage students in the appreciation of diversity.



# *Pasadena City College*



**Dr. Erika Endrijonas**  
Superintendent-  
President



**Dr. Kari E. Bolen**  
Associate Vice President, Chief  
Diversity, Equity, and Inclusion  
Officer,  
Title IX Coordinator

# President as Chief Advocate & Facilitator

- Closing 100% of Equity Achievement/Opportunity Gaps as North Star
- Responsibility for Making Equity Progress = Responsibility for Meeting Accreditation Standards
- Part Vision – Part Finances
- Where We Were, Where We Are, Where We Can Be
- Put Your Money Where Your Mouth Is – Money, Money, Money...
- Chief Diversity, Equity, and Inclusion Officer and Beyond.....

# Mapping Diversity Efforts

Diversity Efforts: Campus activities, programs, initiatives, processes, policies and resource allocation related to diversity, equity, inclusion and belonging.

- Stakeholder Conversations
- Strengths and leverage points
- “Opportunities” or possible “growth” edges



# Capacity Building: Institutionalization of Diversity Focus

Priority Area #1: Infrastructure

Priority Area #2: Demonstrate leadership commitment and accountability

Priority Area #3: Foster a connected culture

Priority Area #4: Build a diverse talent pipeline

Priority Area #5: Leverage diversity and inclusion for mission effectiveness

# Embracing Progress: Next Steps for The Future of DEI Work

Continue Campus Climate (Experiences) Assessment Every Two Years

Impact/ Assessment Protocols: Determine the Impact of Diversity Efforts (What are these efforts achieving or not achieving?)

Continue to Prioritize specific-group focused retention-graduation initiatives

Examine the Integration of Diversity Content, Topics, Pedagogies in all curricula

Continue to Operationalize the Vision through Strategic Alignment

ACCJC 2021

# SAN DIEGO MESA COLLEGE

Infusing Equity into Institutions

Dr. Bridget Herrin, Dean, Institutional Effectiveness  
Lorenze Legaspi, Vice President, Administrative Services  
Dr. Ashanti Hands, Vice President, Student Services





# AGENDA



MESA2030



RESOURCE  
ALLOCATION



SCHOLARSHIP EQUITY  
REVIEW



# Mesa2030

Visioning 10 more years of Equity and Excellence

Dr. Bridget Herrin  
Dean, Institutional Effectiveness  
San Diego Mesa College





# Mesa2030 GOALS

*Mesa College's meta-goal is supported by five subgoals that more fully describe how the College intends to actualize its vision of being the leading college of equity and excellence.*

Mesa2030 Goals are a call to action that describe what the College intends to accomplish over the coming decade. All other College-wide planning, including unit-level planning in program review, will describe how departments and units will do their part to achieve the Mesa2030 Goals. This integration of short-term planning with long-term planning ensures that the College will direct the investment of its human, physical, and fiscal resources to strategies that promise to advance the Mesa2030 Goals.

Mesa College has a single long-term goal – to take the next steps in being the leading College of equity and excellence. This meta-goal affirms that Mesa College's top priority is to improve the quality of students' experiences by delivering a learning environment characterized by equity and excellence. For Mesa College, equity is beyond access; it is about equity in students' experiences. In the coming decade, this commitment to equity and excellence will be explicitly and intentionally focused on students' race/ethnicity. The College intends to start by removing barriers for Black/African American students, and as those efforts succeed, the changes will benefit all students.





## *EQUITY AND EXCELLENCE*



### Completion

Mesa College will institutionalize (or Mesa-nize) practices that clarify pathways to timely completion for students with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.



### Community

Mesa College will build a community culture that utilizes antiracist practices to cultivate collaboration, inclusion, diversity, equity, and personal growth so that all students, employees, and members of our external community are valued.



### Pathways + Partnerships

Mesa College will leverage pathways and partnerships within its internal and external communities to eliminate barriers and provide support for students entering Mesa College, through to completion, and beyond to transfer and employment.



### Stewardship

Mesa College will develop and sustain processes that prioritize environmental justice and sustainability, reduce Mesa College's carbon footprint, and allocate its human, physical, technological, and fiscal resources around the goal of increasing student access, success, and parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.



### Scholarship

Mesa College will prioritize equity and excellence by fostering innovation and high-quality, culturally relevant teaching/learning experiences with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.

# Strategic Objectives

Mesa College Vision:  
To be the leading College  
of Equity and Excellence





# Shaping our Work

Your voices

**Curriculum &  
Outcomes**

**Connection &  
Alignment**

**Facilities**

**Equity  
Everywhere**

**Humanizing &  
Comprehensive approach**





# Equity Everywhere

The call for equity in delivery of and within instruction is particularly important for our work on the academic side of the college.

Targeted reduction in Equity gaps...the challenge is to move beyond "equality" and champion "equity"

Scholarship....evaluating and improving my diversity, equity and inclusion practices. It is a lifelong commitment and also my greatest sphere of influence, where I feel most effective

Removing barriers to equitable participation



# Connection & Alignment

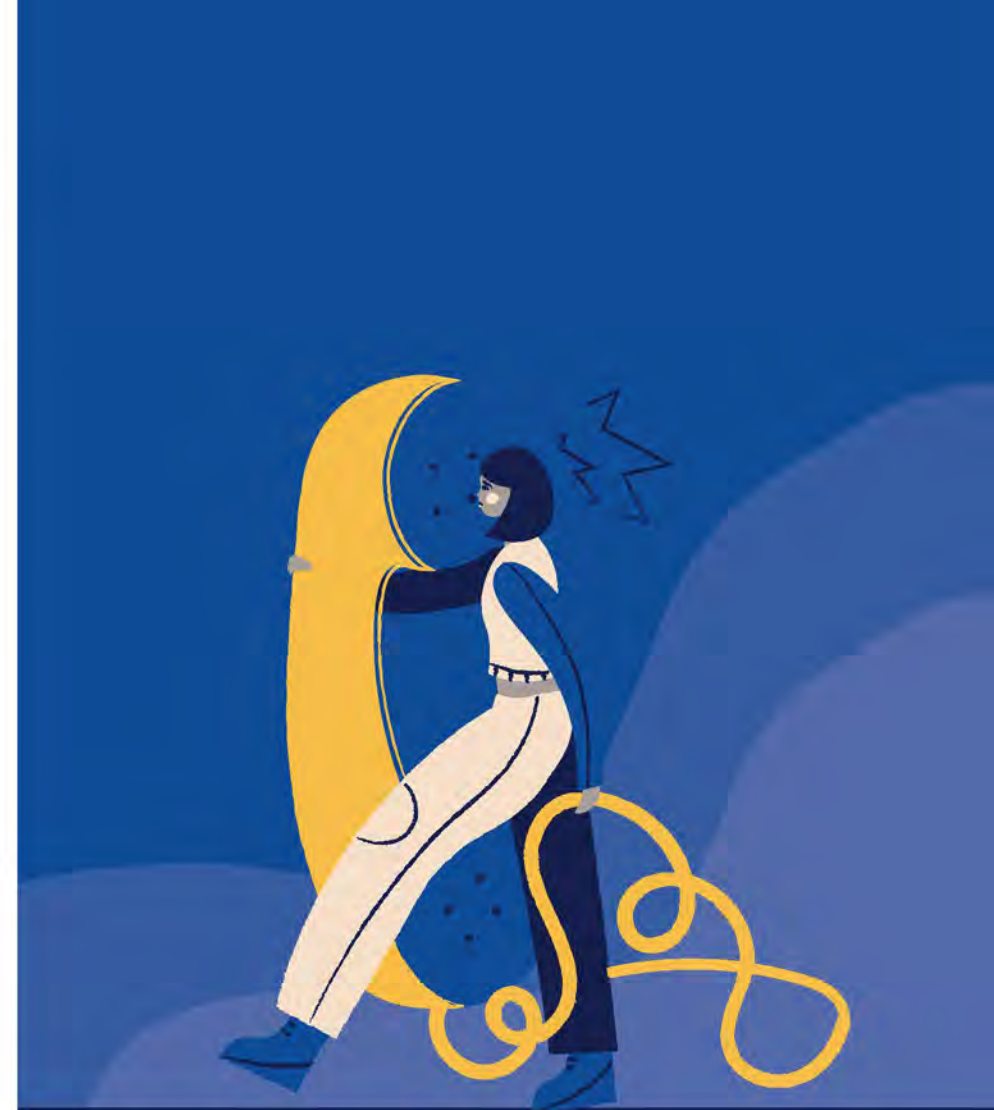
Helps break silos... or narrow thinking. Reminds us of importance of not just working hard, but also syncing our work. And seeing ourselves as one unit rather than individual departments, etc.

If what we are doing doesn't fit into these goals. We should reconsider and align our efforts.

Our unit/departmental outcomes should be intertwined and mapped through the various levels up to the Mesa2030 Goals.

We should be able to link all things, especially new initiatives to our goals. It is THE shape, THE lens by which we do our work.

Collaborate and consult with the campus community, campus leaders, and other stakeholders to review and inform the redesigned plan that connects with the roadmap.





# Curriculum & Outcomes

Inspiring us to think about and re-evaluate our current outcomes and overall curriculum.

We are nearing the end of our 6 year cycle for outcomes. We should start reviewing, assessing and revising starting at the institutional level.

The objective that continues to resonate is the evaluation of curriculum structures that make sense for students, continuing to look at the equity and efficacy implications...

Working with faculty to develop and revise academic programs and relevant curriculum with clear mapping for transfer and industry.





# Facilities

Growing the potential of our programs through new facilities that allow our student to success and shine.

Replacing the "forgotten in time" facilities from the 1960s, will allow students to feel like the programs that they are involved in at Mesa have not be marginalized and forgotten.

Looking fwd to the possibility of student housing really opens my mind to thinking bigger than a traditional definition of community colleges



# Humanizing & Comprehensive Approach

Mosaic of support

Ensuring our student have access and information to getting their basic needs met in order for them to focus on their education. "Students are Human First!"

We learned much during the pandemic. Let's use that knowledge and seek additional knowledge to achieve these goals. Let's remember that we lost many students, especially under-represented students, and that many never came to Mesa during the pandemic. We have a moral imperative to reconnect with these students and the objectives and activities of the road map can serve as that, a powerful tool to do so.





# RESOURCE ALLOCATION

## PRIORITIZING & FUNDING EQUITY

Lorenze Legaspi

Vice President, Administrative Services

San Diego Mesa College





# RESOURCE ALLOCATION



## BUDGET ALLOCATION PROCESS

- Budget Allocation Recommendation Committee
  - Include Diversity, Equity, and Inclusion in Rubric

## POSITION PRIORITIZATION

- Faculty & Classified
  - Hiring/Screening Process

# **BUDGET ALLOCATION RECOMMENDATION COMMITTEE**

## **UPDATED RUBRIC**

- How will the item be used to promote equity & excellence?

# **CLASSIFIED HIRING PRIORITIZATION**

## **UPDATED RUBRIC**

- What role with this position have in addressing, supporting or improving equity in the department/program/service area?



# **FACULTY HIRING PRIORITIZATION**

## **UPDATED RUBRIC**

- How would this position advance your equity goals? What trends in your departmental equity do you see that supports your requests?
- In what ways will this position support the college's commitment to equity and excellence?

# COVID-19 RELIEF FUNDING

## HEERF UPDATES 2021

- HIGHER EDUCATION EMERGENCY RELIEF FUND (HEERF)
- MINORITY SERVING INSTITUTION
- DIRECT STUDENT AID
- CONNECTION TO ROADMAP TO MESA2030





Leading Institutional Change to Support Equity

# SCHOLARSHIP EQUITY REVIEW

*Inspecting What We Expect*

Ashanti Hands, Ed.D.  
Vice President, Student Services  
San Diego Mesa College  
[ahands@sdccd.edu](mailto:ahands@sdccd.edu)





# Equity Analysis Timeline



2018-2019

**The Awakening**



2019-2020

**Data Informed Action**



2019-2021

**Program Outcomes**



2019-2021

**Lessons Learned**

**"Never, ever be afraid  
to make some noise  
and get in good trouble,  
necessary trouble."**

Rep. John Lewis (1940-2020)





## 2018 Scholarship Overview

**\$170,000** in awards

**556** students applied

**171** students received awards

**274** total awards

*On average.....*

1 of 3 applicants received an award

Each award was \$620

Each student received \$994



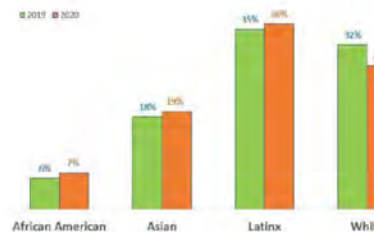
# The Awakening



2018-2019

- We were rewarding the highest **GPA** and highest **number of units**
- **Females** had *lower award rate, lower amount per award, and lower amount per headcount*
- **African Americans** had the *lowest total amount, lowest amount per award, and the lowest amount per headcount*
- **Whites** had the *lowest application rate and the highest award rate*
- **First generation Latinx** had the *lowest application rate, lowest award rate*
- **Asians** whose primary language is not English had the *lowest award rate*

© 2019 © 2020



2019	Average Amount per Award	Average Amount per Headcount
Female	\$ 608	\$ 944
Male	\$ 648	\$ 1,114

2019	Average Amount per Award	Average Amount per Headcount
African American	\$ 522	\$ 664
Asian	\$ 579	\$ 1,008
Latinx	\$ 609	\$ 1,021
White	\$ 658	\$ 993

2020	Average Amount per Award	Average Amount per Headcount
Female	\$ 693	\$ 979
Male	\$ 617	\$ 794
Binary*	\$ 1,000	\$ 1,000

2020	Average Amount per Award	Average Amount per Headcount
African American	\$ 873	\$ 1,091
Asian	\$ 720	\$ 1,135
Latinx	\$ 590	\$ 768
White	\$ 640	\$ 927



# Data Informed Action



2019-2020

- Workshops
- Classroom presentations & Collaboration with Faculty
- Provided Language for Syllabi & Canvas Slides
- Publicity/Social Media
- Created "How To" Steps Online
- Removed Barriers
  - Community Service" expanded to include service to church, family and friends
  - Emphasized "All GPAs welcome to apply"
  - Removed required references
  - Removed minimum unit requirement (select scholarship)
  - Flexible with part time/ full-time status
- Workshop for Reviewers to Read Apps with an Equity Lens
  - Review of data
  - Questions asked
  - Discussion on intent of the scholarship
  - Understanding the purpose of the scholarship

## PARTNERS

Donors  
EOPS  
Faculty  
Institutional Research  
Mesa Foundation  
Office of Communications  
Outreach  
Promise  
Student Affairs  
Student Equity  
Student Services  
Tutoring



Scholarship Review Workshop

Karen Myers / Chronicle Staff / First Image

INTRUSIVE OUTREACH - REMOVED BARRIERS IN APPLICATION PROCESS - REVIEWERS WORKSHOP



# Outcomes



2019-2021

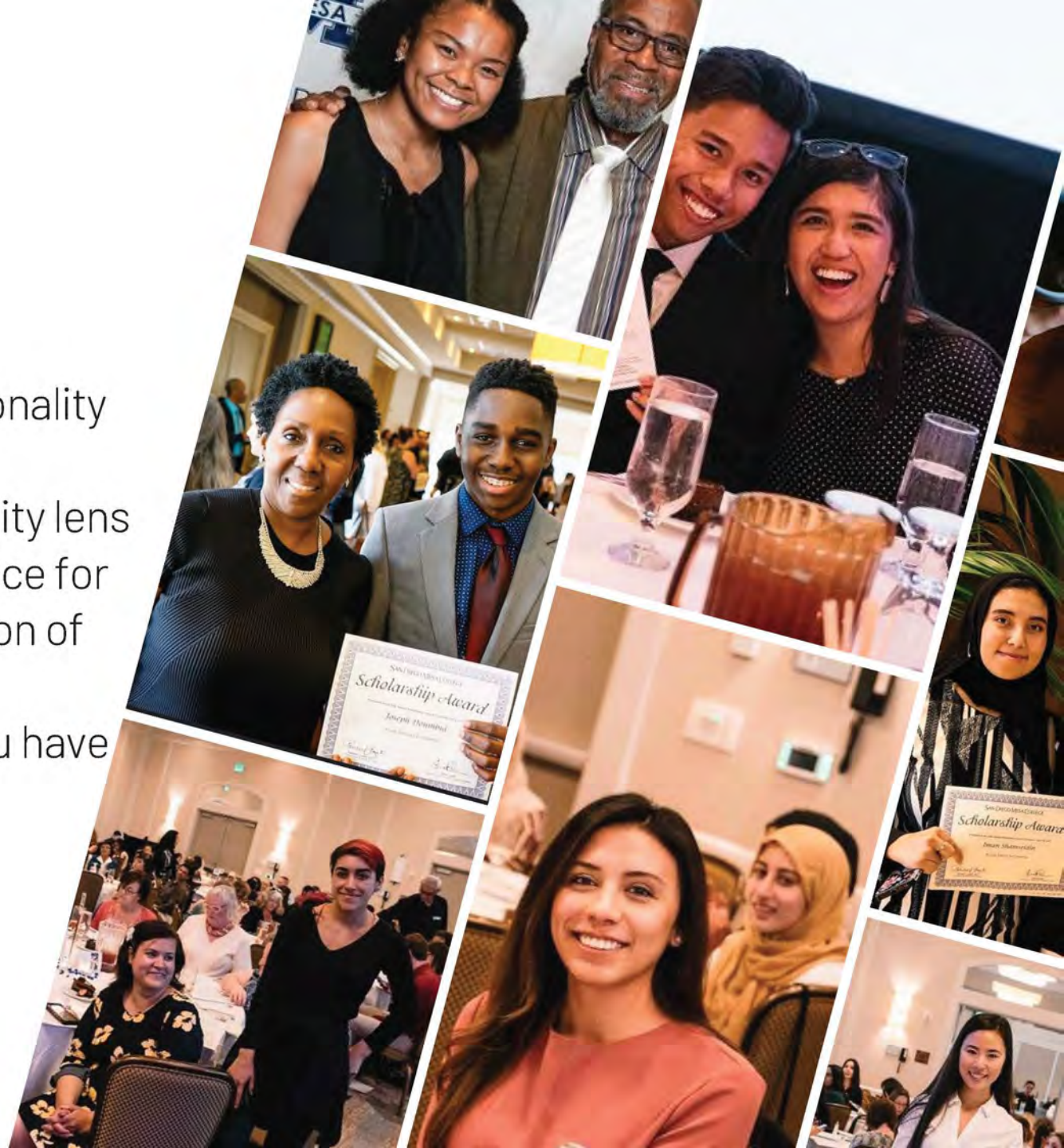
- Increase in **African American, Asian American** and **Latinx** student applicants
- Representation of **Native American** students
- Average per headcount for **females** was higher than for males
- **Females** saw higher amounts per awards
- Representation of **non-binary category**
- **African American, Asian** and **Filipino** students received higher award amounts
- Lower amount for **White** and **Latinx** (note that Latinx was still the biggest group in terms of total amount received and total headcount.)



# Lessons Learned



- Inspect what you expect: Intentionality is the way to equity
- Interrogate your data with an equity lens
- Be intentional about creating space for equitable outcomes with allocation of resources
- Start where you are with what you have
- Continuous improvement





# Inspired Action

## MADE IT VISIBLE

This work is intended to be visible so that we are intentional and accountable to students and each other. Student Services' Call to Action projects are represented in our practices and planning, are presented at Mesa Student Services Council, are featured prominently on our website, and in our Student Services Monthly Updates, and are shared in this report.



SAN DIEGO MESA COLLEGE

Student Services  
Division

FEEL, HEAL, &  
BE REAL

A space for  
Student Services staff,  
faculty,  
student workers, and  
administrators to  
dialogue

VALUED  
AUTHENTICITY

To address the cultural trauma of racism in the world and where we are, Student Services holds monthly "Feel, Heal, and Be Real" dialogues. These encourage community-building and the authentic expressions of our experiences. They also help us return to our work more whole, empowered, and better equipped to "get in the way" on behalf of equity for students.

INSPECTED THE EXPECTED  
(& THE UNEXPECTED)

*We are all put here  
for a purpose. When we  
are working toward our  
purpose, we are in a  
space to accomplish it.  
We keep showing up, to  
pull out everything in*

us". Ashanti Hands. 2020 Retreat



Call to Action

[www.sdmesa.edu/student-services](http://www.sdmesa.edu/student-services)

2

<https://bit.ly/sscalltoaction>

Student Services

## Call to Action

SAN DIEGO MESA COLLEGE

### 2020-2021 YEAR-END REPORT

In July 2020, the Student Services Leadership Team made a Call to Action to all Student Services departments. The call was a direct response to the spark felt around the world by the murder of George Floyd, the resulting light being shined on structural racism, and our responsibility to ensure that our students have access to equitable outcomes and opportunities to succeed and thrive. The following pages reflect the actions that Student Services undertook in 2020-2021 to address racial inequities with a focus on Black and African America students, bringing us closer to being the leading college of equity and excellence.

### CONTENTS

Student Services • Admissions • Assessment • CalWORKs  
• Career • Counseling • DSPS • EOPS & Special Programs  
• Evaluations • Financial Aid • Outreach & Community  
Relations • Peer Navigator and CRUISE Programs •  
Student Affairs • Student Development • Student Health  
Services • Student Success & Equity • Transfer • Veterans



Get in good trouble,  
necessary trouble,  
and redeem the soul of America.

JOHN LEWIS, EDMUND PETTUS BRIDGE, SELMA, ALABAMA, MARCH 1, 2020

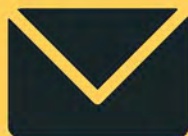
Office of the Vice President, Student Services • [www.sdmesa.edu/student-services/](http://www.sdmesa.edu/student-services/) • (619) 388-2678

## Our Why

- 1 Our Call was an acknowledgement and response to the tragedy and injustice confronting our nation and world. A way for us to actively engage, make meaning of what we were experiencing, to use our agency and to make a difference by starting where we were, using what we had and doing what we could for our Black students. It was a way for us to put equity into action.
- 2 Our goal was created space so that this year-long effort of intentionality and care would become a habit. A habit that would lead to a change of hearts, minds, perspectives and approaches as we identify and meet the needs of ALL of our disproportionately impacted students. Maya Angelou once said, "When you know better, you do better." Through these efforts, we know so much more and now, have a responsibility to be better practitioners with and for our students.



# REACH OUT



BRIDGET HERRIN

bherrin@sdccd.edu  
@sdmesaIE on Twitter



ASHANTI HANDS

ahands@sdccd.edu

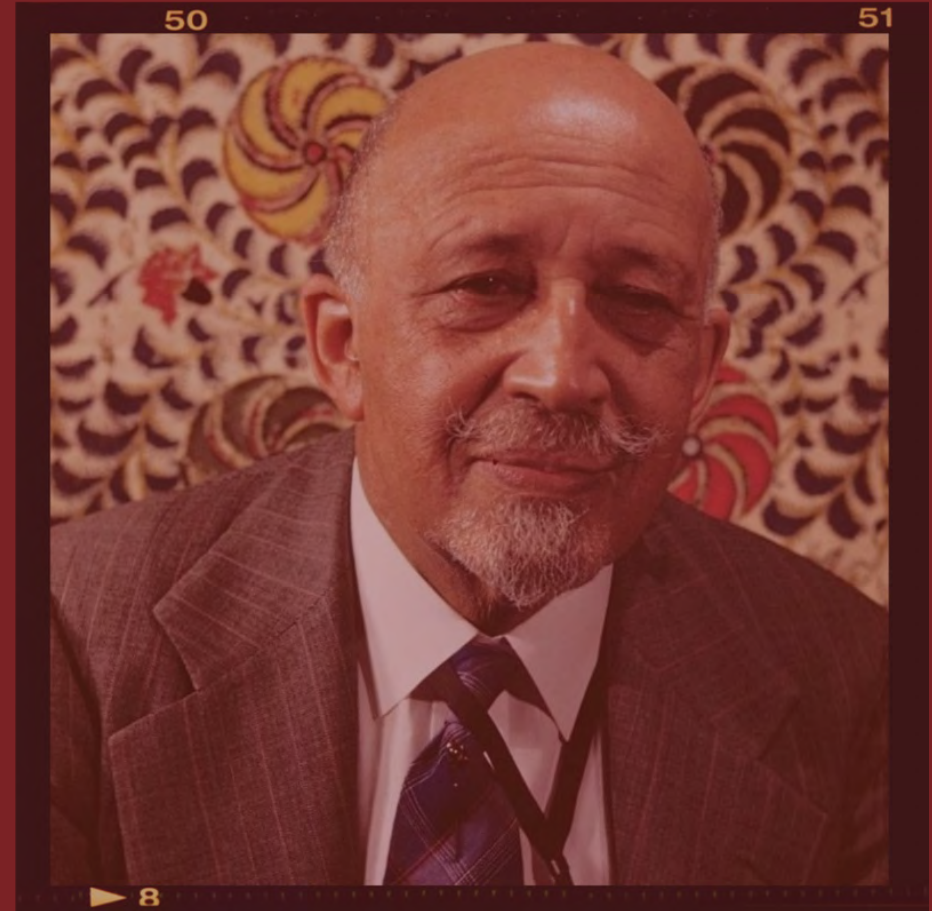


LORENZE LEGASPI

llegaspi@sdccd.edu

# Institutional Transformation for Social Justice

How we moved into  
action



W.E.B.  
Dubois



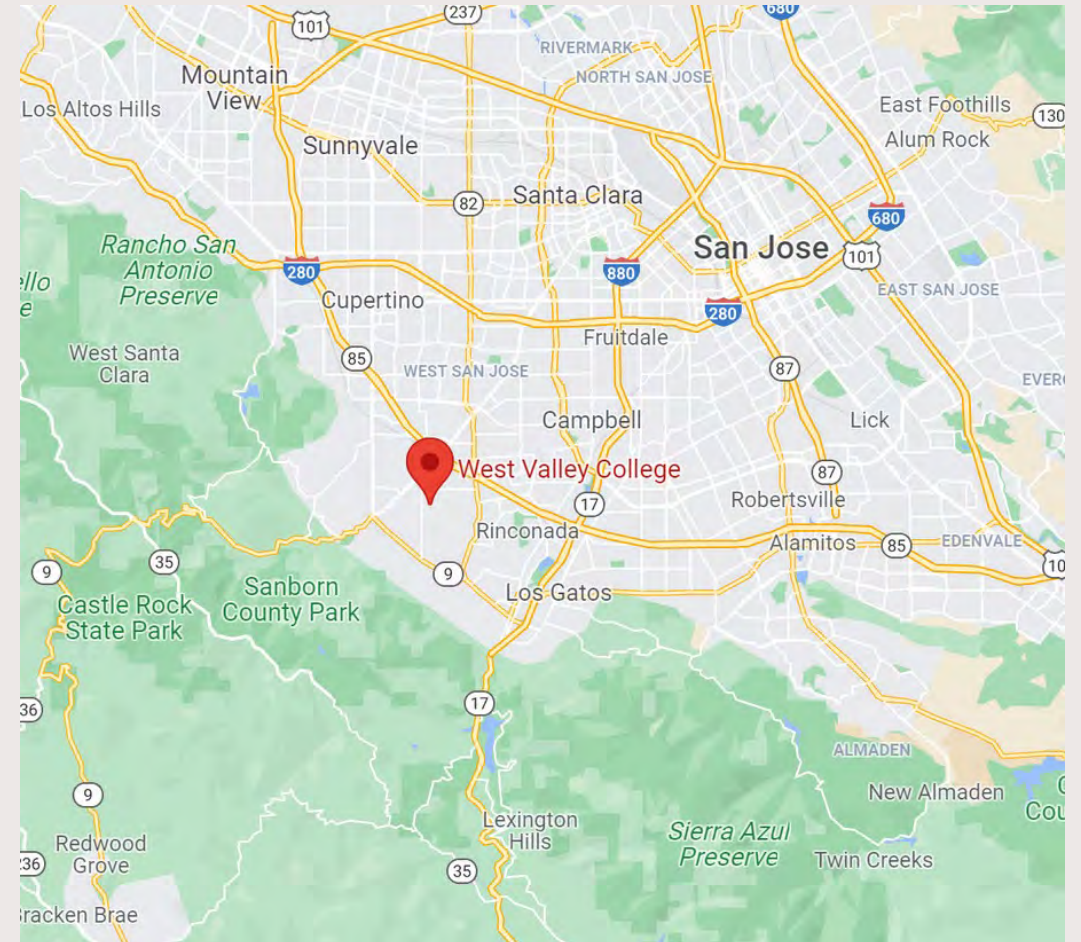
# A Presentation in Four Parts

## Contents of the Talk

- West Valley College Data
- Laying the Foundation
- Structural Solution: Office of Student Needs
- George Floyd Murder May 25, 2020 and College Response: Anti-Racism and Inclusion Action Plan



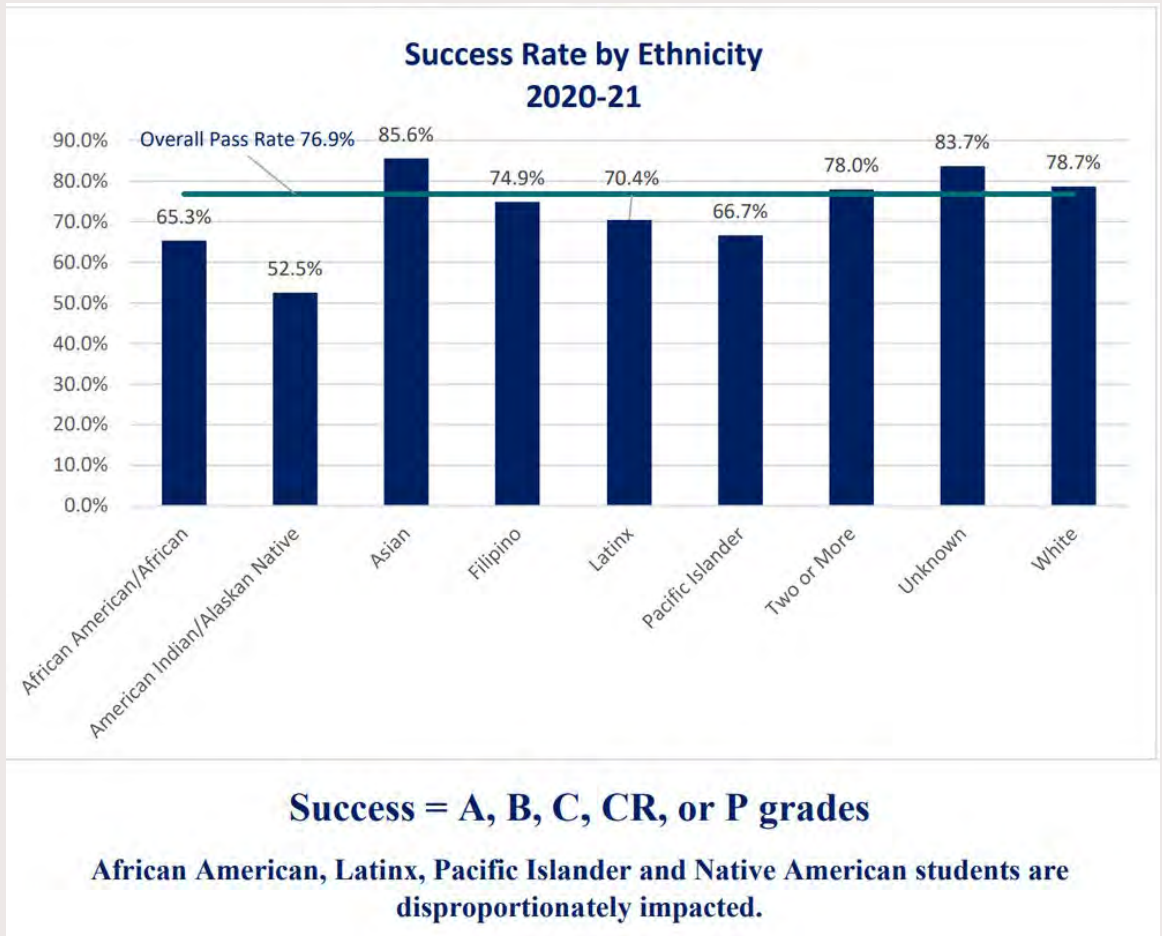
# Where is West Valley College?



# West Valley College

## Data

Ethnicity	2020-21 Headcount	2020-21 %
African American/African	271	2.3%
American Indian/Alaskan Native	21	0.2%
Asian	2676	22.6%
Filipino	319	2.7%
Latinx	3302	27.8%
Pacific Islander	32	0.3%
Two or More	818	6.9%
Unknown	298	2.5%
White	4128	34.8%
<b>Grand Total</b>	<b>11865</b>	<b>100.0%</b>





# Laying the Foundation



Bradley J. Davis  
President  
2012-2019



Herlisa Hamp  
Inaugural Dean of Equity  
2017



Dr. Debra Griffith  
Dean of Student Equity  
and Success  
2018-2020

# Laying the Foundation

Center for Identity, Exploration and Inclusion





# Laying the Foundation

## Shop Talk





# Structural Solution: Office of Student Needs

## Addressing the Secondary Effects of Systemic Racism and Classism

Black and brown students and poor students are dramatically over-represented among those who are in the foster care system, who are undocumented, who are housing insecure and who are food insecure. Thus we recognized the need to address these secondary impacts on communities of color and developed the Office of Student Needs in 2019 and hired a director.



# Office of Student Needs

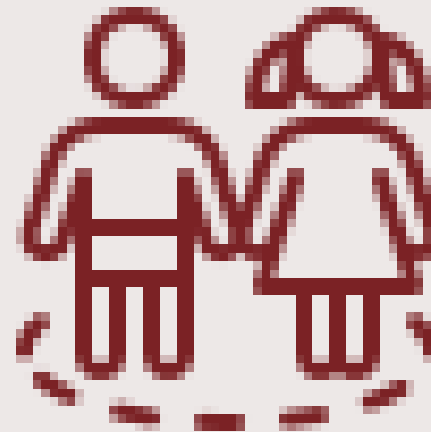
## SERVICES



Food Pantry



Housing  
Solutions



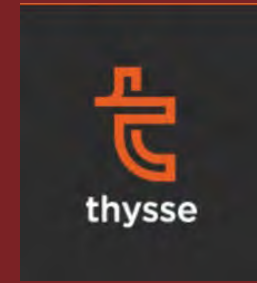
Former Foster  
Youth Support



Undocumented  
Student Support

# Roots

## A Food Sharing Program to Fuel Potential





# George Floyd Murder

MAY 25, 2020



George Floyd

May 25, 2020 - A wake up  
call for the nation



Dr. Luke Wood

June 25, 2020 - Addressing Anti-  
Blackness Framework Webinar



Dr. Debra Griffith

Oct 22, 2020 - WVC Anti-  
Racism and Inclusion Action  
Plan and Guiding Principles

# Anti-Racism Guiding Principles

## Development Process

Who: Commission on Equity and Inclusion

Step 1: Research on Anti-Racism Commitments and Principles

Step 2: Discussion and Selection

Step 3: Participatory Governance Review and Endorsement

# Commission on Equity and Inclusion Membership

Dr. Ajani Byrd - Dean of Student Equity

Ana Lobato - President, Classified Senate

Cheryl Miller - Faculty Coordinator of DSPS

Dr. Debra Griffith - VP of Student Services, Diversity and Inclusion

Gretchen Ehlers - Academic Senate President

Jasmine Colon - Faculty Librarian

Jolie Chevalier - Classified Professional

Dr. Laura Hyatt - Dean, Science and Math

Mae Conroy - Dean of Student Services

Melissa Salcido - Faculty Transfer Center Coordinator

Dr. Ray Gamba - Dean, Social Science

Victor Castillo - Faculty, Administration of Justice

Dr. Willo Rodriguez - Faculty, Water Polo Coach



# West Valley College Anti-Racism Guiding Principles

The principles were designed to honestly acknowledge and repair our college racial history. We offer a set of GUIDING PRINCIPLES to strengthen the goal of becoming an anti-racist college through necessary changes and to continue to build an anti-racist West Valley College campus climate.

At West Valley College, to become anti-racist, we are committed to the following:

- Exposing and Acknowledging Historical Failures: Educating ourselves about the historical failures, intergenerational trauma, and our own contributions that have produced inequitable outcomes for minoritized students, faculty, campus employees, and administrators.

- Demonstrating Personal Accountability: Taking personal responsibility for countering racist institutional structures, practices, and cultures that disenfranchise, marginalize, and disadvantage minoritized students, faculty, campus employees, and administrators.
- Confronting Racist Ideologies: Confronting racist ideologies and practices by holding one another accountable for individual and institutional actions, inactions or expressions of racist ideas.
- Eliminating Disparities: Eliminating disparities in student outcomes by changing cultures, policies, practices, and pedagogies that perpetuate inequitable outcomes for groups that experience disproportionate impact.

# West Valley College Anti-Racism Guiding Principles

- Eradicating Racism: Eradicating systemic racism, racial oppression, white fragility and white supremacy by changing cultures, policies, practices, and pedagogies.
- Elevating Marginalized Voices: Elevating and centering the stories, needs, and experiences of marginalized members of our community in our daily teaching, support practices, and employee engagements.
- Honoring and Memorializing Contributions: Honoring and memorializing the histories and contributions of marginalized communities and humanizing individuals and populations who have been negatively impacted by historical and systemic racism, dehumanizing language, microaggressions, and other exclusive practices.
- Building an Inclusive Environment: Building and sustaining an inclusive environment, in all areas of campus, where all students, faculty, campus professionals, and administrators feel at home, safe, welcomed, valued, and empowered.
- Validating Truth of Harm: Demonstrating compassion to students, campus professionals, faculty, administrators, and community members through actions that convey understanding, empathy, care, flexibility, and personal investment..



# Anti-Racism and Inclusion Action Plan

## Goal A:

Unearth, examine, acknowledge, and identify concrete actions to account for the racial history of West Valley College.

## Goal B:

Address Anti-Blackness in the campus culture.

## Goal C:

Implement sustainable actions to contribute to an anti-racist culture at West Valley College.

## Goal D:

Create a cultural competency training for staff, students, faculty and administrators.

## Goal E:

Create a welcoming, supportive, and inclusive campus climate.

**Goal A:** Unearth, examine, acknowledge, and identify concrete actions to account for the racial history of West Valley College.

A1. Authentically examine the racial history and expose and acknowledge past experiences

A2. Disaggregate student success data to reveal hidden patterns of racial inequity

A3. Lift Black/African-American voices; expose and acknowledge past experiences

**Goal B:** Address anti-Blackness in the campus culture.

B1. Conduct comprehensive formal review of all course outlines, syllabi, textbooks, pedagogies to ensure cultural competence and elimination of racially biased materials and methods

B2. Assess the current data demographic collection practices for each student service program regarding outreach recruitment and yield

## **Goal B:** Address anti-Blackness in the campus culture (cont)

B3. Gain an understanding of student groups using the services and those not using and the why

B4. Review data on the treatment of Black/African American students in the student conduct process

B5. Create and implement a system where acts of bias can be reported

## **Goal C.** Implement sustainable actions to contribute to an antiracist culture at West Valley College.

C1. Demonstrate commitment

C2. Establish a Black Resource Center

C3. Ongoing Open Dialogue Regarding Anti-Racist Behaviors, Policies & Practices at West Valley College. Lift Black/African American Students, Staff and Faculty Voices and Experiences



**Goal D.** Create a cultural competency training for faculty, staff, students and administrators

D1. Capacity building: Offer ongoing internal learning opportunities

**Goal E.** Create a welcoming, supportive, and inclusive campus climate

E1. Increase Efforts and Innovative Strategies to Attract and Retain Historically Underrepresented or Marginalized Communities and Examine the Selection Process

E2. Onboarding : Create an institutional onboarding process for People of Color (POC) faculty, staff and administrators grounded in creating an environment where one can feel welcomed, supported and set up for success

E3. Recruit & Retain a Greater Number of Historically Underrepresented, Under Served Students

E4. Campus Experience : Create and implement on-going programs to enhance connection to POC students, staff, faculty, and administrators

## **Goal E.** Create a welcoming, supportive, and inclusive campus climate (cont)

E5. Develop a Campaign to Include Diverse Students, Staff, Faculty & Administrator Stories

E6. Equity and Inclusion Hall of Fame Award : Establish an equity and inclusion award to acknowledge campus members (student leaders, staff, faculty, administrators)

E7. Employee Resource Groups (ERGS): Implement a process for WVC employees from various employment groups, with attention to employees from historically underrepresented and under served backgrounds to build inclusive environments

[https://www.westvalley.edu/social-justice/\\_files/pdf/anti-racist-inclusion-action-plan-program.pdf](https://www.westvalley.edu/social-justice/_files/pdf/anti-racist-inclusion-action-plan-program.pdf)

# Anti-Racism and Inclusion Action Plan

- 3 year plan (2021-2024)
- Implementation began January 2021
- Each objective has a work lead and working group members
- Progress reports and assessment twice a year by a task force



# The Giants

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# West Valley College

Demonstrating a commitment to equity in  
principle and practice

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College webpage: <https://www.westvalley.edu>

College social justice resources: <https://www.westvalley.edu/social-justice/>



- ✓ Ask questions by using the Q&A button in Zoom.
- ✓ Once the Q&A is opened, you can drag on the borders to enlarge the screen or make it smaller.
- ✓ Check Q&A for answers to questions.
- ✓ Reminder: We are not monitoring the chat box.



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