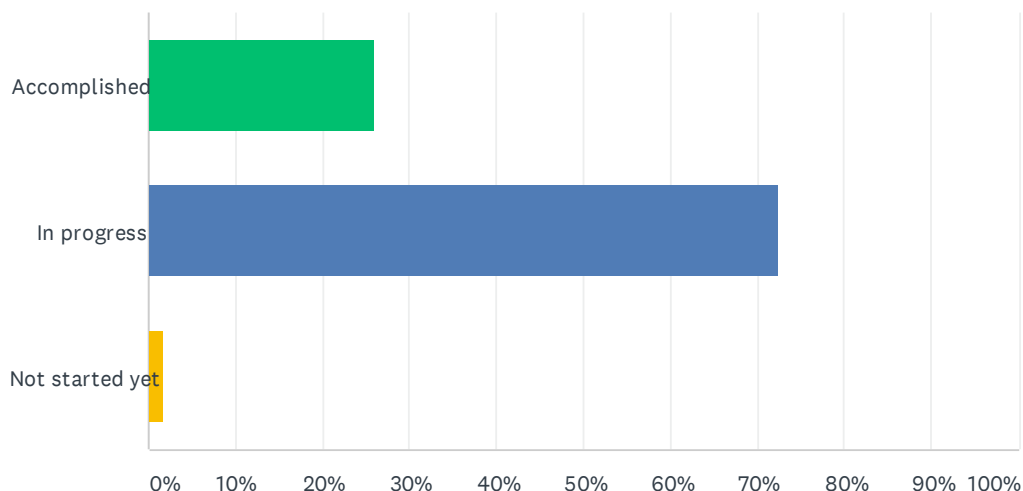


Q2 Has your college and/or local senate agendized or sponsored open dialogue about DEI and campus climate?

Answered: 58 Skipped: 9



ANSWER CHOICES	RESPONSES
Accomplished	25.86% 15
In progress	72.41% 42
Not started yet	1.72% 1
TOTAL	58

#	PLEASE DESCRIBE FACILITATION STRATEGIES AND SUCCESSES?	DATE
1	<ul style="list-style-type: none"> Faculty and staff completed DEI climate survey in fall 2020 Faculty held open forums in June 2020 Faculty participated in FLEX week discussions in fall 2020 Depts have added DEI discussions to their dept meeting agendas 	4/5/2021 2:33 PM
2	Instructional Planning and Budget Team (IPBT), Equity Action Council (EAC) have held conversations about this. Also the college/district is reactivating MSA (Multicultural Staff Association) affinity group. In addition, College Council, which is tri-chaired by College President, Academic Senate President, and Classified Senate President, is starting a cross constituency shared governance review task force that will make recommendations about shared governance structure in the college. Other than the college Equity Plan which focuses on closing gaps between student populations in student success.	3/24/2021 10:31 AM
3	There have been a significant number of events our local senate and our administration have sponsored over the past few years. Many of these are noted below. The district provides funding to our diversity committee to host events and speakers, and the district also pays directly for and hosts events and speakers as well. Our local senate has arranged, facilitated, and sponsored events and activities. But you will sense a concern below on the part of our Diversity Committee members in terms of what constitutes "sponsored," and there exists many differences of opinion and recollection in terms of who did what and when. This issue will be discussed more thoroughly in question #19. Diversity Committee Response: Between "Not Started" and "In Progress" --First off, we believe that the focus on both the college and the senate in these questions muddies the issue for us, and we would prefer to just focus on what our senate has done to create open dialogue about DEI and campus climate. --Second, in many of the examples below DEI work was initiated by faculty, staff, or students, often those with target identities and not by the college or the local senate, so we've tried to make that clear --Finally, though we believe both the college and the senate have agendized speakers,	3/24/2021 8:36 AM

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workshops, and events focused on DEI, since George Floyd's murder, we're not sure this is the same as sponsoring and encouraging "open dialogue" and there hasn't been any effort to assess or determine what it means to create spaces for open dialogue where people can really speak their truths --The Senate sponsored Kathy O'Bear to come to the Senate Assembly at the beginning of fall semester 2000 after George Floyd's murder. The event was well-supported by most white faculty who attended, though only about a third who were initially in attendance at the senate forum stayed for the workshop. Many POC faculty and staff experienced microaggressions or were triggered by some of the comments expressed both verbally and especially in the chat. --This happened again when our President invited Dr. Sumun Pendakur to come talk to the entire faculty on Institute Day in January. --BIPOC faculty on our campus still do not see our academic senate as a supportive space in part because of the way they handled and responded to a student request that the senate endorse a statement in support of undocumented and mixed-status students in the spring of 2018. That incident did a lot to reinforce our views that the Academic Senate was a mostly white, mostly obstructionist space on our campus that seemed very removed from the realities of faculty, staff, and students of color and blind to their own white privilege and white fragility whenever asked by BIPOC folks to act on their behalf. --Thought the resolution in support of DACA, undocumented, and mixed-status students eventually passed, it was only after repeated attempts by students, faculty, and staff to communicate how important this resolution was for us, and upon passing this resolution, they immediately passed a companion resolution emphasizing the rights and safety of all students on our campus that was interpreted as a reactionary move. --In a sense, the way senate meetings are run with the limited time for public comments and the limited ability for guests to weigh in on any agenda items makes it difficult to have any kind of open dialogue about important issues in that space, but even when the senate creates outside spaces for reflection and dialogue, BIPOC voices and perspectives seem consistently eclipsed by white voices and perspectives. --Though in the past eight months, the Academic Senate has reached out to the Diversity committee on multiple occasions, for example when they wanted to us to facilitate dialogue on racism and privilege in the fall assembly meeting, the suggestion was the BIPOC faculty and staff on the diversity committee should be doing the work of creating and facilitating these dialogues, not the Senate Executive Committee and the Academic Senate themselves. It was only when we refused to be the facilitators and suggested they sponsor an outside facilitator, that we ended up with Kathy O'Bear, and this was all put-together last minute. So all of this didn't do much to really communicate the depth of Academic Senate awareness and commitment themselves to lead anti-racist work on our campus. --The same thing happened around a request that folks from the Diversity Committee be the ones to facilitate conversations around our Book in Common, Ibram X. Kendi's How to Be an Anti-racist --The college partially supports the Diversity Committee with district funding (the rest comes from Student Equity), and that has often been a space of open dialogue where BIPOC voices are given priority, though even there it's not always the case. Events like Decolonize! (formerly known as Diversity Days), the Diversity Speaker Series, and the Diversity Information Campaign are partially supported by the college funding, and these events do try to create shared dialogue and shared definitions of DEI and anti-racism, and feedback is collected after each event during Decolonize! to evaluate how effective that event was in creating that shared understanding. Historically, though, the majority of faculty, staff, administrators and members of the Academic Senate have not participated in these events.

4	At the senate level and division level: Senate has sponsored townhalls, our student services division has made space for these conversations at student services division meetings. It needs to be considered at the department level, part of the agenda for every department meeting would be awesome. Campus wide, a lecture series called "the America We Know" was created that has different Black panelist (from inside and outside of our institution). "Ally to Accomplice," was offered to some people, but not sure who/how many was sent to this or if it transpired. A lot of additional opportunities that people are aware of widely and also not totally accessible to especially staff due to scheduling constraints- not allowed to block off time, not connecting this work to the direct impact on service.	3/23/2021 5:21 PM
5	1. Our academic senate president is always responsive to faculty concerns and takes action to include administration on campus in the discussion. 2. The town halls that were hosted by the college in June 2020 were well attended and had good dialogue. However, I feel that the college administration feels that the town halls were the only thing they needed to do and no actual change has been made. 3. We have many conversations and vote on funding that would help close gaps. 4. Yes, this has been a discussion at the administrative, senate, and department level. Our whole college seems to be on board and taking these issues seriously. There seems to be a lot of support and positivity surrounding these issues. 5. We are moving toward a revamped inclusive system where more students of diverse backgrounds have	3/23/2021 4:28 PM

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representation and communication on campus through club interaction, surveys, zoom meetings, incorporated into our courses, etc 6. Summer Town Hall Series about Black Lives Matter and sharing circle.

6	We have not formally agendized open dialogue although we have had some dialogue. Dialogue is occurring via new resolutions passed this year or are in progress.	3/23/2021 4:26 PM
7	<ul style="list-style-type: none"> • Yes, but there is a sense of a long way to go to address particular behavior – no process or system or plan to address those issues. Campus climate has been moving in the right direction. Creating an environment where it is unpopular/not-supported if someone is disrespectful of DEI work. No specific processes and plan to do so. An important concern is that those who don't agree with this direction do not participate in town hall meetings, (though them being quiet is better than them being disruptive. There is a worry that the town hall meetings will die off. Spring semester started with few meetings, but is ending with many scheduled. Lack of consistent expectation and leadership to make this keep happening. So much else to do to keep college's head above water – this is a secondary issue currently • Yes – the president of the college holds town halls monthly for campus conversation about DEI • They are well-attended and there is good discussion. The overall planning (last-minute) makes it hard for all on campus to attend. • The facilitation style is similar from meeting to meeting (large group 'free for all', and while it works, varied techniques would work. Participants want smaller groups • The college has formed affinity groups around race. All we can say is that they are facilitated group-by-group, and that the work and discussions are not shared publicly. • Classified senate has workgroup on DEI. Have been meeting, and the focus has been on disproportionate impact on Classified of color and district and campus hiring practices. 	3/23/2021 3:57 PM
8	The college has a Diversity, Equity and Inclusion Committee. Membership is a combination of admin, classified staff, faculty and students. College President is the chair. The Senate has a DEI Liaison who gives a report on committee activity at every meeting and occasionally places items of interest on the agenda for further discussion. The college's Student Equity and Achievement Committee also has a liaison who reports to the senate at each meeting. In response to the murder of George Floyd, a campus Black Lives Matter Task Force was created, and their recommendations were presented to the senate for consideration. The senate passed a resolution in Fall 2020 in support of key elements of the report, and has been working toward that end since the resolution passed. Our Professional Development Committee, a sub-committee of the senate, routinely creates and promotes opportunities for faculty to engage in these discussions. Our Office of Institutional Research at the college level and at the district level have engaged BIPOC faculty, staff, and students in surveys related to campus climate.	3/23/2021 3:26 PM
9	The College has reinvigorated the equity committee which was not operating over the last year. A few faculty & staff have worked to do professional development around equity which we hope to bring campus wide. Campus climate has been a topic of conversation for over a year.	3/23/2021 11:39 AM
10	Senate Resolution Town Hall Campus Climate Survey Comments Survey Lasana Hotep Training USC Center for Race and Equity Workshops Participation	3/23/2021 8:25 AM
11	<p>A. Resolutions: We have passed two resolutions. The first was passed in June 2020 and was entitled Black Lives Matter. Because of the timing of the end of the semester this was approved by the Executive Board on behalf of the full Senate. The second was signed last week March 18, 2021, and was entitled in Support of Asian and Asian American Students. Importantly, the passing of the resolution last week engendered a meaningful and deep conversation about white supremacy. This debate allowed multiple views to be aired in a respectful and constructive manner. B. Racial Justice Task Force: following the passing of the BLM Resolution in June we began to bring together a Task Force (TF) to address racial justice on academic and professional matters. TF membership is usually limited (to make meeting times and logistics manageable) however, the membership was not limited for this group. Although this has caused some disjointedness it has also resulted in broader participation and rich discussions. The TF put forward the first set of recommendations which passed Senate last fall. The first set of recommendations were regarding faculty hiring, and included a recommendation to utilize the ASCCC hiring canvas course to support a full evaluation of hiring practices. C. Equity Summit: we have focused our planning summit for the past 2 semester (and this semester will be the 3rd) on equity. This has proven to be a valuable opportunity to have dialogue about work happening across campus and to learn from each other. This fall's summit also included a great session on how to call people in on microaggressions. D. Forums: Our Student Equity Committee (co-sponsored with others) hosted a handful of open forums to align with national events to provide space for the campus</p>	3/22/2021 11:34 PM

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community to reflect and connect. The Mt. SAC AANAPISI program, Arise, is hosting a safe space virtual meeting "Rising Up Against Anti-Asian Hate and Violence" tomorrow in response to the recent racist and violent events targeting Asian and Asian Americans.

12	We have held several Town Hall meetings entitled "Unified Against Racism." These meetings have allowed the college community to have an open dialogue about DEI. There have also been numerous professional development opportunities as well to allow students, staff, and faculty to address DEI and the campus climate.	3/22/2021 10:03 PM
13	-Flex events have been scheduled, well attended and discussions have been productive. - Senate resolution expressing commitment to DEI, the Vision for Success and ASCCC Past President Stankas's call to action. -Student Equity and Success Council (subcommittee of the Senate) holds 2 meetings a month where various DEI discussions are facilitated. They often have a narrow but important focus. -Campus climate has not been a clear focus until recently. SESC is working with Associate Students of Solano College to create a campus climate survey. -Need to reach a more people. Virtual Flex have been very well attended. -The President's Advisory Council on Diversity, Equity and Inclusion was created -Student forum - DEI is a standing item on Senate agenda	3/22/2021 9:31 PM
14	First we'd like to comment on the wording of the question. This is not a "one-and-done" so we were uncomfortable checking "accomplished" although we have institutionalized these discussions to some extent, and we see ourselves as farther along than "in progress." We have made this conversation the nearly sole focus of opening days over the last 3 years; have held numerous town halls to come up with a shared definition of "equity," and have a dedicated shared governance council dedicated to "Equity & Education," among many other strategies.	3/22/2021 9:26 PM
15	"Comprehensive Summaries" below represent a holistic summary of all feedback from Senate Leaders, Equity Champions, BIPOC faculty and faculty at-large. Input was collected directly from individuals within the Senate and campus, but there was also a voluntary option to take an anonymous survey that resulted in 71 anonymous responses. These responses were intended to supplement the information that the AS President was using to answer the survey. However, some senators wanted the responses to be included verbatim, and you will find those at the end of each summary. It is important to note that Senate Leadership, some Senators and other campus committees did not take part in the survey and that an individual respondent could take the survey multiple times, so the specific survey responses should be considered as only one facet of feedback. Survey results: Accomplished (11%), In Progress (46%), Not started yet (22%), Other (21%) Comprehensive Summary of Areas of Need: We need to do a lot more to make progress in this area. Some feel that we are not doing enough and we need a more focused effort. This is an area where we could use professional development from ASCCC. We need more robust discussions on DEI and campus climate at Academic Senate meetings. We need Academic Senate leadership to do more to lead these efforts. We need all constituencies to do more to support these efforts. We need more action after discussions. We need more truly open dialogues- some feel that these efforts are dominated by certain individuals. We need to fully embrace the theme "Creating a Shared Space: Moving Together Toward Equity," as certain groups only want to move toward equity "their way" and actually don't want to create any kind of shared space. Faculty and staff have told the AS leadership that they are afraid to speak up or provide a different perspective, as they will be labeled racist, defamed, and ridiculed. Some others feel that the Senate is not a safe place where faculty feel comfortable discussing issues of equity and inclusion. We need to develop a code of conduct for all faculty, classified, administrators, and students- the deterioration of civility, name calling, and misrepresentation of actions and character is being used by some individuals, who are actually preventing the work we need to do and further dividing our campus. We need centralization of these efforts- there have been conversations in pockets (silos) of the College, but there hasn't been a centralized place to lead the initiatives. We need more evaluation and action on our Equity Plan- we have one but not much has been done to implement it. We need to stop blaming each other and instead work together with compassion and kindness. We need to move away from harmful and unfounded accusations that the Academic Senate/Senate Leadership do not care about DEI, and focus on the good work that has been done, is currently underway, and that we can plan for in the future. Comprehensive Summary of Efforts Supporting In-Progress/ Accomplished: Since spring 2020, the College has held multiple Town Halls and weekly Circle of Change meetings to address the campus climate and provide a safe space to talk about issues surrounding Diversity, Equity, and Inclusion. Prior to the start of fall 2020, the College President, Academic Senate President, and Classified Senate President met and together developed an equity theme for 2020-2021. This theme was shared out and approved by all constituency bodies. The College committed to the theme for the 2020-2021 year: "Creating a Shared Space: Moving Together Toward	3/22/2021 6:30 PM

Equity," which was the theme of the fall 2020 Convocation. In September 2020, the Academic Senate approved the ASCCC's resolution and ASCCC President John Stankas statement and has been working diligently since then to implement the charges. This is difficult and labor/time intensive work and unfortunately some people are not able to recognize, appreciate, or acknowledge the daily efforts that the Academic Senate are making in this regard. It is important to note that in the years preceding COVID, the Academic Senate worked very hard to move the entire college into an environment that would be more supportive of DEI work, by the removal of the former College President. It was and is still hoped that this can pave the way to more constructive and collaborative dialogues and actions by the entire community. Since fall 2020, the Academic Senate has agendaized Equity as a standing item at all Senate meetings, providing more time for efforts related to improving Diversity, Equity and Inclusion than any other agenda item. Academic Senate Exec has encouraged and invited the Diversity and International Education Committee and provided a standing space for this group to report and present at Academic Senate on any and all of their dialogues, research, and recommendations, as they are one of the important equity champion committees in our current governance system. Topics discussed include but are not limited to equity data and the Data and Equity Coaching Communities, ethnic studies and development of an Ethnic Studies Degree, processes for addressing curriculum changes regarding culturally responsive curricular redesign, possible adoption of land acknowledgements, exploration of a college definition of equity, USC Equity Alliance workshops, and other professional development opportunities surrounding DEI. The recent dissatisfaction of some with Senate Leadership in the area of DEI was only raised in November 2020, and it centered around the appointment of a particular faculty member to an equity definition taskforce. A small group of faculty objected to this specific appointment and attempted to get that appointment removed. This debate created confusion and division that is ongoing. To address these issues in an open and transparent manner, the AS converted the last AS Exec meeting into an extra full AS meeting in Dec 2020. This meeting was dedicated to trying to clear up any potential misunderstandings and unsubstantiated claims brought against the AS Exec by a group of senators. In January 2021, the Academic Senate hosted a meeting to talk about the perceptions that some had regarding the formality of AS meetings in relation to how we communicate and do business in the Academic Senate.. This meeting included a review of a potential Code of Conduct and the AS Constitution and Bylaws. This dialogue resulted in the formation of a Taskforce to create a Code of Conduct for the Academic Senate and their efforts are ongoing. In January 2021, faculty held a "Courageous Conversations" meeting, with an external paid facilitator, to provide an open dialogue and space for issues surrounding campus climate and the Academic Senate, but not as an official Academic Senate meeting. The four constituency leaders (College President, Academic Senate President, Classified Senate President, Associated Student Government President) developed an All-Campus Opening Day Kick-off in spring 2021 that was focused on "Creating a Shared Space: Moving Together Toward Equity," specifically in regards to how it relates to our ongoing efforts to revise and improve the College Governance Handbook and governance structure. Members of the state ASCCC and CIO were in attendance to provide state perspective as well. Individual Survey Responses: 1. "Open dialogue" has been attempted by non-Senate groups at the college, however the Senate leadership has been resistant to or defensive about these discussions. 2. College: Accomplished AS: Accomplished. 3. College: Our college instituted the Circle of Change in summer 2020 during the height of the BLM movement, and it has persisted as a weekly place to talk openly about issues of race, racism, inclusion, and equity. Local Senate: Our local senate includes items pertaining to DEI on the agenda, with the goal of approving the item and moving on. There is little real open discussion or acknowledgment about the experiences of campus employees who have borne the brunt of policies and procedures that keep power within a small group of individuals. Due to our college governance structure, a few individuals sit on numerous committees and have the ultimate say or control of information. 4. Events have been offered, but they seem hollow and ripe with white fragility with colleagues feelings "sad" and "sorry" but without concrete actions... all the while, these white colleagues dominate the discussions. 5. I think that specific groups have done work on this but there have been no centralized effort and token effort from the AS. 6. In progress. There's been discussion about DEI at Senate, but very little Senate-led forward progress. Collegewise, our campus features hosts Circle of Change meetings where DEI and campus climate related topics have been brought to light. DEI was also the focus of discussion in our Fall commencement. 7. No. Frankly, the Senate is not a place where faculty feel comfortable discussing issues of equity and inclusion. The senate has disabled the chat in Zoom meetings and refuses to change the time of the meetings to make it more accessible to younger faculty. 8. Not started - there have been conversations in pockets (silos) of the College, but there hasn't been a centralized place to lead the initiatives. We developed a campus Equity Plan, but not much has been done to

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implement it. Our new president has been extremely supportive and has encourage the dialogue and supported it - but not all constituency groups have embraced/taken direct action to promote DEI initiatives/practices at this time. 9. Not sure. 10. Recently, this semester (Spring 2021) shared announcements on these topics from state levels. 11. The College and AS are in different places. I find that the college is "in-progress" and AS is "not started." As a College, open dialogues about DEI as well as equity and anti-racism are beginning to take place in campus forums, meetings, and scheduled campus events. For example, these topics were infused throughout fall convocation and will be part of the Spring 2021 planning summit. These are also emphasized in professional development offerings on campus. Strong Workforce supported faculty participation the Faculty Research Institute, and DECC. AS is "not started yet." At this time "Equity" is an agenda item. The onus of the discussion is often placed on BiPOC individuals. I observe my BiPOC colleagues consistently interrupted and/or cut-off due to time limits in ways that others are not (regardless of the topic being discussed). In AS there is a lack of understanding that comes down from leadership regarding what equity means. 12. Yes, but not truly open and only exclusive to the dominant group.

16	<p>The Senate has passed an anti-racism resolution in the Fall of 2020. The senate exec, the authors of the resolution and the senate itself welcomed open dialogue about DEI. Many faculty could voice their opinions, concerns and share their perspectives. In this resolution the campus has signed off on many policies and practices that SHOULD be changed. It is now up to the departments, the faculty and all involved to do the work: to create an equitable, diverse, and inclusive cam-pus/curriculum/hiring practices etc. Yes, the Pierce Academic Senate spent a significant amount of time during the Fall 2020 semester discussing and passing an anti-racism notion that addressed many DEI topics. Further, with the move to remote instruction the college continues to have campus-wide conversations on how to adopt to our "new reality" and create a safe environment for all. I would say this item is "IN PROGRESS" for that reason. The Anti-systemic racism resolution had twenty-one resolves that fit in the broad categories of re-moving racists statues, exploring hiring practices, professional development, review of curriculum.</p>	3/22/2021 5:05 PM
17	<p>College Dialogue Campus-wide Critical Conversations on Race during the summer of 2020, convened with the Associated Students of Canada College on June 8, June 24, and July 22, 2020. Leadership Retreat (involving all participatory governance leaders from every campus constituency) on August 12 & 13, 2020 focused on developing an antiracism framework for the college, participating in an "Intercultural Storytelling Activity" and setting priorities for the coming academic year related to becoming an antiracist institution. Year-long "community read" open to all Cañada students, faculty, staff, and administrators to engage in a community read of Dr. Ibram X. Kendi's How to be an Antiracist. College Antiracism Taskforce (faculty, students, staff and administrators) is refining the antiracism framework, providing resources and shaping a common language, identifying mechanisms for engaging in professional development and orientation for new employees and students, and more effectively communicating both the framework and progress made on college goals and strategies related to DEI and antiracism. Year-long participation in the California Community College Race and Equity Alliance organized by USC Race and Equity Center. Focus Groups (7) organized in spring 2021 to learn how a new campus cultural center can help meet the diverse needs of our college community and to build deeper understanding of the experiences of our students, faculty and staff in our community and at the College. August 27, 2020 agenda item: General discussion of anti-racist and equity initiatives possible through Academic Senate Recruitment of faculty to participate in the USC Race and Equity Alliance Established goal of working with CIETL (Center for Innovation and Excellent in Teaching and Learning) and ACES (Academic Committee for Equity and Success) to support anti-racism and equity professional development for faculty Established goal of working with San Mateo District Academic Senate on equity and anti-racism September 10, 2020 agenda items: Discussion of Cañada College's Anti-racism framework. Provided feedback on College's proposed framework, such as clarifying source of definitions in the document. Discussion of AFT union's ongoing anti-racist work Commitment of 2020-2021 Academic Senate dues for funding for anti-racist speakers and professional development activities September 24, 2020 agenda items: Discussion of faculty who will participate in USC Equity Leadership Alliance meetings. Discussion of communication plan for participants to share out with college. Recruitment of faculty to facilitate community read sessions on Ibram Kendi's How to be an Antiracist October 08, 2020 agenda items: Discussion of Ethnic Studies graduation requirement and need for full-time faculty position. Academic Senate president request to college for adding additional faculty slots to the USC Equity Leadership sessions. October 22, 2020 agenda items: Discussion of District Academic Senate's Ethnic Studies draft Resolution Passed local Academic Senate resolution in support of full-time Ethnic Studies faculty position for Cañada Call for faculty membership on Cañada</p>	3/22/2021 4:54 PM

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Anti-racism taskforce Passed class cancellation guidance that included concerns of how past cancellation procedures have had disproportionate impact on racially minoritized students
 November 12, 2020 agenda items: Appointed two faculty members to Cañada's Anti-racism task force
 Information presented on District Strategic Plan, which included graduation disparities among SMCCD students, particularly Latinx students. Also discussion of income/employment disparities among different racial groups in San Mateo county. Discussion of a draft Class Cap resolution that focuses on social justice and equity goals, such as reducing number of class cancellations.
 December 12, 2020 agenda items: Prioritized faculty position proposals, with the proposed Ethnic Studies position as the highest priority
 Passed Class Caps resolution, with focus on social justice and equity goals, such as reducing number of class cancellations
 Presentation by three faculty members on plans to bring an Umoja program to Cañada college
 Curriculum committee report on efforts by two faculty to get Ethnic Studies curriculum approved for Cañada college.
 February 11, 2021 agenda item: Information on all of the remaining USC Equity Leadership Alliance meetings
 February 25, 2021 agenda items: Discussion of forming "Black Students Matter" as sub-committee of Academic Senate
 Faculty focus: curriculum support and greater diversity in hirings as two specific goals.
 Discussion of District Academic Senate resolution on creating uniforming Ethnic Studies graduation requirement across all three District colleges
 Information on and discussion of course equity data
 Examples of particular types of data that can help target equity gaps.
 Discussion of example strategies developed from equity data
 Discussion of how to put in data requests with PRIE office
 Discussion of methods to collect more qualitative data from students about reasons for not successfully completing a course

18	Through various committees and programs, such as AB705 Committee, Student Success and Equity Taskforce, CCAP program, Social Justice Conference, and Equity Summit, we have been sponsoring and agendizing open dialogue about DEI. We are about to hose the 6th annual Social Justice and Education Conference. Also, our main topic for the upcoming equity summit is to reflect the principle of equity and work on a shared value statement.	3/22/2021 4:27 PM
19	We held an open forum on the CCCCO's Call to Action at the start of last fall (2020) to facilitate questions and dialog. This was organized by MPC's President's Office and facilitated by our HSI Director. It was very well attended and there were many voices invited to participate, anonymously if desired--We've not, though, had a follow-up forum since then. MPC has also developed an IDEA Task Force meant to investigate, review data, discuss, strategize, and develop recommendations for the campus to move forward with IDEA planning in response to the CCCCO's Call to Action.	3/22/2021 4:23 PM
20	West Valley College has had continued open dialogue around campus climate and DEI. These conversations will continue. The college has formed a Commission on Diversity and Equity. This group created a set of Anti-Racism Guiding Principles (https://www.westvalley.edu/social-justice/_files/pdf/anti-racism-guiding-principles.pdf). West Valley College also has an Anti-Racism and Inclusion Action Plan (https://www.westvalley.edu/social-justice/_files/pdf/anti-racist-inclusion-action-plan-program.pdf) with five primary goals, each having various subgoals with working groups for each. Progress towards each of these goals and subgoals will be evaluated bi-annually.	3/22/2021 1:53 PM
21	Generally the consensus is that some groups on campus have engaged in dialogue but this has yet to achieve institutional impact. It appears that some faculty, those directly involved in the efforts, can articulate specific examples but this level of specificity is not shared across respondents. Some had no idea. There is a request for more support and to create campus-wide, open dialogue.	3/22/2021 1:43 PM
22	BIPOC and Equity Champion faculty acknowledge the passing of a resolution by the Academic Senate calling on each of its committees to adopt at least one initiative for Academic Year 2020 - 2021 that focuses on diversity, equity, and inclusion (DEI). Additionally, BIPOC and Equity Champion faculty highlighted the work that the District Equity and Diversity Action Committee (EDAC) in providing opportunities to engage in open dialogue, such as the Call to Consciousness (Summer 2020), Fall 2020 Equity Summit, Spring 2021 Equity Summit, and Watch Party Series. Finally, BIPOC and Equity Champion faculty recognized work that is being conducted by the Social Sciences Division faculty, as a by-product of the Academic Senate resolution and EDAC activities. Social Sciences Division faculty held several division conversation on DEI, specific to the Department of Ethnic Studies, and how Ethnic Studies should play an integral role in assisting and/or leading District efforts in identifying and offering suggestions in the dismantling of institutional racism.	3/22/2021 1:23 PM
23	The college, with the encouragement of the Senate, conducted a "campus climate survey" of	3/22/2021 10:41 AM

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students in fall 2019. Six hundred fourteen students responded to the survey conducted by National Assessment of Collegiate Campus Climates (NACCC) July 2020: "Senate Discussion: How Can We Help?" An open invitation to all faculty to discuss issues related to race and social justice was held via zoom and hosted by Senate President and Senate Executive Members. Approximately 30 faculty attended. We repeated this open dialog during a FLEX session, as well. Invited colleagues from other colleges to be keynote speakers at FLEX and then lead a series of workshops during the fall to discuss issues. Dr. Abdimalik Buul provided a keynote presentation and two follow up workshops that were very well attended. He helped us to define and discuss issues that are happening nationally and in our state. This was sponsored by the Faculty of Color Caucus and Guided Pathways. Invited Dr. Jennifer Taylor-Mendoza to be spring FLEX keynote speaker to discuss her work with Minding the Obligation Gap. Senate President participated in an open Q&A about race issues on campus and why the college is investing in DEI work. Dr. Taylor-Mendoza will lead two more workshops during the spring, each with a specific focus: Classroom Practices to Transform Students Lives (along with Jeramy Wallace) and Minding Our Obligation: From Personal to Institutional Responsibility. We are creating a DEI Action Council so that our Diversity, Equity, and Guided Pathways committees will be able to coordinate efforts and report out projects through a single body. The committee charter is being drafted and will be approved by March. Administrators, and faculty and staff leaders are participating in USC's Race & Equity Institute. There are approximately 50 people participating this spring and another 50 scheduled for fall cohorts. While I selected "Accomplished" I would say there is still much work to be done and conversations to have.

24	As of now, there have not been campus wide sponsored open dialogue regarding DEI and campus climate. The Academic Senate has been proactive and has agendized items on a few meetings regarding DEI and anti-racism. These items were to discuss hiring protocols and an anti-racist pledge/commitment statement. In addition, the Senate is in the process of putting together a Town Hall to address anti-racism, which will be held in April. There is a Presidential Task Force that is currently working on establishing a structure for campus dialogue.	3/22/2021 9:11 AM
25	We had a qualitative campus racial climate assessment in 2018 followed by numerous listening sessions. A quantitative climate assessment in 2019 for students and separate one for employees. This is a regular part of our opening days and professional development opportunities throughout the year. Regular dialogue occurs through student activities as well. The Curriculum Committee has had several discussions about the importance of cultural awareness as a way to support achievement of DEI goals. Recently the committee recommended a change to the associates degree requirements to add a "cultural awareness" competency to the associate's degree. This will be taken up by senate and the governing board.	3/21/2021 8:34 PM
26	Academic Senate has had the DEI on the agenda for general discussion this Spring and plans to continue to discuss it. This will be a topic of discussion at the March faculty meetings. The Academic Senate President and Vice President have engaged in initial dialog with the Vice Presidents and Superintendent/President about prioritizing the DEI and incorporating it into our general equity plans, this has been marginally received. The college is in the process of reviewing our Mission, Vision, Values and the senate has asked that the DEI be considered in these revisions as it pertains locally.	3/21/2021 1:50 PM
27	We have had ongoing efforts for many years on DEI. However, as related to Call to Action and campus climate, there needs to be more focused dialogue. Much of the work has been conducted in areas of Counseling, Student Services, GP etc... But many workshops are attended voluntarily. We need to bring more centralized dialogue to the campus and faculty.	3/21/2021 11:20 AM
28	VVC's Academic Senate has begun developing a Standing DEI Committee necessary to facilitate dialogue, learning, and training related to DEI.	3/20/2021 4:26 PM
29	We have agendized a number of topics and actions around equity since the beginning of the Fall semester. I indicated that these are "in progress" because the work is never done. Recently, we approved a resolution related to professional development and equity training. We are attempting to infuse equity into all of our actions and areas of purview.	3/20/2021 12:05 PM
30	Beginning with Summer 2020, Compton College has prioritized an evidence-based strategy for advancing the campus climate and cultivating an ethical and inclusive environment. Through an array of professional learning opportunities, our campus community has been invited to actively engage in diversity, equity, and inclusion dialogue on a regular basis. Following current events (Breonna Taylor, storming of the Capitol), working collaboratively through DEI and Professional Development efforts, Compton College hosted timely open dialogues for its	3/19/2021 2:07 PM

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employees to share their thoughts and feelings about DEI and our campus and national climates. Successes include a robust turnout for all sessions, active participation, and collective healing. Facilitation strategies include setting an empathic tone and safe space for people to share, and providing additional resources following the dialogues so that the conversations can be continued. The Academic Senate has invited conversations on DEI related topics, by placing such items on the agenda, and encouraging dialogue. In addition, this year Compton College is participating in the National Assessment of Collegiate Campus Climates (NACCC) in collaboration with the Race and Equity Center at the University of Southern California (USC). The survey is described as "a quantitative survey administered annually at hundreds of colleges and universities. It provides data about students' appraisals of institutional commitment to equity and inclusion, the extent to which they interact meaningfully with diverse others, where and what they learn about race and their feelings of readiness for participation in a racially diverse democracy." The NACCC is a vital resource to help Compton College evaluate its Diversity, Equity, and Inclusion (DEI) efforts and follow through on Compton College's Response to the Call to Action to the California Community College Chancellor's Office. This year will provide baseline information about the student experience at Compton College.

31	In progressed: GP & Coffee & Tea – sponsored open dialogue –Topics included: Supporting LGBTQ+ Students, The Student Senate for Ca Community College Anti-Racism Plan, Advising and Counseling Male Students of Color, Equity Minded Math Instruction, How to be an Ally, Equity Minded Student Services, Realizing Racial Equity in Community College, and De-colonizing the Syllabus. Book series “Anti-racist”, USC Equity Institute 20 administrators focusing on racial equity, Two sessions on the 21 Day Race Challenge open to all faculty and staff and a separate session offered to ASG. Needs Improvement: Climate Student Survey, continual need for conversations around this topics, action plan developed based on the data from surveys , collect data from the district office, Accomplished: Anti-Racism Resolution passed fall 2020, Equity Professional Development opportunities during Flex & College Hour	3/19/2021 1:54 PM
32	Our office of Student Success and Institutional Effectivness, conducted a climate survey to assess the areas of need for the college. Afterwards, the college embarked in equity training. Equity became the center of convocation and professional development opportunities.	3/19/2021 8:16 AM
33	Skyline College regularly engages in discussions of IDEAs through various separate entities on campus. The Senate spent two full years in a meeting protocol called “Deep Dive Discussion” which resulted in the drafting of resolutions on equity and being a student-ready college, and it regularly engages in equity-focused discussion. However, responses to our survey suggest that awareness of these discussions is not broadly shared by people outside the senate meeting, and while the resolutions engaged the senate and were even brought to the board of trustees, they were not inclusive of the campus. Survey responses include: “We're a little all over the place. I wish there were a central "hub" as it were, to get all of our information rather than having to figure it out via just the right groups or piecemeal from different sources. If we want the DEI information from the college, you have to be REALLY motivated and persistent in gathering it from all potential constituencies.” “I am not sure that we have had open dialogues in the Senate, but equity issues (pertaining to policies, procedures, etc.) have come up.” Other responses indicated some awareness and connectedness with the college's efforts: “Conferences and workshops that attract large groups from outside our campus community. How successful they are should not be measured by the number of attendees, but by the results and changes made. I haven't seen any data on this.” “[three divisions focused on equity implementation] have sponsored several webinars, an intergroup dialogue series, and Equity Scholar [grant-funded] project. It is still in progress around Campus Climate with a college-wide task group led by the President.” “I experienced authentic and open discussion on DEI and campus climate during my participation in the Equity training Series.”	3/19/2021 7:58 AM
34	The senate has had discussions that connect to issues of DEI but have not at this moment placed a dedicated agenda item to discuss senate efforts. For example, during the President's report, I have highlighted the information from the state senate on anti-racist approaches in the classroom and curriculum. There are intents to build stronger links to the campus student equity committee and their efforts through t	3/18/2021 12:53 PM
35	[NOTE: The response to all questions includes the perspectives of team members representing involvement at different levels within the college structures. Collectively, team members present a diversity of perspectives including those of full time faculty, adjunct faculty, college staff, counseling, and instruction as well as the individual perspectives of persons of color, persons of different sexual orientations, different ethnicities, and gender. All	3/18/2021 12:08 PM

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responses represent the current state of progress and awareness of DEI activities at the college.] To my knowledge there are two new taskforces that have begun work on opening a dialogue about DEI and campus climate: one on the institutional level and another guided by faculty from Academic Senate. Additionally, the Equal Employment Opportunity was engaged in (and I believe continues to be engaged in) an ongoing discussion about these very issues as of at least one semester prior to events of spring 2020. Taft College created two ad hoc committees. One is a campus-wide committee, made up various constituents of the campus that is administrators, classified staff, and faculty. The other is an ad hoc committee from the Academic Senate to discuss and make recommendations regarding the Call to Action send forth from the Chancellor's Office. Recommendations have been presented to the Senate of the Whole and approved. The recommendations are now being reviewed by various subcommittees of the Academic Senate for implementation. The Curriculum and General Education committee has made Ethnic studies and antiracism a standing agenda item. There have been preliminary conversations about evaluation of curriculum through the lens of Diversity, Equity, and Inclusion. A new prefix was established for Ethnic Studies and one course has been submitted to meet the new Area F on the CSU General Education Breadth requirement. There may be conversations at the division level as to how to evaluate policies, procedures, and courses through an antiracism lens. Our college has begun to initiate tasks promoting DEI and campus climate. A mixed group of faculty, managers, administrators, and staff began working together in fall 2020 establishing the direction of the team and developing DEI projects to focus team's efforts. Each member of the DEI team was given the opportunity to share their thoughts and suggestions at the earlier meetings and later voted on the projects they deemed most important.

36	Cuyamaca College has established the President's Racial Equity and Social Justice Task Force to do an in-depth inquiry into four areas: hiring processes, professional development, student conduct, and institutionalizing these priorities in Diversity, Equity, Inclusion, and Anti-Racism. The inquiry groups are currently in-progress.	3/18/2021 11:50 AM
37	Each Academic Senate meeting includes a discussion item on anti-racism and equity, and each of our participatory governance and senate subcommittees have been encouraged to reexamine their processes (especially committee charges) with DEI in mind.	3/18/2021 10:45 AM
38	DEI has definitely been agendized at both the Administrative and Senate levels. There is a President's DEI Advisory Team that meets regularly with the college president to update and hold each other and our colleagues accountable for moving our Antiracist action steps forward. Representatives were identified through on-campus affinity groups (Asian Pacific American in Higher Education, Association of Latinos and Allies for Student Success, Palomar Black Faculty and Staff Association, Pride Center, Empowered Womxn, White Allies for Antiracism at Palomar College, Ethnic Studies, American Indian Studies, Research and Planning, Student Equity and Achievement, and Dean of Counseling) who stand for DEI. Members of this team and others involved in DEI work have been providing quarterly updates to our Trustees at their regular meetings. Continuous DEI professional development and training for faculty and staff are offered (more details on that in the PD-related survey question). Our college's Fall 2020 and Spring 2021 plenaries have dedicated 1-hour general session to address DEI efforts and updates. In terms of the Faculty Senate, we have agendized discussions on DEI issues early in the fall semester; as a result, we established a Diversity, Equity, and Cultural Competence (DEqCC) Committee. This committee was formed to both initiative and support DEI activities on campus and to address issues of diversity in faculty hiring. In addition, the Senate wrote and approved a statement on antiracism tied to action regarding our responsibilities under the 10+1 (+1 in our case).	3/17/2021 9:22 AM
39	Academic Senate Activities - Topic at Academic Senate Fall retreat (August 2020) - Endorsed the campus Call to Action College District Activities - A Statement of Solidarity after George Floyd shooting was released to the campus community and signed by all constituent groups in June 2020. - A campus wide Call to Action Forum was hosted by the Office of Student Equity and Success and the President's Office in June 2020 to build community, commit to action, and stand in solidarity with the African American community. - Mission College hosted multiple Community Conversation with Students - Mission College hosted a Community Conversation on Implicit Bias during its All College Day in late January 2021. The entire campus was invited to take the Implicit Association Test and create an understanding and awareness of implicit bias and how it plays out in our everyday lives. - A Follow Up Community Conversation on Implicit Bias was conducted in March 2021. - Mission College Classified Senate is hosting a Creating Spaces Series in Spring 2021 to create space to encourage Classified Professionals to have open dialogue and conversations on a range of topics focused on the five elements of the Mission College Equity Framework - College Hour of Power in Fall 2020 included Equity	3/16/2021 4:12 PM

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Text Talks. - Mission College has just created a College Hour in Spring 2021 on Wednesdays from 11:30 am – 12:30 pm. This time has been designated to facilitate campus wide future discussions, workshops, trainings, and opportunities to cultivate a culture of learning in community. Topics for this semester's college hour include Mindfulness and Connection; Follow Up Community Conversation on Implicit Bias, Library Workshops, Mental Health & Emotional Awareness – The Foundation for Learning; Kognito Workshop; Personal experience as a woman experiencing gender discrimination in the STEM field, Stress Management Techniques. - The Office of Student Equity and Success launched its newsletter The Equity Beat in November 2020. The newsletter highlights the Equity/Anti-Racism work happening at Mission College and topics related to racial equity. - On April 29, 2021, the Mental Health and Wellness Committee is partnering with the Vice President of Student Services Office and the Equity Office to host our first ever mental health and racial equity conference entitled, The Equity MINDset Conference.

40	The senate president worked with the college office of instruction to put on two virtual town hall meetings during 2020, both focused on DEI issues. Session was facilitated chiefly by VPI. The district academic senate also sponsored a professionally facilitated series of "intergroup dialogue" sessions.	3/16/2021 11:27 AM
41	This is being discussed at the Senate, Student Success & Equity, and Guided Pathways.	3/15/2021 5:22 PM
42	On March 25th we are co-leading, with the Academic Senate at our sister college and the district HR, a half-day Leadership Academy on the topic of equitable hiring practices. Our district has also agreed to review our hiring process document to incorporate components of the Vision for Success Diversity, Equity and Inclusion Task Force in our process.	3/15/2021 4:20 PM
43	DEI has become a topic of conversation in every local Senate meeting due to the major focus that it has from the ASCCC. Recent topics that have been discussed in our local Senate are the Diversity pledge, faculty diversification, camera on requirements through an equity lens, guided pathways, and curriculum audits to make sure DEI is embedded in our curriculum. The college has sponsored open dialogue regarding DEI through agendizing in our last four convocations. Trainings are in the process of being planned addressing these topics. Our Diversity task force are sending out weekly emails addressing DEI concepts and terminology. Our OER Liason has helped implement OER text books across curriculum and updated our AP to include OER as an option. We have a lot of initiatives in the works in order to create resolutions and move our campus forward regarding DEI.	3/15/2021 9:48 AM
44	Started with a taskforce and just officially approved for a campus DEI committee. Also have a Cultural Enrichment Committee that plans activities, speakers to address DEI opportunities.	3/13/2021 3:15 PM
45	Our local senate adopted a DEI statement based on the ASCCC model and secured the adoption by our local college council and by our District Academic Senate. Our local senate adopted Call to Action Against Systemic Racism and Oppression resolution which led to several activities consolidated into a Professional Development Equity Plan. Examples include the establishment of an ongoing Cultural Curriculum Audit and a monthly Equity Audit Dialogue on antiracism, diversity, equity, and social justice issues. Currently, our local senate is developing an action plan with a series of actions and recommendations to transform our college into an equity-driven system. The foci include curriculum and instruction, faculty hiring, mentoring, supporting adjuncts, diversity on committees, basic needs, and coordination of various college actions.	3/12/2021 5:19 PM
46	We've held a Joint Academic/Classified Senate open forum series on race and racism on campus. We did this after our college suffered multiple racist hate speech attacks back in Fall and Spring '19. These attacks targeted African American and Muslim students and employees. I've marked this as in progress because we hope to have additional opportunities for open dialogue.	3/12/2021 2:17 PM
47	Town Halls - discussions of DEI Developing plan to oversee and guide progress on the LACCD Framework for Racial Equity and Social J.	3/12/2021 1:11 PM
48	Office of Equity has a report at every Senate meeting and we regularly have DEI issues on the agenda.	3/11/2021 11:08 AM
49	Senate advocated for and was successful in acquiring Administration support and release time funding for a DEI Chair position whose responsibility it is to run a DEI Subcommittee of the Academic Senate.	3/4/2021 11:41 AM
50	A. The AS created and approved a resolution on Black Lives Matter and a Call to Action on	3/2/2021 1:51 PM

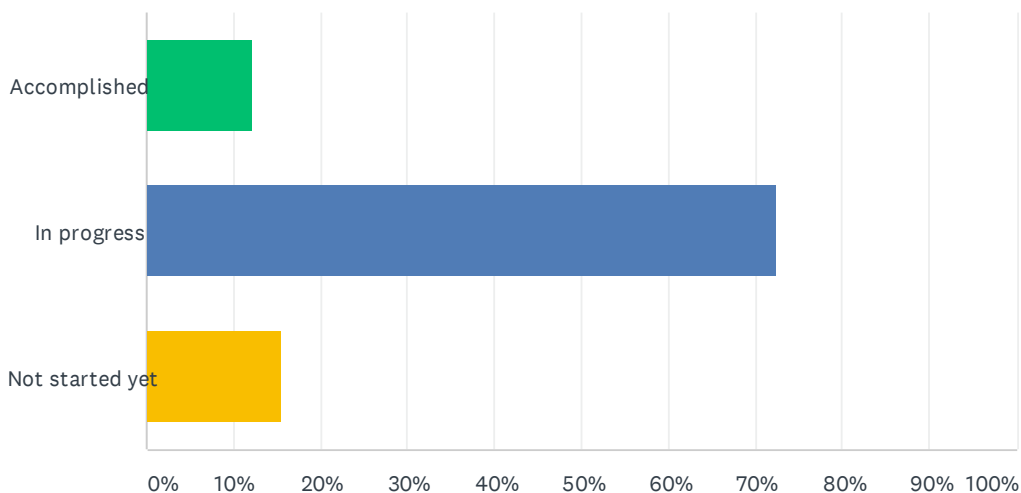
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6/25/20. As a result of this resolution and in collaboration with various entities the following is happening: (1) Campus-wide dialogue and discussion about Race, Racism, and Anti-Racism: Campus-wide reading of "So you want to talk about race" by Ijeoma Oluo, and "How to be an anti-racist" by Ibram X. Kendi, along with four facilitated discussions and a spring convocation with Professor Kendi. (fall 2020 and spring 2021) (2) The creation of a Student Conduct and Police Advisory Committee to review data and provide recommendations to administration about the police force (implemented in fall 2020). (3) The creation of a Cultural Curriculum Collective to provide advanced training and professional learning to 12 faculty to review their course level equity data, audit their curriculum and teaching, and retool as faculty to enhance their teaching through an equity lens. (fall 2020 and spring 2021) (4) The review of distance learning practice through a DEI lens and with student input. This resulted in a Resolution on Distance Education that was presented and approved in December 2020. (5) Begin the review of local GE requirements through DEI and anti-racist lens (spring 2021). (6) The AS developed three goals, including reviewing policies and practices around part-time faculty hiring, the policies and practices around full-time and part-time faculty retention strategies, and the implementation of AB705. In addition, the AS has a taskforce that reviews the Senate Bylaws and Rules each year, using a DEI lens. B. The district conducted a Campus Climate Survey in Spring 2020 and results have been shared and discussed and with large and small constituent and affinity groups during fall 2020 and spring 2021. C. Professional Learning opportunities have been designed to open dialogue about DEI and campus climate. For example, we held the 9th annual Cultural Competency Conference, which is developed by our AS subcommittee - Diversity, Equity, and Cultural Competency Committee (DEqCC). Our Teaching and Learning Center coordinator regularly shares a newsletter with DEI resources, podcasts, and webinars. D. The AS discussed and approved a resolution on Creating an Ethnic Studies Department/Program. Inspired partly by AB1460, this conversation engaged all faculty in a discussion of curriculum and Ethnic Studies as a discipline. E. The Black Alliance (a group of Black students, faculty, staff, administrators, and alumni) has organized events and training to engage the campus community in dialogue on anti-black racism. There were several offerings of the Black Community Ally Training in fall 2020 and spring 2021.

51	Over Summer, the Student Senate worked with committees on campus to present Conversations on Race, an open dialogue to address White supremacy, white privilege, and systemic racism in our campus and community. Over Summer, the district (SBCCD) organized Conversations on Race, an open dialogue to address the BLM movement. During the 2020-2021 school year, the district (SBCCD) organized Equity in Hiring, an open dialogue to address the anti-racism in hiring. Our in-service days include work toward equity in the classrooms and on campus. These include open dialogues on such ideas as micro-aggression and decolonizing your syllabus.	2/22/2021 1:35 PM
52	We have created a Social Justice and Equity Taskforce with three subgroups: Vision for Success, Student Life and Pathways, and Teaching and Learning. While each subgroup focuses on a specific aspect of college life, all three have faculty, classified, and administrator membership.	2/18/2021 3:12 PM
53	The College administration executives continue to foster Diversity, Equity, and Inclusion initiatives embedded within the Educational master plan, guided pathways, and student success initiatives.	2/16/2021 6:37 PM
54	We held several open senate work sessions in the wake of the murder of George Floyd, as well as campus open forums. We are in the process of planning further sessions focused on faculty of color's experiences and hiring practices.	2/11/2021 11:24 AM
55	Revision of BPs and ARs on Academic Freedom and Diversity and Inclusion Local Senate Resolution on Academic Freedom and DEI Healing Circles weekly for discussions of DEI Enrollment in Professional Development with USC Race & Equity Center Visits by Lasana Hotep (3) seminars on barriers to student success Revision of BPs and ARs for hiring.	2/10/2021 1:53 PM
56	1) It is a standing agenda item for every Senate meeting 2) For the second consecutive semester we have a social justice team that meets 2xs per month 3) Flex day activities focus on DEI	2/9/2021 5:22 PM

Q3 Has your college and/or local senate created a shared understanding of the terms and purpose of Diversity, Equity, Inclusion and anti-racism?

Answered: 58 Skipped: 9



ANSWER CHOICES	RESPONSES
Accomplished	12.07% 7
In progress	72.41% 42
Not started yet	15.52% 9
TOTAL	58

#	IF SO HOW?	DATE
1	<ul style="list-style-type: none"> The academic senate and the college president have created a DEI Council. The college president has also presented a DEI Framework, where the council's charge is to advise the President on strategies to design, implement and sustain DEI goals at Irvine Valley College. In addition, the DEI Council will develop a comprehensive plan predicated on college input and assessment of the following: the college's practices, procedures, plans and curriculum; the campus environment – both inside and outside the classroom; student outcomes data; the college's recruitment, hiring and promotion practices; support services provided to students; diversity, sensitivity and cultural awareness training provided to faculty, staff and students; and additional needs and strategies identified by the college community. In addition, one of the college's four strategic planning committees has been renamed the Student Success and Equity Committee (SSAMMO) and the development of the Student Equity and Achievement (SEA) program task force (merging of the SSSP TF, Student Equity TF and BSI WG) highlight part of our campus wide efforts to promote diversity, equity, inclusion and antiracism. 	4/5/2021 2:33 PM
2	<p>This has been a significant point of concern for many and has proven a road block to many efforts. A good case in point was discussion regarding our Equal Employment Opportunity Advisory Committee a couple of years back. There was heated debate within the group regarding the definition of diversity itself and how much emphasis certain criteria such as ethnicity should receive. One straight, white female resigned her position in protest. At a local senate meeting, the appointment of two of three faculty to the committee were opposed. One appointee was a straight, white female with a disability, and the other was a gay, bi-racial but masculine presenting and white appearing male. Further, there has been a desire to include terminology such as equity and anti-racist in many contexts without a clear understanding for many what such inclusion actually means. Discussion often does not take place. Diversity Committee Response: See the first three caveats in question 2—those issues are still at work in the feedback below --Student Equity (not the district) supports the Faculty and Staff of Color</p>	3/24/2021 8:36 AM

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Council, though when that group was first started, there was a lot of resistance expressed and several faculty and staff on campus suggested that such a space, exclusively for BIPOC faculty and staff, was discriminatory against white people. The senate did not reach out to FSCC for representatives, for example, when forming the taskforce to look at the faculty and staff campus climate survey results and they were not contacted to give feedback on this survey, either. Other campus committees, like the Guided Pathways committee have taken this initiative. They understand if they really want BIPOC voices to weigh in on policy and procedure at every stage, this is where they have to go. The Academic Senate doesn't seem to share that understanding. --The same response (that we were creating a discriminatory space) was received when members of the FSCC tried to organize a Women of Color luncheon and tried to access a mailing list of female-identified faculty and staff of color. These kinds of responses by members of the academic senate and other leadership positions in our college communicate to those of us on the Diversity Committee that our campus really doesn't have a shared understanding of equity and anti-racist work entails, and how a big part of that is creating empowering spaces for and amplifying voices of faculty and staff of color, especially, and that if faculty and staff of color need a space like the FSCC, that is a clear sign that other spaces on our campus are still making us feel disempowered. --Recently, upon attempting to start a dialogue with the full-time faculty union about making changes to the collective bargaining agreement that would actually hold faculty accountable for equity-minded and culturally-responsive teaching, we found out the senate had approached the union on this issue already, but the result of that discussion was to add equity-minded teaching to the G2 as an object for faculty to reflect on, but not something that would be observed and evaluated in their classroom observation, professional development, and student feedback. This communicated to us that the Academic Senate still assumes that equity and anti-racism work is something that everyone will just do out of the goodness of their hearts, though this opt-in, self-reflection encouraging form of equity work has been the strategy our campus has been using for years with no real impact on our equity gaps (which people still, out of the goodness of their hearts, rationalize as caused by other reasons, not their own racist behaviors, policies, and procedures in the classroom, for example—nobody wants to acknowledge this in their reflections). Those of us in the Diversity Committee understand that opt-in or voluntary approaches to addressing racism and inequities on our campus will ensure we continue with the status quo or at best eek out bits of progress at a pace that will continue to adversely impact too many students, staff, and faculty of color. There seems to be little recognition that without real accountability measures and assessment that leads to more reflection, new measures, and more assessment, things will continue the same. --Another example is that there were no surveys that came out after Kathy O'Bear's visit or Dr. Sumun Pendakur's. It looks to us like the college wants to show that they are doing something about racism on our campus but is not interested in finding out how effective what they do actually is. For our Diversity Days events in the past, we've always collected feedback from attendees and used that feedback to inform planning the next event. Student Equity collects reports from its different programs and initiatives to promote Student Equity. It just didn't seem like the Academic Senate or our College outside of Diversity and Student Equity put that much thought into assessing the impact of these events. --The senate has passed several resolutions in support of students with historically minoritized identities and a recent Statement on Anti-racism, but these are not widely shared and understood, and most initiated by individual or groups of students or faculty and not by the senate leadership We think these effects show the lack of ongoing, open dialogue about what diversity, equity, and inclusion means on our campus, which further evidences that these spaces have really not been created despite a few, recent, well-intentioned efforts by the college leadership and Academic Senate to bring speakers and start the conversation.

3	No, management and admin miscommunications with limited clarity and understanding and guidance, leads to confusion at the ground level. Most board members are not supporting this work, Often times when admin communicates regarding this, people leave with more confusion about what our goals and intentions are and how to work collectively toward a specific end Other people on campus have attempted to do that but it's not started because leadership hasn't been there for this item.	3/23/2021 5:21 PM
4	1. Numerous informative emails and numerous seminars/open forums but some groups are still left out. 2. They are trying, however, there is not a concensus on campus for HOW to implement actual changes and how to hold people accountable for bad actions. 3. So many workshops and on-going sessions regarding DEI and anti-racism, if someone is missing out is because they didn't want to attend but the opportunity is there 4. Campus has attempted to educate, but it is not known that the message has been accepted or understood by all 5. I really wish I could say "Accomplished," but I feel like in recent months, the college and district	3/23/2021 4:28 PM

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made some decisions and took a step backward. From the controversy surrounding the GWC magazine and its ads to outing students with preferred names on every professor's roster by revealing their legal names, these decisions haven't been reflecting the college's mission lately. 6. Through emails, dialogue on open forums via zoom, flex days, student union, activities on campus, newsletter etc. 7. I have seen the list of terms from the Chancellor's office. we have not utilize this in any manager meeting other than a single discussion in an instructional deans meeting where there was some tension and confusion on this list of terms.

5	<ul style="list-style-type: none"> • Management council had a several-week long training from Social Justice Institute, which included definitions. Many managers learned a lot – both as a review and new information to all managers. • Does our equity plan maybe define these terms? Equity plan has some frameworks... and the CUE has reviewed our plan, and we have choices of how to add terms (there is a district-wide equity presentation version) • Our college may need to do this more globally. There has been individual work all around, but not college-wide. The term “anti-racism” in particular needs more focus and understanding. There is not a college-wide understanding of this and other similar philosophies • CS has a DEI workgroup that has been convening, and are planning PD during spring break. This includes a mission, but probably not a glossary. • March 1 workshop referenced the chancellor’s office glossary and it is a good starting point, maybe for work in all committees. • Even within Racial and Social Justice Workgroup, this has not been defined, but will probably be part of developing mission and vision statement (occurring this spring) Group reflection indicates that language is powerful: We should have a campus-wide glossary and working definition of these so we can have a common language. Currently working with different understandings of a term. How can we tell whether everyone IS having a common understanding. What about folks applying for jobs – if we put this in our job advertisements, could help candidates properly respond to questions. For example – what about the term Latinx vs Hispanic (who coined it) – do we punish folks for not being up-to-date on what the best term is? American Indian (vs Native American --- white sociologists) 	3/23/2021 3:57 PM
6	<p>The aforementioned DEI and SEA committees have defined these terms as part of their work, with senate liaisons participating in drafting the language. This work has been shared with the senate, and senators and liaisons disseminated that information to those they represent. Our Professional Development Committee, a sub-committee of the senate, routinely creates and promotes opportunities for faculty to engage in discussions related to defining these terms and supporting DEI in our work as faculty.</p>	3/23/2021 3:26 PM
7	<p>The Senate created a resolution but I do not think this is widely shared.</p>	3/23/2021 11:39 AM
8	<p>Not started...three different charges in the past two years. Nothing has been established, nor has there been a common understanding. We have a Diversity Committee that continues to contemplate this</p>	3/23/2021 8:25 AM
9	<p>We have begun discussing this, a faculty member asked the Senate to work on this at our planning retreat in fall 2019, but we have not accomplished a shared college understanding or statement of definitions. In general discussions we are working to be explicit and clear in our meanings of these terms. Equity definitions have been shared from our Title V Grant Coordinator on our Mountie Magic Podcast as part of a series on equity. (But these have not been codified as the campus definitions) We are moving forward with a new strategic planning process this spring which will utilize an anti-racism equity lens in our strategic planning and I have recommended that we begin this work with defining terms. Last year the college edited and reaffirmed our mission, vision, and core values- but we have already moved passed what we stated last year and should review them again. A member of the Administration in the Instruction Office is leading the Coordination of DEI&A work and I have been in discussion with her about bringing outside speakers in to support the definitional work.</p>	3/22/2021 11:34 PM
10	<p>The President's Advisory Council on Diversity, Equity and Inclusion has touched on this but it was not obvious or intentional. Definitely something we need to work on. I think it would help us focus our efforts and broaden the conversation.</p>	3/22/2021 9:31 PM
11	<p>In developing our definition of equity on our college (“known more as the scope of equity work) we aimed to combine our college's understanding of what equity was (to keep our actions and intentions localized), with informed scholarship on equity, along with statewide policies to make sure our actions aligned with the laws that govern us. The college's Office of Equity developed a draft definition/statement that was shopped around campus for feedback in different venues including campus town halls, 1:1 and group conversations, and notably, a weekend retreat for campus leaders invested in equity work. That feedback refined the definition and was confirmed at a later date. While we have collaborated to draft a common definition of equity, we haven't drafted definitions of the words, “inclusion” “diversity” or “anti-racism” though we</p>	3/22/2021 9:26 PM

regularly have conversations about their meaning, and we see our understanding of those concepts is evolving over time.

12 "Comprehensive Summaries" below represent a holistic summary of all feedback from Senate Leaders, Equity Champions, BIPoC faculty and faculty at-large. Input was collected directly from individuals within the Senate and campus, but there was also a voluntary option to take an anonymous survey that resulted in 71 anonymous responses. These responses were intended to supplement the information that the AS President was using to answer the survey. However, some senators wanted the responses to be included verbatim, and you will find those at the end of each summary. It is important to note that Senate Leadership, some Senators and other campus committees did not take part in the survey and that an individual respondent could take the survey multiple times, so the specific survey responses should be considered as only one facet of feedback. Survey results: Accomplished (16%), In Progress (44%), Not yet started (24%), Other (16%) Comprehensive Summary of Areas of Need: We have a challenge to align the definitions with campus goals- although the definitions already exist in a broad context, the challenge is alignment. We need centralization of these efforts- specific groups have done work on this but there has been no centralized effort. We need more engagement and leadership of the Academic Senate in this area. We have a Student Equity Plan, but there is no group or committee that follows the recommendations and tracks progress. We need forward movement on the college definition of equity- we are working in defining equity at this time, but it has turned into a convoluted process that is requiring the development of yet another group to define equity. We need more support (e.g. financial, human resources, release time) to coordinate these efforts. The AS President lobbied for a 1.0 release for the Faculty Coordinator for Educational Equity as this is a key position, but it was only supported by administration at 0.4. We only had two applicants for this position, and as of this survey, no one has accepted the position. We also need to have appropriate release support of other key faculty coordinators, as equity needs to be infused with all of our practices (e.g. Professional Development, SLO, Program Review, Accreditation, etc.). Comprehensive Summary of Efforts Supporting In Progress/ Accomplished: Since spring 2020, the College has held ongoing dialogues on Diversity, Equity, and Inclusion, including webinars, speakers, Circle of Change, Book Clubs, and Town Halls. In fall 2020, the Constituency Leaders created an Equity Definition Taskforce under the College Executive Committee with members from faculty, classified professionals, administrators and students to fast-track the exploration of a definition of Equity for Miramar College. This Taskforce has been meeting since December 2020 and will be making recommendations back to the College Executive Committee in March 2021. During fall 2020, the Constituency Leaders met to discuss terms and purpose of Diversity, Equity, Inclusion and anti-racism and how we could best support these efforts going forward. At the same time, the Diversity and International Education Committee recommended the formation of an Equity Coordinator to the Academic Senate, and together they developed a new position: the Faculty Coordinator for Educational Equity. The Academic Senate President lobbied for a 1.0 release, due to the importance of this position, but the college was only able to support a 0.4 release for this position. This is concerning. As part of our Strategic Planning, the constituency bodies reviewed and improved the college's Strategic Plan Goals to include a 5th Goal that illustrates the shared understanding and focus on Diversity, Equity and Inclusion: Strategic Goal #5: Diversity, Equity, and Inclusion (DEI) - Build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community. Strategic Direction 1- Systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services. Strategic Direction 2- Establish comprehensive professional development for the campus community to increase capacity around and engage in equity, diversity, inclusion, social justice, and anti-racism. Strategic Direction 3- Systematically review, develop and incorporate equity-minded practices in: 1) culturally responsive instructional pedagogy, 2) student-centered services, and 3) recruitment, screening, and retention of employees. The College President and the Senate Presidents routinely create opportunities for all to actively engage in and openly talk about these topics, especially equity. In meetings and presentations they demonstrate that they are very invested in promoting this issue, and are continuously inviting colleagues to infuse equity into all we do on our campus. Individual survey responses: 1. Appointing only 40% release time for an equity faculty coordinator, does not prioritize equity & inclusion. 2. College: In Progress AS: In Progress. 3. College: Our President has made equity the theme for the 2020-2021 year and as such, created spaces for education, dialogue, and community at the Fall 2020 Opening Day. Our College President routinely talks about these topics, especially equity, in meetings and presentations. It appears that he is very invested in using a lens of equity to approach what we do on campus, which is currently mired in past issues left over by a long-time College President who was actively against promoting

3/22/2021 6:30 PM

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DEI. Local Senate: Our local Senate has formed a working group to come up with a process to write and agree upon a definition of equity for the college. We expect to have a definition working group created once this group completes their work. We may expect to have a definition within the semester or by Fall 2021. However, the process working group includes individuals appointed to it who have little to no background in equity studies, and in fact, use the terminology incorrectly. This is a concern. 4. I do not believe there is a clear shared statement that all agree on and addresses White Supremacy. This is a critical component of any statement in regards to equity. 5. I think that specific groups have done work on this but there have been no centralized effort and token effort from the AS. 6. In progress. Through the work of individuals, departments, and committees, there has been work in creating a shared understanding of diversity, equity, inclusion and anti-racism. Although the definitions already exist in a broad context, the challenge is to align them with campus goals. 7. Not Started - we are working in defining Equity at this time. Which has turned into a convoluted process, that is requiring the develop a process to create a group to define equity. 8. Started this semester, Spring 2021. 9. They have not created a shared understanding of these terms. In fact, Senate leadership tries to weaponize the term equity to maintain their own power.

13	At Pierce we do not have an equity statement to my knowledge. However, in the resolution these terms are used. The Senate has also supported the LACCD District Academic Statement of Diversity, Equity, and Inclusion, which is very similar to the statement developed by the ASCCC. More dialogue is essential to infuse the ideals of this document into everyday policies, practices, and procedures. I would say our response is not started yet. We have yet to really have a robust dialogue, established document, or any substantive discussion about this. Other than the more recent Senate discussion there has been little effort at our college to determine shared understanding of the terms. The Student Equity and Achievement PAC has discussed aspects of language that frame the discussion, such as saying, "opportunity gaps" rather than "achievement gaps." More work needs to be done in discussing the terms and creating a shared understanding of Equity, Inclusion, and anti-racism. Please share any specific strategies? The wording of a diversity statement for inclusion on syllabi has been passed by the Academic Policy Committee (this committee includes the department chairs and directors) and the Academic Senate.	3/22/2021 5:05 PM
14	Cañada Academic Senate provided feedback on the college's Anti-racism framework during the September 10, 2020 Academic Senate meeting. This document includes defined basic terms related to equity and anti-racism work. College College Antiracism Task Force is proposing the use of a "common language" based on the Glossary developed by Racial Equity Tools. The campus Planning & Budgeting Council and Academic Senate will consider their recommendation for adoption in April, 2021	3/22/2021 4:54 PM
15	As noted above, we have various programs through which we are working on co-creating a shared understanding of the DEI and anti-racism principles and actions.	3/22/2021 4:27 PM
16	The first part of the forum mentioned above was a discussion around definition of terms: antiracism, equity, privilege, inclusion, etc. We've also had Flex breakout sessions on "White Fragility/White Guilt," Safe Zone training, and bias training, which focused on related terms and definitions.	3/22/2021 4:23 PM
17	We are generally aware of the efforts led by our campus equity officer to discuss these terms, as well as speakers at flex, but that's about it. We also feel this is limited to the people "in charge" of the work and again, not an institutional effort. It appears there is too much talk about these terms and not enough strategy towards action or policy change. This has led to the formation of the "Black Faculty Task Group", "LatinX Task Force", and "Asian American Native American Pacific Islander Serving Institution". There have been discussions to create a campus vision statement for DEI. Speakers were invited during convocation/FLEX Day to speak to the campus community about DEI and anti-racism. Creation of senate subcommittees. Our definitions have gone through several shared governance processes and have been integrated into all of our campus strategic goals as well as our mission statement, which were all drafted through collaborative processes.	3/22/2021 1:43 PM
18	BIPOC and Equity Champion faculty unanimously agreed that the District has not begun any task relevant to developing a shared understanding of the terms and purpose of DEI and anti-racism at the district-level. BIPOC and Equity Champion faculty believe that, while the District recently updated its Mission Statement, which now includes a nod to equity, a district-level DEI Statement that is front-and-center on the District website and shared with students is needed so that the building of a district-level DEI common language/vocabulary resource can commence. BIPOC and Equity Champion faculty were made aware and acknowledge that at	3/22/2021 1:23 PM

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least one division (English) has published a division-level Diversity Statement displayed on their division webpage.

19	The new DEI Action Council charter will include these definitions as a starting point for further discussion.	3/22/2021 10:41 AM
20	At this time, work is being done by different groups on campus to develop a shared vocabulary on DEI and anti-racism as well as a shared understanding of purpose. The Student Success and Equity Committee created a Diversity statement that was vetted by the EEO/Diversity Committee and approved by the Academic Senate in Spring 2020. The statement included definitions for equity. The President's Task Force is recommending adoption of Chancellor's Office DEI glossary of terms.	3/22/2021 9:11 AM
21	Yes, we developed college definitions of DEI in SCC (Shared Consultation Counsel) in approximately 2018. These are listed on the college website and are referenced in college documents. Our local senate has held discussions regarding DEI and anti-racism, though no official resolution or lexicon has emerged from those conversations. Working with the Jaguar Pathways initiative, the senate established "Principles of Teaching and Learning" that emphasizes the integration of cultural competency into the classroom as a way to make course content relevant to students.	3/21/2021 8:34 PM
22	The Academic Senate President has shared it with the senate and the faculty advisor of the student government (to discuss with them).	3/21/2021 1:50 PM
23	Yes, ongoing.	3/21/2021 11:20 AM
24	The AS DEI Committee charge includes: Develop anti-racism initiatives and assess their probable impact upon equity, diversity, and inclusion, and provide an advocacy role for college constituency groups, faculty, and students.	3/20/2021 4:26 PM
25	We continue to advance discussions, actions, and cultural changes around DEI issues and concerns. The work is ongoing. We have significant challenges in some departments which we are attempting to address with a variety of strategies.	3/20/2021 12:05 PM
26	Our shared understanding of the terms and purpose of Diversity, Equity, Inclusion, and anti-racism is evidenced by the creation of our DEI webpage. Compton College recognizes that equity, diversity, and inclusion in the academic environment and workplace foster cultural awareness, promote mutual understanding and respect, and provide room for personal and professional growth. Our commitment to these principles is embedded in our mission statement, Board Resolution, Senate resolution, policies and procedures, Equal Employment Opportunity Plan, and Human Resources Staffing Plan. Additionally, our Response to the Chancellor's Call to Action addresses our understanding of anti-racism.	3/19/2021 2:07 PM
27	Key terms not started yet. Shared understanding not created yet. Equity Mission statement created, will revisit this statement regularly as it should address racial equity and anti-racism.	3/19/2021 1:54 PM
28	Through the work of our Diversity, Equity and Inclusion Committee, we have been able to offer a number of events every semester to promote these values. In addition, the collaboration between Instruction and Student Services to re-establish the Multicultural Education Center has open the opportunity to engage the college community on further embracing diversity, equity and inclusion. Listening sessions were held to understand the college's vision for the Multicultural Center and to help create plans for the programming to be housed at the center.	3/19/2021 8:16 AM
29	The District Anti-racism Council has only recently released a set of principles and guidance statement to implement anti-racism actions. Terminology has not been discussed at a level whereby all the campus is using it effectively and with confidence. It seems that some entities have released many additional resources, but there is no cohesive set of guiding principles broadly shared that all are aware of it. The terms and purpose remain fluently discussed in key groups but have not been scaled across the institution. The Student Equity Support Programs division has created a glossary of terms; it is incumbent upon individuals to search it out, and it is not clear if all are aware of its existence. https://skylinecollege.edu/studentequitydivision/glossaryofterms.php . Library has created a LibGuide; https://guides.skylinecollege.edu/AntiRacismResources/terminology Stewardship for Equity, Equal Employment & Diversity (SEED) has created its manifesto: https://skylinecollege.edu/studentequitydivision/manifesto.php Survey responses include: "I think the AS has created one but as far as widespread understanding and application of it, not so much." "I know we've not yet accomplished this question, but we have started the	3/19/2021 7:58 AM

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progress.” “Again, I think there is some work around this, but it is not an institutional shared understanding.”

30	The senate has had ongoing conversations with faculty groups, equity, and basic skills/ need committee to build this understanding. The senate is looking to create a DEI standing committee/subcommittee in the next year.	3/18/2021 12:53 PM
31	[NOTE: The response to all questions includes the perspectives of team members representing involvement at different levels within the college structures. Collectively, team members present a diversity of perspectives including those of full time faculty, adjunct faculty, college staff, counseling, and instruction as well as the individual perspectives of persons of color, persons of different sexual orientations, different ethnicities, and gender. All responses represent the current state of progress and awareness of DEI activities at the college.] I do not believe so. I think there have been attempts to draw attention to various issues associated with DEI and anti-racism, yet I wouldn't say there has been the creation of a "shared understanding" much less a 'shared interest' in the topic. Although there have been some preliminary conversations about definitions, currently there is no agreement or working understanding. All groups have seen some terms but do not have a common meaning of diversity, equity, inclusion, or antiracism. As far as the purpose of the discussions, some people have doubted that there is even a need for these discussions on campus as they consider the campus to be unbiased towards underrepresented students or marginalized groups. Although there is a mention of the college's stance on Diversity, Equity, Inclusion and anti-racism in board and administrative policies and in the student code of conduct, the language is very vague. One of the tasks placed on members of the Taft College DEI task force is developing the appropriate language in our policies and mission establishing Taft College stance on DEI. The DEI team is in the beginning stages of investigating how the Taft College campus understands Diversity, Equity, Inclusion, and anti-racism. The working group tasks with this specific project is working on developing surveys that indicate staff understands what it means to be anti-racist, and differentiates individual racist actions, individual discrimination, and institutional racism. An Academic Senate Taskforce created recommendations for the Taft College Academic Senate. Those recommendations have been sent to the various departments. The college also created a DEI Working Group that is making recommendations to the college as a whole. Currently a few small groups have begun dialogue intended to develop a shared understanding of terms associated with the subjects of diversity, equity, inclusion, and anti-racism. There is enough overlap among membership in those groups that cross-pollination is occurring. As of this time however there has not been an effort to expand the dialogue to broader areas of the college. That includes expanding dialogue across the Academic Senate of the Whole. Recommendations adopted by the Academic Senate include assignment of work or intentional focus areas to standing committees including the Faculty Professional Development Committee. One of the first things we realized was that as a group, there is very little consistency in terms of understanding of issues associated with diversity, equity, inclusion, and anti-racism. So, we have a lot of work in front of us.	3/18/2021 12:08 PM
32	Cuyamaca College has established the President's Racial Equity and Social Justice Task Force to do an in-depth inquiry into four areas: hiring processes, professional development, student conduct, and institutionalizing these priorities in Diversity, Equity, Inclusion, and Anti-Racism.	3/18/2021 11:50 AM
33	A subgroup of the Participatory Governance Council is currently drafting a document on equity-based decision making. The group has membership representation from faculty, classified professionals, and administration. The document will be reviewed and discussed by the Academic Senate. For classified professionals, there is a four-part series of retreats this semester that will explore how their work can be informed by DEI and anti-racism. This is our second annual retreat with this focus.	3/18/2021 10:45 AM
34	There could be more clarity surrounding the definition and terms/purpose of diversity, equity, and inclusion. This work is being done in many different areas of campus, and one result of that separation/"silo-ing" is that there may be a misapplication and/or misappropriation of the term "equity" to a wide range of issues and arguments. We have outlined the many purposes for DEI on our website and have connected it to our college's Antiracist Calls to Action (ten calls to action listed on our DEI page). With regards to antiracism, we have continuously provided definitions of what it means and how we can practice it. This semester we have a campus book club and reading How to Be an Antiracist by Ibram X. Kendi. The outcome of this book club will include what pedagogy and praxis faculty and staff can adopt to advocate for antiracism in their role and responsibilities on campus. Overall, though, the definitions for diversity, equity, and inclusion have not been clearly identified across the college campus.	3/17/2021 9:22 AM

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While there are select groups on campus who engage in conversations regularly about DEI, there is not a shared understanding among the larger campus body. These definitions are not found on our DEI website, and neither is racial equity specifically addressed. The term “antiracism” has been used frequently and is visible in several places of our college website. The college’s goal of building an antiracist framework is primarily focused on addressing African American/Black students and faculty. As a Hispanic Serving Institute, however, we could be more deliberate in identifying “antiracism” as having wider application than “anti-blackness.” In our efforts to clarify our terms and definitions, we can consult with our DEqCC and campus affinity groups, and make sure that these clarified terms are featured prominently on our DEI page. The college is currently working on rewriting the vision, mission, and values, in which DEI plans to be included, and strengthening the resultant statements will benefit by more clear definitions being established at the institutional level.

35	College District Activities - The Mission College Equity Framework was adopted by the college in 2017 to help operationalize equity into your respective practice. The framework consists of five elements: Community Engagement, Social Justice, Transparency, Cultural Humility and the Core of the framework which focuses on self-love, balance, joy. - In Spring 2020, the Office of Student Equity and Success in partnership with Allied Path Consulting hosted an online equity workshop and coaching series with four training tracks: Community and Compassionate Communication, Classified Professionals, Faculty, and Managers. - Mission College plans on providing Anti-Racism 101 training modules in Fall 2021. - The Culture of Equity Work Group is in the process of designing a campus wide Anti-Racism Virtual Resource Guide which is slated to be completed by the end of the Spring 2021 term.	3/16/2021 4:12 PM
36	Local senate is working with district senate to develop consistent language/definitions around DEI and IDEA, including the development of a new Board Policy.	3/16/2021 11:27 AM
37	This is being discussed at the Senate, Student Success & Equity, and Guided Pathways.	3/15/2021 5:22 PM
38	On March 25th we are co-leading, with the Academic Senate at our sister college and the district HR, a half-day Leadership Academy on the topic of equitable hiring practices. Our district has also agreed to review our hiring process document to incorporate components of the Vision for Success Diversity, Equity and Inclusion Task Force in our process.	3/15/2021 4:20 PM
39	Our Diversity task force sends out weekly emails discussing DEI topics and terminology. Administration has invited guest speakers to train our entire campus on DEI. Our Flex coordinator has provided DEI trainings for our faculty. ASCCC has advertised professional development trainings that have been sent out to all faculty and financially supported by administration to attend. Our Welcome Engagement and Multicultural Center (Cougar Headquarters) has provided forums for our students to address DEI efforts and equity programming. More trainings are currently being planned in order to understand the terms and purpose of DEI. We recently updated our mission, vision, and cultural statement to include DEI language.	3/15/2021 9:48 AM
40	Standing item on our monthly agenda to discuss DEI and the goals of the DEI committee have been shared asking for input from faculty.	3/13/2021 3:15 PM
41	While this has been accomplished, it will remain ongoing. This was initially done through deliberation surrounding the adoption of DEI statements. The degree of understanding has accelerated through the implementation of our call to action resolution.	3/12/2021 5:19 PM
42	Working on helping our community understand terms... we're a large college with many employees that have widely varying degrees of understanding and appreciation...	3/12/2021 2:17 PM
43	We have had discussions, I would not say that we have entirely reached consensus.	3/12/2021 1:11 PM
44	We regularly discuss DEI issues at Senate and throughout campus governance committees.	3/11/2021 11:08 AM
45	Our DEI Committee, with Chair hired, is forming but hasn't yet met; however, this is one of the early items it will be working on.	3/4/2021 11:41 AM
46	A. During the AY 19-20, the college updated its Mission and Vision and included value statements and a commitment to creating a racially just campus. These new statements were ratified by the Board of Trustees in July 2020. These now provide a common understanding and framework for further conversation and action at the college. The process took place just over a year and included all constituent groups, including going through the governance process. B. While we are proud to update our Mission, Vision, Values, and Commitment statements, we are still in need for continued and sustained discussions about how to	3/2/2021 1:51 PM

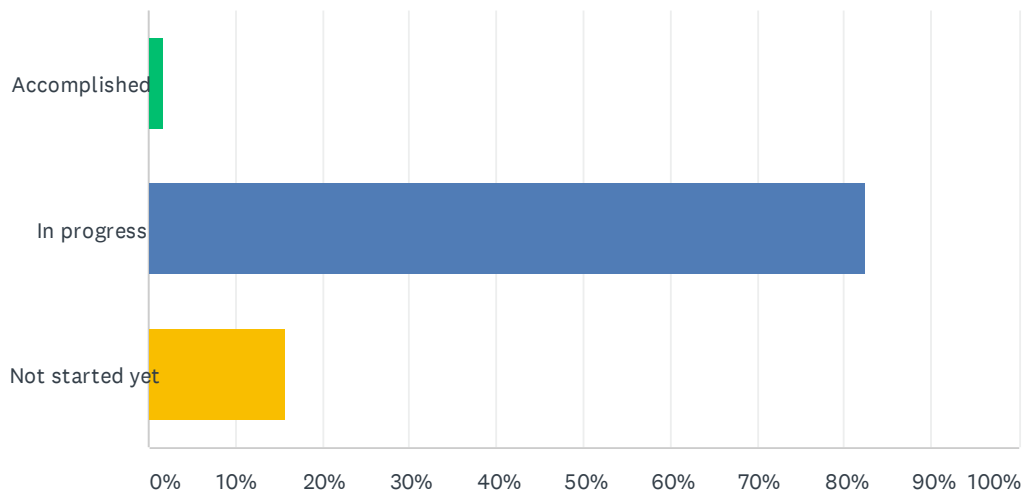
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actualize DEI in practice and what it looks like. C. The AS subcommittee - Diversity, Equity, and Cultural Competency Committee (DEqCC) has been committed and devoted to engaging faculty in these conversations around issues of DEI. This committee puts on an annual Cultural Competency Conference that is open to all constituency groups on campus, and highlights the collaboration and equity-centered work of instruction and student services. Students are also included and tend to have a central role in many of the workshops and presentations. D. A taskforce focused on training department chairs has been instrumental in bringing professional learning opportunities to Department Chairs since the summer. In the summer of 2020, Department Chairs training included discussion of part-time faculty hiring and ensuring that we hire faculty that meet the requirements of Title 5 section 53022. In collaboration with the Office of Instruction, during the Department Chairs retreat in November, a presentation was made by a contracted facilitator on how to deal with Microaggressions in the classroom. E. The AS discussed and approved a resolution on Creating an Ethnic Studies Department/Program. Inspired partly by AB1460, this conversation engaged all faculty in a discussion of curriculum and Ethnic Studies as a discipline. Ultimately, it was an opportunity to educate faculty on what Ethnic Studies is and how it is anti-racist by definition. F. The AS president has been working closely with the Classified Senate President to influence campus-wide work and dialogue around DEI and anti-racism. G. Campus-wide dialogue and discussion about Race, Racism, and Anti-Racism: Campus-wide reading of "So you want to talk about race" by Ijeoma Oluo, and "How to be an anti-racist" by Ibram X. Kendi, along with four facilitated discussions and a spring convocation with Professor Kendi. (fall 2020 and spring 2021). Several grassroots efforts have emerged to engage in small group discussions around these books and topics. H. Our tri-campus alliance (MiraCosta College, Palomar College, and Cal State San Marcos), NCHEA (North County Higher Education Alliance) has hosted 2 large scale conferences that have addressed anti-racism, diversity, inclusion and allyship. We've had 8 nationally recognized scholars on race share their strategies for both personal and professional development on these issues.

47	The Academic Senate and Student Equity and Achievement Committee (SEAC), as well as many of our sub-committees, regularly agendize, prioritize, and implement ideas and solutions related to DEI. The college is a member of the USC Race and Equity Center Racial Equity Leadership Alliance. Information gathered from these sessions is presented at monthly all-campus meetings in addition to other committee meetings. The AS and SEAC committees are working toward an anti-racism resolution that includes definitions White supremacy, white privilege, and systemic racism. Our in-service days include work toward equity in the classrooms and on campus. These include training on such ideas as micro-aggression and decolonizing your syllabus.	2/22/2021 1:35 PM
48	The Social Justice and Equity Taskforce created a statement of purpose, which included important terms and their definitions.	2/18/2021 3:12 PM
49	The Academic Senate is in the process of establishing the Diversity, Equity, and Inclusion committee.	2/16/2021 6:37 PM
50	MSJ created the Equity Pledge in 2018 to help coalesce this work. We followed up with a Call to Action in address our systemic inadequacies in supporting Black and African American students in 2020.	2/11/2021 11:24 AM
51	There is still some confusion and resistance to the idea of anti-racism for DEI. Many resolutions and statements of purpose are performative at this point. The college hopes to support a 100% voter registration drive (for those who are eligible) and a series of equity audits for all departments. Also, we are revising our hiring practices and adding equity to the instructor evaluation form.	2/10/2021 1:53 PM
52	Through our social justice team, we are working to define terms, policies and deficiencies.	2/9/2021 5:22 PM

Q4 Has your college and/or local senate created a plan to address campus climate concerns (such as racist behavior, microaggressions) and created an inclusive and safe college environment?

Answered: 57 Skipped: 10



ANSWER CHOICES	RESPONSES
Accomplished	1.75% 1
In progress	82.46% 47
Not started yet	15.79% 9
TOTAL	57

#	PLEASE SHARE ANY SPECIFIC STRATEGIES?	DATE
1	<ul style="list-style-type: none"> Starting in Summer of 2020, the IVC Academic Senate began Faculty Open Forums to discuss, decompress and examine diversity, inclusion, and race within the classroom at IVC. In Fall 2020, a racial equity climate survey was administered. Results of the survey are pending; these results will assist us in developing intentional practices to create an inclusive college environment. 	4/5/2021 2:33 PM
2	President Lloyd Holmes has made strides towards working with Classified Senate to come up with a campuswide agreement with administrators to ensure that Classified Professionals can take up to 10% of their work time to be involved in campus shared governance work. The Academic Senate has drafted a new "code of conduct" to be included in the Academic Senate Constitution and By-Laws Other campus climate concerns have not yet been addressed.	3/24/2021 10:31 AM
3	A locally developed campus climate survey was administered a few years back. As a result of significant concerns over small data sets and poorly designed questions and implementation (among other things), the college administered an externally developed campus climate survey. The focus was much broader in scope than the earlier survey, considering diversity in terms of not just ethnicity and gender identity and sexual orientation but veteran status, disability status, religious views, political views, and many other facets of campus inclusivity and climate. A task force has been developed with individuals identified who can represent the variety of factors that were considered, and the goal is to identify and present to various leadership groups on campus (such as the senates and bargaining groups) themes that can become the focus of efforts. 50% of the members of persons of color, appointed by various constituencies on campus, but you will see from the response below that there is some dissatisfaction, perhaps based on a misperception of the breadth of the survey. Diversity	3/24/2021 8:36 AM

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Committee Response: We all agreed that this has not been started. --A taskforce formed by the Academic Senate and Institutional Research leadership has just been formed to look at the climate survey results for faculty and staff, and the climate survey results for students had a major error, and could not be used to contribute to this plan, which is a pretty big problem, since we should have good campus climate survey data from both employees and students before we form any kind of plan to address campus climate concerns and a safe college environment. --The Diversity Committee, which originally requested this climate survey as part of its 2018-2021 Strategic Plan and then in the unit planning requests together with the Student Equity Committee, was not consulted in make-up of this taskforce until after it had been proposed by the Academic Senate Executive Committee, and was then only sent to the Diversity Committee Chair who asked that an MSC, Classified, and Faculty representative from FSCC be added and was denied her request on the grounds that given what was known of the survey results, we would hypothetically need more white, politically conservative, religious, veterans and people with disabilities, not necessarily more BIPOC voices on that taskforce. The VP of Institutional Research approved the final make-up of the taskforce, and we have yet to see the final results, but we suspect that committee is predominately white and that even though the survey was requested by Diversity and Equity, they have not and will not have any real say in how these results are shared publicly. The Diversity Committee has not even received permission to review the initial results completely, and the Student Equity Director had the chance to review the results but was told what could be shared in an initial presentation at the beginning of spring semester. So again, to be clear, the Diversity, Student Equity, GSET (Gender and Sexual Equity Taskforce) and FSCC all of whom requested and/or provided feedback on the formation of the survey, have been mostly left out in terms of access to and dialogue about the results or how that dialogue should take place --This is what was decided the taskforce make-up should be: MSC Group 2 individuals Classified Senate 2 individuals Academic Senate 2 full-time faculty and 1 Associate faculty Diversity Committee 1 faculty, 1 classified professional, and 1 individual from MSC BCEA 1 individual PFA 1 individual CSEA 1 individual --Likewise, when the survey was being formulated, and we were asked to submit suggestions to some of the survey questions (Diversity, FSCC, GSET, and other groups representing dashboard groups shared consistent feedback/suggestions for revising some of the questions, be we found when we took the survey, that many of our suggestions were not included and some of the questions were off-putting in various ways for historically minoritized faculty and staff. The reason given for not making the suggested changes was that we needed a survey we could use to compare our results with other colleges, but this was not the principle behind the Diversity Committee's request for the climate surveys in the first place—we just wanted to know as thoroughly as possible about our own campus climate.

4	Not started yet from college, but some employee groups have started townhalls Student conduct committee, just starting to be organized, no mention of how they would handle racist behavior transgressions, what is the process and what is the range of consequences, code of student conduct needs to be adjusted. There are a lot of organizational "silos," talks about plans but not sure if there is an actual plan. How are decisions being made and who is coming on this plan, lack of clarity. People completing the campus climate survey, follow-up: comes up often at various meetings including board and committee meetings, not sure what the outcome of follow-up is on this. Seems to be increased trainings, but then what? Individuals can take it and use it, but not sure how accountability and connection to implementation as a campus is happening. Certain Board members restricting progress. People are very upset and think that there is nothing being done.	3/23/2021 5:21 PM
5	1. Some administration on our campus tends to be reactive and not proactive so it can be slow moving at times. 2. We are currently administering the HEDS survey in order to establish a base line for how people have experienced the campus. It is important to note that some people are not willing to look at their own behaviors and that there needs to be cultural shift to not tolerate people who exhibit such behaviors. 3. We have workshops on Cultural Awareness, there was one on microaggressions 4. Trainings at all levels are being conducted across campus. 5. Through a Town Hall in Spring 2020 6. 1. open forums 2. student centered zoom times with counselors and staff 3. teachers also interact in various classes via zoom 7. 7 subgroups created from the Town Halls to address HR/Hiring&Employee Evaluations, Professional Development, Curriculum, Black Student Programing, Campus Climate,	3/23/2021 4:28 PM
6	• Racial justice task force has been formed – maybe this qualifies as a plan • Lots of activities (see answer to #2), but these activities do not feel like they coalesce into an intentional, cohesive plan (more like throwing at wall and see what sticks) • Our Student Success Committee addresses some. Our Racial and Social Justice Committee is trying to address	3/23/2021 3:57 PM

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these types of issues. Both are newly (re)formed, so it is hard to state what systematic plan is

- SafeZone (LGBTQ) – training program developed over past many years. Offered almost every semester as FLEX activity.
- Statements published to students – current events – consistent messages to students
- o Eg. Caravan for social justice during time of George Floyd
- o Eg. Statements after muslim ban
- o DACA student support and services
- Campus forums
- CCC Equity Speaker Series
- One difficulty we have encountered was illustrated during our African American History month event planning. Folks with good intentions made the long-term group of African American faculty and staff feel that their traditional work during this month was overlooked. Sometimes “new” ideas need to take a backseat and the energy should go to support and respect historically planned events and various groups

These are some mis steps, but efforts are ongoing, and we’ve moved past the hurt of this situation. Building campus trust with hard conversations and different types of leadership has been slowly improving our community

7	Conversations related to addressing campus climate concerns have been had in our DEI and SEA committees, and discussions about microaggressions and racist behavior have been a part of our Professional Development programs, but the senate itself has not addressed this to the extent it needs to be, and needs to take a more active role in promoting a safe college environment for faculty, staff, and students.	3/23/2021 3:26 PM
8	I want to say this is in progress but its not. But it is not that we have not started. Some pockets or groups discuss this but there is no plan.	3/23/2021 11:39 AM
9	A plan has not been created	3/23/2021 8:25 AM
10	We have not created a plan, but we have made commitments to stand against racist behavior and microaggressions, and the resolutions support action. Our unwritten plan has been to utilize opportunities for mandatory trainings, integrate equity into the college goals, strategic planning process, committee goals and purpose & function statements, and senate annual goals. We have also sponsored multiple impactful Flex Day presentations that were scaffolded to move us together as a faculty in learning about microaggressions and implicit bias, and at the Equity summit and at Spring Flex Day a session on interrupting microaggressions was widely attended. We also administered the We participated in the National Assessment of Collegiate Campus Climates (NACCC) this fall with a survey of students. Results are due to the campus in June which will be used to identify campus concerns and develop a plan to address them. We are participating in the USC Racial Equity Leadership Alliance for California Community Colleges. Our hope was that this would helps us develop plans to address multiple issues related to diversity, equity, inclusion, and anti-racism that we could readily apply at for our campus.	3/22/2021 11:34 PM
11	There are groups working on various ways to address campus climate concerns but we don't have a comprehensive vision for DEI for the college. We are creating a campus climate and have plans to gather information we can use to help create an inclusive and safe college environment. Student forum has led to a collaborative effort with students and Senate's SESC to crate a campus climate survey.	3/22/2021 9:31 PM
12	There are actions at play but they're not pulled together in a cohesive plan yet. We've gotten as far as naming these as concerns, and identified issues and associated goals. We are not actively in the process of developing action plans based on our strategic vision.	3/22/2021 9:26 PM
13	“Comprehensive Summaries” below represent a holistic summary of all feedback from Senate Leaders, Equity Champions, BIPoC faculty and faculty at-large. Input was collected directly from individuals within the Senate and campus, but there was also a voluntary option to take an anonymous survey that resulted in 71 anonymous responses. These responses were intended to supplement the information that the AS President was using to answer the survey. However, some senators wanted the responses to be included verbatim, and you will find those at the end of each summary. It is important to note that Senate Leadership, some Senators and other campus committees did not take part in the survey and that an individual respondent could take the survey multiple times, so the specific survey responses should be considered as only one facet of feedback. Survey results: Accomplished (7%), In Progress (36%), Not yet started (38%), Other (19%) Comprehensive Summary of Areas of Need: We need a current Campus Climate Survey. The Academic Senate requested results from the district Campus Climate surveys to start this discussion years ago, but the results were not provided until several years after administration of the survey. Due to this delay and change in national, state and college climate, we desperately need a current Campus Climate Survey to allow for inclusion of voices who may not feel comfortable speaking in public forums or who might have different perspectives than what is being pushed by vocal groups. We have access to the	3/22/2021 6:30 PM

Soma Climate/ Culture Scan through CAGP and an environmental climate scan through the USC Equity Alliance, so we are anticipating some data by the end of spring 2021. We need actual movement in this area- the ongoing use of personal attacks and defamation of individuals who may not agree, regardless of skin color or perspective, as an approach to create a safe and inclusive college environment, is getting in the way of making actual progress in this area. We need committees to bring forward recommendations to the Academic Senate (and other constituency bodies) so that faculty can be aware of and approve these important recommendations and take action together as a college. We need concrete college-wide plans to address this. We need to be honest and open about incidents of racist behavior and microaggressions. We need to develop a college plan that addresses these behaviors and additional infractions of professionalism and code of conduct so that we can work on these important issues together. Comprehensive Summary of Efforts Supporting In Progress/ Accomplished: The Academic Senate has held several meetings to discuss behaviors in the Senate and are working on the development of a Code of Conduct for Academic Senate meetings. In January 2021 the Academic Senate held a special meeting to create a space for discussion of behaviors, feelings, and concerns in the Academic Senate. The Academic Senate is appointing a volunteer Parliamentarian to help ensure an inclusive and safe environment by providing assistance in adhering to the Professional Code of Ethics and Code of Conduct so that no faculty are defamed, demeaned, or attacked in Senate meetings. Our college hosts professional development on these topics monthly and includes trainings open to the campus community such as: Safe Zone training; tutoring center which provides a series of culturally responsive trainings for their tutors; Miramar's first employee resource group to focus on the experiences of racist behavior, bullying, microaggressions, etc. for our campus employees of color. Individual Survey Responses: 1. At the college level, I think there is improvement because we have a college administration (Pres, VPSS) that understand, support, promote, and advocate anti-racist, inclusive, and equitable behavior. At the senate level we have not started. I continue to observe BiPOC interrupted and told "we are out of time" or "time is limited" or get silenced when other white colleagues are not treated in the same way. At this time, we have a leadership that is, most likely without awareness, consistently engaging in noninclusive behavior that I believe can be classified as microaggressive and racist. That said, I want to emphasize that having a racist moment does [not] mean someone is evil or going around wearing a klan outfit. We all have moments, usually without awareness. Learning how to receive feedback in the live moment and without defensiveness is important for our growth as a college and we're not there yet. 2. Back in June 2020, the Diversity International Education Committee, in response to the increased level of racial violence, released a list of recommendations for change within our campus. At some point after the recommendations were sent out, we were told that this could be a blueprint on how to address campus climate concerns. The current status of making our recommendations into an official plan is currently unknown to us. 3. College: Not started yet AS: Not started yet. 4. College: Our college hosts professional development on these topics monthly and includes trainings open to the campus community such as Safe Zone training. Pockets of people are doing excellent work in this area, including our tutoring center which provides a series of culturally responsive trainings for their tutors. Another pocket of people has started Miramar's first employee resource group to focus on the experiences of racist behavior, bullying, microaggressions, etc.) for our campus employees of color. There is currently no college-wide plan to address these things. Local Senate: None. We do not yet have a plan to address the ASCCC's Anti-Racism/No Hate education plan even though we approved adopting the resolution months ago. The Senate has not yet indicated whether we will be addressing these points and how to implement new practices based on the recommendations. 5. I believe that there are discussions on these topics. I would like to know more with further outreach. 6. I think that specific groups have done work on this but there have been no centralized effort and token effort from the AS. 7. No Started Yet - I believe there is a plan to administer a campus climate survey - not certain when. We are still a long ways from creating an inclusive and safe college environment. 8. No! There has been a racist email sent by a full-time faculty member, but our local senate did not condemn nor recognize this racial bias. Referring to an email stating that Black Lives Matter movement was anarchist. 9. Not sure. 10. This is a double-barreled question. Part 1: in progress, Part 2: no (they may believe they have, but the targets of racist behavior, microaggressions, and bullying would disagree). 11. We have not started yet.

district has been conducting surveys to gauge the campus environment for various constituent groups.

15 College College Antiracism Task Force is developing a plan for addressing concerns such as those raised by the Black Student Union. College is developing programming for a new campus cultural center, the focus of which will include: Antiracism: provide programming and co-curricular opportunities to explore and apply antiracism theory, framework and practice at Cañada. Equity and Identity: create a safe and brave space for the exploration of identity (cross-cultural, intersectional, and multicultural); International Students and their experiences are reflected here. Critical Leadership Development: in the context of GP, explore the ways students (and faculty and staff) develop a sense of belonging and voice on the campus; opportunity to further align leadership, antiracism, and equity. Student-Focused: an open and inclusive environment that is centered on student experiences, agency and sharing truth to power. College participating spring 2021 in the National Assessment of Campus College Climates (NACCC) by USC Race and Equity Center. Students are being surveyed now. The results will be available in September 2021 and will help shape the campus cultural center, as well as the college's Educational Master Plan. August 18, 2020 Flex Day Activities Supporting Your Asian/Asian American Students and Colleagues During COVID-19 Continued Discussion: an Anti-Racism Framework and 2021 Strategic Priorities for Cañada College District-wide speaker: Dimensions of Gender October 15, 2020 Flex Day Activities Becoming an Antiracist Institution ACES & CIETL: Fostering and Sustaining Inclusive Classrooms for Students of Color Creating a Transfer Culture for Latinx Students at a Hispanic Serving Institution January 14, 2021 Flex Day Activities Culturally Inspired Minds...What to Know Dr. Nicole Porter This workshop deepens our understanding of self and how we interact, engage and facilitate discussions and practices to address racism and systemic oppression as leaders of action in education. Explore and define cultural identity including factors such as language, ethnicity, religion, immigration, and economic class. Are you looking for ways to support the diverse needs of all learners? Have you individually begun the journey to become an ally/collaborer to address inequities? This interactive dialogue will achieve the following outcomes: 1) Analyze personal feelings and beliefs around race, ethnicity and culture. 2) Evaluate policies and beliefs. 3) Define key terms and identify connections to current work. Faculty Discussion: Practices We Use to Support Student Equity Ellen Young In this "show and tell" style discussion/workshop faculty will come together to share strategies and policies we have used to promote equitable success in our classrooms. Please come ready to listen and share. You will leave this workshop with some new tools for your teaching toolbox. January 15, 2021 Flex Day Activities SafeZone Training Part I: Equity and Intersectionality and Part 2: Advocacy CSM SafeZone Committee + Cañada and Skyline LGBTQIA+ Club Advisors This SafeZone training session equips you to create an inviting and inclusive campus culture for LGBTQIA+ (lesbian, gay, bisexual, transgender, queer, intersex, asexual) members of the District. Through a series of activities, you'll apply an understanding of intersectionality to advocate for LGBTQIA+ colleagues and students in your role. Cañada Anti-Racism Task Force: Progress Updates & Discussion Cañada Anti-Racism Task Force Cañada College's Antiracism Task Force has been hard at work since the group was formed in the mid-Fall 2020 semester. Our membership includes student, classified professional, faculty, and administrator representation, as well as a plan to secure an external consultant. Please join the members of the Task Force as they share group updates and a plan for next steps in Spring 2021. Specifically, attendees will hear about plans for the antiracism framework, professional development, and the communication/feedback process. This session will also be an opportunity for attendees to share feedback in separate breakout rooms designed for the respective students, faculty, classified professionals, and administrators in the session. Moving towards Antiracism: Working with the I.M.P.A.C.T. Evaluation Grid Dr. Jeremiah Sims and Dr. Chris Smith Work with the I.M.P.A.C.T. (Innovative, Mindful, Purposeful, Anti-Racist, Caring, Transformative) Evaluation Grid and begin to audit current district-wide policies/practices that are steeped in anti-Black and other forms of racism. Fighting Anti-Black Racism at Cañada College with the USC Equity Series USC Equity Series Faculty Core Group As part of Cañada's effort to establish anti-racist practices on our campus, two faculty, two staff, and two administrators have committed to attending each of the 2020-2021 USC Racial Equity Alliance Conference sessions, joining 60 other California community colleges in the California Community College Equity Leadership Alliance. For this flex day session, we will share what we have learned from the following sessions: Fostering and Sustaining Inclusive Classrooms for Students of Color Understanding and Addressing Implicit Bias Understanding and Confronting Anti-Black Racism Meaningfully Integrating Race Across the Curriculum In connection to our anti-racist action plan, we will also share the work of Black Students Matter (BSM) in their efforts to bring Umoja to our campus.

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16	We have been offering continuous professional development opportunities for all employees. Specifically, for faculty, we have been providing training on race-conscious/culturally relevant pedagogy, critical race theory, anti-racism, and microaggression. We continue to collaborate with our professional development coordinators to continue our effort.	3/22/2021 4:27 PM
17	MPC's scheduled flex days have prioritized equity and antiracism efforts in the last year, in particular, with sessions focusing on: being an effective ally, Safe Zone training, addressing microaggressions, understanding and addressing implicit bias, social media algorithms, white fragility and white guilt, information sessions on MPC's undocumented students, examining systemic racism, and engaging resistance. MPC's IDEA Task Force has formed 4 sub-groups, each focused on an area of the Chancellor's Office Call to Action, including addressing campus climate and creating an inclusive campus environment. This work group has just recently been formed and meetings scheduled.	3/22/2021 4:23 PM
18	Campus climate concerns are addressed in our Anti-Racism Action Plan. Here are some of the relevant goal statements from the plan: • Identify and remove campus rituals, symbols, and artifacts that contribute to racial inequities. • Identify an annual quantitative process to examine the experiences of students, staff, and faculty and a process to acknowledge the experiences and improve those experiences. • Create and implement a system where acts of bias can be reported.	3/22/2021 1:53 PM
19	Our campus is taking progressive steps to address racist behavior and microaggressions, as well as create a more inclusive environment. While we can certainly do more to support our diverse students, our president and many faculty members have spoken out against racism and emphasized the importance of working together towards the common goal of serving our students in a loving and supportive manner. We have had campus-wide workshops to address racism and microaggressions and have faculty inquiry groups in culturally responsive teaching, but we need to work on getting more faculty and staff to attend and engage in these conversations and develop a system of checks to ensure that all individuals on our campus feel welcomed.	3/22/2021 1:43 PM
20	BIPOC and Equity Champion faculty acknowledge that EDAC Watch Party Series and other events have been useful in providing space for discussion on racist behavior, microaggressions, etc.), the fact remains that to date, no actionable District plan exists to address campus climate concerns and for creating an inclusive and safe college environment. BIPOC and Equity Champion faculty opined that there is no system, let alone a process, for reporting DEI matters, which should be an integral element of a District-level plan to address campus climate concerns and for creating an inclusive and safe college environment.	3/22/2021 1:23 PM
21	I would not say there is a plan, but there are many activities and initiatives under way. In addition, those in USC's Race & Ethnicity Center's institutes are working on specific equity-focused projects as a way to bring real solutions to the college. Some areas being looked at are a faculty mentoring program, revision of the college's Strategic Master Plan and Educational Master Plan with an equity lens, and creation of an advisory committee handbook as a way to bring clearer lines of communication and recommendations to the table. The Office of Student Life (OSL) has updated their process and webpages for accepting student complaints of discrimination that violate the COD Non-Discrimination Policy. We provide an online reporting form for students to file complaints and/or grievances. Once OSL receives the report we provide a follow-up intake meeting and work with the student and appropriate COD personnel to find a resolution that meets our COD policies and procedures. In order to build an inclusive and safe college environment, we are hosting conduct chats (zoom workshops) with students to provide them with up-to-date processes on how we can support student concerns.	3/22/2021 10:41 AM
22	The President's Task Force is working on recommendations to be made to the college president. It is believed that these recommendations will form the framework for a plan. Currently, an institutional audit team is doing a climate survey. At a recent Student Success Conference, some microaggressive behavior was demonstrated in a Zoom chat regarding a presentation. The Executive Cabinet issued a written response as did the Academic Senate. A visit from a PRT team to the college identified communication as a problem area. As a result, communication protocols along with a Canvas training module, are being developed and presented to various stakeholder groups on campus.	3/22/2021 9:11 AM
23	President Kindred Murillo sent a team of 10 faculty to CUE (Center for Urban Education from USC) in 2018 to learn about equity. Much of what we learned there informed the development of AETA. See question #13 for a more detailed explanation of AETA. We are in the process of developing an anti-racism plan. Our local senate has not created a formal plan specifically for	3/21/2021 8:34 PM

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these goals; however, revisions to faculty hiring practices have raised awareness of the issues and encouraged individual growth as well as institutional planning.

24	We need some help with this. We are not sure how to identify microaggressions among faculty and staff. The most blatant racist behaviors that I am aware of include non-BIPOC. We have experienced some significant "white hate", but this has subsided as we are more opening talking about race and equity. In general, our campus is inclusive and safe, but we need to engage student more in this dialog to ensure this is indeed the case.	3/21/2021 1:50 PM
25	Yes, ongoing.	3/21/2021 11:20 AM
26	The academic has approved an Anti-racism resolution that included; Anti-racism includes an action-oriented approach to reducing explicit bias, racism, and discrimination; supporting diversity; advocating with and for historically under-represented faculty, staff, and students in all areas of campus life; and furthering knowledge to improve policies and systems over time	3/20/2021 4:26 PM
27	This is happening in many areas across our campus, but I don't know that there is a comprehensive plan and strategy to address. These types of behaviors can take place in virtually any department. Some of it is easier to change and address. With some faculty, they are "protected" by our contract and like-minded individuals who have developed coalitions inside departments.	3/20/2021 12:05 PM
28	Compton College has already addressed this issue in several ways. Compton College developed a Campus Civility document that outlines the values of our campus and appropriate conduct that will lead to an inclusive and affirming campus climate. Many campus constituents were involved in writing this document, so voices from every layer of the campus structure were included and welcome. In addition, for Fall 2020, The Academic Senate, Professional Development and CEO coordinated to have a key-note speaker that addressed particularly this issue of campus civility and to provide additional knowledge on this topic. In addition, the Academic Senate adopted two relevant goals for the 2020-2021 academic year; one, to continue to work on our campus becoming more inclusive and equitable; two, to improve cultural education and cultural intelligence (EQ) on our campus. Furthermore, the Men of Color Task force that was convened to provide support to our students who are men of color, in order to help increase their success and retention rates, also provided a professional development workshop on microaggressions in the Fall of 2020. Our campus has also discussed disseminating a survey to get a better understanding of our campus members' experiences with racism and discrimination on our campus, however we have not had the opportunity to complete this task yet. Once we do, if data will show that we have problems in this area, we will take further action. Furthermore, as previously mentioned in Question 2, this year Compton College is participating in the National Assessment of Collegiate Campus Climates (NACCC) in collaboration with the Race and Equity Center at the University of Southern California (USC), to gather data on students' feelings related to how our campus is addressing issues of diversity, equity, and inclusion. This year's data will provide the baseline for students' appraisal of their experience at Compton College. After receiving this data, we will strategize the necessary measures to make our campus a safe and welcoming space for all campus members.	3/19/2021 2:07 PM
29	At present we do not have this implemented. Our campus has identified the need to create a plan to address campus climate concerns. We have made the process for reporting discriminatory acts for students available in multiple places so that students are aware of the process. Professional development activities through USC's Equity Alliance e-convenings. this is an ongoing need for the college to provide a safe and inclusive environment.	3/19/2021 1:54 PM
30	Our college has planned to continue to address climate concerns through yearly assessments to identify new training needs.	3/19/2021 8:16 AM
31	Following an incident on campus in 2019, an outside research group was engaged to evaluate campus climate. It issued a series of recommendations, three of them directed at the District. The report responded only to the specific incident and was more of a response to a disciplinary issue and not an equity audit, which is still needed. Campus Climate Review has been taken up by the president in the form of a Campus Climate Work Group, and the senate has appointed faculty to serve on this group. Survey results varied, indicating recognition that the campus has a long way to go. "We are a ways from an inclusive and safe environment." "Again, the question of equity goes beyond race. We are still struggling with the district's plan (or lack of plan) on how to deal with those faculty/staff that have disabilities and other mobility challenges."	3/19/2021 7:58 AM
32	The senate's faculty professional development committee has increased offerings of events	3/18/2021 12:53 PM

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that have allowed for more open dialogue on these areas. Likewise, Student Equity has offered open forums for student voices to be heard. Open comments at public meetings have also continued the conversations on racial bias. The Welcome Back keynote speaker, Kwame Christian, has presented and provided guidance in addressing these issues and helping the campus to begin open and honest dialogues.

33	<p>[NOTE: The response to all questions includes the perspectives of team members representing involvement at different levels within the college structures. Collectively, team members present a diversity of perspectives including those of full time faculty, adjunct faculty, college staff, counseling, and instruction as well as the individual perspectives of persons of color, persons of different sexual orientations, different ethnicities, and gender. All responses represent the current state of progress and awareness of DEI activities at the college.] I do know of some attempts, at the institutional level, to learn about the how racism operates (specifically microaggressions) and some brainstorming about how to address it specifically as a campus climate concern. Additionally, there is a subgroup of this same taskforce that has been drafting a "Prejudice Free Campus Policy," which is in progress. The two groups are currently working on individual projects to address these issues on campus, starting with an all-campus survey to determine the campus climate towards diversity, equity, and inclusion with specific questions on systematic racism. As of now, the institution does not have a clear stated plan that all groups are moving towards with one action. Once the survey is completed, there will be a better understanding of what needs to be done into an antiracism plan that will create a more inclusive, safe college environment. Members of the DEI team plan to work with several student and staff focus groups to examine common concerns amongst students, faculty, and staff. The group will begin working with student focus groups. Questions are being developed as well as the structure. The group is working with administration to offer counseling for students participating in the focus groups. I'm hoping this survey will present us with some quickly actionable ideas.</p>	3/18/2021 12:08 PM
34	<p>The RESJ Task Force is currently addressing these issues in the investigation.</p>	3/18/2021 11:50 AM
35	<p>A couple of years ago a committee conducted a campus climate survey but the results have not been published. Our Student Equity Plan's goals for retention and increasing the number of earned certificates and degrees include a reference to "Continue campus-based cultural events aimed at creating a welcoming environment as well as increase awareness of the campus community related to the experiences and cultures of historically underserved and underrepresented groups; these student groups include formerly incarcerated students." Each spring semester new full-time faculty participate in an equity academy that is part of their load.</p>	3/18/2021 10:45 AM
36	<p>Our status on this one is more accurately reflected as being between "In progress" and "Not started yet." Overall, there have been efforts to both assess and address campus climate, but those efforts have not been institutionalized. In addition, there have been professional development workshops that address racism and racial microaggressions on campus, but such training is voluntary and has largely been done by those already "on board" with DEI goals and objectives (though there is still much to be done in this area, too). Part of the difficulty with these efforts is that our campus climate—like most campuses at this time—is virtual. Within this sphere, there have been a number of offerings: in addition to PD workshops and presentations, we have held healing circles, organized affinity groups, and provided a series of workshops for Black History Month. While there have been individual and small-group efforts on our campus to address racism and microaggressions, a campus-wide effort has not yet been initiated to address the campus climate. An example of how creating a safe college environment was not fully addressed at our institution was when the Community College Equity Assessment Lab (CCEAL) conducted a research project in assessing the campus climate. The project took place from 2016-2017, as a result many of the recommendations based on the findings were not carried out by the campus. The recommendations included offering faculty professional development related to providing students with validation, sense of belonging, and intrusive practices, developing support for women of color, increasing faculty engagement with students outside the classroom, creating dialogue with campus police about safety for women of color and assumed criminality of men of color, among others. Although this research provided significant insight on the campus climate and what students needed, scattered efforts addressed some of the recommendations and little else was done to come to fruition towards creating a safe and inclusive college environment. The results of this report can be found at https://www2.palomar.edu/pages/sse/m2c3/. We will be administering an NACCC survey this spring as part of our membership with the USC alliance. This survey disaggregates across student race/ethnicity categories as a matter or process. We are hoping for a better student response and a real engagement in the data and real action to result from it.</p>	3/17/2021 9:22 AM

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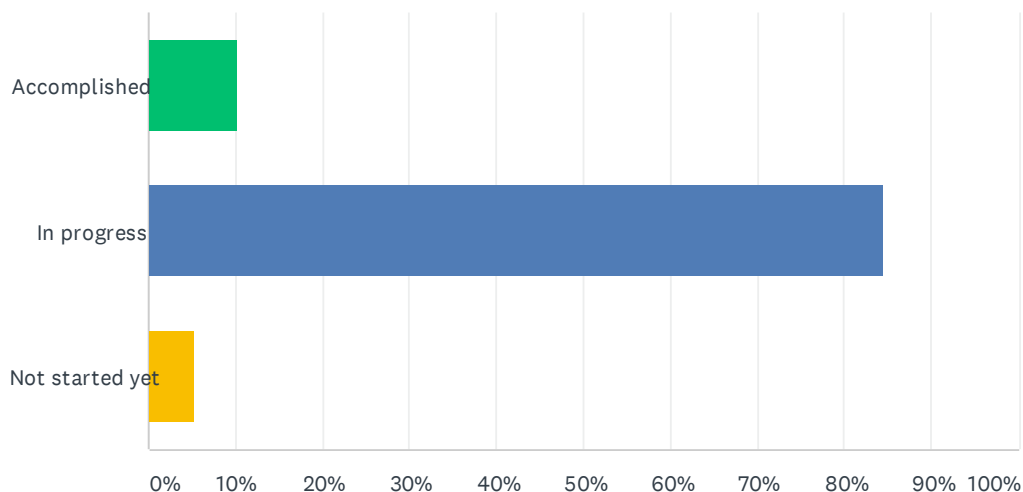
37	College District Activities - Mission College is part of the Caring Campus Initiative, an initiative of the Institute for Evidence-Based Change (IEBC) funded by the California Community Colleges Chancellors Office. - Mission College will conduct the Community College Survey of Student Engagement (CCSSE) in Spring 2021. A Race/Ethnicity Pilot Survey will be included to help understand students' experiences with racism, inclusion, and belonging at Mission College. - As a member of USC's CA Community College Equity Leadership Alliance, Mission College plans on participating in the National Assessment of Collegiate Campus Climates in Fall 2021. - In Spring 2021, District Police has formed a Community Advisory Committee consisting of campus community members to immediately evaluate the department's policies and practices related to community policing, de-escalation techniques, risk assessment, and establishing mandated cultural proficiency, anti-bias and cultural responsiveness training.	3/16/2021 4:12 PM
38	We have held many webinars that support students and faculty regarding concerns in order to establish an inclusive and safe college environment.	3/15/2021 5:22 PM
39	This will be taken up after the March 25th event.	3/15/2021 4:20 PM
40	This is an area where we can improve. We used to have town hall meetings for students to address their concerns in an open environment. This has not occurred in the last couple years. Students can take concerns to counseling staff, administration, or HR. A process is being developed to handle such issues. We are implementing Maxient, a new program for student concerns and complaints. This will incorporate many concerns that students may have such as Title IX issues, complaints of discrimination, etc. We are currently evaluating our Board Policies regarding how student complaints are handled.	3/15/2021 9:48 AM
41	August 2020 at the faculty retreat the speaker focused on diversity, equity and inclusion. One of our faculty presented a workshop on race and microaggressions for professional development. As noted earlier campus activities planned by the Cultural Enrichment Committee, most recently two events included Native Voices and Columbia Inspires (graduate talking about his experience as a Black student at our college and what types of supports were in place and what supports he wished had been in place.) Also creating a welcome statement for faculty syllabi along with updating the Faculty Hiring document with an equity lens; looking to increase training in DEI for hiring/screening committees; Zoom backdrops created for events and recognition of culture.	3/13/2021 3:15 PM
42	As noted above, we are currently developing a multifaceted action plan.	3/12/2021 5:19 PM
43	Following the previously mentioned hate-speech attacks and a student walkout and list of demands, our college community formed a Racial Justice Task Force (RJTF). From the demands brought forward by our students, and with endorsements from our Academic Senate Council and primary college governance committee, the RJTF was formed. By contextualizing the work of the RJTF through the lens of racial justice, the body insists that the college take on the task of addressing structural racial inequities at the college. Toward this end, the RJTF does its concrete work through specialized Action Teams focusing on: 1) Communication and Messaging; 2) Creating Safe and Engaging Spaces for Students of Color; 3) Diversifying Hiring Practices; 4) Integration of Race/Equity into Pedagogy/Curriculum and developing a complete and robust Ethnic Studies program; 5) Professional Development; and 6) Affinity Groups. Less than six weeks after the first hate-speech attack, all members of our college community were invited to join an Action Team under the umbrella of the RJTF and begin contributing to the conversations and efforts to institutionalize the values of inclusivity, equity, and social justice. The group immediately set its sights on influencing and informing college policies, practices, and programs, toward transforming DVC into a racially just and equitable campus. Less than a month after its formation, the RJTF and its Action Teams made the following recommendation to the college's primary governance body, to: 1. Develop an institutional commitment to anti-racist training and messaging the importance of racial justice work to the entire college community. 2. Create space and supportive environments for courageous conversations that further racial justice within the college community. 3. Increase action and commitment within the college community to social and racial justice work. 4. Honor and respect the student demands by examining and addressing the structural and cultural conditions of the college. 5. Establish an on-going commitment to measure and assess progress towards goals. 6. Ultimately, improve the experience for our students and their educational outcomes with an eye toward improving the achievement gap for students of color. These recommendations were unanimously accepted and forwarded to the college president for consideration and action related to each of them is well underway.	3/12/2021 2:17 PM
44	The Black Student Success task force has surveyed students and found that our students feel like we have an inclusive and safe college environment. To my knowledge, no other minority	3/12/2021 1:11 PM

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	demographics have been deliberately surveyed.	
45	We have had trainings on microaggressions, created actionable statements of excellence that include those issues, and have had Senate sessions on racism and inclusivity through our Office of Equity.	3/11/2021 11:08 AM
46	This is happening broadly across the college. At Senate, it will happen in our DEI Committee. C&I has created an Equity Guide for course design. Faculty/Administration groups are working DEI into our master plan documents. The Administration created a statement/accountability sheet in response to demands made by the Black Students' Union.	3/4/2021 11:41 AM
47	A. A strategic plan is in need. Institutional responses to bias/racist incidents have been student and faculty driven. The college president's alliance on diversity, equity, and inclusion (PADEI) has been working over the last two years on addressing this issue, in collaboration with the Bias Response Team (BRT). In addition, PADEI is the group that has spearheaded the Campus Climate Survey initiative and discussion. The college contracted Jenkins and Associates to conduct a Campus Climate Survey in Spring 2020. The results were shared and discussed broadly during the fall 2020 semester. A workgroup is working on determining next steps. B. The college has also joined the USC Race and Equity Leadership Alliance and has been sending mixed teams of participants (across constituency groups) to monthly convenings this year. C. AS subcommittee - Diversity, Equity, and Cultural Competency Committee (DEqCC), prior to fall 2020, began discussions with Human Resources and our faculty bargaining unit and the Bias Response Team (BRT) around microaggressions, including training, reporting, and how to address microaggressions. This is an ongoing conversation. D. During the Department Chairs retreat in November, a presentation was made by a contracted facilitator on how to deal with Microaggressions in the classroom.	3/2/2021 1:51 PM
48	The college is a member of the USC Race and Equity Center Racial Equity Leadership Alliance. Information gathered from these sessions is presented at monthly all-campus meetings in addition to other committee meetings. We are idea gathering to formulate a concrete plan. We have a Student Equity Plan. We also regularly assess the campus climate, however, it's an overall climate survey, not one specifically for equity & diversity. We have and are implementing a professional development plan (Equity Alliance, HR recruitment trainings, equity/diversity-focused events & curriculum – One Book, Theater Performance Selections such as Laramie Project, Hispanic Heritage Month, Black History Month, Dreamers Events, Social Justice Studies Curriculum development, etc).	2/22/2021 1:35 PM
49	The Social Justice and Equity Taskforce hosts monthly meetings to address issues such as historical racism, recognizing microaggressions, racial trauma, and trainings for NetVet Ally (Veterans), UnDocuAlly (undocumented), and SafeZone (LGBTQ).	2/18/2021 3:12 PM
50	College Presidents has provided Guest Speakers (Dr. Busch) during all college day activities. The CEO also required the update of the student equity and achievement plan, resulting in increased alignment, policy, and specified tasks necessary to foster great DEI and the institution's equity imperative.	2/16/2021 6:37 PM
51	The Environmental Health and Safety committee is working to welcome students on campus and provide more support for LGBTQ+ constituents with designated bathrooms and safe spaces and assigned counselors. We have updated our mission to reflect our purpose. We have received training on new Title IX regulations. We have added a question to our Program Review to especially address equity issues.	2/10/2021 1:53 PM
52	Please see above	2/9/2021 5:22 PM

Q5 Has your college and/or local senate focused discussions on addressing anti-racism, equity-focused and culturally relevant curriculum re-design?

Answered: 58 Skipped: 9



ANSWER CHOICES	RESPONSES
Accomplished	10.34% 6
In progress	84.48% 49
Not started yet	5.17% 3
TOTAL	58

#	PLEASE SHARE WHAT YOUR COLLEGE/SENATE HAS DONE?	DATE
1	<ul style="list-style-type: none"> The academic senate will have a new cabinet position, Vice President of Equity, beginning in fall 2020. This individual will lead the campus-wide work of creating a vision and effective strategy that will champion the importance and values of diversity and inclusion within the classroom. AB705 Workshops in 2018/2019, GIFT on Equity in Syllabi sponsored by Academic Affairs 2020. In addition, changes in placement English, ESL and Math due to AB 705 have resulted in increased completion rates for underrepresented student groups, although it's important to note that equity achievement gaps still exist. The college is starting to work on addressing this through a variety of professional development efforts like the USC Race & Equity Center's CCC Racial Equity Leadership Alliance Monthly eConvenings, USC Race & Equity Center's Math faculty for Racial Equity Leadership Institute and the College Transition Collaborative's Improving Equitable AB 705 Outcomes program that the Counseling, English and Math faculty will participate in. 	4/5/2021 2:33 PM
2	Curriculum Committee and Student Learning Outcomes is discussing ways in which to review curriculum and SLOs to ensure equity-focused and culturally relevant content and teaching methods in approved Curriculum Outlines, and also self-reflection on these aspects in student learning outcomes.	3/24/2021 10:31 AM
3	Recently the Curriculum Committee added an Equity Specialist position to assist the committee in more clearly identifying and directly discussing diversity and equity implications in curriculum proposals. The senate has also eyed many recent developments, such as the required changes to Credit for Prior Learning, with an equity lens; passage of a modified policy and procedure was accompanied by a requirement that implementation be examined in a year's time specifically regarding the impact on equity gaps. Efforts underway to meet the new	3/24/2021 8:36 AM

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demands for the CSU Ethnic Studies requirement have been focused on meeting the spirit and the letter of the CSU mandate (that classes be taught by Ethnic Studies-trained faculty) to the opposition of many who wish a more “inclusive” approach that would allow courses that have been used in the past to meet our broader multicultural competency requirement. All of these have been presented and discussed at the academic senate and in other venues. Diversity Committee Response: We believe this has not been started. --It’s not clear to us if these conversations have begun college-wide—we have not had these conversations in the senate itself --Some senate exec members have had these conversations with Student Equity—e.g. a race-specific pathway and equitizing syllabi --Senate Exec invited SE directors to present equity dashboard, but didn’t get to a conversation about curriculum re-design or how to move forward based on that data --We have observed a lot of initial conversations in various spaces that don’t quite get to any action plan --conversations are happening—in certain departments, professional development, associated students, and on curriculum committee --We don’t think this represents the college or Academic Senate focusing on these discussions, just siloed conversations by the same people who are trying to initiate DEI discussions in whatever spaces they occupy --There was recently an Educational Master Planning Committee discussion about the multitude of priorities in our strategic directions and trying to focus on one or two clear priorities, or just focusing on DEI and defining specific directions for each area, but in practice, it looks like we’re just tweaking the same broad set of --Curriculum committee is discussing how they will measure DEI and anti-racism in course outline review and the Diversity Committee has offered to help research different rubrics or procedures used to evaluate course outlines from a DEI and anti-racist lens, but that work has not begun yet.

4	There is a sub-group of faculty working on "Race Equity Impact Assessment," where faculty are being trained on desegregating data. The senate just charged a committee in making recommendations to our AP on hiring practices after researching anti-racism best practices in hiring. The staff bargaining unit has a local group and larger body send out information on opportunities, pro-active, layoffs have prompted an increase in attendance to regular meetings, and the conversation seems to be present at each of the meetings. Appears to be more active Nothing at the college level	3/23/2021 5:21 PM
5	1. Yes, this is an ongoing and ever changing conversation, as it should be, so it would be unfair to say it is accomplished or not. 2. Working on removing systematic racism from highly colonized curricular programs such as mathematics. 3. These things are being reviewed and discussed. My department has been proactively discussing and implementing this kind of curriculum design for several years now. 4. WE have re-vamped some of the courses to include this type of dialogue and discourse and assignments that address this issues. 5. Conversations in progress. This has a long cycle needing CCI approval at the local level and updates prior to implementation.	3/23/2021 4:28 PM
6	There is a new equity rubric for evaluating new or updated CORs.	3/23/2021 4:26 PM
7	<ul style="list-style-type: none"> • In our Curriculum Committee, we changed our content review process and inserted equity-focused reflection into the process. This has included the creation an equity rubric form to go along with content review. It asks a person doing content review to think about how the course incorporates anti-racism/equity. This allows departments to showcase work within department. This was a direct response to our Academic Senate Council's 23 resolutions passed on July 1 in support of social justice and equity. • Our Guided Pathways Program Pathways and Pedagogy workgroup is set up to incorporate work like this into Guided Pathways changes. Our "third P" (Pedagogy) is the longer term work we have insisted be included for this GP team. Creating pathways is not enough, we must adjust our pedagogy. 	3/23/2021 3:57 PM
8	Our Curriculum Committee is having discussions about how to integrate curriculum audits into our curriculum creation and review processes. Professional Development and our Guided Pathways Title V Grant facilitators have both sponsored workshops and discussions related to anti-racist, equity-focused, and culturally relevant curriculum as well. A more focused and larger scale effort to provide faculty with the tools they need to engage in curriculum re-design is on its way, using some of the work at Long Beach City College as a model to build on.	3/23/2021 3:26 PM
9	Some areas specifically English are doing this. The College or local Senate has not but through the reinvigorated equity committee there is discussion on moving towards this.	3/23/2021 11:39 AM
10	Faculty have made a statement in the Resolution that we are committed to doing this. In infancy, but the commitment is there. We do have individual work going on, but we need to expand it to all areas. Currently isolated.	3/23/2021 8:25 AM
11	We voted to add doing a cultural curriculum audit to our Senate goals for the year. This has	3/22/2021 11:34 PM

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been referred to the Curriculum and Instruction Council to lead. Additionally, last year we launched a Title V grant project Creating an Equity-minded Campus Culture to Improve Student Outcomes. Its major components which impact curriculum and curriculum develop include: a. support faculty in exploration of new research and teaching models that enhance student learning and improve educational outcomes for students from diverse backgrounds; b. build the capacity of faculty to access, understand, and use data to measure the impact of pedagogies on student outcomes; and c. provide staff with the knowledge and skills required for effectively engaging students in meaningful and culturally responsive ways.

12	We are currently developing a cultural curriculum audit program that will be rolled out in the summer. Additionally, there have been several professional development sessions centered around culturally responsive pedagogy.	3/22/2021 10:03 PM
13	Curriculum Committee has had conversations and sponsored Flex events. Goals include - Making equity considerations a part of curriculum review -requiring committee members to participate in T4E (teaching for equity) training -Sponsoring professional development to guide work in this area. -Some faculty in English, Social & Behavioral Sciences have made significant progress in this area -Teaching for Equity faculty provide PD events	3/22/2021 9:31 PM
14	Again, this is challenging to choose between "accomplished" and "in progress." We have had many focused discussions, PD events, initiatives, etc. however it's also ongoing. It's likely most appropriate to select "in progress" as the activities and accomplishments to date are not necessarily institutionalized or operationalized.	3/22/2021 9:26 PM
15	<p>"Comprehensive Summaries" below represent a holistic summary of all feedback from Senate Leaders, Equity Champions, BIPoC faculty and faculty at-large. Input was collected directly from individuals within the Senate and campus, but there was also a voluntary option to take an anonymous survey that resulted in 71 anonymous responses. These responses were intended to supplement the information that the AS President was using to answer the survey. However, some senators wanted the responses to be included verbatim, and you will find those at the end of each summary. It is important to note that Senate Leadership, some Senators and other campus committees did not take part in the survey and that an individual respondent could take the survey multiple times, so the specific survey responses should be considered as only one facet of feedback. Survey results: Accomplished (9%), In Progress (44%), Not yet started (29%), Other (18%) Comprehensive Summary of Areas of Need: We need greater involvement in the implementation, and this should be a goal of all constituency groups. We need ideas to get greater participation from the faculty at-large when teams provide professional development opportunities, bringing back important information and ideas from the broader college-wide efforts in DEI. We need more professional development for faculty to learn how to evaluate their courses and address anti-racism, equity-focused, and culturally relevant curriculum redesign. We need commitment of more faculty outside of leadership positions to attend workshops and trainings through CAGP, USC Equity Alliance, and other opportunities at a college level. This will increase the pool of individuals who may be more interested in stepping up into leadership positions at the college and provide us with a better chance at improving diversity in leadership. Comprehensive Summary of Efforts Supporting In Progress/Accomplished: On June 8, 2020, the Academic Senate President and Classified Senate President at Miramar collaboratively released a statement regarding the recent protests and social justice, a significant part of which focused on the unique curriculum challenges we face on our campus: ... We as education professionals have a solemn responsibility and duty to educate, mentor, shelter when needed, provoke, and drive change. According to data provided by the California Community College Chancellor's Office, "Eight in 10 police officers, Firefighters, and EMTs are trained at a California community college." [2] We have a tremendous amount of pride in this fact, but it also means that chances are high that a police officer in California who is accused of police brutality is a community college graduate. This is a sobering statistic at best. As soon as the Academic Senate convenes for the fall semester, on September 15, 2020 the Academic Senate approved the ASCCC's Special Resolution from ASCCC President Stankas, which included the resolution Support Infusing Anti-Racism/No-Hate Education in Community Colleges and specifically culturally relevant curriculum redesign. Part of these resolutions focused on addressing anti-racism, equity-focused and culturally relevant curriculum re-design and to address this, members of the Curriculum Committee began informal discussions in summer 2020. Throughout fall 2020, the Curriculum Committee and Technical Review Subcommittee agendized this topic and discussed best practices to begin addressing these charges. Ultimately, they presented and made a formal recommendation to the Academic Senate. Part of this recommendation was to include a member of the Diversity and International Education Committee to Curriculum Technical Review to provide perspective for these discussions. In spring 2021, the Academic Senate</p>	3/22/2021 6:30 PM

unanimously passed a recommendation to add a charge to the Curriculum Technical Review Committee with the specific review of course proposals for anti-racist, equity-focused and culturally relevant curriculum. The Senate President championed this recommendation through the College Executive Committee, and it was formally approved in February 2021. In spring 2021, the Technical Review Subcommittee is gathering resources on culturally responsive curriculum and developing some tools to help us in this work. They are also engaging in "mock reviews" to see how this might work on a functional level. The Curriculum Committee Chair has been presenting the changes to a variety of College Governance Committees to get broader understanding, input, and buy-in. In fall 2020, the Diversity and International Education Committee developed an Ethnic Studies Taskforce to coordinate dialogue discussing ethnic studies and the potential for an Ethnic Studies Degree and/or Social Justice Degree. The College is a member of the California Guided Pathways (CAGP) Phase 2. As such, the Academic Senate President, as well as faculty, classified professional, and administrative leads for Guided Pathways, attend monthly professional development workshops, which have a heavy focus on development of curriculum and educational pathways that support and improve equity for students, for example "Productive Collaboration in Online Learning: Lessons from the Carnegie Math Pathways." Information from the CAGP is used to inform the Guided Pathways process on campus, in which Course Sequencing, Areas of Interest, and Student Success Teams are being developed to improve accessibility of information and support, and to ultimately move the needle on equity. The College is also exploring the adoption of the Guided Pathways Mapper Program to increase access and visibility of academic and career information for students in an online format. Faculty, administration and staff have attended the USC Equity Alliance workshops on Fostering and Sustaining Inclusive Classrooms for Students of Color and Meaningfully Integrating Race Across the Curriculum. These teams will provide professional development opportunities for the campus. Our Honors Program will be a part of the 50th anniversary Thurgood Marshall celebration conference to be held May 14-15 at UC. One of the Honors Coordinators will be part of a panel featuring Honors Program alumni joining community college and university faculty to present strategies for cultivating equity, inclusion and anti-racism in our educational programs. Individual Survey Responses: 1. A DEI subject matter expert will be added to the Curriculum Tech Review committee to ensure culturally responsive curriculum design. 2. At the college and local senate level, curriculum re-design discussions focused on equity and anti-racism have just started, so there hasn't been real forward progress. For example, the Curriculum Committee has proposed on making revisions with curriculum course outlines to make the wording more equity-focused and anti-racist. 3. College: In Progress AS: Not started yet. 4. College: Our Curriculum Committee and Tech Writing Committee engaged early on this topic, in summer 2020, as soon as the call came out from the ASCCC to address this issue. Since then, the Curriculum Committee has had dialogues and voted to approve the inclusion of an "equity expert" to review and provide (non-binding) recommendations to faculty course proposals. Local Senate: When the Curriculum Committee needed Academic Senate approval for their change to the tech writing process, the item was added to and voted on at the Senate. There have been no other discussions of anti-racist, equity-focused or culturally-relevant curriculum redesign. 5. I think that specific groups have done work on this but there have been no centralized effort and token effort from the AS. 6. Not really. Curriculum has passed an inclusion and equity component in curriculum review. 7. Some non-Academic Senate meetings and the college curriculum committee have had ongoing focused discussion on addressing anti-racism, equity-focused and culturally relevant curriculum re-design. However, recommendations forwarded by the curriculum committee have been met with resistance by members of the Academic Senate. 8. Some people, disciplines, and departments are farther along than others. I think this reflects the role of personal development impacting professional development, especially in a college with mostly white faculty such as myself. 9. There has been some discussion regarding culturally relevant curriculum - we are at the beginning stages and it feels like we are preaching to the choir. Greater involvement in the implementation should be a goal of all constituency groups. 10. Yes, but these discussions feel inauthentic as they've been led by folks with a history (and present) of being hostile to these concerns.

16 The discussion has started with the passing of the resolution. It now has to be taken up in the new semester and needs to be ongoing. The college has started to offer a Cultural Curriculum Audit; this is a professional development effort to decolonize the curriculum, to include equitable teaching and grading policies, to use transparent assignments, and other equitable teaching strategies. The first course had 12 participants. Apart from the Pierce-based course, there are many other opportunities (offered online for example through ASCCC) for faculty to engage in such work. The college and/or senate could be more direct in promoting and encouraging such participation, reminding the faculty that we have passed the resolution and now have to act on it. There have been several discussions in the chairs group about this, as

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well as in the academic senate. Specifically, focusing on how can our curriculum be redesigned appropriately around anti-racism and more equity. While discussions are good, my recommendation would be the faculty leadership advertise even more equity-minded workshops and courses, such as the wonderful 3CSN equity opportunities.

17	February 25, 2021 Academic Senate agenda items: Discussion of forming "Black Students Matter" as sub-committee of Academic Senate Faculty focus: curriculum support as one specific goal. Discussion of District Academic Senate resolution on creating unifying Ethnic Studies graduation requirement across all three District colleges USC Equity Series Faculty Core Group (Presentation during January 15, 2021 Flex Day) As part of Cañada's effort to establish anti-racist practices on our campus, two faculty, two staff, and two administrators have committed to attending each of the 2020-2021 USC Racial Equity Alliance Conference sessions, joining 60 other California community colleges in the California Community College Equity Leadership Alliance. For this flex day session, we will share what we have learned from the following sessions: Fostering and Sustaining Inclusive Classrooms for Students of Color Understanding and Addressing Implicit Bias Understanding and Confronting Anti-Black Racism Meaningfully Integrating Race Across the Curriculum	3/22/2021 4:54 PM
18	In addition to the professional development opportunities mentioned above, we have relied on Title V grants as well as local funding in advancing our work on equity-focused and culturally relevant curriculum re-design. Our curriculum committee has been active in engaging with the campus community in this much-needed discussion.	3/22/2021 4:27 PM
19	MPC's IDEA Task Force has formed 4 sub-groups, each focused on an area of the Chancellor's Office Call to Action, including addressing antiracism, equity-focused, and culturally relevant curriculum design. This work group has just recently been formed and meetings scheduled. As part of MPC's Guided Pathways efforts, GP work teams have developed recommendations (currently in the implementation phase) regarding a "Student Ready" program meant to provide faculty with tools to better engage students of color in the classroom. GP work teams have also recommended a campus-wide professional development program, one goal within which is to support and mentor faculty in the areas of curriculum redesign (using programs like Long Beach City College's Cultural Curriculum Audit as examples). Other recommendations stemming from GP work teams that are currently in the implementation phase are Pathway Completion Teams, Career-Embedded Instruction, and a Senate subcommittee focused on teaching and learning.	3/22/2021 4:23 PM
20	One of our Anti-Racism and Inclusion Plan workgroups directly addresses this topic. Two of the goals of the working group are: • Conduct a comprehensive formal review of all course outlines, syllabi, textbooks, and pedagogies to ensure cultural competence and elimination of racially biased materials and methods: • Identify where racial, anti-racism and social justice education can be added to gateway courses' curricula.	3/22/2021 1:53 PM
21	Our college has made great progress in addressing anti-racism, equity-focused, and culturally relevant curriculum re-design, but we still have to engage more people in these efforts to really make significant change. We have instituted an Ethnic Studies requirement and have offered CRT and decolonizing the curriculum workshops and faculty inquiry groups. We have had campus-wide conversations on racism and equity. Yet, we need to go more in-depth and engage more faculty, staff, and students to address these deeply embedded issues in order to create more positive, significant, and lasting changes.	3/22/2021 1:43 PM
22	BIPOC and Equity Champion faculty highlighted several activities that have and/or are taking place on discussions for addressing anti-racism, equity-focused, and culturally relevant curriculum re-design. For example, Academic Senate's Curriculum Committee adopted an initiative that calls for the development and providing of training on curriculum development and review, including culturally responsive curriculum. Another example is the English Division is engaged in a curriculum redesign of English 1 (transfer-level English) that includes racism and decolonialism subject-matter. Additionally, BIPOC and Equity Champion faculty recognize that there are efforts underway to expand the general education course pattern where culturally relevant courses may be offered. Finally, BIPOC and Equity Champion faculty acknowledges current efforts undertaken by Social Sciences in communicating with sister divisions, such as Art, Theatre Arts, Music, and English to create curriculum and courses to support additional transfer pathways in Ethnic Studies.	3/22/2021 1:23 PM
23	At spring FLEX we invited colleagues from several campuses (Long Beach, East LA, Cuyamaca) to help us kick-off a Cultural Curriculum Audit. We have put out a call for a Cultural Curriculum Audit Coordinator (faculty with reassigned time) to plan this project during this spring semester and recruit 30 faculty for the audit work over the summer. Hopefully, we will	3/22/2021 10:41 AM

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then be able to scale up this project so that all faculty who wish can participate. Administration of Justice/Criminal Justice curriculum is under revision with the help of two content experts. The new curriculum will address current concerns.

24	<p>Work to address anti-racism, equity-focused and culturally relevant curriculum re-design is happening at different levels. The Curriculum Committee began work in 2018 to review curriculum and programs using an equity lens. Prerequisites and corequisites were examined as well as electives when courses were brought through. The number of units in residence for completion for degrees and certificates were also adjusted to meet the minimum required per Title 5. In addition, the Curriculum Committee is examining the use of OER for courses and is developing a guide for faculty on how to consider anti-racism, equity, and cultural relevance as part of their course outlines. The Academic Senate leadership requested a meeting with the chairs for the Student Success and Equity Committee, the Outcomes and Assessment Committee, and the Curriculum Committee to address work being done by each committee. An effort to build synergy among the committees has begun and they are collectively working on a plan to conduct a curriculum audit workshop. The Student Success and Equity Committee has developed an equity rubric to be used for course design. This rubric was presented college wide at the Student Success Conference. The President's Task Force has created a curriculum sub-committee action group that has discussed the review of First Responder Training and the new Area F requirement. ADJ faculty will be submitting a course to the curriculum committee for consideration of Area F.</p>	3/22/2021 9:11 AM
25	<p>The college is developing a District Anti-Racism Plan that encompasses curriculum and senate leadership has been involved. Yes, this is what AETA is all about (See question #12). Starting in August 2019, we have nearly 80 faculty who have gone through the year-long program. The program is based on equitable education through Culturally Responsive Teaching.</p>	3/21/2021 8:34 PM
26	<p>Our Spring/Fall 2020 Leading From the Middle team has been working on a Faculty Equity Checklist that includes equity-minded strategies for faculty to use when updating and/or designing courses. The Equity group which is part of the Guided Pathways Leadership Team has offered online courses to faculty: 1) CORA (Center for Organizational Responsibility and Advancement): Best Practices for Teaching in the Community College 2) Equity and Culturally Responsive Online Teaching The Curriculum Committee developed a "cultural audit" check list for all faculty to use when completing the required five-year curriculum review and for any proposed course modifications that occur outside the five-year review.</p>	3/21/2021 1:50 PM
27	<p>Yes, but ongoing and in the early stages.</p>	3/21/2021 11:20 AM
28	<p>The Academic Senate Anti-Racism Resolution includes: Be it resolved that, in matters related to oversight of curriculum, the Academic Senate will ensure, through the direction given to the Curriculum Committee, that equality, equity, diversity, and inclusion is appropriately integrated with the Course Outlines of Record.</p>	3/20/2021 4:26 PM
29	<p>We have an Equity subcommittee which is part of our Curriculum committee. They are now focusing on infusing equity into course outlines. Our SLO assessment committee is attempting to make further changes and we now have a Program Review committee that is attempting to address it from that end.</p>	3/20/2021 12:05 PM
30	<p>The Educational Policy Committee team recommended revisions for Administrative Regulation (AR) 4025—Philosophy and Criteria for Associate Degree and General Education to our academic senate for approval and the approved document recommended to the President/CEO. On December 8, 2020, the Board of Trustees received AR 4025 for information from the President/CEO. The regulation provides a new general education area, which is illustrated as item 7 and reads, "Culture, Diversity, and Equity Requirement: A minimum of 3 units. A course used to satisfy the culture, diversity, and equity requirement may be double counted as meeting any applicable general education requirement. Effective Fall 2021, the culture, diversity, and equity requirement is met by taking a course listed in the catalog and approved by the Curriculum Committee. These relevant courses provide for an understanding and sensitivity to an array of cultures and identities as well as historical and lived experiences." As a result, 47 courses representing 14 disciplines were reviewed and approved by the CCC on March 16, 2021. In addition to the 47 courses that have been identified faculty will begin to collaborate on expanding the curriculum in each program area. This would include not just the Social Sciences and Humanities, where these curriculum discussions often take place around race and identity, but in all five Guided Pathways Divisions: Business and Industrial Studies; Fine Arts, Communications, and Humanities; Health and Public Services; Science, Technology, Engineering, and Math (STEM); and Social Sciences. To this end, the</p>	3/19/2021 2:07 PM

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Academic Senate has called for the creation of the Call to Action Curriculum Task Force, made up of full-time and adjunct faculty who currently incorporate issues of social justice, public policy, health, environmental justice, ethnic and sexual identity as part of their pedagogy and methodology on a local, global, and international level. The goal is to encourage those who have not considered it to include these topics in their course content and possibly in their Course Outline of Record as a way to expand our DEI offerings. Our institution offers AA degrees in African American Studies, American Cultures, and Chicano Studies. It is important to note, Division Chair, Dr. Kendahl Radcliffe and other Ethnic Studies faculty, are working to adopt Ethnic Studies ADTs to replace the AA degree in African American Studies and Chicano Studies to provide students clearer pathways to the CSU. Our College Curriculum Committee (CCC) discussed addressing an anti-racism, equity-focused, and culturally relevant curriculum through a redesign that adds a new culture, diversity, and equity requirement area to our institution's AA degree and by developing a new LGBTQ+ studies program. To that end, in addition to the AAT in Ethnic Studies, the CCC team discussed, during the March 2, 2021 CCC meeting, the opportunity to create an AA degree in LGBTQ+ studies, and our institution's distance education coordinator and full time English Professor, Susan Johnson, volunteered to create an LGBTQ+ literature course. Our institution's articulation officer, Melain McIntosh, has provided information on colleges that currently offer LGBTQ+ courses, and we are discussing processes for developing LGBTQ+ courses in history, film studies, and psychology. After these courses have been created and receive CCC approval, they may be described in an AA degree in LGBTQ+ studies' course blocks for CCC consideration and approval. These shared institutional aims support diversity, equity, and social justice in curriculum development and allows us to offer courses that support the academic goals of our valued student body. The local Senate is also discussing having faculty update Course Outlines of Record to ensure the curriculum included in most courses would become more culturally relevant and inclusive. To achieve this goal, we are planning to bring relevant professional development opportunities to support faculty in achieving this goal. We have already started providing professional development opportunities that address inclusion in the classroom. For the Spring 2021 Flex Professional Development Day, we offered some workshops on such topics, and we will have ongoing workshops throughout the academic year on similar topics.

31	The Equity Committee launched an Equity 101 course for faculty to redesign curriculum, learn best practices in culturally relevant teaching, and strategies for addressing anti-racism in the classroom. An Equity 101 course for classified employees is in the works. In addition, we have professional development opportunities in Flex, Coffee, Tea & GP, currently working with the library to create equity library guides to support inclusive curriculum design. Discussions in our Curriculum Committee and Program Review are taking place with regard to reviewing CORs and adding equity statements.	3/19/2021 1:54 PM
32	Our local senate established an annual goal around equity and infused equity throughout all our goals. As for curriculum re-design this is in conversation with our curriculum committee.	3/19/2021 8:16 AM
33	There have been myriad discussions focusing on this topic; an earlier comment about the campus being "all over the place" is relevant. From the Center for Transformative Teaching and Learning (CTTL) to the Equity Scholars Program, the New Faculty Academy, Flex Days presentations, Equity Institute Curriculum Academy in November 2019, a STEM-focused workshop from Equity Institute two years ago, a Decolonize your Teaching Flex Day Workshop that has had many iterations at division meetings, the campus has had multiple opportunities for faculty to engage. "See October 2017 senate resolution. Flex Day trainings routinely include workshops on aspects of culturally relevant pedagogy." "Diversification of course content, courses offered and shifting of major requirements to be less White-Eurocentric." However, survey results also show a lack of confidence that the discussions are addressing the right people and activities, adequately supported, or spreading into practices adequately: "I don't see a full description of this in Comprehensive or Annual Program Review yet, nor any targeted resources or time for faculty to do this, including the 70% part-time faculty."	3/19/2021 7:58 AM
34	The senate is looking to begin and foster these intentional conversations in Fall 2021.	3/18/2021 12:53 PM
35	[NOTE: The response to all questions includes the perspectives of team members representing involvement at different levels within the college structures. Collectively, team members present a diversity of perspectives including those of full time faculty, adjunct faculty, college staff, counseling, and instruction as well as the individual perspectives of persons of color, persons of different sexual orientations, different ethnicities, and gender. All responses represent the current state of progress and awareness of DEI activities at the college.] There has been mention of addressing these issues relevant to curriculum re-design, however, I know of no further progress in this area. The Curriculum committee has had some	3/18/2021 12:08 PM

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discussion about how to evaluate courses and programs with equity in mind. These conversations are only at an early stage. We are trying to decide how each course could infuse culturally relevant curriculum design into the course outline of record. In addition, there have been some discussions on how to implement a universal design for learning and scaffolding learning for disproportionately impacted students. The Senate Council has discussed the recommendations from the ad hoc committee. Again, these have been only preliminary conversations. There are discussions at an administrative and union level to create plans to address anti-racism, equity-focus. The Curriculum and General Education Committee was tasked, by the Academic Senate, with including evaluation and discussion of all courses regarding the "diversity of representation and culturally, responsive content" as part of the regular curriculum review process. The curriculum committee placed a this as a discussion item on the committee agenda and have begun open discussion for the purpose of determining how to best meet the outcome desired by the Academic Senate. The Faculty Professional Development Committee was tasked with including anti-racism education related topics as flex opportunities, in-service activities, or individual flex activities for Taft College faculty on and on-going basis.

36	The RESJ Task Force is currently addressing these issues in the investigation.	3/18/2021 11:50 AM
37	Our Curriculum Committee created a handout called "Anti-Racism, Equity, and Curriculum" that lists several strategies and what can be done both by individual faculty and by the committee; it also changed its committee charge to include explicit inclusion of DEI and anti-racism in its processes, We offer a course developed by @ONE, Equity and Culturally Responsive Teaching, on a voluntary basis for faculty. We have created two new Social Justice Studies AA-T degrees, one in Ethnic Studies and one in Women/Gender/ LGBTQ Studies. The first courses will be offered during Fall 2021. These programs model collaboration across departments, including a diverse set of disciplines and faculty, that are pooling resources to support enrolled students.	3/18/2021 10:45 AM
38	There have been professional development workshops that have addressed the importance of culturally relevant pedagogy. Some of our faculty have begun decolonizing their courses and reformed their pedagogy to have an equity and antiracism lens. While only some faculty have begun this process, there is still much continuous work needed in this area. The Community Colleges Consortium, Open for Educational Resources launched their Open for Antiracism program in December 2020. Over 300+ community college faculty members across all disciplines in the state of California applied to this program and only 15 members (2 of which are from Palomar College) were selected statewide. The main objective of this semester-long program is to reform one's courses to have an antiracist pedagogy, with a focus on racial equity and student-centered learning. There will be a professional development workshop forthcoming to share best practices with Palomar College faculty. We have created an "Equity Teaching Practices & Resources" page that is intended to promote more cultural awareness in our teaching practices. Our Multicultural Studies Department recently changed its name to Ethnic Studies Department, in part to prepare for the alignment with CSU and the new Ethnic Studies requirement. Our school also has a Comets Affordable Learning Materials (CALM) Committee that oversees the work for Zero Textbook Cost (ZTC) and Open Educational Resources (OER). Finally, our Curriculum Committee has been working on this particular piece of the equity puzzle; specifically, the following has been initiated: • A workgroup within the Curriculum Committee has been formed to address culturally relevant curriculum assessment. They are considering the following: o Develop a process for a pilot curriculum audit o Plan a Teaching Institute to address this and other best practices o Developing questions for our PRP to address this issue • Guided Pathways & workgroup are working on a teaching excellence course similar to our online teaching training course (POET) that will address this and other things. • We are planning a Decolonizing the Syllabus workshop this summer • The College is participating in the USC Equity Leadership Alliance and members of the curriculum team participating in the event focusing on curriculum. We will also employ some the Alliance resources in curriculum. • The Curriculum GE subcommittee worked with several disciplines to develop our new ethnic studies courses. • We have updated our Philosophy and Criteria of General Education and the Associate Degree BP and AP 4025 by adding equity at the center of the student's learning experience • The GE workgroup/subcommittee is discussing the inclusion of equity in student learning outcomes for general education areas	3/17/2021 9:22 AM
39	Academic Senate Activities - Passed resolution requesting Ethnic Studies full-time faculty hire - Have undertaken preliminary steps to increase Ethnic Studies offerings and create Ethnic Studies department College District Activities - In Spring 2021, Mission College launched its first-ever Equity Pedagogy Community of Praxis (CoP). This CoP is a collaborative learning community made up of 20 full and part-time faculty to engage in the scholarship of anti-racist,	3/16/2021 4:12 PM

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culturally responsive teaching with a focus on the distance education context. - The Equity Pedagogy Work Group is in the process of developing an Equity Pedagogy Virtual Resource Hub for faculty of all disciplines to share best practices, learning artifacts, curriculum, practical tips and resources based in equity pedagogy.

40	More resources are being shifted toward Ethnic Studies and Social Justice Studies, with ADTs underway in both fields; the college/district equity rubric for online teaching has become a statewide model. The college, working with the Curriculum Committee (a subcommittee of the college senate), recently updated DE addenda to include a more robust consideration of how online course design impacts student success, esp. with regard to disproportionately impacted populations.	3/16/2021 11:27 AM
41	Yes, this is being discussed at Best Practice, Curriculum, the Senate, and Distance Education.	3/15/2021 5:22 PM
42	We passed a resolution supporting the development of anti-racist curriculum.	3/15/2021 4:20 PM
43	This topic has come up in senate, our curriculum committee, and our monthly all faculty meetings. Some of our first responder CTE programs (AJ, Nursing, Fire Science) have already begun to look at their curriculum due to Chancellor Oakley's "Call to Action." Next steps are to get more faculty volunteers to begin the process of evaluating their curriculum. Once this is done, our Senate would like to hire a consultant to help with this initiative. Our administration that oversees equity funding will be implementing an application to request equity funding specifically for incorporating DEI activities into their curriculum. Faculty have been encouraged to attend ASCCC sponsored DEI workshops and conferences.	3/15/2021 9:48 AM
44	We have the link to a webinar but have not moved forward as yet. Hope to present to our Teaching, Learning and Community Co-Facilitators as a possible Professional Development activity.	3/13/2021 3:15 PM
45	Every month we have focused discussions at the Senate initiated Equity Audit Dialogues. In addition, the Senate has promoted and discussed the launching of our ongoing Cultural Curriculum Audit series.	3/12/2021 5:19 PM
46	We are currently supporting the development of a robust and complete Ethnic Studies Department. We are struggling a bit with efforts to meet the CSU Area F requirement and getting Ethnic Studies courses submitted. There is concern about simply adding some topics to existing History or Sociology courses to meet the requirement and, therefore, diluting Ethnic Studies.	3/12/2021 2:17 PM
47	FLEX day had 3 DEI sessions, including one session on Diversity in STEM curriculum Spring Summit was DEI focused, including one session on Diversity in curriculum March 19 follow up on DEI for Spring Summit on curriculum planned Black Student Success Task Force was created California Community Colleges Racial Equity Leadership Alliance participation	3/12/2021 1:11 PM
48	Yes, we also have an equity representative on the Curriculum Committee and we regularly have faculty speak at Senate meeting on best practices of incorporating DEI principles into our curriculum.	3/11/2021 11:08 AM
49	Again, C&I has created an Equity Guide. C&I is also putting on Equity Guide panels for college faculty in the upcoming months.	3/4/2021 11:41 AM
50	A. Discussions have been focused in many areas, including professional learning opportunities and the Guided Pathways discussions. (1). Guided Pathways work - professional learning for faculty involved (2). Cultural Curriculum Collective - professional learning for faculty involved (3). Teaching and Learning Center - professional learning opportunities are disseminated by our Joyful Teacher in Residence (4). North County Higher Education Alliance (NCHEA) - consortium of colleges in the northern part of San Diego provide for inter-campus dialogue, professional learning, and exchange. (5). Cultural Competency Conference - each semester the Diversity, Equity & Cultural Competency committee hosts a flex week conference addressing anti-racism, equity, and culturally relevant curriculum redesign (6). Courses and Programs Committee (CPC) has a taskforce - providing professional development to departments to identify opportunities in their COR for supporting anti-racism education and equity focused assignments and learning outcomes. B. The Social Justice & Equity Center (student focused) and the Student Equity Department (student focused) collaborate with faculty and academic programs such as Puente, Umoja, Mana, Raffy, and Uprise, that focus on disproportionately impacted students, to produce programming campus-wide that centers student voices. C. Faculty are included in the development of the Equity Plan (now SEA). D. The Math and	3/2/2021 1:51 PM

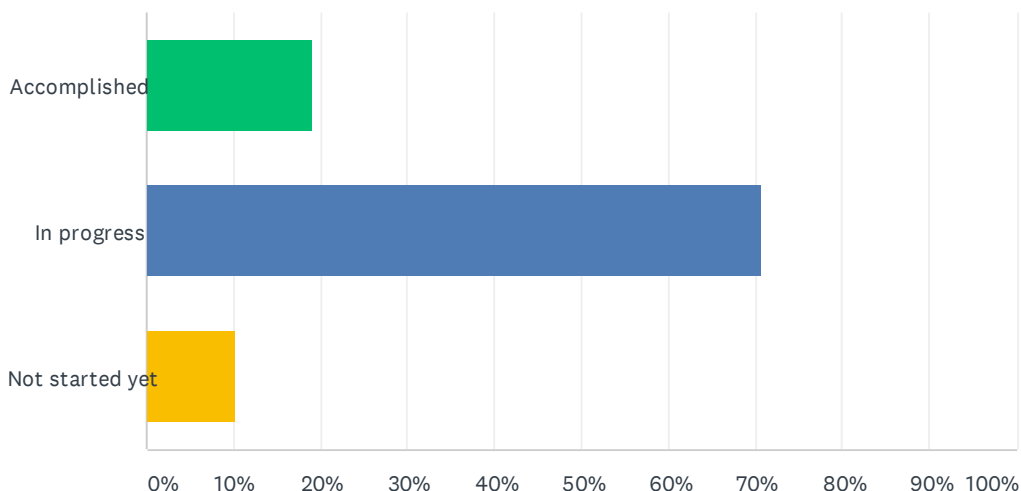
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English department have been further refining and redesigning their curriculum and support curriculum in response to AB705 and the call to action. E. The AS has approved a resolution in February 2021 on the development of an Ethnic Studies Department, with an emphasis on the development of Ethnic Studies curriculum to meet student needs. F. The Outcomes Assessment Committee (OAC) has focused on linking equity- based curriculum development to course SLO's, which are tied to the Course Outline of Record. This discussion is originating OAC through revisions of their handbook, but will be continuing in the Courses and Programs committee (curriculum committee). Professional Development workshops tied to equitable SLO strategies will be held by the SLO Coordinator and OAC to further the conversation college wide.

51	Our senate has dialogues to address Academic Freedom as we move to decolonize the curriculum. The AS and SEAC committees are working toward an anti-racism resolution that includes definitions White supremacy, white privilege, and systemic racism.	2/22/2021 1:35 PM
52	The Teaching and Learning subgroup of the Social Justice and Equity Taskforce is currently working on equity-minded syllabi and curriculum.	2/18/2021 3:12 PM
53	These focused discussions are embedded in the college ed master plan, and other participatory shared governance committees.	2/16/2021 6:37 PM
54	Many discussion arise over the renewal and revision of BPs and ARs, the passing of resolutions, and the equity audits. Also, all staff, faculty, and administrators may attend our healing circles weekly and the USC Race & Equity workshops. They are asked to report on Opening Day.	2/10/2021 1:53 PM
55	Please see above	2/9/2021 5:22 PM

Q6 Has your college and/or local senate included students in your DEI work?

Answered: 58 Skipped: 9



ANSWER CHOICES	RESPONSES	
Accomplished	18.97%	11
In progress	70.69%	41
Not started yet	10.34%	6
TOTAL		58

#	SHARE SOME OF THE WAYS YOUR COLLEGE HAS INCLUDED STUDENTS, INCLUDING STUDENTS NOT INVOLVED IN ASG LEADERSHIP?	DATE
1	Currently, IVC students participate in: o Student Experience Design Team o Completion Teams Design Team o AS GP Workgroup o GP Oversight Workgroup o IVC students will sit on the new DEI Council to the COLlege PResident	4/5/2021 2:33 PM
2	Student Leaders from Student Government (DASB) is reaching out to students not involved in student government (in particular students involved in student cohort programs such as EOPS, Men of Color, First Year Experience) to be involved. We definitely can use more participation from Brown and Black students. However, we have seen increased Black and Brown students' participation in doing things like successfully advocating for our Faculty Union (Faculty Association) to negotiate Juneteenth recognition, in the form of a campus holiday or flex day, for campus employees/academic calendar. Black and Brown students are also involved in giving a lot of input to the district about campus policing and attending/giving input to the Police Chief's Advisory Board.	3/24/2021 10:31 AM
3	The academic senate and the curriculum committee both include students in their membership. In recent years, those students appointed by the Associated Students to these committees have been more active participants, and there has been a desire on the part of leadership of the senate and the curriculum committee to ensure that these representatives' voices are invited and seen as necessary in conversations. But as our DEI efforts have been complicated by a lack of clear and widespread understandings of terminology, goals, methods, and means of assessing progress, students' roles have been equally complicated. Some want students involved in every facet of discussion and work, while others want to more clearly define where student involvement is warranted and where it is not. Diversity Committee Response: Again, this happens in the groups doing the DEI work, but we're not sure we can say our college and the local senate includes students in the work they're initiating, so we	3/24/2021 8:36 AM

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would say not started yet. --admin has not contacted Student Life about wanting more students involved in college-wide DEI initiatives --senate has one student rep—has a voice but not a vote—and this is just a regular senate seat and not a --Diversity Committee and Decolonize! Planning Committee have student representatives. --The Diversity Committee has offered to support a student-led anti-racism taskforce on an ongoing basis --A student wrote the proposed senate resolution in support of undocumented students, and this was not supported by the senate until a lot of pressure was applied. --The year prior a resolution in support of transgender students was taken to the Academic Senate and was approved, though, again, after more extended student advocacy. --Culture and Community Center always plans programming with students. --Our Queer Resource Center—though it is not funded by the college, was initiated by students and supported by Student Life and Student Equity --Student Equity supports the BC Bloom --a student run, edited, designed magazine on DEI issues on our campus --GSET as well as the name change project were all driven by student advocacy and supported by Student Life, the Diversity Committee and Student Equity The college supports student initiatives, but only when asked and then pushed, and most of the funding when necessary used to come from Associated Students until Student Equity arrived and picked some of these expenses up—AS money is students' money—prior to SE, the students were actually paying for these initiatives. They do not go out of their way to ensure broad student participation in the DEI work they initiate.

4	Students are involved at times, ASG represented in board, minimal participation in the discussion and leadership. Limited access to participation due to barriers like time and workload. Wish there was more intentional outreach and informing wider student body- maybe through class incentives etc. Many of the students who attend are not the students who need to hear this. Doesn't seem consistent nor our norm.	3/23/2021 5:21 PM
5	1. Students are always included in our discussions. 2. We send out surveys to students and welcome student voices in RCC we usually have 1-2 students on the committee 3. Students are always invited to share; however, I'm not sure how comfortable they feel. committees usually have a spot for one student. perhaps if there are more than one student, they will feel more comfortable expressing their views 4. We recently had a student panel at our college flex day, and there are many focus groups with students included in these discussions. 5. It has been challenging via zoom and there may be intimidation factor with so many staff, faculty and administrators in these conversations. We have done our best to engage students, it appears to be the same students all the time. I wish we could get more students engaged in these important discussions.	3/23/2021 4:28 PM
6	<ul style="list-style-type: none"> • 2-3 students are on our Racial and Social Justice (RSJ) Committee. Lead of committee have reached out to specifically recruit students. Challenge is time and helping students show up to meeting. • Student involvement is pretty low in our Associated Student Union and it is difficult to find students NOT in ASU to be involved in work. Since RSJ formed task-oriented workgroups, this is an opportunity to have students involved (eg. We have just initiated a Mural project to bring back cultural celebration to public spaces on our newly re-built campus) • Distance Education committee has strong student involvement. Student surveys about OER brought to Student Success committee, have been very powerful persuaders in decisions made by participatory governance committees • SafeZone and Alphabet Club had students in the "train the trainer certification". Many activities led by students and supported by faculty and staff. (eg big Coming out event in Fireside hall) • Number of inclusion-related events .. not "labeled" DEI activities per se. <ul style="list-style-type: none"> o Eg. Veterans day event had presentations about Buffalo Soldiers by veterans club and veterans students. (not labeled DEI work) o African American Male conference o Dreamers conference o UCB empowering women conference. o BSU activities o A club day with the multicultural student clubs 	3/23/2021 3:57 PM
7	Associated Student leadership or their delegates have a seat on our DEI committee, SEA committee, and serve as a liaisons to our Senate. Student liaisons attend each senate meeting, providing reports and putting items on our agenda when needed. Any DEI work happening in senate is expected to be disseminated to constituents via liaisons and any DEI topics coming from the student body have a place for discussion in senate. There are student clubs and organizations on campus whose efforts are centered around DEI that are usually made up of a mix of Associated Students officers and other students. The senate, and our campus in general, needs to do a better job of reaching out to students other than those involved with Associate Students, although our AS leadership and officers do a good job of representing students to the extent they can.	3/23/2021 3:26 PM
8	We are in the beginning stages of this work and have invited students in. We have said that we need to reach students who are outside of ASG to be more representative and need to further	3/23/2021 11:39 AM

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	explore how to do so.	
9	Students were encouraged to attend workshop with Lasana Hotep. Student ambassadors and RAs get 'training' but not in an official capacity. We might get more participation if students got paid. To engage in a non-inviting environment is a challenge. Getting paid would be an equity piece of this. Student Leaders do receive bias and cultural awareness training	3/23/2021 8:25 AM
10	All of our committees have seats for students, including the Student Equity Committee, the Student Preparation, Equity, and Achievement Council, and the Campus Equity and Diversity Committee, and the Institutional Effectiveness Committee to name a few. Many of the students involved in the committees are likely also involved in ASG leadership. Student Leaders also attended the Equity Summit. We have also included students broadly from the student body in research over the past year including researching the disaggregated impact of Covid on student enrollment and persistence and a review of our key performance metrics with an equity lens. We participated in the National Assessment of Collegiate Campus Climates this fall with a student survey. There are Student Advisors in two of the programs of the Title V grant project Creating an Equity-minded Campus Culture to Improve Student Outcomes. Students have been involved in multiple open forums hosted by the Student Equity Committee over the past year. The Mt. SAC AANAPISI program, Arise, is hosting a safe space virtual meeting "Rising Up Against Anti-Asian Hate and Violence" tomorrow in response to the recent racist and violent events targeting Asian and Asian Americans.	3/22/2021 11:34 PM
11	Our institution is very intentional about including students. There have been several student panels addressing DEI work at the college. The Associated Students of Los Medanos College (LMCAS) also played a significant role in developing our "Unified Against Race" Town Hall meetings.	3/22/2021 10:03 PM
12	Students participate on Senate committees Results from student forum have been used to work with students -Flex event with students, faculty and administration to set share DEI goals -Students participating in and leading flex events -Students helping to create a campus climate survey -Senate President meeting with ASSC on a regular basis	3/22/2021 9:31 PM
13	YES! They are leading US, actually. 😊 Students are participating in shaping what sorts of trainings and skills they would like to see campus employees have working with Foothill students. Our governance committees have student representation and our Office of Equity has student intern program. We had a "student takeover" of opening day September 2020.	3/22/2021 9:26 PM
14	"Comprehensive Summaries" below represent a holistic summary of all feedback from Senate Leaders, Equity Champions, BIPoC faculty and faculty at-large. Input was collected directly from individuals within the Senate and campus, but there was also a voluntary option to take an anonymous survey that resulted in 71 anonymous responses. These responses were intended to supplement the information that the AS President was using to answer the survey. However, some senators wanted the responses to be included verbatim, and you will find those at the end of each summary. It is important to note that Senate Leadership, some Senators and other campus committees did not take part in the survey and that an individual respondent could take the survey multiple times, so the specific survey responses should be considered as only one facet of feedback. Survey results: Accomplished (11%), In Progress (35%), Not yet started (35%), Other (19%) Comprehensive Summary of Areas of Need: We need ideas and suggestions for ways to increase participation from students outside of the ASG. We need guidance and ideas for increasing student participation and reaching populations that do not traditionally participate. Comprehensive Summary of Efforts Supporting In Progress/ Accomplished: Any planning and dialogues on DEI and Equity have involved the students as members of the Associated Student Government (ASG). Students and their feedback have been integral in our restructuring of the governance structure and the increase of student numbers on almost all governance committees. Our spring 2021 Planning Summit focused on a panel of students (outside of ASG) contributing their own stories and what would have helped them feel included and supported at Miramar. These suggestions are now the focus of an Academic Senate forum to identify which items we can support and move forward in a timely manner. Individual Survey Responses: 1. Not sure. 2. I don't know whether or not this part of the process has begun. 3. I don't know. 4. I have not seen any ways in which students have been involved in DEI work at the college level or local Senate level. 5. I think that specific groups have done work on this but there have been no centralized effort and token effort from the AS. 6. In progress - in pockets students have been included in the conversation (some professional development opportunities, EOPS, planning summit). There is definitely more room to engage more students in the conversation. I am not aware of AS involving students in DEI works, as not much centralized work through DEI has been done. 7. Not really. 8.	3/22/2021 6:30 PM

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Students have not been included in this work. 9. Students have not been included with DEI work nor has there been any dialogue of including them in the future at the local senate. There are other committees that are proposing to increase student membership with the goal of including them in DEI work. For example, the Diversity and International Education Committee has requested College Governance to increase the number of student representatives.

15	<p>During the past Student Success Conferences and Convocation Day programs, we had student panels in which the students shared their needs on how to be successful. They also gave feedback to faculty on what works and works less well in terms of teaching. For example, we often heard how important it is for students to see contributions of their ethnic or racial group to be reflected in the curriculum. Previously, students were also involved in some of the equity work on campus. For example, students were part of the training teams for the Safe Zone trainings on campus. Pierce had students, faculty and classified staff members on the training teams, lending credibility to the teams across campus. These trainings are not offered anymore. More could be done. Student Clubs such as MEChA, the Gay Straight Alliance, and Blatigenous have been involved with their faculty mentors working on issues of equity and inclusion. I have not seen much progress on this, but it could be just me. It seems students are not really a part of this conversation and if they are, it is always ASO reps who are not truly reflective of the student population on campus.</p>	3/22/2021 5:05 PM
16	<p>College Students helped lead Campus-wide Critical Conversations on Race during the summer of 2020 Students participated in summer Leadership Retreat (involving all participatory governance leaders from every campus constituency) on August 12 & 13, 2020 focused on developing an antiracism framework for the college, participating in an "Intercultural Storytelling Activity" and setting priorities for the coming academic year related to becoming an antiracist institution. Students participate in year-long "community read" open to all Cañada students, faculty, staff, and administrators to engage in a community read of Dr. Ibram X. Kendi's How to be an Antiracist. Students serve on College Antiracism Taskforce (faculty, students, staff and administrators) is refining the antiracism framework, providing resources and shaping a common language, identifying mechanisms for engaging in professional development and orientation for new employees and students, and more effectively communicating both the framework and progress made on college goals and strategies related to DEI and antiracism. Students (21) participated in focus groups (7) organized in spring 2021 to learn how a new campus cultural center can help meet the diverse needs of our college community and to build deeper understanding of the experiences of our students, faculty and staff in our community and at the College. August 18, 2020 Flex Day Activities Supporting Your Asian/Asian American Students and Colleagues During COVID-19 (included two student presenters) January 15, 2021 Flex Day Activity How Are Our Students Doing? District-wide Student Panel Facilitator: Jeremy Wallace, District Academic Senate President As we embark on another online semester, we'll hear a brief data report (10-15 minutes) on student engagement and then check in with our students to hear how they are doing and what they are experiencing right now still in the midst of a pandemic, economic unrest, and a social movement recognizing the systemic racism and Anti-Blackness of our society and our institutions. Since we've gone online our students have increasingly been able to access classes from all three campuses. Join us for this very special opportunity to hear from students from all three colleges about their experiences. Developing a Culture of Meaningful Connections With Students Through Caring Campus Jeremy Evangelista-Ramos and Kennya Ruiz The workshop introduces the work Classified Professionals engaged in as part of the Caring Campus Initiative, developed by the Institute for Evidence-Based Change (IEBC). Funded through a grant from the California Community Colleges Chancellor's Office (CCCCO), the Caring Campus Initiative is designed to create a college environment that increases students' sense of connectedness and belonging and, in turn, completion of each student's education goals. Participants will gain information about the initial work and the behavioral commitments established by the workgroup set to be implemented in the spring by the Skyline College campus community to create a culture where students feel welcome in a traditional and virtual environment.</p>	3/22/2021 4:54 PM
17	<p>Although we have student representation (or the place for them in our meetings), it needs to be meaningful. We have been trying to create a more welcoming environment for students to participate in our work. However, we do host a number of events (e.g., Math/Writing Jam, Curriculum Carnival, Research Symposium, etc.) to highlight student work and to address the issues related to DEI.</p>	3/22/2021 4:27 PM
18	<p>In all efforts, we attempt to include students; we are not always successful securing student participation, despite outreach efforts. We have student representatives on our various campus advisory groups, as well as GP work and implementation teams. We also have a student</p>	3/22/2021 4:23 PM

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voting member on the Academic Senate. We usually solicit requests for student participation through ASMPCC, but affiliation with ASMPCC is not a requirement to participate.

19	Student groups are included in our Action Plan Workgroups. Our Action Plan also calls for the president's executive team, academic senate president, and classified senate president to meet with Black/African American faculty and staff and Black/African American students focus group twice a semester We also just completed administering the HEDS (Higher Education Data Sharing Consortium) Survey to staff, faculty and students. The results of this survey will help guide our anti-racism work.	3/22/2021 1:53 PM
20	Students have been included in discussions surrounding Guided Pathways, OER, LockDown Browser / Online Test Proctoring, etc, however these students are individuals involved in ASDC Leadership positions. We are looking at ways to entice increased student involvement with issues surrounding DEI.	3/22/2021 1:43 PM
21	BIPOC and Equity Champion faculty identified efforts to include students in District DEI work. For example, students have been involved in EDAC Watch Party Series and students will hold a panel discussion at the spring 2021 Equity Summit. Yet, BIPOC and Equity Champion faculty agree that the District does not have useful systems/structures for engendering student involvement from the greater student body--mostly those students that participate are those known by specific BIPOC and Equity Champion faculty. Also, BIPOC and Equity Champion faculty believe that more research is needed on student perspectives regarding needed DEI actions. Finally, BIPOC and Equity Champion faculty pointed out that there has been student involvement in a series of campus-sponsored community events, such as the Seen & Unseen: Ricardo Favela Expression of Chicano Art and Activism project, which collaborated with local Black Lives Matter student members to discuss racial tensions in the wake of the wide-spread social justice marches taking place across the country. District students collaborated with high school students to work on art, poetry, and music activities related to DEI.	3/22/2021 1:23 PM
22	Our campus has invited several students representing diverse student populations to participate in student panels. The intent of these student panels was to give students an opportunity to share with faculty the experiences they have had on campus that have created barriers as well as the experiences that help foster an environment of safety and success.	3/22/2021 10:41 AM
23	The inclusion of students in DEI work is happening at different levels on campus. Students participate in the Student Success and Equity Committee meetings when possible and student voices were part of the discussion as the Equity Statement was developed. There is currently student representation on the President's Task Force. The President's Task Force is currently working on developing a formal structure to support meaningful engagement of students as contributing members of the task force. The structure can be applied to support students in other areas of participatory governance. The Office of Equity Programs has an Equity and Excellence Fellowship that provides system impacted students with the opportunity to contribute directly to the development of support programs and services for students. Student perspectives are shared during high profile events through testimonials and videos.	3/22/2021 9:11 AM
24	Yes! Students have created an EDI Vice President as part of the ASO (Associated Student Organization). We have collaborated with students within providing workshops and discussions. Students have also been involved in the work of the Jaguar Pathways initiative. They have provided invaluable information that will lead to improvements in practices and policies to support more equitable student outcomes.	3/21/2021 8:34 PM
25	Students focus groups have been included in Guided Pathways discussions and design. The DEI and CCCCO Call to Action have been shared with the faculty advisor for the student government, however it is unclear what if anything they have done with the information. Our student government has been hit hard by the pandemic and we only have a handful of officers a their scope of involvement is very limited. We are focusing this Spring on rectifying this.	3/21/2021 1:50 PM
26	Yes, through our student alliances and student government.	3/21/2021 11:20 AM
27	The Academic Senate DEI Committee Charge Includes: Develop anti-racism initiatives and assess their probable impact upon equity, diversity, and inclusion, and provide an advocacy role for college constituency groups, faculty, and students	3/20/2021 4:26 PM
28	Our senate includes and invites our student council to be part of our meetings and provide input. There are other meetings in which our student voices are also included. I think we could do more of this.	3/20/2021 12:05 PM
29	Our college has already started involving students in our DEI work. The Campus Climate	3/19/2021 2:07 PM

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survey that we will be conducting this semester is particularly focused on understanding students' experiences on our campus and their perceptions of how the campus is handling DEI work. All students will be included in this survey. In addition, our ASB students have been involved with the Tartar Support Network, a campus committee that addresses the basic needs of our enrolled students, and works on providing resources and supports. Our campus has also included students in the Health, Safety, and Parking committee, that has been discussing necessary steps, processes and procedures to ensure the safety of our campus on an ongoing basis, but even more so during the current pandemic. Our monthly Race Matters workshops will provide ample opportunities for open dialogue where students will have the platform to express their concerns and experiences with issues related to race and discrimination. Furthermore, as student voices are highly valued at Compton College, our ASB meetings include a 'Student Concern' section on every meeting agenda, in order to provide an ongoing space where all students can share and discuss their concerns. The Academic Senate also has a Student Report on the agenda at every meeting. Compton College has also been organizing a Student Leadership Conference every academic year, where relevant speakers teach students important skills, and engage students in dialogue. Some of the workshops provided are targeting specific groups of students. For example, a women's panel addressed an audience of all women students, while in another room, male students met separately with different speakers that addressed their particular concerns. These conferences are typically very well attended by our students. To further keep the student experience at the forefront of everything we do, during our Fall 2020 Flex Day training, we invited two students to share their personal stories with all of the faculty and staff of our college. Students shared their struggles outside of campus and on campus, and provided us with a deeper understanding of the student experience. Last, in 2017, Compton College invited two researchers who work with men of color to conduct research on our campus, collecting both quantitative and qualitative data from our students, to help us grasp the struggles that our students face, and aid us in identifying meaningful resources to help them overcome and thrive. Although this is a good start, there are many other areas of our campus where we need to make a concerted effort to include student voices.

30	We've used student ambassadors to support our DI population with the onboarding process. We've previously held focus groups with various DI populations to better understand their experiences on our campus. We are working to develop an inquiry process that will allow us to continually collect qualitative data related to student experiences. The How to be an Anti-Racist book discussions are open to all students to attend and get the book free of charge. However, we need to be more intentional in expanding opportunities to include students in our DEI work.	3/19/2021 1:54 PM
31	Students are active participants of our Diversity, Equity and Inclusion Committee. Recently we held listening sessions for students, faculty and staff to voice their opinions on the revitalization of the Multicultural Education Center. The information will be used to re-open and re-establish the center that will be available to the college and local community. The grand opening is planned for the fall 2021 semester.	3/19/2021 8:16 AM
32	The district and the campus have regularly engaged students in panels, town halls, and flex days. Depending on the current culture of the students' association, some student senates are more engaged than others; the pandemic has had an impact on student engagement. The students' association has a place, whether filled or not, on all governance committees, and this year they have been involved in various discussions, but it's unclear how consistently. Pre-COVID, the students' association has initiated many events of its own and invited the campus and various events through intercultural center. Students are surveyed via Noel-Levitz and CCHSE.	3/19/2021 7:58 AM
33	There is student engagement and participation DEI work connected to Student Equity, First Year Experience, and ASO activities.	3/18/2021 12:53 PM
34	[NOTE: The response to all questions includes the perspectives of team members representing involvement at different levels within the college structures. Collectively, team members present a diversity of perspectives including those of full time faculty, adjunct faculty, college staff, counseling, and instruction as well as the individual perspectives of persons of color, persons of different sexual orientations, different ethnicities, and gender. All responses represent the current state of progress and awareness of DEI activities at the college.] I understand there will be surveys and focus groups that will include student input/involvement in this discussion that are being discussed/created at the moment, but they've not been implemented as of yet. We are in the beginning stages of working with the focus groups. The ASO leaders have been made aware of the DEI taskforce. Members of the	3/18/2021 12:08 PM

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team facilitating the focus group sessions have identified the inclusion criteria for the study. Unknown None yet.

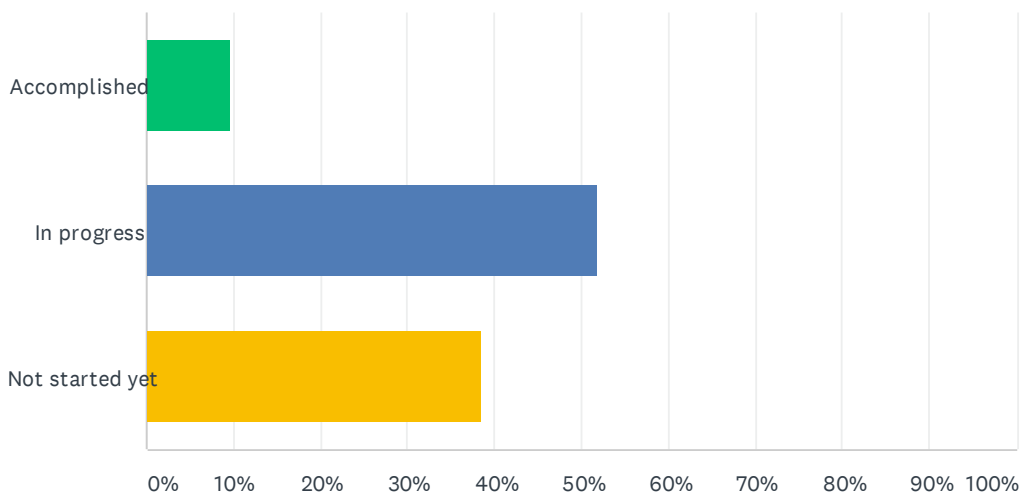
35	Student Senate representatives regularly attend Academic Senate meetings but we don't formally involve them in our DEI work. The statewide student senate's call to action informs Academic Senate discussions on these issues. Some departments, like English, integrate DEI and anti-racism into the training provided for their student assistants.	3/18/2021 10:45 AM
36	Our status on this one is more accurately reflected as being between "In progress" and "Not started yet," but probably closer to the latter than the former. Our students led a Phi Theta Kappa Antiracism Student College Project. Over 100+ students, staff, faculty, administrators, and community members attended this empowering and liberating racial healing event where they watched, listened, and reflected upon student testimonials to combating racism. Nevertheless, we can be doing much more in this regard. Again, our largely virtual existence creates certain barriers here. There is a student presence—mainly from our Associated Student Government (ASG)—in many relevant groups, such as Senate, our Strategic Planning Council, and our Student Success and Equity Council. The challenge that we face generally in faculty participation in shared governance—that a small percentage of participants do a large percentage of the work—is even more the case among our students, with the added difficulty that many students spend only a few years at the college. This is especially the case with those students who participate in our ASG; we can be doing much more to cultivate student participation outside of the ASG, as that group is not necessarily representative of our student body as a whole.	3/17/2021 9:22 AM
37	College District Activities - Students have been involved in one of our Onboarding/Matriculation work groups, one of the three Student Equity and Achievement Program Work Groups. - Students have recently been involved in the planning of our Community Conversation with Students and have acted as break-out group co-facilitators. - Mission College plans to resurrect the Student Leadership and Engagement Institute (SLEI) where students learn the concepts of equity/anti-racism and apply their knowledge through their involvement in Student Equity and Achievement (SEA) Program and Guided Pathways projects.	3/16/2021 4:12 PM
38	Students were involved in the town hall meetings and are part of the intergroup dialogues sessions as well.	3/16/2021 11:27 AM
39	We have students on several committees and some have had difficulty with participating.	3/15/2021 5:22 PM
40	On March 25th we are co-leading, with the Academic Senate at our sister college and the district HR, a half-day Leadership Academy on the topic of equitable hiring practices. Our district has also agreed to review our hiring process document to incorporate components of the Vision for Success Diversity, Equity and Inclusion Task Force in our process.	3/15/2021 4:20 PM
41	Our Guided Pathways committee has continually had student representatives serving in the capacity. We recently acquired a grant to help hire more students to add their experience to the conversation. In the past year, we have had student and community surveys that have gone out to address their concerns regarding our campus climate. Our Student Engagement Center has provided workshops addressing DEI and has had students and alumni of color speaking to our faculty, staff, and students regarding their experiences at LCC. We have all of our special programs housed in the same area to provide a "one stop shop" model for meeting the needs of our non-traditional students.	3/15/2021 9:48 AM
42	We have 2-3 students that actively attend our DEI committee.	3/13/2021 3:15 PM
43	Student participation has been included in the adoption of DEI statement at the college council, in the Equity Audit Dialogues, and at the monthly Town Halls on Anti-Racism and Social Justice.	3/12/2021 5:19 PM
44	Students are members of our Racial Justice Task Force and there is also a Student Advisory Council associated with our Student Equity and Success committee and Guided Pathways efforts.	3/12/2021 2:17 PM
45	Black Student Success Task force has surveyed students and is planning student focus groups to follow up on survey results.	3/12/2021 1:11 PM
46	We have hired Guided Pathways students who review much of our communication and process with an eye for equity, but still need better ideas for how to create systems to allow for more student voices in shared governance. We have been brainstorming how to get students paid to do this so that they are more likely to be able to participate.	3/11/2021 11:08 AM

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47	Senate met with the Black Students' Union. The DEI Chair has substantial ongoing contact with the BSU, who will be integral to the recommendations forwarded to Senate by this committee.	3/4/2021 11:41 AM
48	A. The Social Justice & Equity Center (student focused) and the Equity Department (student focused) collaborate with faculty and academic programs such as Punte, Umoja, Mana, Raffy, and Uprise, that focus on disproportionately impacted students, to produce programming campus-wide that centers student voices. In addition, the SJEC has paid student intern positions that focus on research and presentation on issues around DEI. B. While the Associated Student Government (ASG) also appoints student representatives to several major governance committees, we still struggle with student representation in decision-making spaces. C. The administration and AS both have had limited success including students meaningfully into DEI work. This is an area where we need to grow by properly compensating students for participation. D. The Diversity Equity and Cultural Competency committee works to include students and former students in our Cultural Competency Conference as presenters and workshop leaders. E. Several student organizations, including AMENSA+, have provided student panel discussions around issues of Islamophobia. F. Students also participated in the Campus Climate Survey. G. The AS discussed and passed a resolution on distance education in December 2020. This was a collaborative resolution that was initiated by conversations with the ASG representative on AS. After the resolution was approved, several AS faculty joined an ASG meeting to discuss and engage in further collaboration. H. The AS has a student representative from ASG that is an active participant in discussions at AS, however, there has not been the same reciprocity from AS to ASG, until this spring 2021 semester. I. One of the main hurdles to overcome for greater student inclusion is the ability to properly compensate students for their thoughts and labor. J. The Black Alliance (a group of students, faculty, administrators, staff, and alumni) centers student voices in decision-making and created a strategic plan with DEI and anti-racism goals this fall 2020, based on an inclusive decision-making model.	3/2/2021 1:51 PM
49	Our college has a seat available to students on all high-level committees. We encourage students to engage in dialogues. Students are included in all or nearly all opportunities to dialogue about DEI topics whether through active engagement in the conversation or quantitative and qualitative data gathered to inform the conversation.	2/22/2021 1:35 PM
50	We routinely invite students to all of our committees. Some have participated actively.	2/10/2021 1:53 PM
51	We are in the process of recruiting students to our team.	2/9/2021 5:22 PM

Q7 If your college has a first responder/law enforcement program, has there been a review of training and curriculum as described in Chancellor Oakley's Call To Action?

Answered: 52 Skipped: 15



ANSWER CHOICES	RESPONSES
Accomplished	9.62% 5
In progress	51.92% 27
Not started yet	38.46% 20
TOTAL	52

#	IF SO WHAT WERE THE RESULTS?	DATE
1	<ul style="list-style-type: none"> Newly hired Administration of Justice adjunct faculty include two women, one of whom is a former Detective Newly hired AOJ faculty lead is a Hispanic male Changes to the program include o updated books modern policing, which include more community based and deescalation practices o Every semester a community based policing course is offered including modules on implicit and explicit bias and the Images of Color supplemental resource New course offering called Ethics in Public Safety Ethical Decision Making in Law Enforcement 	4/5/2021 2:33 PM
2	<p>This issue was raised with the dean over these programs, and the response was essentially a non-response. It has reemerged as a concern as a result of this survey, and the senate executive committee has it agendized as a discussion item with the colleges CIO. Diversity Committee Response: We believe this is not started --The subject was proposed to the dean overseeing that area, and the response was basically there was no need for this kind of review --we don't know what follow-up has taken place after that discussion.</p>	3/24/2021 8:36 AM
3	<p>The School of Justice Studies have undergone radical curriculum updates over the past ten years, including requiring for graduation courses in Ethics and Diversity, eliminating "cop shop" courses like Report Writing, and ensuring that the vast majority of our courses meet requirements to transfer to UC campuses. The School of Justice Studies (AJ) has undergone radical curriculum updates over the years including requiring for graduation (for three of our four degree emphases) two courses designed to specifically address issues of ethics, diversity, equity, inclusion, and anti-racism in the criminal justice system. Those courses are: AJ 102: Ethics in the Criminal Justice System and AJ 105: Diversity, Law, and Justice. Unfortunately, we cannot require these two important courses for our fourth degree emphasis, the AJ for</p>	3/23/2021 5:21 PM

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Transfer (AJ-T) degree, as those requirements are set by the Chancellor's Office and the CCCCO does not require courses in Ethics or Diversity for graduation. We have also eliminated from our curriculum courses that are better suited for academy-like settings such as Report Writing and Patrol Procedures. A top-down update of all of our courses has been done resulting in the vast majority of our courses meeting UC transfer requirements. All of our courses meet CSU transfer requirements.

4	1. It seems that the campus CJ program believes that it already does enough in this area. :(2. Unclear where we stand on this. We have hired a new Associate Dean of our CJ program at GWC. We hope that he will carry the conversations related to social justice.	3/23/2021 4:28 PM
5	• Medical Assist: courses are currently in curriculum update process that are specific to helping our students be more aware of social justice in their field (disparities in health – wealth/income/race access to healthcare) • Suspect that our EMT/Paramedic's focus on merit based admission might be hard for this type of curriculum. This has been a hard discussion on our campus, because of the need to have qualified graduates within the timeframe	3/23/2021 3:57 PM
6	Not applicable to Cypress College	3/23/2021 3:26 PM
7	In the following learning domains (classes) we have the below topic areas which I believe is the area of the focus. The minimum hours shown are just for Module two, we cover the same areas in Module three and one. I have included the expanded course outlines for our offer of proof. All curriculum has been updated and approved by State Police Officer Standards and Training Bureau as of 2021. I feel we are accomplished in this area. DOMAIN NUMBER DOMAIN DESCRIPTION MINIMUM HOURS 03 Principled Policing in the Community 20 hours 20 Use of Force/De-escalation 6 hours 42 Cultural Diversity/Discrimination 15 hours 01 Leadership Professionalism and Ethics 7 hours In all ADJ courses, which may contain students who are considering careers in law enforcement, we have class discussions on policing and incarceration, discrimination, bias, diversity, and the Constitutional guarantees provided to all citizens. Coursework includes the two perspectives of individual rights advocates versus public order advocates and the swinging pendulum of policies developed within a political framework. We examine data and media influence, and other topics pertinent to the criminal justice system. I update the material in my courses each semester to reflect changes in the law, policing, sentencing reform, and current events. I have always ensured that my students have access to the resources they need to be successful in college and refer them to services from which they may benefit. I would say that my coursework satisfies the classification of Chancellor Oakley's "Accomplished" standard.	3/23/2021 8:25 AM
8	1. A textbook change in the Community Relations Course to address the Call to Action. This course is a required course for the Associates degree and the Certificate. This text specifically addresses the Impact of Cultural Diversity on Law Enforcement with topics including: - Prejudice and Bias in Law Enforcement - Prejudice and Bias - How Prejudice Influences People - Implicit Bias - Police Leadership in a Multicultural Society - Challenging Others' Expressions of Prejudice - Mandating Change 2. A commitment to review all other courses for inclusion of multicultural material during their curriculum review cycle. 3. An Administration of Justice faculty member and the President of the college are participating in the statewide task force addressing this component of the Call to Action.	3/22/2021 11:34 PM
9	This semester, we will be having a districtwide summit series for first responders. Chancellor Oakley's "Call To Action" has informed the creation of this series.	3/22/2021 10:03 PM
10	Some discussion but no progress.	3/22/2021 9:31 PM
11	n/a	3/22/2021 9:26 PM
12	"Comprehensive Summaries" below represent a holistic summary of all feedback from Senate Leaders, Equity Champions, BIPoC faculty and faculty at-large. Input was collected directly from individuals within the Senate and campus, but there was also a voluntary option to take an anonymous survey that resulted in 71 anonymous responses. These responses were intended to supplement the information that the AS President was using to answer the survey. However, some senators wanted the responses to be included verbatim, and you will find those at the end of each summary. It is important to note that Senate Leadership, some Senators and other campus committees did not take part in the survey and that an individual respondent could take the survey multiple times, so the specific survey responses should be considered as only one facet of feedback. Survey results: Accomplished (6%), In Progress (32%), Not yet started (25%), Other (37%) Comprehensive Summary of Areas of Need: We need information and resources on training programs and professional development for faculty and staff in	3/22/2021 6:30 PM

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support of these efforts. Comprehensive Summary of Efforts Supporting In Progress/
 Accomplished: As the question relates to Campus/ District Police: Our district has a specific San Diego Community College Police Department (SDCCPD). In fall 2020, the SDCCD Chancellor created a district-wide Police Taskforce, including faculty, classified professionals, administrators and students, from each of the District's four colleges, to review the training and curriculum of the SDCCPD; the financial obligations and budgeting of the SDCCPD; and incidents occurring on and off campus. This group met through December 2020. Miramar's representatives on this district committee include the College President, the Academic Senate President, and the Classified Senate President. In January 2021, the Taskforce made recommendations to the district that included: a District Wide Climate Survey disaggregated by campus and demographic; exploration of the processes to create a Crisis Counseling Response Team that would serve as initial responders to potentially escalating events at SDCCD campuses as a means of reducing direct police officer presence; the permanent creation of an SDCCD review/oversight board on police practices within our institutions; development of a comprehensive training program for all Faculty, Classified Professionals, Administration and Students regarding the use of law enforcement within education, Crisis Resolution, and de-Escalation methods; the continuation of the current police hiring freeze until the Taskforce completes its work. The Chancellor responded to the recommendations and the Taskforce will continue its work through spring 2021. Primary focus for spring 2021 includes survey development, training development, and response to Chancellor's recommendations.

As the question relates to Miramar's Police Academy and First Responder Programs: In partnership with regional law enforcement agencies and California POST, faculty from the School of Public Safety reexamined all curriculum specific to law enforcement basic academy training through an equity lens to identify training gaps. In partnership with regional law enforcement agencies and California POST, faculty from the School of Public Safety reexamined use of bodily restraint mechanisms (eg. control holds), then compared and contrasted with de-escalation techniques that are currently being taught in all POST-approved law enforcement basic training academies.

Individual Survey Responses: 1. Don't know. 2. A full review of the training and curriculum has not occurred. 3. Do not know. 4. I believe there has been some discussion about this with the police academy, but I am unsure. 5. I don't have any information that any such training has begun. I hope that the college will share this information once its law enforcement programs implement this necessary measures. 6. I'm not aware. 7. In progress - I believe so - the dialogue has started at the District level - not certain of outcomes. 8. There has been a lengthy review of the Campus Police training, funding, and curriculum, although that process has not been open to anyone who would like to join. The content is treated as confidential, and when reports are made, there is no content offered. 9. This has been started, but can be more robust. 10. Not sure.

13	Other than Nursing, we only have Admin of Justice program not specific law enforcement/first responder programs. However, the former VPAA introduced the need for this review of curriculum in a DC meeting last year (prior to remote work). Nothing more has been done to my knowledge. I think we could say, in progress.	3/22/2021 5:05 PM
14	Cañada does not have a first responder/law enforcement program	3/22/2021 4:54 PM
15	We do not have the programs.	3/22/2021 4:27 PM
16	MPC's IDEA Task Force has formed 4 sub-groups, each focused on an area of the Chancellor's Office Call to Action, including reviewing law enforcement training and curriculum. This group's membership have not been solidified, and meetings have not begun.	3/22/2021 4:23 PM
17	Our Administration of Justice program is offering its first course titled "Race, Class and Gender in Criminal Justice" this semester. There is ongoing work within the department to review training and curriculum for this course in line with Chancellor's Oakley's Call to Action.	3/22/2021 1:53 PM
18	The division of Peace Officers Academy / POST have been incredibly thoughtful in reviewing the curriculum to address concerns raised in recent years about police violence. This includes the addition of cultural inclusion curriculum as of Summer 2021. Curriculum is set by California POST and based on mandates articulated in the California Code of Regulations, the California Penal Code and POST Regulations. We are developing a Race Relations/Cultural Immersion Project that is designed to complement curriculum in "Principled Policing in the Community" and "Cultural Diversity/Discrimination". This additional instruction is being developed in response to the California Community College Chancellor's Call to Action of June 2020, and the Open Letter Regarding Race Relations on Campus by the Black Tenured Faculty on 6/18/20. We will begin delivering this curriculum in Spring 2021. In an effort to attract more African American Candidates, we are working with the San Joaquin Valley Chapter of	3/22/2021 1:43 PM

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N.O.B.L.E. (National Organization of Black Law Enforcement Executives). They have recently launched the L.E.A.D. (Law Enforcement Applicant Development) program, which is a mentoring and development program for potential candidates representing marginalized communities. The mentoring component of the program is divided in two groups to allow mentors to focus on the specific stage of the process in which each candidate is in.

19	<p>BIPOC and Equity Champion faculty recognize that the District's Police Department has undergone substantive DEI training. However, specific to whether first responder/law enforcement programs have undergone a review of training and curriculum in alignment to the Chancellor's Call to Action, BIPOC and Equity Champion faculty are unaware of any efforts made. BIPOC and Equity Champion faculty have reached out to the District's Curriculum Coordinator, who has confirmed that there has not been any changes to training and curriculum in alignment to the Chancellor's Call to Action. Yet, BIPOC and Equity Champion faculty have been informed that training program curriculum is dictated by industry-specific State training organizations, such as POST; therefore, District first responder/law enforcement are constrained in implementing changes to their training programs.</p>	3/22/2021 1:23 PM
20	<p>The Criminal Justice program curriculum was revised to embed social justice content into every course offering. The college retained the services of Dr. Dorian Burton to review all courses and make recommendations to ensure content aligned with the intent of the Call to Action. Every Administration of Justice Class has been reviewed and up-dated to include a discussion of Social Justice Issues. The program has had a name change to Criminal Justice which is a more progressive title for the program. Further, criminal justice faculty have worked with the Dean of Social Science and the Professor of Political Science and Ethnic Studies to cross specific courses with the social sciences. Further, the Director of the Public Safety Academy has just received approval to intern with POST on a project to "Advance Diversity in California Police Academy Training." Recent job announcements have emphasized diversity.</p>	3/22/2021 10:41 AM
21	<p>Although the President's Task Force has a sub-committee action group to work on curriculum, they are limited in their expertise. The director of the Arrest and Firearms program was invited to join the Task Force, but he declined. There has not been any participation from EMT faculty either (yet). At this point, members of the Task Force are aware that they are supposed to "review" the curriculum, but feel they do not have the expertise to do so. They also do not have guidance about what the "review" should consist of. In addition, the rest of the first responder training is through a JPA and courses are not taught on site. The Curriculum Committee has concerns regarding how changes that might be made at the local level will be implemented in the consortium classes. The chair of the President's Task Force is going to reach out to the College President and CIO because they sit on the JPA Board and may have more information.</p>	3/22/2021 9:11 AM
22	<p>The campus had formed a Campus Safety Advisory group in the Fall of 2019, but with the Pandemic, the group stopped meeting. Over the last two semesters renewed interest has led to a proposal for a Campus Safety Task Force to discuss how we conceptualize what safety means on a college campus. Further, one of our professors, Michael Spreyer, is beginning to develop a diversity in law enforcement course. This will be in conjunction with SDSU. However, this is still in planning stages.</p>	3/21/2021 8:34 PM
23	<p>A Mendocino College Administration Justice Advisory Committee has been formed and has reported to the Education Action Plan committee. The Administration of Justice department is in the midst of the 5-year review cycle. This includes applying a Cultural Audit (created by the Curriculum Committee). The advisory committee is made up of representatives from: CHP, MCSO, Mendocino Probation, Lake Family Resource Center, Round Valley Tribe, Ukiah Unified School District, Fort Bragg Unified School District, and a Career Technical Education graduate, Lakeport Police Department, Dean and Tascha (potentially a Supervisor from Lake County as well). Some of the issues being addresses are: Officers need trauma training for working with the community as well as an Officer Wellness focus. New legislation-AB 89 may require applicants to be at least 25 years old with a college degree. AB 1022- Use of Force. Officers with higher education have reduced likelihood of use of force (Rydberg & Terrill 2010; Paoline & Terrill 2007) Currently Mendocino and Lake County Law Enforcement have only a HS Diploma or GED requirement. The local degree is being updated to potentially include the following classes: Psychology of Loss and Death- PSY 208; Working with Tribal Communities- HUS 172; Alcohol and Other Drugs- AOD 151; Abnormal Psychology- PSY 218 ____ During the Fall 2020, the college's Curriculum Committee created resources for all departments to review their courses and programs with a focus on equity, inclusion, representation, and anti-racism. The resources include key questions to ask when reviewing courses, potential activities and suggestions to consider incorporating in the course, and examples of courses that have been</p>	3/21/2021 1:50 PM

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edited using these considerations. Mendocino College does not have a first responder or law enforcement program/academy. We do have an Administrative of Justice AD-T, Administrative of Justice AS, Administrative of Justice Certificate, and a Fire Science AS. Currently, in Spring 2021, the Administrative of Justice department will be conducting their Program Review Part 2 as well as their five-year review of curriculum using these new tools. Further an advisory committee is working with faculty to review the Administrative of Justice programs for relevance for our local communities and then possibly restructuring some of the programs. The Fire Science department will be conducting their five-year review of curriculum in Fall 2021. Both departments will be using the tools created by the Curriculum Committee.

24	Our police department indicated they were making changes in accordance with Campaign Zero. We engaged in discussions with our Chief and local captain last Fall. I have not heard anything more since then.	3/20/2021 12:05 PM
25	In November 2020, our Board of Trustees approved our response to the Chancellor's Call to Action. Part of our response includes establishing the Compton College Task Force for an Equitable Approach to Community Safety and Health, comprised of current peace officers, faculty, classified staff, administrators, and the broader Compton community. The task force has reviewed our training from the Police Officer Training and Standards Bureau (POST) as well as developed a new policy with our vendor Lexipol.	3/19/2021 2:07 PM
26	Though our campus does not have these programs, we do recognize that anti-racism training and/or a curriculum review is needed for many of our programs.	3/19/2021 1:54 PM
27	Most of our college district programs in first responder/law enforcement are through our sister college in our district. I am aware that they are using Chancellor Oakley's Call to Action and other guiding resources to consider programmatic offerings.	3/19/2021 8:16 AM
28	Administration of Justice (ADMJ) Skyline has an ADMJ program, but it is not a P.O.S.T. academy. Our ADMJ courses align with part of the content, not all, of any P.O.S.T. program, and mainly from an academic/educational perspective, not from a training perspective. The ADMJ coordinator attends monthly meetings with representatives from the county law enforcement agencies in discussions over the current direction of law enforcement, but there has been no specific review of curriculum and content. Guidance on how to do this work in the larger framework of the Law Enforcement discipline may be useful, and it is not readily available. The survey and discussion engendered the following responses: "At one equity-focused event on campus, the ADMJ program was put on the spot, called out, and criticized in a public way, reflecting a need for the campus to evaluate its practices of calling in, collaborating, and engaging faculty in the terminology and dialogue happening in silos all over campus." [The intent of the ADMJ program is] "to address the relevant issues that matter most to our students and to those impacted by Law Enforcement services, and to ensure that accurate information is shared...Many of our courses...cover a range of contemporary and hot-topic issues such as bias, racism, cultural sensitivity, de-escalation, use of force, and related topics involving police and the community. our intent is the produce successful and skillful police officers who are educationally, physically, and ethically equipped to serve and protect all members of society, and to do so with professionalism, conscience, moral direction, effectiveness, and mutual dignity." EMT There has not been a systemic formal review of the EMT program. The curriculum, which has been recently updated (most current text edition) does address, somewhat, de-escalation and cultural sensitivity. The coordinator and primary instructor states: "I expand and add to the text through lecture and patient scenarios in labs. The ET program is not a first responder class, but I think this still applies." As with ADMJ, there appears to be no specific guidance for how to do such a review, and there were questions about whether such guidance for conducting a formal review process exists at the Chancellor's office; there was strong desire for it. The EMT program is headed by an adjunct, as there are no full-time faculty in the program. Neither the college nor the district has allocated specific resources to EMT or any programs on campus to guide in a full & systematic review.	3/19/2021 7:58 AM
29	[NOTE: The response to all questions includes the perspectives of team members representing involvement at different levels within the college structures. Collectively, team members present a diversity of perspectives including those of full time faculty, adjunct faculty, college staff, counseling, and instruction as well as the individual perspectives of persons of color, persons of different sexual orientations, different ethnicities, and gender. All responses represent the current state of progress and awareness of DEI activities at the college.] I know of no review—internal or external—that would pertain to any law enforcement program, certainly not one that would address any issues described in Chancellor Oakley's "Call to Action." Professional development activities have been suggested to the faculty who	3/18/2021 12:08 PM

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teach Administration of Justice and Criminal Justice courses. Yet, there have not been any changes in the courses within those two degrees. Taft College has created a Social Justice degree and Law, Public Policy, and Society degree. Collaboration among core adjunct and the single, fulltime faculty member focus on identifying examples and opportunities to engage student critical thinking on the ethical choices involved at all levels of the justice system with a focus on individual and systemic racism. This collaboration began in 2014, with the intent of teaching ethical concepts and building a mindset of dealing ethically with diverse communities and particularly with members of communities of color. The work began with the addition of perspectives from current or former incarcerated persons of color and has continued since that time. Chancellor Oakley's Call to Action is viewed as 'about time' by the core faculty engaged in the on-going work. The voices, experiences, and perspectives of diverse peoples have been added to all courses throughout the program. In the introductory courses, textbooks and supplemental materials have been reviewed and revised to increase focus on ethical errors at the personal and systemic levels. Examples of changes made, as provided by discipline faculty, include the addition of the Innocence Project with emphasis on the importance of the work done through the project group. The story of Kalief Browder was added as a focus along with similar stories to highlight ethical issues and practices within the criminal justice system including the enforcement branch of the system. "We want to catch them before the academy gets them." Diversity of faculty has been an issue with all instructors being white and male. Almost all courses are taught by adjunct faculty, a reality that has allowed us to improve the diversity of representation among the instructors of courses although it is not yet aligned with the representation of groups among the students in the programs. Student voices were included in the review and revision process through representation on the advisory committee associated with ADMJ/CJA and through feedback opportunities during each course.

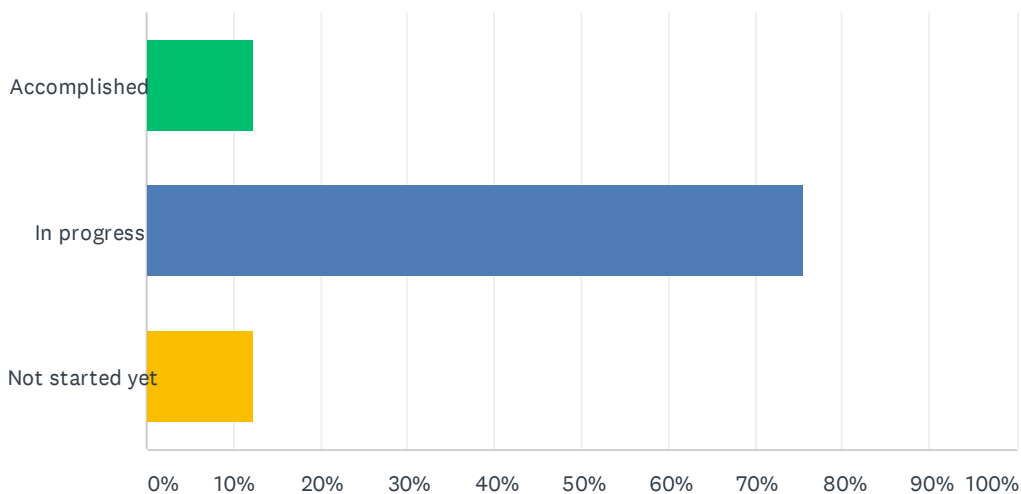
30	N/A Our sister college Grossmont has this program, and they are reviewing their program.	3/18/2021 11:50 AM
31	<p>Our Palomar College Police Academy has banned all forms of training on the use of the carotid restraint (chokehold), and this work has been a trendsetter in our region (see more below, under "success stories"). Also, effective January 2021, a component of the Palomar College Police Academy Orientation Course will now include a cultural diversity exercise as part of the requirement for eligibility to enter the academy. Our recruits will now receive vital training consistent with other police academies in our geographical boundaries. We have formed a consortium among our local community college partners, where diversity training will be paralleled in San Diego County, and conform to POST standards in the State of California. All future academy classes will include a town hall discussion that will include panel members of various racial, cultural, and gender groups that have faced discrimination, and who have varying experiences interacting with law enforcement. We will continue our communication with our advisory board, local law enforcement agencies, and Peace Officers Standards & Training (POST), to develop and implement a new training curriculum for our county mental health workers, social workers, and law enforcement to deal with responding to critical incidents of diversity and mental health. Cultural Diversity training remains critical and an important priority so we will partner with the Simon Wiesenthal Museum of Tolerance in Los Angeles, California, to offer a variety of Tools for Tolerance programs designed for the police academies and all other levels of law enforcement personnel. The Palomar College Police (a group separate from the Police Academy) has issued and posted a statement that reads, "The Palomar College Police Department stands in solidarity and beside the voices that speak out against social injustice. The police officers responsible for the death of George Floyd betrayed the trust of the community and the trust of our noble profession. We took an oath to defend the rights and liberties granted by the U.S. Constitution. We will forever defend those rights. Our values are rooted with human dignity and reverence for life. In support of this effort we are joining San Diego Law Enforcement in ending the use of the carotid control technique as a use of force option. PCPD takes great pride in serving our diverse community." In addition, Campus Police conducted a review of the "Use of Force" policy in summer of 2020. As a result, revisions were made in line with current national best practices, including the elimination of the carotid control restraint. The revised policy has been published on our campus police webpage. As our Police Department and our Police Academy are separate entities, we could do more to align them in that the training that one group receives is not the same as what the other group receives. This is especially important given the fact that it is our Police Department who comes in greatest contact with our students.</p>	3/17/2021 9:22 AM
32	NA	3/16/2021 11:27 AM
33	I am not aware if this has started at all.	3/15/2021 5:22 PM
34	Conversations with faculty in the discipline.	3/15/2021 4:20 PM

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35	Yes, as stated before, our Administration of Justice program is well aware of the call to action and has been proactive in working on these measures. Our Fire Science and Nursing programs are both in the beginning stages of meeting this requirement and are open to the call.	3/15/2021 9:48 AM
36	We've tried to engage our AJ Program faculty and have found that, though they believe they are already meeting the call to action, we're not speaking the same language... Our district will be hosting a First Responder Series beginning March 26 focused on addressing Oakley's Call to Action.	3/12/2021 2:17 PM
37	Our CJ program is actively discussing community policing and involving other departments in projects on police reform. Much of that is happening this semester, but they presented at a Senate meeting to encourage other disciplines to get involved.	3/11/2021 11:08 AM
38	I believe it is in progress, but I would have to check on specific outcomes of this review.	3/4/2021 11:41 AM
39	We are in transition and recently hired a new tenure-track faculty member in our Administration of Justice program. This area will be addressed in the near future.	3/2/2021 1:51 PM
40	Our Public Safety programs (Fire and EMS) have begun an internal assessment of their curriculum to address the concerns expressed in the Chancellor's Call to Action. They have not, as yet, submitted a fully-articulated formalized plan. However, they have already made instructional adjustments (learning activities) that don't require resubmission or re-approval of the course/program curriculum. Additionally, they have sought input, where available, from their regulatory or credentialing agency (e.g., California State Fire Training) for guidelines established from the agency's discussions with the CCCCCO. Finally, the faculty is continuing to take advantage of opportunities to get additional training in the specific areas of unconscious/implicit bias, anti-racism, and ways to create a more welcoming and inclusive classroom.	2/22/2021 1:35 PM
41	NA	2/10/2021 1:53 PM
42	Curriculum is being reviewed	2/9/2021 5:22 PM

Q8 Has your college and/or local senate reviewed its processes for appointing faculty to committees and hiring search groups to increase the racial diversity and perspectives of those committees?

Answered: 57 Skipped: 10



ANSWER CHOICES	RESPONSES
Accomplished	12.28% 7
In progress	75.44% 43
Not started yet	12.28% 7
TOTAL	57

#	WHAT STEPS HAVE BEEN TAKEN AND WHAT WAS THE RESULT?	DATE
1	<ul style="list-style-type: none"> Two years ago Academic Senate began reviewing hiring committees for DEI. Faculty/administrators attending USC equity training on hiring and diversity in fall 2020. Senate conducts an in-depth, thorough review of faculty hiring committee appointments to ensure diversity and equity concerns are addressed. Non-diverse hiring committees are referred back for reconsideration. 	4/5/2021 2:33 PM
2	For years now, our Academic Senate informs ALL faculty of all opportunities to serve on campuswide committees, including administrator hiring committees. Faculty who volunteer are asked to complete a volunteer information form that includes a requested statement on the faculty's approach to ensuring diversity, equity, and inclusion, and these statements are posted for review by the Academic Senate Executive Committee before they make/confirm a faculty appointment.	3/24/2021 10:31 AM
3	Several years back, the academic senate adopted formal procedures for soliciting interest in and recommending committee appointments. There was considerable debate over whether and how to incorporate racial diversity into the process. Historically emphasis has been placed on ensuring discipline diversity, particularly the inclusion of CTE faculty. Additionally, the limited number of faculty of color posed a challenge to ensuring that all faculty who needed committee service (required in their job descriptions) would get it if racial diversity were seen as a primary criteria. Add to that the concern over racial diversity being seen as more important than other forms of diversity (see response to question 3 and 4). The procedures eventually included an emphasis upon ensuring diverse voices, with the understanding that the academic senate would consider the existing makeup of particular committees and how an individual appointment can enhance that. The academic senate at Butte College does not appoint	3/24/2021 8:36 AM

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members to hiring committees but rather has developed and revises the procedures for such members being chosen. As discussed below, significant work has taken place to ensure more diverse hiring committees. Diversity Committee Response: This is definitely in progress and has been a major area of initiative taken by the Academic Senate President. —A group has met with the senate president and proposed changes to the hiring procedures for faculty hiring, but those changes have not yet been approved and instituted. They still need to be approved by the senate, HR, and the president. --HR has been working to diversify hiring committees—asking committees to bring on additional members when necessary. Diversity Committee Response: --Equal representation from the three faculty areas, classified, and MSC still dominates the priorities for committee appointments according to the senate, not racial diversity and perspectives. --Multiple faculty and MSC of color report being passed over when requesting to be on a committee because they already had someone from that COI, for example. --There is no documented and consistent process for actively recruiting people with minoritized or target identities of any kind on the committees overseen by the Academic Senate. --We feel the committee structure at Butte need attention—committee chairs could get more training on these issues—e.g. diversifying committee make-up. What do they mean by “hiring search groups”?

4	The Senate has workgroup, but as a college not so much. For hiring committees, we have one person as the “diversity” rep. Seems performative at best. Classified staff are not required (and may not be an option due to restrictions from managers) to participate in committees, appointees are selected based on relationships and connections to people in the committees, not a large call for participation which limits the voices that are represented at the table. Who do you know is what that it easier to join. You see the same classified staff on the different committees.	3/23/2021 5:21 PM
5	1. Yes. There is always an equity officer present and training by HR. While diversity has increased, it appears hiring candidates that reflect our student population lag. The community population/make-up changes quick than we have the opportunity to hire. 2. We have training on this all the time. Training for hiring that includes equity and diversity topics. 3. This has been an effort for many years, resulting in individuals from certain low-number groups to be over-used on campus committees and marketing campaigns. 4. Yes, we have discussed this for several years at the department and division level in my area, and it was discussed again at our most recent flex day.	3/23/2021 4:28 PM
6	We tried this for the Faculty Hiring Practices workgroup, but we have not attempted to standardize this.	3/23/2021 4:26 PM
7	<ul style="list-style-type: none"> • Academic Senate Council: A little over a year ago, we implemented a transparent process for recruiting and selecting faculty to appoint to hiring committees. An ad-hoc committee of ASC members (which rotates) meets to nominate a diverse group of faculty to each committee. This has alleviated some tensions related to perceived bias. We have recently added demographic diversity (including race and gender) as one type of diversity to consider. • Classified Senate: solicits names of who wants to sit on hiring committees. Look at diversity of applicants as make decisions. If don't feel like diverse enough – direct targeted outreach to get folks to join. There has been discussion among leaders of entire hiring committees to help make (we are contacted by president/hiring to substitute to increase overall. This has been in practice over past 2 years (diversity piece is practice, not policy) • Our Interim president has done a great job of working with all constituent leaders and the hiring manager of each team to balance Diversity of final committee 	3/23/2021 3:57 PM
8	Cypress College is a participating member of the USC Equity Alliance for California community colleges, with administrators, faculty, staff and students participating in a series of meetings, some of which addressed this topic directly. Administrators, faculty and staff have also been engaged with Allied Path Consulting, working with Dr. Veronica Keifer-Lewis and Tony Santa Ana to have difficult conversations about DEI issues, including specific discussions related to faculty committee appointments, hiring search groups, and how to improve the diversity of both. This has not translated to policy or procedure changes yet, but translating those conversations to action is a goal for this semester.	3/23/2021 3:26 PM
9	We have a faculty member working closely with HR regarding hiring processes. Our local Senate has created a staffing committee in which we just discussed how we can increase racial diversity and perspectives in that process. We realize we have a long way to go.	3/23/2021 11:39 AM
10	We attempt to, but the bottom line is, we need more diversity within our faculty. 36 full-time faculty, 3 identify as non-white.	3/23/2021 8:25 AM

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11	<p>Changes were made to the EEO Plan to require diversity on screening and selection committees. All committees for faculty hires are approved by the Academic Senate President. To implement the EEO Plan committees for faculty hires that are forwarded to the Senate with limited diversity are not approved by the Senate President. All committee forms must also be accompanied by a diversity statement which requires thought be given to the diversity of the committee before it is submitted. Because the Senate President cannot know the backgrounds of all faculty we ask that the ways that members of the committee contribute to diversity on the committee be shared. When a committee is not approved the Senate President engages in a conversation with the Department Chair, and sometimes with the Dean as well. Support is offered in developing a solution to address the lack of diversity on the committee which can include identifying alternate committee members, considering changing the manager or chair on the committee, or adding an additional faculty member on the committee. Each discussion we have about why we are prioritizing diversity on the committee, and how this can impact our students' learning moves us closer to our DEI goals. The commitment of ASCCC to diversifying the faculty is always helpful- the Senate President stresses that this is a statewide initiative that the Chancellor's Office, ASCCC, and the College supports. There has been an increase in the diversity of hires, but there is still substantial work to be done to address implicit bias and other barriers to equitable hiring.</p>	3/22/2021 11:34 PM
12	<p>Our EEO committee is currently reviewing our employment process.</p>	3/22/2021 10:03 PM
13	<p>In discussing this questions, some people feel that this has been a practice at the college. I agree, but as someone who makes these appointment, I know that we often don't have people we can appoint step up. How can we invite them in? We have discussed our process for appointing faculty to committees and have reach out to our BIPOC groups to talk about how we can be more inclusive. We already have a more diverse group of people volunteering to participate in committee and hiring processes. We are also reviewing our "Faculty Hiring Manual" that governs the process for selecting hiring search groups. No results here as we are still reviewing the manual.</p>	3/22/2021 9:31 PM
14	<p>We have an informal process with stated DEI values, and an attempt to diversify appointments to committees, yet often cannot accomplish this due to a lack of volunteers to these committees. We have have to just take any warm body! We are currently re-writing our by-laws, and hoping to formalize these processes.</p>	3/22/2021 9:26 PM
15	<p>"Comprehensive Summaries" below represent a holistic summary of all feedback from Senate Leaders, Equity Champions, BIPoC faculty and faculty at-large. Input was collected directly from individuals within the Senate and campus, but there was also a voluntary option to take an anonymous survey that resulted in 71 anonymous responses. These responses were intended to supplement the information that the AS President was using to answer the survey. However, some senators wanted the responses to be included verbatim, and you will find those at the end of each summary. It is important to note that Senate Leadership, some Senators and faculty, and other campus committees did not take part in the survey and that an individual respondent could take the survey multiple times, so the specific survey responses should be considered as only one facet of feedback. Note: This question was accidentally duplicated in the survey sent to faculty at-large (questions # 8 and 10). Numbers reflect the results for the two separate questions. Survey results: Accomplished (5%), In Progress (30%), Not yet started (47%), Other (18%) Survey results: Accomplished (5%), In Progress (32%), Not yet started (43%), Other (20%) Comprehensive Summary of Areas of Need: We need assistance, suggestions, and/or professional development to get more diverse faculty and faculty in general to volunteer for committees. Some feel that the appointment of faculty to committees is not diverse, however, the diversity of the Academic Senate and Executive Leadership team is fundamentally dependent on those who volunteer to take on these demanding faculty leadership roles. For the past decade or more, the lack of faculty volunteers has dramatically affected the ability to increase diversity on committees. If we examine the faculty that have volunteered to run for the Academic Senate President, the most recent list of faculty who were elected, in almost every case unopposed, have included: a Latin male, a Middle-eastern/ white female, an African American/ black male, a German/white female, and an Irish/ white female. Furthermore, this list is only a reflection of the ethnic/racial diversity, and does not include all of the other aspects of the faculty that make them diverse. The diverse list of AS presidents who have been elected at Miramar College in the past 15 years demonstrates that the Academic Senate supports a diverse spectrum of individuals in this role, but we need help getting diverse people to step up and volunteer. We need assistance in creating a college-wide meeting calendar and schedule. One respondent felt that the committee and/or Academic Senate meeting times are selected to prevent them from attending. However, this is not accurate. The Academic Senate has been sensitive to this</p>	3/22/2021 6:30 PM

issue, and conducted a survey to vote on the preferred meeting day/time- the current time was selected based on the majority vote. But there are many meetings held at the same time and the Academic Senate has asked for over two years for the development of a college-wide meeting calendar/schedule. This is part of our ongoing work on the College Governance Structure redesign efforts. We need a clear and broad understanding of our governance structure and processes. The discussions of college governance committee term limits and membership rotation cycles in the draft revisions of the College Governance Handbook (CGH) were and are intended to create greater access to committees for those who may have not been able to be included in the past. Making committees more accessible promotes the opportunity for greater diversity. The Academic Senate has been a central part of the efforts to create a more clear and comprehensible governance/committee structure. We need more individuals to engage in this comprehensive re-structuring effort, so that the entire campus community can better understand the processes that guide the decision making at our College and at the District level. We need better education for college constituencies on the district and college processes surrounding appointment of faculty. Some feel that the process is not very democratic or transparent. We need a better understanding of the laws and processes that govern these appointments, as the appointments are currently being made in alignment with process. That being said, the Academic Senate can and is changing its Bylaws to attempt to improve the process of faculty appointments. Comprehensive Summary of Efforts Supporting In Progress/Accomplished: In fall 2020, the Academic Senate began to review the processes for appointment of faculty to both governance committees and screening committees. In the SDCCD, Administrative Procedure (AP) 2510 directs appointment of faculty to committees: Committee Assignments The appointment of faculty members to serve on college or District committees, task forces, or other groups dealing with academic and professional matters, shall be made, after consultation with the Chief Executive Officer (or designee) by the Academic Senates. To direct this process at Miramar College, the Academic Senate Bylaws state that the Academic Senate President appoints faculty to all college and district committees. The current process used by the AS President for appointments is heavily dependent on faculty to volunteer for the positions. The Academic Senate President then considers multiple variables in the appointment of faculty, including but not limited to: racial diversity, additional facets of diversity, school and department diversity, committee expertise, specific needs of the committee/group, knowledge of college and district processes, etc. There has been concern shared by both senators and the current/ past AS Presidents that this might not be the ideal way to appoint faculty to committees, and we should look at alternatives (e.g. an AS committee that does annual appointments to committees). In spring 2020, the Academic Senate President initiated the Constitution and Bylaws Committee to begin working on general changes to the Bylaws, but the pandemic side tracked those efforts. To continue this work, in spring 2021 the Constitution and Bylaws Committee was initiated again to edit the Constitution and Bylaws as a whole, and to improve the processes in response to concerns regarding the process of appointing faculty to committees. A new Academic Senate process for appointment of faculty to committees should be approved by the end of spring 2021. In 2018 the SDCCD Chancellor initiated a "Technical Assistance" visit in the form of Collegiality in Action (CIA) at Miramar College to assist the campus with the many challenges it was facing on multiple issues. Since 2018 the Academic Senate, in collaboration with all other constituencies and the Collegiality in Action facilitators, has been a central figure in the ongoing, long-term efforts to restructure the Participatory Governance system on our campus. It was recognized by the third party CIA that numerous challenges of our college were related to our Participatory Governance structure. As a consequence of this ongoing collaboration with CIA, the college has engaged in generating three drafts of the College Governance Handbook (CGH) in order to get college-wide approval of the final CGH revisions. This has been an enormous effort, the genesis of which is rooted in the desire to improve our committee structures, and promote greater access, inclusion, and diversity on the College Governance Committees. Individual Survey Responses: Question #8: 1. The current process in appointing faculty to committees and hiring search groups does not promote in increasing the racial diversity of those committees. With regards to a review to this process, we are not aware that there is one. 2. As an Academic Senate faculty member, our Senate has not yet looked at reviewing this process, although we have plans to do so when we revisit our by-laws perhaps in the Fall 2020. This has been a challenging point of contention for our Senate since many Senators feel like appointments are made without not always the best interests of the college in mind. We have done no work on increasing the racial diversity of committees. 3. I don't think so. 4. I think that specific groups have done work on this but there have been no centralized effort and token effort from the AS. 5. Miramar's Academic Senate wants to keep status quo, no commitment to diversity. 6. No. On the contrary, senate leadership has explicitly stated that diversity is not racial diversity and has fought this a great deal. 7. Not Started - this process has been

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problematic. At this point the AS [leadership] solely makes the appointments. The process is not very democratic or transparent. 8. Not sure. 9. The process for appointing faculty to committees has begun, but "increas[ing] the racial diversity of those committees" is not the focus as far as I can tell. 10. To my knowledge, we have not made progress it in this area in any meaningful way. We continue to host meetings as per usual without regard for why people end up choosing certain committees. For example, is the AS meeting time a good time for parents with young children? How does that impact who becomes a senator? Question #10 1. Not sure. 2. At this college, Senate leadership and longtime deans have really hindered having diverse hiring committees. 3. College: In Progress AS: In Progress. 4. Faculty of Color have been ostracized on Miramar College's campus. 5. I think that specific groups have done work on this but there have been no centralized effort and token effort from the AS. 6. Neither our college nor our local Senate has done this, although we talked about some possibilities once in Senate. 7. Not as far as I know (see #8). 8. Not Started - this process has been problematic. At this point the AS [leadership] solely makes the appointments. The process is not very democratic or transparent. 9. Same response to Question 8.

16	I don't think we have done anything for this effort. More needs to be done to ensure that faculty of color are at the table of important committees on campus. Other than the USC seminars attended to bring awareness to more diverse hiring practices, I am not sure of anything being done administratively. On every hiring committee we have someone representing the office of equity and diversity to ensure fairness in the hiring process. That is an interesting topic. I am not sure how one would go about this without making folks feel increasingly uncomfortable. I'm open to hearing ideas or what other colleges have done.	3/22/2021 5:05 PM
17	Strategies discussed at March 11th Academic Senate meeting. District Anti Racism Task Force is also discussing policy changes. Black Students Matter faculty work group has actively pushed for specific additions of faculty additions to multiple hiring committees in the Spring 2021 semester. One point of emphasis has been to have more than the minimum number of faculty on hiring committees in order to ensure more perspectives on shared.	3/22/2021 4:54 PM
18	We do collect data on faculty's personal attributes (dept, full-time/adjunct, etc) as well the information on their experience that would contribute to our need to diversify the committee representation and composition. We continue to have a discussion on how to improve this process.	3/22/2021 4:27 PM
19	The Academic Senate uses our Anti-Racist Guiding Principles as one of the guiding documents when appointing faculty to committees. The pertinent principles are: • 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. • 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. Hiring search groups are approved through district Human Resources, and one of the considerations is the diversity of the group.	3/22/2021 1:53 PM
20	We are currently reviewing the hiring procedure to include DEI. The Academic Senate president is working with the Black Faculty Task Group, LatinX Task Force, and Asian American Native American Pacific Islander Serving Institutions to compile a list of individuals willing to serve on faculty hiring committees. These lists will help in faculty appointments and create a more diversified hiring committee.	3/22/2021 1:43 PM
21	BIPOC and Equity Champion faculty affirm that the District's Academic Senate has began the process of reviewing and developing a process for appointing faculty to committees and hiring search groups with the goal of increasing the racial diversity and perspectives on those committees. For example, Committee B (Academic Senate Standing Committee) adopted an initiative to investigate and provide recommendations to the Academic Senate to consider, such as term limits for Academic Senate committee and leadership positions. BIPOC and Equity Champion faculty acknowledges that EDAC has created a task force to focus on reimagining District Equal Employment Opportunities hiring practices, particularly as it pertains to how level one hiring committees are formed. BIPOC and Equity Champion faculty were made aware that Social Sciences Division faculty have engaged in the revamping of hiring tools with hopes that the District may consider wide-spread adoption.	3/22/2021 1:23 PM
22	Yes, We have had a formal process for several years and this past fall our Educational Policies & Practices Committee reviewed the process and created an updated process, with a clearer statement of the need for diverse faculty and a requirement that ALL faculty be notified of upcoming hiring committees. This new process was approved by the Senate in February.	3/22/2021 10:41 AM

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23	<p>The Academic Senate has approved a new protocol for making faculty appointments to hiring committees. In response to the Chancellor's Call to Action, the Senate wrote a resolution on Diversity in Hiring Committee Appointments. It then assembled an ad hoc group to work on developing a new protocol for making faculty appointments to hiring committees. The new protocol takes into account a variety of diversity factors that are required to be reported out by HR. The new hiring protocol not only addresses diversity and inclusion but also specifically places a focus on anti-racism. The new process was implemented in the Spring 2021 semester and has been used for one instance of appointing faculty to serve on a hiring committee. The Senate will continue with the new protocols and will determine if modifications or other measures are needed.</p>	3/22/2021 9:11 AM
24	<p>Yes, our college has instituted a requirement for any hiring committee member to participate in implicit bias training prior to serving on a committee. The college utilizes hiring compliance officers on all hiring committees. A procedure for hiring part-time faculty is in development that hopes to establish many of the same goals and principles being applied to full-time employees. Lead administrators also received training from the Center for Urban Education (USC) for equity in hiring practices. Updated Board Policy 7120 that states that committees need to have diverse representation. The college has been requiring diverse committees for 2.5 years.</p>	3/21/2021 8:34 PM
25	<p>The Academic Senate has worked the last few semesters to provide a compressive revision of our Board Policy and Administrative Procedure for hiring faculty. This includes addressing diversity of committee members. The Administrative Procedures for hiring classified staff and administrators were revised to include the recommendation made by the senate for faculty for the other two groups. The Academic Senate has informally considered diversity when appointing faculty to serve on committees, including hiring committees. We are in the process of making this more of a formal consideration by revising our committee appointment criteria in the Bylaws.</p>	3/21/2021 1:50 PM
26	<p>Yes, our current Senate subcommittee directed at reviewing the Senate Constitution and Bylaws is reviewing those documents, as is our "Equity Minded Practioners" group.</p>	3/21/2021 11:20 AM
27	<p>VVC's Diversity, equity, and inclusion shared governance committee encourages people of diverse backgrounds to participate in college activities and conducts training and educational activities with DEI policy reform.</p>	3/20/2021 4:26 PM
28	<p>We have engaged this topic on multiple occasions and are attempting to make changes in our practices to help produce real change.</p>	3/20/2021 12:05 PM
29	<p>Given the racial composition of our faculty, roughly about 40% African American, 25% Latinx, 23% White, and a small percentage of Asian faculty, our faculty committees and hiring search groups are fairly diverse. We will continue to keep race in mind whenever assembling any committees.</p>	3/19/2021 2:07 PM
30	<p>In-progress: Yes, we have reviewed the processes for appointing faculty to committees and hiring search groups. The result of this is working with committee chairs in the selection process of hiring committees. We are attending professional development opportunities as opportunities are presented. Our Governance Taskforce is looking into the college committee structures to make sure there is equitable representation. This taskforce also created guiding principles that focus on DEI.</p>	3/19/2021 1:54 PM
31	<p>Our senate executive team has held explicit conversations about faculty appointments and to be mindful about diversification representation. We are in the process of writing a supplemental procedure to codify that intent (especially with hiring committees). We've also adjusted our appointment process to include a formal process to where there is additional equity in recruitment and opportunity for all faculty to participate.</p>	3/19/2021 8:16 AM
32	<p>The senate's process has long been to review all committee appointments for racial and gender diversity, and faculty have confidence in this practice. There is less confidence in the District's required anti-bias training, which most regard as a box to check instead of skills to employ for disruption of inequitable practice. There are rumors about selection committees where inappropriate conversations have taken place, although none came up through the survey we conducted. Academic Senate began work on the creation of a framework to inform appointing faculty to committees; this is still in progress. The Academic Senate, and the campus as a whole, appear to have a strong sense of the "What" and the "Why" of equity work – we know what the problem is and what needs to be done, and we know why it's a problem and why we need to address it. What is lacking is the "How:" how to make it actionable,</p>	3/19/2021 7:58 AM

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operationalized, and transformative, and how to scale it across the institution. Senate attempted to create a framework for faculty appointments; how exactly to operationalize that framework and to evaluate it is still elusive. The College has had inconsistent practices with forming screening committees; some have had as few as three members while others have had twelve or twenty-five, and Academic Senate has had to fight to be represented on key committees. "There is substantial and sustained efforts on the part of lead faculty to promote diversity in these areas." "I took an implicit bias class at Skyline and at another college. The one at the other college was much better. I don't have a lot of confidence in those implicit bias tests online." "We are more aware of it and will discuss the faculty appointees in terms of racial and gender diversity." "We're somewhere between ongoing and accomplished." "AS reviewed bylaws; sends back more committees than it did five years ago."

33	While ongoing discussions and inquiries continued in 2020, the review of its processes has slowed as the human resources office has been in a state of transition due to vacancies and turnover.	3/18/2021 12:53 PM
34	[NOTE: The response to all questions includes the perspectives of team members representing involvement at different levels within the college structures. Collectively, team members present a diversity of perspectives including those of full time faculty, adjunct faculty, college staff, counseling, and instruction as well as the individual perspectives of persons of color, persons of different sexual orientations, different ethnicities, and gender. All responses represent the current state of progress and awareness of DEI activities at the college.] To my knowledge, there has been discussion on this topic within all three DEI-related groups on our campus. Although, I do not think any action has been taken in terms of changes that would increase racial diversity in any area. Taft College has acknowledged that this is a problem area that needs attention. EEO committee is currently researching best practices so that they can make effective recommendations to the Human Resources Department to address the need for guidance in our selection committee's training and hiring practices. I heard the Union and administration were talking about these issues. I know the Equal Opportunity for Employment Committee is reviewing these issues as well as Human Resources. In consultation with the Vice President of Instruction, the Academic Senate president reviews the membership of all campus committees; however, this review does not include the ethnic diversity of committee membership. Several issues were identified. 1) Faculty at Taft College are predominantly white. 2) Hiring committees for faculty positions are typically built from faculty members within a particular division area while hiring positions for nonfaculty positions are built from all representative areas across the college. 3) Given our small size, 58 full-time faculty members, diversity of membership in hiring committees is an on-going challenge. We ultimately decided on different approaches to ensuring diversity on hiring committees. Recognizing that requiring at least one faculty member of color be appointed to each hiring committee would over-burden the few faculty of color currently employed in full-time positions, we decided on a twofold approach. For positions other than faculty, appointments to screening committees are built from the pool of representatives identified by the president of the Academic Senate, president of the classified union, and college president. Both the Academic Senate president and the classified union president follow the respective standard processes to identify potential members of the screening committees. Each shares the list of potential appointees with the college president. The college president considers the people on the presented lists and the personnel available for appointment by the president before making separate recommendations to the Senate and union presidents as to which combination of appointees would best reflect the diversity of our students. There is no requirement that the Senate or the union presidents appoint in the manner recommended by the college president; however, this was recognized as the most feasible way to improve all other types of diversity among members of our hiring committees as well. This structure was worked out through discussion among the 3 leaders, mutually agreed upon, approved by Academic Senate and the classified union, and incorporated into AP 7120.	3/18/2021 12:08 PM
35	The RESJ Task Force is currently addressing these issues in the investigation.	3/18/2021 11:50 AM
36	This has been discussed at District Academic Senate and is a practice of the senate president.	3/18/2021 10:45 AM
37	Our hiring committees are established within individual departments. One of the charges of our newly-established DEqCC Committee has been to address diverse faculty hiring, and one effort has been to create a set of "best practices" to Departments/Department Chairs that will include information and suggestions about committee formation (this document is still in development). In terms of the appointments that the Senate does make, our recently-adopted	3/17/2021 9:22 AM

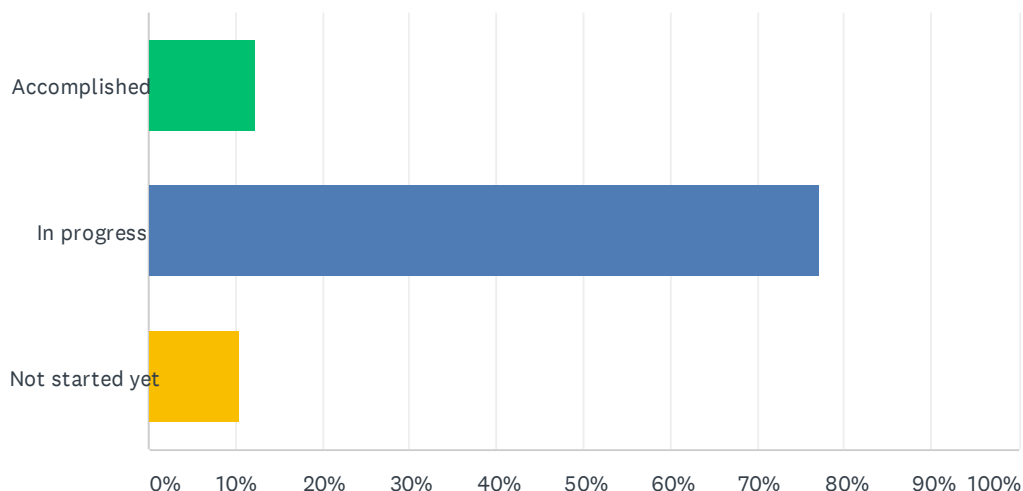
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statement on antiracism addresses committee appointments, and we have been including this part of our statement with our calls (and asking applicants to address any relevant bona fides related to DEI). This has only been partially successful, for reasons elaborated on in response to the "barriers" question below.

38	Yes, we are following the guidelines presented by the Chancellor's office. I don't know if I can say it's accomplished or not.	3/15/2021 5:22 PM
39	Our district has also agreed to review our hiring process document to incorporate components of the Vision for Success Diversity, Equity and Inclusion Task Force in our process.	3/15/2021 4:20 PM
40	The Academic Senate President has been in communication with HR regarding this initiative. Once data is gathered, the rest of the Senate will be updated and measure will then be taken addressing any concerns. Our HR has EEO practices in place to insure equal opportunity for hiring practices. Some programs on campus have DEI initiatives embedded in their minimum qualifications such as EOP&S. Administration, Faculty, Management, and Classified leadership are all aware of this focus and make sure that DEI is addressed when compiling a hiring committee.	3/15/2021 9:48 AM
41	Have been working for weeks on the Faculty Hiring Document.	3/13/2021 3:15 PM
42	There are multiple actions that are incorporated into the draft action plan to transform the college into an equity-driven system.	3/12/2021 5:19 PM
43	Led primarily by our Vice President of Instruction, we've taken great efforts to rework our hiring processes to make them more inclusive. We've woven equity throughout the process and questions rather than having one or two "equity questions". We've incorporated student scenarios in the hiring process to make things more realistic and to allow committee members to see how candidates respond in equity-minded scenarios. We've also taken great efforts to ensure hiring committees are racially diverse. This increases workload on our employees of color, of course, as our ratio of employee diversity is not yet equivalent to our student body diversity. We also identified an option to include non-binary gender choices in our hiring application processes. Our district was less than helpful with this, however, and we've had to add an additional supplementary question to gather this information to inform communications and inclusivity throughout the process.	3/12/2021 2:17 PM
44	Yes, we go through regular trainings and have HR report on this at Senate meetings on an annual basis.	3/11/2021 11:08 AM
45	It will be a task of the DEI Committee to make further recommendations about this.	3/4/2021 11:41 AM
46	The AS has not yet reviewed this, based on the Call to Action, with a racial/ethnic diversity focus. We have a process to explore our committee composition and solicit faculty participation, and multiple factors are considered in creating a diverse committee composition. However, racial/ethnic diversity have not been elevated or been emphasized in this process.	3/2/2021 1:51 PM
47	We are doing work through the district's Equity in Hiring, an open dialogue to address the anti-racism in hiring, and the USC Race and Equity Center Racial Equity Leadership Alliance.	2/22/2021 1:35 PM
48	We are a very small college. Everyone serves on committees.	2/18/2021 3:12 PM
49	The development of a Faculty Diversity and Equity hiring rubric is in work.	2/16/2021 6:37 PM
50	Working on revisions to our practice now.	2/10/2021 1:53 PM
51	1) Discussions with Senate Executive Committee 2) Flex Day Discussion 3) Discussion with Admin and Senate	2/9/2021 5:22 PM

Q9 Has your college and/or local senate evaluated hiring processes to increase faculty racial diversity?

Answered: 57 Skipped: 10



ANSWER CHOICES	RESPONSES
Accomplished	12.28% 7
In progress	77.19% 44
Not started yet	10.53% 6
TOTAL	57

#	IF SO WHAT HAS BEEN FOUND AND WHAT CHANGES ARE BEING RECOMMENDED/IMPLEMENTED?	DATE
1	A group of faculty and administrators just reviewed job announcements and screening processes from the spring 21 hiring cycle with an equity minded lens; will make recommendations to senate.	4/5/2021 2:33 PM
2	The faculty hiring procedures document is a district document that has been reviewed and given input by both district colleges' Academic Senates, as well as the district's District Equity Action council. It is going to the Chancellor's Advisory Committee for giving input to the Chancellor before going to the Board of Trustees for approval. It may be paused there as students are requesting to have a place/role in the hiring committee and that is a new request.	3/24/2021 10:31 AM
3	Several years back, the academic senate adopted formal procedures for soliciting interest in and recommending committee appointments. There was considerable debate over whether and how to incorporate racial diversity into the process. Historically emphasis has been placed on ensuring discipline diversity, particularly the inclusion of CTE faculty. Additionally, the limited number of faculty of color posed a challenge to ensuring that all faculty who needed committee service (required in their job descriptions) would get it if racial diversity were seen as a primary criteria. Add to that the concern over racial diversity being seen as more important than other forms of diversity (see response to question 3 and 4). The procedures eventually included an emphasis upon ensuring diverse voices, with the understanding that the academic senate would consider the existing makeup of particular committees and how an individual appointment can enhance that. The academic senate at Butte College does not appoint members to hiring committees but rather has developed and revises the procedures for such members being chosen. As discussed below, significant work has taken place to ensure more diverse hiring committees. Diversity Committee Response: This is definitely in progress and has been a major area of initiative taken by the Academic Senate President. —A group has	3/24/2021 8:36 AM

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met with the senate president and proposed changes to the hiring procedures for faculty hiring, but those changes have not yet been approved and instituted. They still need to be approved by the senate, HR, and the president. --HR has been working to diversify hiring committees—asking committees to bring on additional members when necessary.

4	Participation in hiring committees over the years, they have added an equity question, however, at times people most affected with inequities do not have the academic language that people are looking for in these answers... Related to things like standardized tests where some people are trained to respond to these questions which can make them stand out. Curious about recruitment and how is HR connecting with specific organizations that target diverse pools. Senate created workgroup, otherwise not sure about college level except at HR breaking down statistics of pools, etc. and now training from HR, person on committee non-voting to answer procedural questions and to remind committee members about correct process	3/23/2021 5:21 PM
5	1. Yes, training for hiring that includes equity and diversity topics. 2. We are continually trained for hiring committees and this is one of the subjects we are normed in. More specific plans and actions could be emphasized.	3/23/2021 4:28 PM
6	This is in progress with the Faculty Hiring Practices workgroup, a shared governance workgroup, but not specifically within the Senate.	3/23/2021 4:26 PM
7	<ul style="list-style-type: none"> • Our union has a task force to make suggestions about hiring practices for faculty ... and hiring in general. This work is ongoing • There has been no permanent Classified hiring over the last 2 years • Our college has had a lot of manager hiring over the past 2 years. No evidence of process leading to increased diversity. 	3/23/2021 3:57 PM
8	Similar to Question 8, above, conversations related to increasing faculty racial diversity have been had in a number of forums and workshops. These discussions at the college level have migrated to the district level, where most of the hiring processes are codified. Our sister campus has been having similar discussions, and have referred this to a senate sub-committee or work group. Once our sister college has finished their internal discussions, district level work can progress.	3/23/2021 3:26 PM
9	Please see above	3/23/2021 11:39 AM
10	Job postings are being placed in a wider variety of publications/job sites. The language needs to be adjusted to reflect that of the most recent statewide resolutions.	3/23/2021 8:25 AM
11	We have made some changes including revising and improving our position postings, increased recruitment including targeting conferences to reach ethnically and racially diverse potential applicants, removing the cap to travel allowances for candidates (pre-covid), allowing zoom interviews, requiring all faculty candidates to answer questions related to equity and diversity and teaching, diversifying the committees, revising the EEO training, requiring all paper screenings to have DEI criteria, and requiring all interviews to include DEI questions. Additionally, we have plans to do a complete audit of the hiring practices for faculty with addressing equity and anti-racism as a central motivation. The audit comes from the recommendations from the Academic Senate Racial Justice Task Force that passed in fall 2020 which also include: 1. An equity audit of the hiring process, from writing the position, selecting the search and selection committee, paper screenings and the interview and selection process. Use the ASCCC Model Hiring Practices and Principles as a framework. Faculty must provide leadership in the audit. 2. Require implicit bias training for all members of the hiring committee. This is to be coupled with a new EEO training developed by experts in equity and diversity in hiring practices, and vetted by a joint faculty and administrator advisory group. 3. To increase equity in hiring it is necessary to support diverse hiring committees. 4. Prioritize diversity and anti-racism as markers of excellence at Mt. SAC. Interrogate the culture of "excellence" at Mt. SAC to ensure the valuing of diversity, equity, and student connection and engagement in teaching for the goal of reducing the harm of structural racism such as the qualifications of institutional prestige and years of experience. 5. Support revisions to AP 7120, on Recruitment and Hiring: Faculty, to align the AP with the EEO Plan and equity-minded hiring.	3/22/2021 11:34 PM
12	We are also reviewing our "Faculty Hiring Manual" that governs the process for selecting hiring search groups. No results here as we are still reviewing the manual.	3/22/2021 9:31 PM
13	Evaluation of hiring processes for disproportionate impact began at least 6 years ago with suggested process and language revisions to the HR Handbook. It has also resulted in	3/22/2021 9:26 PM

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mandatory EO training for all employees wishing to participate in hiring committees (not just limited to faculty) and to renew their training every two years.

14	<p>“Comprehensive Summaries” below represent a holistic summary of all feedback from Senate Leaders, Equity Champions, BIPoC faculty and faculty at-large. Input was collected directly from individuals within the Senate and campus, but there was also a voluntary option to take an anonymous survey that resulted in 71 anonymous responses. These responses were intended to supplement the information that the AS President was using to answer the survey. However, some senators wanted the responses to be included verbatim, and you will find those at the end of each summary. It is important to note that Senate Leadership, some Senators and faculty, and other campus committees did not take part in the survey and that an individual respondent could take the survey multiple times, so the specific survey responses should be considered as only one facet of feedback. Survey results: Accomplished (7%), In Progress (26%), Not yet started (50%), Other (17%) Comprehensive Summary of Areas of Need: We need a further evaluation of district EEO training, process for advertising positions, and district policies/procedures that govern hiring. Some feel that these are actually preventing the increase of racial diversity. Comprehensive Summary of Efforts Supporting In Progress/ Accomplished: In spring 2021 the Academic Senate Executive Committee considered what immediate steps could be made to address the hiring processes at the college level. They drafted a statement charging the faculty members on Screening Committees to review the hiring announcement, criteria and process for potential bias, and to make necessary changes, within the purview of the screening committee, to improve diversity. On March 2, 2021, the Academic Senate approved the above recommendation, and included the suggestion to provide additional resources to screening committee members on implicit bias training, which some feel is not covered in our current EEO training. Individual Survey Responses: 1. Not sure. 2. College: I don't know AS: Accomplished (and decided against it as I understand). 3. I think that specific groups have done work on this but there have been no centralized effort and token effort from the AS. 4. It has not until this year. With a new president, we have started to ask the difficult questions about hiring which is extremely poor. We have one contract faculty that is African American out of 125 professors. But Senate leadership has not wanted to include such discussions. 5. Neither our college nor Senate have evaluated hiring processes yet. 6. No, requests have been made over the years but have been met with resistance by some Academic Senate members and leaders, and some members of the faculty hiring committee. 7. This was a topic of discussion in our local senate. There was a proposal at the district level to change or adjust the training employees undergo before serving on a hiring committee. However, it was met with both agreements and disagreements. That being said, there is a process in place intended to increase racial diversity, which includes hiring committees being encouraged to advertise on job sites that cater to underrepresented groups. The issue is that the college administration has not provided the funding necessary to advertise on the basis that the funding granted is over proportional to the audience the advertisement will reach. 8. Yes, and for several years. However, these efforts have been resisted.</p>	3/22/2021 6:30 PM
15	<p>I don't think we have done anything for this effort. Again, other than the USC seminars attended to bring awareness to more diverse hiring practices, I am not sure of anything being done administratively or implemented. Our hiring comes from District lists as far as I know. The District Academic Senate is working with the Chancellor on diversifying our faculty.</p>	3/22/2021 5:05 PM
16	<p>Strategies discussed at March 11th Academic Senate meeting. District Anti Racism Task Force is also discussing policy changes. Black Students Matter faculty work group has actively pushed for specific additions of faculty additions to multiple hiring committees in the Spring 2021 semester. One point of emphasis has been to have more than the minimum number of faculty on hiring committees in order to ensure more perspectives on shared.</p>	3/22/2021 4:54 PM
17	<p>Our department chairs and the Senate Exec have had a number of discussions on this topic and also on implicit bias. Also, our diversity committee has hosted employment information sessions to intentionally reach out to the communities that are disproportionately underrepresented in our employees. We need to be more consistent with our approach in this area, including documenting and sharing.</p>	3/22/2021 4:27 PM
18	<p>The Academic Senate has reviewed and approved a revise part-time faculty hiring process. Our goal for the next year is to work closely with Academic Affairs and Human Resources to revise the FT hiring process, with the goals of aligning with the ASCCC's faculty hiring recommendations (The Canvas hiring course is fantastic--thank you!) improving EEO training, and developing a faculty mentoring program meant to target local graduate students, MPC PT faculty, and FT/PT MPC staff interested in full-time faculty positions. These three areas (AS,</p>	3/22/2021 4:23 PM

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HR, and OAA) are currently reviewing other campuses programs, reviewing best practices, and attending webinars to better position ourselves to revise the procedure.

19	Our academic senate president is working with our sister college's (Mission College) academic senate president and District Human Resources to expand our advertising to reach more applicants of color. Currently, all members of every hiring committee must complete our Equal Employment Opportunity training before serving on a committee. This training focuses on equitable hiring processes. In the future, we need to re-examine how we evaluate cultural competence in our faculty applicants.	3/22/2021 1:53 PM
20	The Black Faculty Task Group, LatinX Task Force, and Asian American Native American Pacific Islander Serving Institutions are working with Human Resources, CTA, and the District to evaluate the current recruitment process and advertising of positions. The Vice President of Instruction has formed a Faculty Hiring Prioritization committee to review and revise the current hiring process from approving prospective faculty entitlements, job descriptions to hiring process.	3/22/2021 1:43 PM
21	BIPOC and Equity Champion faculty highlighted the efforts shouldered by the District's Equal Employment Opportunities Committee (EEOC) to evaluate hiring processes, with the goal of increasing faculty diversity. The EEOC has developed a New Hiring Training program. BIPOC and Equity Champion faculty applauds the work conducted by the Faculty Task Force in the drafting of guidelines for the reading of diversity statements. Similar work was completed by Social Science Division faculty, which resulted in a rubric used to evaluate Equity Narratives. BIPOC and Equity Champion faculty acknowledges the efforts made by the EEOC with the development of guidelines and critical questions for the formation and governance of hiring committees, "16 Steps of the Hiring Process," and conducted trainings on this resource. The EEOC lead developed a multi-module Canvas for equity training. A new rubric was also developed to better discuss and evaluate diversity statements and diversity interview questions.	3/22/2021 1:23 PM
22	The Diversity Committee created a taskforce which is currently reviewing our Administrative Procedure for Hiring and will be making recommendations to update this AP. One concrete change made is an update to our job announcements with a much more welcoming and inclusive description of the communities the college serves. The description specifically identifies the students we serve, including "dreamers" and students of diverse sexual orientation and gender expression as a way to show potential diverse applicants how we invite and embrace diversity.	3/22/2021 10:41 AM
23	As mentioned in question 8, the Academic Senate has taken action by implementing a new protocol for faculty appointments to hiring committees. This was done specifically to increase faculty racial diversity. In response to a guidance memo sent by the Chancellor in December 2020, the Academic Senate will also be reviewing its Equivalency Policy for Minimum Qualifications to ensure that it addresses diversity in hiring. In addition, the EEO/Diversity Committee is examining historical hiring data as well as disaggregated data of racial diversity and representation among different employee groups. The EEO/Diversity Committee is also looking at other college models to increase racial diversity.	3/22/2021 9:11 AM
24	Yes, and our numbers are showing that we are increasing our diversity consistently. We also implemented a hiring summit in January 2019 to demystify the hiring process. Yes, our college has instituted a requirement for any hiring committee member to participate in implicit bias training prior to serving on a committee. The college utilizes hiring compliance officers on all hiring committees. A procedure for hiring part-time faculty is in development that hopes to establish many of the same goals and principles being applied to full-time employees.	3/21/2021 8:34 PM
25	The Academic Senate has worked the last few semesters to provide a compressive revision of our Board Policy and Administrative Procedure for hiring faculty, with the intent of increasing the diversity of the faculty. The Administrative Procedures for hiring classified staff and administrators were revised to include the recommendation made by the senate for faculty for the other two groups.	3/21/2021 1:50 PM
26	Yes. The revised hiring document (Administrative Procedure) has had many hours devoted to its review by faculty in collaboration with HR. It is slated for Senate discussion and approval in April.	3/21/2021 11:20 AM
27	The Academic Senate is currently Developing a Faculty Hiring Prioritization Process that includes a hiring selection rubric that prioritizes faculty racial diversity. As well, the AS REsolution includes: Be it resolved that, in matters related to Academic hiring, the Academic	3/20/2021 4:26 PM

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Senate will carefully assess diversity in hiring and work diligently with relevant groups on campus to expand and improve diverse hiring practices.

28	We have changed our faculty hiring manual and that has had significant changes on our hiring practices over the last two years. Our district HR is also revising how "equivalency" candidates are screened and made available to departments. I think these changes are having a positive effect.	3/20/2021 12:05 PM
29	Compton College has evaluated hiring processes to increase faculty racial diversity through our partnership with the USC Center for Urban Education (CUE). In November 2019, CUE facilitated a faculty and administrator hiring institute. The content covered included improving equity-minded approaches to hiring. CUE also evaluated our current hiring practices and provided recommendations on how we can improve faculty racial diversity in March 2020. The report came with over a dozen recommendations. We are in the process of revising our current practices to include these recommendations.	3/19/2021 2:07 PM
30	Our Academic Senate now provides workshops for applicants with the purpose of upskilling our adjunct faculty and increasing faculty racial diversity. At the district level we are reviewing the policy for hiring committees and infusing equity into the process. Potential changes include student participation, an EEO officer attending hiring committee meetings, and removing recommendation letters.	3/19/2021 1:54 PM
31	We recently updated our district EEO committee to an IDEA (Inclusion, Diversity, Equity Awareness) Committee. We are in the process of updating our district plan and have been looking at historical data of the gender and ethnic trends of administration, faculty, and classified staff as it relates to our trends in student ethnic demographics. We are also formally discussion our faculty recruitment processes, interview processes, and support for new faculty. We recently spent an entire meeting reviewing many of the ASCCC papers/rubrics/toolkits/presentations, etc on this topic.	3/19/2021 8:16 AM
32	Five entities - Steward for Equity, Equal Employment & Diversity (SEED), District Chancellor's Anti-Racism Council, District Academic Senate, Equal Employment Opportunity Council, and Classified Senate – are all looking at hiring for diversity. Now, there is awareness of these five groups' siloed efforts, and District is now trying to coordinate and de-silo it for collective impact. The District's Anti-racism Council has released a statement with hiring as a focus. "Statement by district chancellor's anti-racism work group. Focusing on hiring, policies and procedures." "Academic Senate is not directly involved in hiring practices and the District EOC is charged with this." Some comments indicated urgency: "We still have names and dates on resumes when we look at candidates." There was a mention of inequity in terms of full-time and part-time faculty and fair consideration of positions: "Skyline College already has a diverse adjunct faculty pool. Promoting from within makes the most sense since the people already working there know the students. It causes a big blow to morale when departments keep on hiring people from the outside for their full-time positions."	3/19/2021 7:58 AM
33	[NOTE: The response to all questions includes the perspectives of team members representing involvement at different levels within the college structures. Collectively, team members present a diversity of perspectives including those of full time faculty, adjunct faculty, college staff, counseling, and instruction as well as the individual perspectives of persons of color, persons of different sexual orientations, different ethnicities, and gender. All responses represent the current state of progress and awareness of DEI activities at the college.] I refer you to the previous answer. To my knowledge, there has been discussion on this topic within all three DEI-related groups on our campus. Although, I do not think any action has been taken in terms of changes that would increase racial diversity in any area. This is the recommendation from the ad hoc committee of the academic senate that has been forward to the Union and the Administration. "The Taft College Academic Senate recommends that the Equal Employment Opportunity Committee in consultation with the Faculty Association to review the existing faculty evaluation process to determine if there are systematic barriers for continued employment (tenure or rehiring adjunct faculty) that might apply to faculty of color." Currently, the status of this recommendation is unknown. The local senate has not begun discussing this but did received recommendations from the task force to do so. Have not heard if the college is reviewing the hiring process. Work to improve hiring processes to increase faculty racial diversity have been ongoing for the last 2.5 years. The ASCCC white paper on increasing diversity among faculty and hiring practices as guided this work. Our VP of human resources has guided the work within the human resources department to align our hiring processes with best practices. The only fees we have not yet put in place is the	3/18/2021 12:08 PM

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mentoring best practices and support structures for newly hired faculty of color. There in the beginning stages of figuring out how to address this mentoring and support need.

34	The RESJ Task Force is currently addressing these issues in the investigation.	3/18/2021 11:50 AM
35	Our recent hiring manual review included this, and our ongoing equivalency process review has an equity focus.	3/18/2021 10:45 AM
36	We have begun discussing and analyzing disaggregated data for previous faculty hiring. Although we are in the beginning stages, we have a team of diverse faculty who will provide recommendations to Human Resources and the Faculty Senate. One of these recommendations will be to update the training that committee members receive that address issues like bias in a much more robust fashion. Our college president has assembled a committee involving all constituent groups to address this issue; it has since been passed over to our newly-hired permanent Vice President of Human Resources. As faculty hiring falls under the purview of the Senate, we have taken first steps to address this issue. Specifically, we have created a joint DEqCC/Senate work group to 1) develop a "best practices" set of suggestions/recommendations for all departments 2) suggested revisions to the existing faculty hiring policies and 3) a set of requests/recommendations to take to Human Resources and/or the campus-wide committee addressing these issues. All three of these objectives are still in the process of development. In addition, faculty committees typically have an outside (of department) member, and there can be a more concerted/organized effort to seek colleagues to increase the diversity of these committees. At the same time, we need to be mindful to neither overburden nor "tokenize" our BIPOC colleagues in this work.	3/17/2021 9:22 AM
37	IN PROGRESS Academic Senate Activities - Academic Senate and District engaged in thorough revision of hiring process manual in 2019/2020, which included a focus on increasing faculty diversity. College District Activities The WVMCCD offers a mandatory Screening Committee EEO Training for all members of a hiring committee. The training is entitled, "Hiring the Best While Developing Diversity in the Workplace: Legal Requirements and Best Practices for Screening Committees." The District EEO/Advisory Council has created a 2020-201 Goals & Action Plan to re-evaluate the district's hiring process through an equity lens. Mission College faculty, classified professionals and managers who sit on this Council are involved with this plan. The goals are as follows: - Goal #1: Establish the baseline - Goal #2: Set a diversity target - Goal #3: Identify and recruit EEO monitors - Goal #4: Assess marketing campaign and job announcements - Goal #5: Conduct a review of current recruitment procedures • In Fall 2020, District HR has identified and recruited EEO Monitors among District HR staff to sit on hiring committees towards the prevention of race and color discrimination in hiring. • In all Mission College full-time job applications, an equity-based question is now included in the requisition specific questions section. • Mission College hiring committee chairs have been encouraged to include equity-based interview questions as part of the 1st and 2nd level interviews.	3/16/2021 4:12 PM
38	Yes, we reviewed the AP and BP and it has been identified.	3/15/2021 5:22 PM
39	On March 25th we are co-leading, with the Academic Senate at our sister college and the district HR, a half-day Leadership Academy on the topic of equitable hiring practices. Our district has also agreed to review our hiring process document to incorporate components of the Vision for Success Diversity, Equity and Inclusion Task Force in our process.	3/15/2021 4:20 PM
40	The Academic Senate President has been in communication with HR regarding this initiative. Once data is gathered, the rest of the Senate will be updated and measure will then be taken addressing any concerns.	3/15/2021 9:48 AM
41	There are multiple actions that are incorporated into the draft action plan to transform the college into an equity-driven system.	3/12/2021 5:19 PM
42	Led primarily by our Vice President of Instruction, we've taken great efforts to rework our hiring processes to make them more inclusive. We've woven equity throughout the process and questions rather than having one or two "equity questions". We've incorporated student scenarios in the hiring process to make things more realistic and to allow committee members to see how candidates respond in equity-minded scenarios. We've also taken great efforts to ensure hiring committees are racially diverse. This increases workload on our employees of color, of course, as our ratio of employee diversity is not yet equivalent to our student body diversity. We also identified an option to include non-binary gender choices in our hiring application processes. Our district was less than helpful with this, however, and we've had to add an additional supplementary question to gather this information to inform communications	3/12/2021 2:17 PM

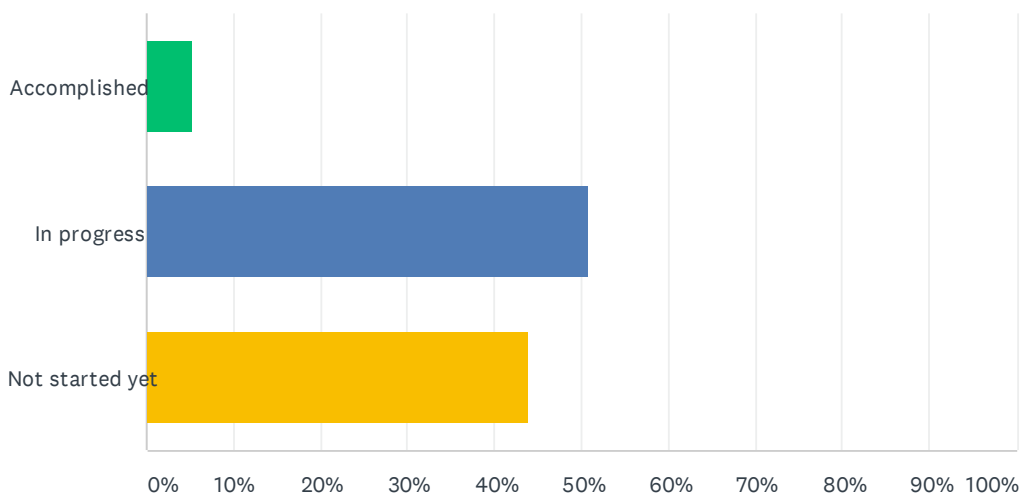
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and inclusivity throughout the process. We are also more intentionally targeting job posting recruitment to more diverse graduate schools, etc. All participants in hiring processes are now required to complete anti-bias and implicit bias training sessions in addition to district-mandated diversity trainings.

43	Yes, we review data annually. Our numbers have increased slightly for applications, interviews, and hires, but because we have not hired many faculty in recent years, it did not significantly move the needle on the overall faculty numbers. We also have a more decentralized adjunct faculty hiring process that has not been so carefully examined.	3/11/2021 11:08 AM
44	It will be a task of the DEI Committee to make further recommendations about this. Administration has also worked with Senate to amend hiring processes and documents to increase faculty diversity, in such ways as: adapting position opening timelines to ensure maximal chance for diverse applicants to apply, eliminated letters of recommendation as elements of faculty applications. Senate equivalency committee has discussed innovative ways to count professional work as equivalent to master's degree.	3/4/2021 11:41 AM
45	A. The AS has been involved the last five years in working steadily with Human Resources. A group of administrators and faculty attended a CUE sponsored Equity in Hiring Faculty Institute in 2017. This has led to: (1). A revamp in the EEO application prompt, (2). EEO training of faculty hiring committees, (3). Restructure of training for faculty hiring committees, (4). Inclusion of equity language in job announcements, (5). Focus on seeking equity-minded faculty through the questions, demo prompt, etc. B. Currently, the AS has two taskforces looking at the policies and practices around part-time faculty hiring and faculty of color retention. (1). One of the taskforces has created distributed a DEI survey to associate faculty to retrieve information on processes with on-boarding, department support (dynamic/resiliency), and sense of belonging. (2). A survey was also sent to department chairs to learn more about their hiring practices for part-time faculty. This information will help inform recommendations for modifications to current policy and procedures around part-time hiring.	3/2/2021 1:51 PM
46	We are doing work through the district's Equity in Hiring, an open dialogue to address the anti-racism in hiring, and the USC Race and Equity Center Racial Equity Leadership Alliance. From the Presentation at the all-campus meeting based on information gathered at the USC Race and Equity Center Racial Equity Leadership Alliance Strategies -Send your best here - How our college gets diversity -Campaign for Faculty of Color -Leveraging Technology Solutions -Experimentation -Story solicitation What these strategies address -Passive recruitment -Habitual Repetition -Unsubstantiated Presumption -Raceless Recruitment (prop 209) environment -Implicit Bias -Explicit Bias	2/22/2021 1:35 PM
47	We have sent faculty to training regarding diversity in hiring and have had discussions at Flex days.	2/18/2021 3:12 PM
48	The development of a Faculty Diversity and Equity hiring rubric is in work.	2/16/2021 6:37 PM
49	Revising now.	2/10/2021 1:53 PM
50	Because we are geographically isolated, we decided to expand our advertising circles. We have increased the number of applicants we interview.	2/9/2021 5:22 PM

Q10 Has your college and/or local senate discussed making a recommendation to the bargaining unit and or administration to revise faculty evaluation criteria that supports serving diverse and racially-minoritized student population and applying a culturally responsive and racial equity lens?

Answered: 57 Skipped: 10



ANSWER CHOICES	RESPONSES
Accomplished	5.26% 3
In progress	50.88% 29
Not started yet	43.86% 25
TOTAL	57

#	IF SO WHAT WERE THE RESULTS?	DATE
1	In our multi-college district the faculty evals were recently negotiated after several years. Senate leadership will be transitioning this semester and this work will be prioritized for their term beginning Fall 2021	4/5/2021 2:33 PM
2	The Instructional and Planning Budget Team which is tri-chaired by the VPI, Academic Senate VP, and the Classified Senate President, has come up with concrete qualitative questions centering DEI for departments and divisions to answer when making requests for full time faculty positions to hire. There have been robust discussions about how to evaluate the criteria and ensure that there are honest discussions that do not simply cast programs/departments as "good" or "bad" at equity and acknowledge where positions are not truly being institutionally supported (ie being funded by impermanent funding sources such as grants).	3/24/2021 10:31 AM
3	Several years back, following an ASCCC regional workshop on incorporating diversity into hiring processes, the local senate vice president and union negotiating team member approached members of the diversity committee about potential inclusion of diversity criteria in evaluation processes, particularly student feedback processes. Discussion was brief, and differences of opinion prevented any positive result. Discussions of options began again within the negotiations team when discussion of revising evaluation processes emerged in district-wide planning documents (see discussion in question #19 about lack of academic senate consultation in conversations initiated by some faculty). The negotiations team received little response from the district when they raised the topic at the table. Last fall, the Academic	3/24/2021 8:36 AM

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Senate president and member of the negotiations team identified progress in this as a goal, and the negotiations team requested a meeting and began work with the Diversity Committee who had been seeking change via other avenues. It should be clear that there are differing recollections of how these events have played out and what has been discussed (see Diversity Committee response to question #3), and that has posed a significant challenge in moving forward. Diversity Committee Response: In progress (see responses to Question 3) --We just want to reiterate that the recommendation can't be opt-in and has to include real accountability measures if we hope to make any real change in instruction.

4	The senate tried, but now policy is stuck at the faculty bargaining unit and has been since Fall of 2019. No one seems to know the status of the work nor when it will finish.	3/23/2021 5:21 PM
5	1. I think this is an ongoing conversation as our contracts are re-written every 2 years. 2. This is something that's ongoing and the students have opportunities to evaluate and share their concerns	3/23/2021 4:28 PM
6	One of our Academic Senate Council's 23 resolutions passed on July 1 in support of social justice and equity asked our union to consider exactly this! It is in the initial stages of being addressed by the union. There was a committee formed to start this work, but there was low participation, and right now there are no concrete new outcomes. Our evaluation has always had a question about "serving students from diverse backgrounds" – new evaluation process targeting individual faculty ... to get rid of people and not to improve people. When proposed changes have happened in the past, have a sense of 'punishing' faculty rather than improving their work. Being aware of INTENDED and UNINTENDED consequences. UF must protect rights of faculty in workplace – and be aware of long term procedures and policies (not do things based on immediate liking of a person or not) We are experiencing some difficulty due to commitment to support faculty employment even when they are not combatting racial bias in their work. • Our classified professional tutors have interview questions that include an equity lens. It was revised recently to probe ability to be culturally sensitive. They get evaluated annually (1st and 3rd semester), but the evaluations currently focus on procedures (intake process, welcoming statement, etc.) • Tutoring coordinator must ensure tutor demographics = student demographics • Overall, our classified professionals have not been evaluated recently (this was a recent accreditation finding!)	3/23/2021 3:57 PM
7	We have not made a formal recommendation from the Senate, but the Senate President and Co-Vice Presidents sit on the Exec Board of the bargaining unit and have expressed the position that revising faculty evaluations criteria to support serving diverse and racially-minoritized students, and applying a culturally responsive and racial equity lens in the classroom is supported by Senate and is aligned with our equity and student success goals. We have also shared this position with the district.	3/22/2021 11:34 PM
8	Several faculty members are working with the Union to revise the evaluation criteria.	3/22/2021 10:03 PM
9	Our faculty association recently created an Equity Task Force, and are considering multiple initiatives, including integrating these DEI components into faculty evaluations.	3/22/2021 9:26 PM
10	"Comprehensive Summaries" below represent a holistic summary of all feedback from Senate Leaders, Equity Champions, BIPoC faculty and faculty at-large. Input was collected directly from individuals within the Senate and campus, but there was also a voluntary option to take an anonymous survey that resulted in 71 anonymous responses. These responses were intended to supplement the information that the AS President was using to answer the survey. However, some senators wanted the responses to be included verbatim, and you will find those at the end of each summary. It is important to note that Senate Leadership, some Senators and faculty, and other campus committees did not take part in the survey and that an individual respondent could take the survey multiple times, so the specific survey responses should be considered as only one facet of feedback. Survey results: Accomplished (6%), In Progress (19%), Not yet started (55%), Other (20%) Comprehensive Summary of Areas of Need: We need assistance in how to move this forward and engage in these conversations. We need the AFT representatives to bring this to the AFT and engage the Academic Senate in these conversations as well. Comprehensive Summary of Efforts to Support In Progress/ Accomplished: N/A Individual Survey Responses: 1. College: Not started yet AS: Not started yet. 2. I don't know. 3. I think that specific groups have done work on this but there have been no centralized effort and token effort from the AS. 4. Neither our college nor local Senate have taken this action. 5. Not started - I don't believe so. 6. The senate and college have not. In fact, it has been our labor union that is asking faculty to look at this. 7. Not sure.	3/22/2021 6:30 PM
11	The Senate conducts a biennial review of the Senate Bylaws and Constitution. Though	3/22/2021 5:05 PM

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individuals have expressed commitments to diversity, the Senate has not reviewed its policies of appointing faculty with the goal of increasing racial diversity and perspectives on committees. Diversity of areas represented, such as the four different curriculum areas are considered for diverse perspectives on some Senate committees. I don't think we have done anything for this effort. This is a good goal for the Academic Senate to consider. I believe LACCD has signed an agreement with USC to work on this, but I'm not aware of how it's affecting us locally.

12	District Academic Senate has put together various work groups to update our faculty evaluation criteria using a culturally responsive framework. We plan to send our recommendations to the union in fall 2021.	3/22/2021 4:54 PM
13	In our next equity summit, we are planning to work on how DEI could be included in all of the planning and evaluator processes (including faculty evaluation). We are first working on the principle/philosophy/statement piece.	3/22/2021 4:27 PM
14	MPC Senate is currently working in conjunction with MPCTA on a revised faculty evaluation process, one that requires faculty to reflect and provide evidence of culturally responsive instructional/coaching/library/learning center/counseling practices and equity work in their self-evaluations, and the self-evaluation guidelines are much more thorough/explicit in providing effective practices and examples of how to do so. Of course, student evaluations also ask students to comments on the faculty member's inclusive practices. The revised process is currently being discussed among faculty and will move to negotiations within the next few weeks.	3/22/2021 4:23 PM
15	This conversation has just begun. We have had one meeting between the senate and union presidents. Senate presidents will meet to propose changes in the evaluation forms and forward these recommendations to our senates. These recommendations will then be discussed with the unions.	3/22/2021 1:53 PM
16	BIPOC and Equity Champion faculty acknowledge the existence of a joint initiative between the Academic Senate and the College of the Sequoias' Teacher Association (COSTA) regarding faculty evaluation; however, the joint initiative does not address revising faculty evaluation criteria that supports serving diverse and racially-minoritized students populations and applying a culturally responsive and racial equity lens.	3/22/2021 1:23 PM
17	For the full time faculty evaluation there is only one question vaguely related to DEI and that is "Treats all individuals with respect." I received no feedback from the full time faculty union president on any discussions or efforts to address this. I did receive feedback from the part time faculty union president who stated, "the modifications we are making puts explanations and examples under each point and all are tempered with recognition of diversity, efforts to build inclusive community and level the playing field." But I have no examples to share and do not know where in the bargaining process these changes may be at this time. I want to put "barely in progress" as my answer.	3/22/2021 10:41 AM
18	There has been no discussion at this point by any group to address this.	3/22/2021 9:11 AM
19	We've ramped up our interview process that "screens folks in" rather than screens folks out. Better templates for interview questions and ranking.	3/21/2021 8:34 PM
20	Faculty Evaluation materials are in the process of being updated – Self-Assessment form is being modified to include a statement about equity-minded teaching (Comment on any recent changes you have made in your approach to teaching or course content and/or changes you are planning to implement, including those focused on equity-mindedness. Identify areas in which you would like assistance.)	3/21/2021 1:50 PM
21	The VVC CTA has developed a Faculty Equity and Diversity Committee supporting applying a culturally responsive and racial equity lens. Further, Be it resolved that, in matters related to standards and policies regarding student preparation and success, the Academic Senate will maintain a regular reporting relationship with student support services to ensure our BAALIPC students' needs are being addressed. The VVC Academic Senate DEI committee will also work with the administration and students to offer students constructive ways to express themselves about lived experiences and structural and historical biases.	3/20/2021 4:26 PM
22	We have incorporated an "equity reflection" into the review process. Since this is recent, I don't know the effect. We also are having deans review success data with faculty as well.	3/20/2021 12:05 PM
23	The Federation however has not received a recommendation for this issue. Given that the CBA	3/19/2021 2:07 PM

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is not being negotiated at this moment, once negotiations of the Bargaining Agreement commence once again, and the faculty evaluation language is open for re-negotiation, we can also add language to encourage faculty to continue learning how to best serve a diverse student body. In the meantime, the Faculty Development Committee (FDC) is beginning conversations on this issue, to consider requiring faculty to complete a certain number of professional development hours per year in the area of DEI. Once the FDC agrees on a specific number, they will forward their recommendation to the Academic Senate for approval.

24	Currently there is discussion at the district level at the EEO Advisory Committee to include equity in the evaluation of faculty; however, it has been noted that administrators making the evaluation also need DEI training in order to make the faculty evaluation effective. Diversity and inclusion are part of the tenure self-evaluation process; however, faculty answers are typically superficial and receive little to no feedback.	3/19/2021 1:54 PM
25	We recently ratified the FT CBA, however, during the next round of negotiations this may be a recommendation.	3/19/2021 8:16 AM
26	Four years ago, the District Academic Senate engaged in a revision of faculty evaluation forms; the union refused to take it up for negotiation. The District Academic Senate is again in progress of a 3-college effort reviewing all evaluation criteria; they have not yet made recommendation to union to take it forward.	3/19/2021 7:58 AM
27	This is part of the plan moving into the 2021-2022 AY.	3/18/2021 12:53 PM
28	[NOTE: The response to all questions includes the perspectives of team members representing involvement at different levels within the college structures. Collectively, team members present a diversity of perspectives including those of full time faculty, adjunct faculty, college staff, counseling, and instruction as well as the individual perspectives of persons of color, persons of different sexual orientations, different ethnicities, and gender. All responses represent the current state of progress and awareness of DEI activities at the college.] I know of one discussion that took place about this issue, but I know of no progress in this area. Additionally, I do not understand the term “racially-minoritized”—“minority” is a heavily loaded term and I’m wondering if the creators of this survey intended to used “racially-marginalized.” The Ad Hoc committee of the Academic Senate recommendation have been approved and forwarded to the union. This will then be sent to the members on the bargaining unit. “The Taft College Academic Senate recommends to the Taft College Faculty Association that faculty evaluation procedures be reviewed to determine if cultural competency is adequately addressed in the existing faculty evaluation processes.” This is in direct reference to the second minimum qualification (equity and diversity). The DEI Taskforce from the Academic Senate made those recommendations to the Academic Senate and Bargaining unit. I do not know if any action has been taken on it yet. In January 2021, the Academic Senate made a request to the Faculty Association that evaluation procedures be reviewed to determine: if cultural competency is adequately addressed in the existing faculty evaluation procedures, and if there are systemic barriers for continued employment (tenure or re hiring adjunct faculty) that might apply to faculty of color.	3/18/2021 12:08 PM
29	The RESJ Task Force is currently addressing these issues in the investigation.	3/18/2021 11:50 AM
30	Our new contract includes a provision for an equity reflection in the self-study that is part of faculty performance review.	3/18/2021 10:45 AM
31	We are in the beginning stages of this particular area; work has begun, but there is much ahead to make substantial progress. As far as faculty evaluations go, this lies under the purview of our Tenure & Evaluations Review Board (TERB), and our TERB Coordinator—a faculty member—supplied us with the following response for this question: • TERB started these conversations in Fall 2020, but we are not too far down that road yet. With the creation of DEqCC, we wanted to wait and have that conversation with them about first/next steps. • Our student evaluation questions for our face-to-face classes feature a diversity/inclusion question, but our online evaluation questions do not. • In considering the diversity/inclusion question (which, ideally, would also be part of the online evaluation), members of TERB have been discussing whether the question asked is enough, or is it even good? • TERB also considered the existing question in both the probationary and peer evaluation report about “collegiality.” We have been discussing this question in terms of whether or not the question is framing collegiality as “being defined from a White perspective.” There have been some incidents where faculty have been dinged for not being “collegial” when, perhaps, they were simply being collegial in a way that’s appropriate for their home culture. Some concern has been raised that this question seeks—intentional or not—to bend people toward established	3/17/2021 9:22 AM

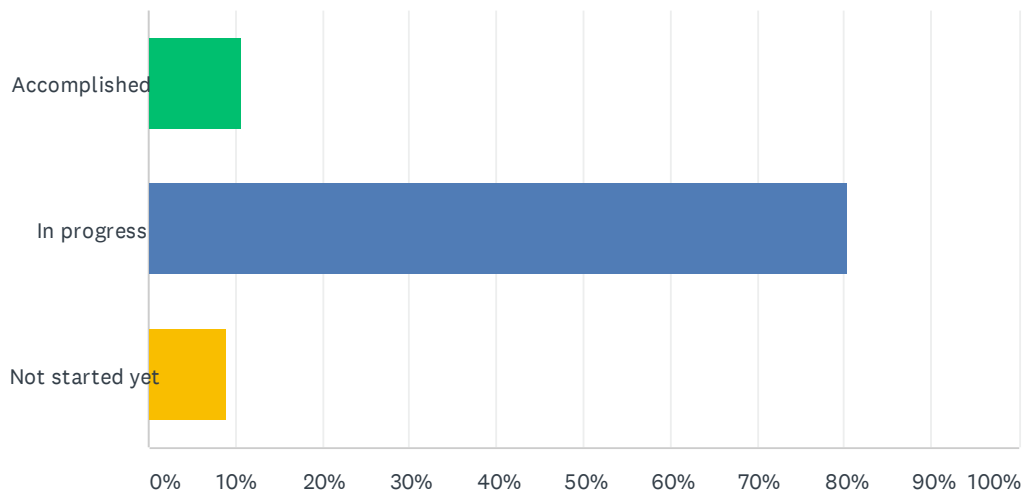
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expectations that may be predicated on what White colleagues have established. TERB doesn't know the answer to the question, but it is one we are exploring—ideally, with the help of DEqCC and other voices. • Also, any changes to the report forms or student questions would need to be passed by TERB, PFF, and the District, so there is a role for the bargaining unit to play. In addition to specific changes to our evaluation process and/or forms, this subject might also be addressed through Professional Development (though a more detailed response appears below under the specific PD question). Our college recently passed Board Policy 3000, which is institutionalizing antiracism on our campus. Part of this policy states that our college is “committed for all employees to attend antiracist and equity professional development training and/or activities each academic year, which will further enhance their knowledge, teaching, and praxis to dismantling systemic and structural racism. Therefore, all members (staff, faculty, and board members) shall attend racial equity trainings or engage in racial equity activities each year. There will be a comprehensive and researched-based list of various professional development trainings and activities for staff, faculty, and board members to select from. Faculty will continuously be supported with antiracism and equity PD and resources for the use of instruction and praxis.”

32	Preliminary discussions between faculty union and academic senate leaders	3/16/2021 4:12 PM
33	I'm not sure what to mark here as we are in the middle of negotiations.	3/15/2021 5:22 PM
34	Communication has occurred between Administration and our bargaining unit to discuss faculty evaluation and this initiative can be included.	3/15/2021 9:48 AM
35	In communication with AFT leadership, we learned that the addition of a soft provision in the recently approved contract will be followed up with a more substantive provision in the next contract.	3/12/2021 5:19 PM
36	One of our sister colleges is in process. We share a union.	3/12/2021 2:17 PM
37	We have discussed this, but no recommendation has been made.	3/11/2021 11:08 AM
38	Last fall Tenure Review and Evaluation Committee (TREC; a bargaining unit committee) proposed a new student survey for classroom faculty that is designed in part to get a better sense of equity-minded practices. This revised survey, which took more than a year to create, was developed in consultation with our AS Subcommittee- Diversity and Equity and Cultural Competency Committee (DEqCC) and student focus groups. The new survey was included with TREC's other recommendations for the upcoming negotiation between the FA and District. More recently, TREC, in partnership with DEqCC, has been reviewing literature and requesting feedback from experts regarding a possible bias statement that may be added to this new student survey. Research confirms that student bias in surveys does exist and disproportionately impacts women and faculty of color. Calling attention to this phenomenon through a bias statement is one possible way to address the issue. This semester TREC is focused on developing a candidate to survey to better understand the tenure review experience for candidates and those who recently completed the process. Results will be used to improve training and develop future recommendations to better support all faculty.	3/2/2021 1:51 PM
39	Our union local, SBCCDTA, is currently in negotiations with the district, SBCCD, to address this. We are limited in the information that we can share as it is actively being negotiated, but it will address "criteria that supports serving diverse and racially-minoritized student population and applying a culturally responsive and racial equity lens."	2/22/2021 1:35 PM
40	Development of CTA Diversity and Equity Committee.	2/16/2021 6:37 PM
41	We have attempted multiple times, but our union stands firmly against adding equity to the evaluation, claiming it is extra work and wanting to hold until they can get money for it. They cite statewide union opposition. They have resisted senate involvement and sent a cease and desist on a work group looking at the evaluation to propose recommendations.	2/11/2021 11:24 AM
42	New Faculty and student evaluations reflecting DEI concerns have been submitted to both the union and HR. Awaiting response from HR.	2/10/2021 1:53 PM
43	Just starting these discussions.	2/9/2021 5:22 PM

Q11 Has your college and/or local senate engaged in conversations about addressing racial bias, stereotyping, and discrimination at your college?

Answered: 56 Skipped: 11



ANSWER CHOICES	RESPONSES
Accomplished	10.71% 6
In progress	80.36% 45
Not started yet	8.93% 5
TOTAL	56

#	IF SO HOW AND WHAT WAS THE RESULT?	DATE
1	• Goal 1 of 2021-2025 Strategic Plan is to ensure equity in access and achievement (each sub-goal of this addresses a different aspect of equity) • Formation of the following faculty/student communities of color: Women of Color Collective, Men of Color Initiative, Pride Scholars, Dream Scholars, ELEVATE AAPI, HEARTS Scholars, Guardian Scholars	4/5/2021 2:33 PM
2	Resolutions have been presented and approved for the Academic Senate to be in support of and in solidarity with BLM, and denouncing anti-Asian racism.	3/24/2021 10:31 AM
3	See response to question #2. Diversity Committee Response: In progress but all opt-in for faculty except for Institute Day presentations. --There have been a lot of opt-in pro dev conversations around these issues—faculty are not required to attend these and there are always plenty of other ways for them to fulfill their professional development requirements. -- Student Services has mandated the Anti-racist Training Series—faculty are invited but not required to attend. --There have been a few speakers addressing these issues to the whole faculty on Institute Day and just recently in the fall Senate Assembly. --Our campus participates in the USC Racial Equity Alliance, but we're only able to send five people at a time, and so far, no consistent dialogue or action plan has emerged from this participation. -- After George Floyd's murder, spaces were created by faculty and staff of color and promoted as if they were initiated by the college. --The same thing happened with Black History month, where the college shared work being done by folks in the Culture and Community Center without crediting that work to that center and clarifying that it was not a college-initiative.	3/24/2021 8:36 AM
4	Not a focus or mention of supporting students with disabilities, need to be more intentional about how racial identity intersects with other identities like class, disabilities, gender, etc. and how that impacts the way that students with multiple marginalized identities access our services.	3/23/2021 5:21 PM

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5	1. Again, in progress and it seems to be more reactive than proactive. We should be a leader in this arena, not only promote it when it's socially acceptable. 2. Lots of talking, not a lot of action. 3. Lots of conversations and workshops going on 4. Yes, we have been in these discussions and they are ongoing. 5. We have had professional development related to this, I am unclear the action plan.	3/23/2021 4:28 PM
6	Through training, President's equity council, center for cultural and social justice.	3/23/2021 4:26 PM
7	<p>• All College Day a couple of years ago. Planned for a conference style, but became an honest conversation about feelings. (some groups boycotted due to the racial tension at our campus that summer) Our new interim President had “elephant in the room” conversations which followed the previous model of our deans' listening sessions, which in tern have informed the work of our Racial Social Justice Task Force committee • In response to our African American Staff Association Call to Action in summer 2020, departments made solidarity statements, personal pledges made, publicly archived for campus to view. This has opened up the overall conversation on campus in a powerful way. Now we can say “white supremacy” with only a little pushback, whereas a few years ago mentioning “white fragility” resulted in disciplinary action and firings. Please note that the timing of this huge shift in our campus climate matched the summer of 2020 events, but the groundwork was long in development, especially on the backs of our African American Staff. Recently, local NAACP and Latinx for Inclusion community groups have become energized. They have attended board meetings, which has resulted in district workgroups. Our new chancellor is using affinity group input as advisors. • Equity plan and Strategic planning: led to discussions of initiatives focused on particular groups (eg. Celebrating diversity and culture via murals) • Starting of Racial and Social Justice Group. 7 sub-workgroups have formed. Ideas from this task force are also in the appendix of our strategic plan. It is a space to think outside of participatory governance structures to move work in a different way which creates inclusive connections and networking between committees – serves as an antidote to the siloing since its shared work. • Classified Senate has had frank discussion – CWIDE (classified workers for inclusion diversity and equity) has been having conversations, Spring break training. Equity talk to equity walk (author is speaking Tia Brown McNair) • CTE committee has been engaged about formerly incarcerated □ resource of community based supports • Professional Development committee led an effort to have an equity-minded focus for NEXUS □ SafeZone (LBGTQ), TMOC, Pedagogy conference, UndocuAally workshop • Student Success committee is a place where this is on the agenda every month. This increases student involvement and feedback in this PG committee. Space for students to talk about what is affecting them. Proctorio testing came to the awareness of our DE committee and resulted in an ASC guidance to not use this software. The DE committee has also championed OER/ZTC awareness. • Our college has organized supportive Caravans in the community (especially within 48 hours of a difficult race-related event). https://www.contracosta.edu/2020/06/09/ccc-leads-hundreds-in-racial-justice-caravan/ • eLearning training from SpeakOut sent to everyone called “race power and priveledge”. Unknown result. • Equity speaker series: 3-4 per semester over last 3 years. Eg. o Read a book about how to be anti-racist, had a critical book discussion at the town hall – and the speaker complicated the framing from that book study. • RESULTS: • Formed affinity groups on campus (eg API discussed anti-asian violence and there was a campus-wide email sharing resources) □ already ready for chancellor to “use” • Equity deans led conversation about workforce diversity at district level. (community prodding helped AASA impact) • Equity Hour for PT folks – training developed for Adjunct Faculty, Jeff Duncan Andrade (equity-minded pedagogy and anti-racist frameworks). Community of practice developed around equity-centered interventions for students.</p>	3/23/2021 3:57 PM
8	In 2020 a climate survey was taken by faculty of color district wide. The results of this climate survey are an essential part of assessing the prevalence of racial bias, stereotyping and discrimination at Cypress and district-wide. Unfortunately, the results of that climate survey have not been disseminated, and conversations have been in a few places (as part of professional development programs, in workshops facilitated by invited guests and speakers), but the conversations aren't as robust, frequent, and informed by data as they should be at this point.	3/23/2021 3:26 PM
9	Only in limited circles, with missed opportunities and limited reach.	3/23/2021 8:25 AM
10	We have hosted these conversations within multiple sessions at multiple Flex Days and Equity Planning Summits. We do see progress in revisions to policies and procedures, and a shift in how we consider the perspective and experiences of students. Some of the shift has come from the Guided Pathways shift of making the college ready for students, rather than the students ready from the college. Some progress can be seen, but we are also a very large	3/22/2021 11:34 PM

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college, so a midcourse correction requires a wide turning radius and change is both incremental and slow. The current Senate leadership strategy is to be explicit and direct in our conversations about racial bias, stereotyping, and discrimination, and to be intentionally anti-racist in our development and revision of policies and procedures. We have also added restorative justice to our college values which has enabled us to have broader conversations about how we address student conduct from an equity perspective.

11	We have had discussions about racism, racist policies and practices that exist at our college and how we can change them. Some faculty have changed their syllabi and classroom practices (e.g., late policies, textbook costs, syllabi). They have also looked at their individual success data. implicit bias training increased the campus community's awareness of such bias We have many great discussion and some faculty have made changes. Discussions are now beginning in all areas across the campus.	3/22/2021 9:31 PM
12	The college has made it a point to engage conversations about implicit bias, validation theory, stereotype threat, and our college's equity plan at every opening day for the past few years. Despite restructuring our governance model, we still included space to engage these kinds of conversations in our Equity and Education committee. Prior to the pandemic, our college was sponsoring Courageous Conversation workshops to help with developing common understanding to further our knowledge on these issues. All that said, besides the opening day events, these conversations are limited to folks who self-select.	3/22/2021 9:26 PM
13	<p>"Comprehensive Summaries" below represent a holistic summary of all feedback from Senate Leaders, Equity Champions, BIPoC faculty and faculty at-large. Input was collected directly from individuals within the Senate and campus, but there was also a voluntary option to take an anonymous survey that resulted in 71 anonymous responses. These responses were intended to supplement the information that the AS President was using to answer the survey. However, some senators wanted the responses to be included verbatim, and you will find those at the end of each summary. It is important to note that Senate Leadership, some Senators and faculty, and other campus committees did not take part in the survey and that an individual respondent could take the survey multiple times, so the specific survey responses should be considered as only one facet of feedback. Survey results: Accomplished (11%), In Progress (44%), Not yet started (26%), Other (19%) Comprehensive Summary of Areas of Need: We need more widespread dialogue and conversations on these issues. Attendance at professional development workshops is low. We need additional professional development support in this area. The conversations are beginning and they tend to get a bit heated. The approach some are taking to address equity has actually increased racial bias, stereotyping, and discrimination against anyone who has a different perspective or certain skin color. We need additional sexual discrimination training. There are ongoing attacks and aggression against females in leadership positions, citing their gender as a negative aspect of their character and ability to do the job. Comprehensive Summary of Efforts Supporting In Progress/ Accomplished: Since spring 2020, the College has held multiple Town Halls and weekly Circle of Change meetings to address the campus climate and provide a safe space to talk about issues surrounding Diversity, Equity, and Inclusion, including racial bias, stereotyping and discrimination. In fall 2020, the College committed to the theme for the 2020-2021 year: "Creating a Shared Space: Moving Together Toward Equity" and made it the theme of the opening Convocation Fall 2020. The college is a member of the USC Equity Alliance and has sent teams of faculty, classified professionals, and administrators to workshops on Confronting Explicit Acts of Racism and Racial Violence on Campus, Understanding and Confronting Anti-Black Racism, and Understanding and Addressing Implicit Bias. These teams then provide professional development to engage the campus in conversations about these issues. These workshops and professional development are ongoing. The Professional Development Committee, PD Coordinator and Diversity and International Education (DIEC) Committee have provided some professional development opportunities in this area. Individual Survey Responses: 1. Any kind of discussion or engagement in addressing racial bias, stereotyping, and discrimination has been localized to a smaller group of individuals. During events where these discussions take place, the same group of passionate individuals are present and the ones that need to really be involved are either absent or disengaged. 2. College: In Progress AS: In Progress. 3. College: Our college has done this in small pockets, such as with the Circle of Change, an open forum for campus employees to talk about their experiences and feelings about issues of inclusion, racism, equity, etc. It is very hard for us to talk openly about these things because there still is no major push toward resolving these kinds of issues. So often people feel as if they are shouting in the dark, so to speak. I have personally spoken to a number of people who in the past have been bullied, ignored, treated less than civilly, or racelighted, but as a college we have not valued these people's voices yet. Local Senate: We</p>	3/22/2021 6:30 PM

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have not talked about these issues in our local Senate. 4. Conversations, emails, conferences, book clubs, etc. 5. I have not seen any information that these much-needed conversations have begun or made any great strides yet. I look forward to receiving more information. 6. I think that specific groups have done work on this but there have been no centralized effort and token effort from the AS. 7. Not started - the conversations are beginning and they tend to get a bit heated. 8. Our college senate leadership have little to no understanding of equity, inclusion, and diversity. They actually don't want to talk about it in tangible terms, rather to just check a box. 9. There have been some recent PD workshops, and discussion groups, but nothing significant with senate engagement yet. 10. These discussions are taking place, at least among those attend the meetings, at the College level in places like the Circle of Change. AS has not engaged in these conversations. 11. Various non-Academic Senate venues have intentionally engaged in conversations about addressing racial bias, stereotyping, and discrimination. The Academic Senate has Not engaged in conversations about addressing racial bias, stereotyping, and discrimination.

14	I don't know exactly. Don't we have criteria on the evaluation survey (at least one criterion) that speaks to a variety of teaching methods? But I am sure we could improve on this. I don't think we have done anything for this effort. No. We need to do more in this effort.	3/22/2021 5:05 PM
15	After the murder of George Floyd on May 25, 2020, members of the Cañada College community have engaged in a series of Critical Conversations on Race to deepen our understanding of structural racism in our society and how we, as a community of scholars and practitioners, can begin to dismantle it. During the 2020-21 academic year, the Cañada College campus community held a series of five Critical Conversations on Race as part of a "community read" open to all Cañada students, faculty, staff, and administrators to engage in a community read of Dr. Ibram X. Kendi's How to be an Antiracist. Sections of the book have been distributed throughout the 2020 – 2021 academic year and have been paired with critical conversation zoom sessions. The dialogues centered on race with Dr. Kendi's book as a springboard for the conversation. The dialogue may and is encouraged to explore the deeper impacts of race for each of us on campus, in our communities, and in the world.	3/22/2021 4:54 PM
16	As noted earlier, we have the annual Social Justice and Education Conference as well as many professional development activities to engage in conversation. In summer 2020, we hosted a teaching institute that specifically focused on DEI and our practice.	3/22/2021 4:27 PM
17	It's hard to be in a conversation at West Valley College that doesn't address racial bias, stereotyping and discrimination. West Valley's Commission on Equity and Inclusion, consisting of faculty, staff and administrators, created our Anti-Racism Guiding Principles. West Valley's senate was the first group to endorse our Anti-Racism Guiding Principles and Anti-Racism and Inclusion Action Plan. Our Anti-Racism Guiding Principles guide senate discussion and decisions. Many faculty currently serve on our Action Plan working groups.	3/22/2021 1:53 PM
18	Generally the consensus is that some groups on campus have engaged in dialogue but this has yet to achieve institutional impact. It appears that some faculty, those directly involved in the efforts, can articulate specific examples but this level of specificity is not shared across respondents. Some had no idea. There is a request for more support and to create campus-wide, open dialogue.	3/22/2021 1:43 PM
19	BIPOC and Equity Champion faculty agreed that the District has engaged in conversations about addressing racial bias, stereotyping, and discrimination, primarily through EDAC Watch Party Series and professional development. BIPOC and Equity Champion faculty expressed concern with the long-term sustainability of these efforts, as well as failure to garner wide-spread participation, as these activities have tended to attract the same individuals.	3/22/2021 1:23 PM
20	Unsure how this really differs from question #2.	3/22/2021 10:41 AM
21	The Academic Senate and some of its standing committees have had discussions addressing racial bias, stereotyping, and discrimination. A senator who is well-studied in subject of racism, white colonization, etc., wrote and shared a compelling statement about racial bias at a senate meeting. The Senate has also had multiple discussions at meetings about the Anti-Racism resolution and pledge that was presented and passed at the fall plenary. Based on these discussions, the Senate has written a resolution on Anti-Racism that includes an Anti-Racism Commitment statement. As mentioned in an earlier response, the Student Success and Equity Committee developed an equity rubric to be used for incorporating culturally responsive teaching and learning practices for the online environment. One of the elements of the rubric is "Be Race Conscious." This element addresses the need to explicitly address race and microaggressions in learning environments. Also previously mentioned is the work that is being	3/22/2021 9:11 AM

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done jointly by the Academic Senate, Curriculum Committee, Student Success and Equity Committee and Outcomes and Assessment Committee to create a Cultural Curriculum Audit similar to the one used by LBCC.

22	Yes, yes, and yes. This is a regular part of what we do through programing, listening sessions, and professional development, and student opportunities. The Office of Student Equity Programs and Services is proactive in multicultural and inclusive programming for students and the campus community to address a variety of topics. Moreover, the office provides skills-based training that includes: diversity and inclusion, gender pronouns, privilege, culturally relevant sessions on specific groups, and intersectionality. We had a qualitative campus climate assessment in 2018 followed by numerous listening sessions. A quantitative climate assessment in 2019 for students and separate one for employees. This is a regular part of our opening days and professional development opportunities throughout the year. Regular dialogue occurs through student activities as well. The Office of Employee Relations and Title IX through its ERTIX Talk Series presents information and discussion sessions focused on harassment and discrimination related to DEI, including but not limited to race.	3/21/2021 8:34 PM
23	The district began a collaborative relationship with the Center for Urban Education in 2016 to address and support the newly created equity plan. The work began with an Evidence Team, and the work has continued to evolve each year since through the Mendocino Faculty Equity Project. As a result, each year our district offers more and more courses that have been observed and updated to address equity and racial bias. Classified became involved in the work as well and ultimately formed a Student Services Workgroup. The work has continued to evolve and has been moved under the umbrella of the Guided Pathways Leadership Team.	3/21/2021 1:50 PM
24	We have many ongoing workshops and events dedicated to this, yes. But, more needs to be done. Always.	3/21/2021 11:20 AM
25	The Diversity, Equity and Inclusion Committee (DEI) develops, implements, and monitors a plan to enhance and promote diversity, equity, and inclusion on campus. The committee suggests strategies to encourage participation in developing and reviewing policies and practices that ensure diversity, equity, and inclusion. The committee also encourages people of diverse backgrounds to participate in college activities and conducts training and educational activities associated with diversity, equity, inclusion, and policy reform. As well, the DEI advocates for the dismantling of oppressive systems and identifies racial inequities in our system for students and employees.	3/20/2021 4:26 PM
26	We continue to have these discussions and trainings college-wide and district-wide.	3/20/2021 12:05 PM
27	Compton College is implementing the following actions: Review of campus and communitywide law enforcement and expand first responder training and curriculum. Initiate honest and open dialogue among faculty, staff, and administration that addresses issues surrounding campus climate. Assess classroom climate and create an action plan with a focus on building a campus-wide anti-racism curriculum and a more inclusive classroom space. Review and update our equity plans with immediate speed. Shorten the timeline for the full implementation of our Diversity, Equity, and Inclusion Integration Plan. Join and engage in the Vision Resource Center, "Community Colleges for Change." Both the Board of Trustees and the Academic Senate have issued Resolutions in support of equity and inclusion. The Board of Trustees, passed Resolution 6-16-2020, Affirming Compton Community College District Commitment to Faculty and Staff Diversity. The Academic Senate passed a Resolution to Declare that Equity and Black Lives Matter in September, 2020. In March, 2021, our college has also written a resolution to affirm our stance against violence towards the Asian and Pacific Islander community, given the increasing acts of brutality plaguing this group. This resolution will be presented to the Board of Trustees at the next Board of Trustees meeting in April, 2021. As a result of all of these actions and conversations on anti-racism and discrimination, we have increased the number of professional development opportunities available regarding these topics. Examples include programs like UMOJA and PUENTE trainers who were invited to provide training for faculty. Please see additional details in the answer for question 12.	3/19/2021 2:07 PM
28	These topics are integrated into the Equity 101 course for faculty. A version for staff is currently being developed and will include these topics.	3/19/2021 1:54 PM
29	Over the last two years we have had numerous guest speakers during convocation and FLEX sessions on this topic.	3/19/2021 8:16 AM
30	The campus has engaged in multiple events to invite discussion. We had a multi-year series entitled A Call to Consciousness, which invited speakers such as Shakti Butler, Lee Mun Wah,	3/19/2021 7:58 AM

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Pedro Noguera, Angel Kyodo Williams, Tim Wise, Jimmy Santiago Baca, and Cornell West. The Equity Training Series (ETS) has educated around five cohorts and has spawned the Equity Scholars program to create continued work and mentorship using ETS guiding principles. Steward for Equity, Equal Employment & Diversity (SEED) has created Intergroup Dialogue. The Equity Institute, largely outer-facing, has hosted events including an annual Equity Summit. The Center for Transformative Teaching & Learning (CTTL) hosts multiple workshops in collaboration with the Intercultural Center. At the beginning of the pandemic, the Bay Region Community Colleges sponsored a Racial Justice Training Forum hosted by Skyline College. Other initiatives including the College Redesign, College Promise, EOPS, Guardian Scholars, and TRIO have engaged in this work. “Constant focus of flex days, Guided Pathways, college redesign.” Other survey comments reflect that there has been much talk, but little operationalizing of the ideas to ensure practical change: “I feel the conversations have been focused on making the institution equitable, but haven’t gone into detail about racial bias, stereotyping, and discrimination.”

31	The senate’s faculty professional development committee has increased offerings of events that have allowed for more open dialogue on these areas. Likewise, Student Equity has offered open forums for student voices to be heard. Open comments at public meetings have also continued the conversations on racial bias. The Welcome Back keynote speaker, Kwame Christian, has presented and provided guidance in addressing these issues and helping the campus to begin open and honest dialogues.	3/18/2021 12:53 PM
32	[NOTE: The response to all questions includes the perspectives of team members representing involvement at different levels within the college structures. Collectively, team members present a diversity of perspectives including those of full time faculty, adjunct faculty, college staff, counseling, and instruction as well as the individual perspectives of persons of color, persons of different sexual orientations, different ethnicities, and gender. All responses represent the current state of progress and awareness of DEI activities at the college.] I cannot comment on the “result,” per se, but I can confirm that there have been conversations that have taken place—mostly in brief portions of one-hour meetings. I certainly know of no formal meetings geared toward this topic specifically. Taft College has an anti-discrimination policy, BP 3410. A group is writing an anti-prejudice statement in review of the anti-discrimination policy. The creation of the DEI taskforce is the beginning stage of create an environment for engaging in conversations addressing racial bias, stereotyping, and discrimination at the college. Efforts to initiate and/or sustain conversations and dialogue on these topics throughout the senate and college have had little success so far. However, the efforts continue. Some areas of the college have had and continue to hold conversations about racial bias, stereotyping, discrimination, and other topics associated with diversity, equity, and inclusivity with varying levels of engagement. Far more areas, including the Senate, have a pattern of avoidance or dismissal of these and similarly difficult topics are brought forth. Conflict avoidance is one of the more pronounced aspects of the local college culture. The norm boils down to collegiality = no conflict. That strong norm interferes with discussion on any topic seen as difficult. And the norm is used by those who seek to maintain status quo as a quick way to end any discussion. Some may use the conflict norm intentionally while others are unconsciously aware that “conflict is bad” and “conflict ends discussion”. So, to derail or end any discussion, all someone needs to do is raise their voice and send signals of anger and/or distress. For those who use this technique consciously, there is an added benefit in that the person who was angered or distressed is perceived as ‘in the right’ while the person who raised the ‘tension level’ by broaching the topic is seen as ‘in the wrong’... even if everyone agrees with the position that person expressed. To start these discussions and to continue these discussions requires bring up the topics over and over. Each time the topics are brought up, the conflict avoidance responses is lessened. Currently, DEI associated topics are agendized regularly in the Academic Senate Council and the Academic Senate. The delivery of the Senate recommendations to the appropriate standing committees has ensured DEI associated topics are agendized at least once. but we need to move these discussions faster. I am open to any ideas.	3/18/2021 12:08 PM
33	The RESJ Task Force is currently addressing these issues in the investigation.	3/18/2021 11:50 AM
34	Our regular discussion item at Academic Senate meetings on anti-racism covers these topics, though we do not measure its effects. The We Won’t Fall campaign is an ongoing project focused on improving the success and persistence of our Black and Latinx students and involves all constituencies across the college. Strategies to achieve its goals include professional development for all employees on these matters.	3/18/2021 10:45 AM
35	This is probably one of our largest areas to work on, and our progress more accurately falls	3/17/2021 9:22 AM

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somewhere between “In progress” and “Not started yet.” Our college has created many opportunities for conversation and community regarding this issue. Faculty and staff created an “educators for antiracism” recording on-campus that addressed their testimonial experiences with racism and discrimination. There have been professional development workshops that address racial bias, stereotyping, and discrimination on campus (more on this below). However, much more work needs to be done. For while these opportunities exist, we have seen that by and large only the “choir” participates. We have been talking about instituting a policy whereby employees must devote a certain number of their required PD hours to activities/workshops/etc. that address equity issues. This is mentioned in the text of the new Board Policy on antiracism, but nothing has been negotiated yet with the bargaining units.

36	College District Activities - Equity and Pedagogy in STEM Hours in Fall 2020 and Spring 2021 allow STEM faculty get together to discuss best practices fellow colleagues are using to create an inclusive and more equitable classroom especially in the online environment. - Mission College is part of the CA Community College Equity Leadership Alliance and has sent teams of faculty, classified professionals, and administrators to eConvenings. - A campus wide Call to Action Forum was hosted by the Office of Student Equity and Success and the President’s Office in June 2020 to build community, commit to action, and stand in solidarity with the African American community.	3/16/2021 4:12 PM
37	See No. 2, above. A note on the survey options: “Accomplished” suggests a kind of finality that’s not quite right, and “In progress” sounds like something is being actively developed but hasn’t taken place yet.	3/16/2021 11:27 AM
38	This is being discussed at the Senate, Student Success & Equity, Guided Pathways, College Governing Committee,	3/15/2021 5:22 PM
39	This initiative has increased through multiple convocations, specifically in the last two years. Flex has taken this on as a priority and faculty have been offered numerous trainings to address DEI. Like previously mentioned, the Diversity Committee has been onboarding our entire campus educating everyone on DEI initiatives.	3/15/2021 9:48 AM
40	Yes. As noted above, this has particularly been the case at the monthly Equity Audit Dialogue. This has also taken place at the Anti-Racism and Social Justice Town Halls. More recently, a anti-racism book reading group has been formed as well. These conversations will be part of the deliberation on the adoption of the action plan for transforming the college into an equity-driven system.	3/12/2021 5:19 PM
41	We’ve held a Joint Academic/Classified Senate open forum series on race and racism on campus. We did this after our college suffered multiple racist hate speech attacks back in Fall and Spring '19. These attacks targeted African American and Muslim students and employees. I’ve marked this as in progress because we hope to have additional opportunities for open dialogue. Most recently we had a ASCCC visit forum with Michelle Bean, Cheryl Aschenbach, and John Stanskas presenting on “Fostering Allyship and Community: Becoming an Anti-Racist Institution”. All participants in hiring processes are now required to complete anti-bias and implicit bias training sessions in addition to district-mandated diversity trainings.	3/12/2021 2:17 PM
42	How is this meaningfully different from question #5?	3/12/2021 1:11 PM
43	Yes, regularly at Senate meetings and other meetings throughout. Faculty (and others) appreciate the conversations and when we poll them each semester for their goals for Senate meetings, this usually rises to the top.	3/11/2021 11:08 AM
44	It is ongoing at GCC in many ways. At Senate Exec, Senate, at Guild, Administrative meetings, and will soon be led by our DEI Committee.	3/4/2021 11:41 AM
45	A. Our tri-campus alliance, NCHCA (North County Higher Education Alliance) has hosted 2 large scale conferences that have addressed anti-racism, diversity, inclusion and allyship. We’ve had 8 nationally recognized scholars on race share their strategies for both personal and professional development on these issues. B. The college district conducted a campus-wide climate survey in the spring of 2020. In the fall of 2020, we reviewed the results as a college and held various forums to discuss the data. This is still ongoing. A few of the findings are attributed to racial bias and discrimination. C. The college, in conjunction with the climate survey, has engaged in an all-campus dialogue and reading of two books: “So you want to talk about race” and “How to be an anti-racist”. Several grassroots reading circles and dialogues have formed between staff, faculty, and administrators. There have also been formal large-	3/2/2021 1:51 PM

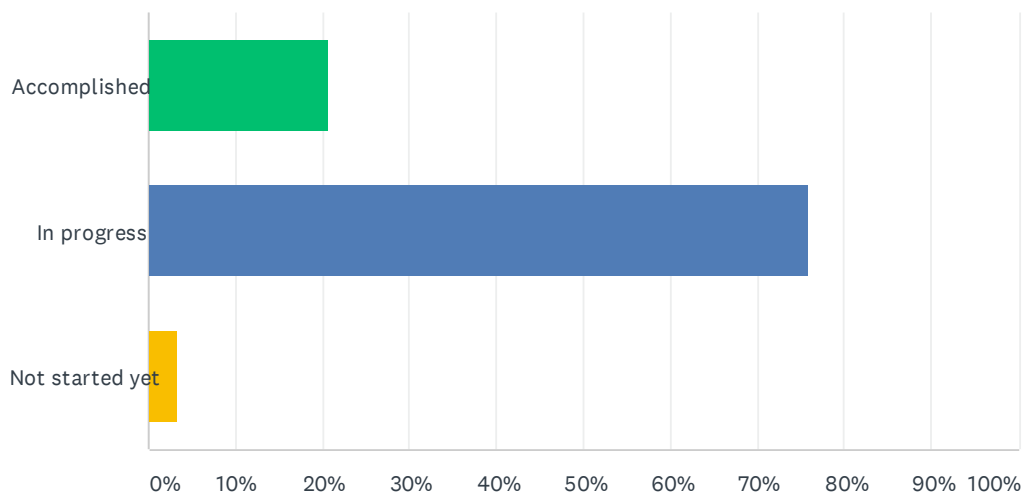
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group facilitated dialogues (two in fall 2020, and two more in spring 2021). Author Ibram Kendi was brought virtually to campus for the spring all college convocation. D. Several faculty, especially faculty of color, have developed various trainings to offer to the campus community, including a Black Community Ally Training (BCAT) and a Black Students Matter training. E. The Department Chair Retreat in November 2020 featured a workshop on how to deal with microaggressions in the classroom. F. The Academic Senate has developed a taskforce that created and distributed a survey to tenure track faculty to retrieve information on processes with on-boarding, department support (dynamic/resiliency), and sense of belonging.

46	The Academic Senate and Student Equity and Achievement Committee (SEAC), as well as many of our sub-committees, regularly agendaize, prioritize, and implement ideas and solutions related to DEI. The college is a member of the USC Race and Equity Center Racial Equity Leadership Alliance. Information gathered from these sessions is presented at monthly all-campus meetings in addition to other committee meetings. The AS and SEAC committees are working toward an anti-racism resolution that includes definitions White supremacy, white privilege, and systemic racism. Our in-service days include work toward equity in the classrooms and on campus. These include training on such ideas as micro-aggression and decolonizing your syllabus.	2/22/2021 1:35 PM
47	Everything mentioned at question 4 plus Flex Day activities. Small but significant backlash.	2/18/2021 3:12 PM
48	Ongoing topic at Opening Day, Flex Day, and in Professional Development seminars.	2/10/2021 1:53 PM
49	Please see above	2/9/2021 5:22 PM

Q12 Has your college and/or local senate promoted professional development in the areas of DEI (for example, antiracism and decolonization in instruction and student services)?

Answered: 58 Skipped: 9



ANSWER CHOICES	RESPONSES
Accomplished	20.69% 12
In progress	75.86% 44
Not started yet	3.45% 2
TOTAL	58

#	IF SO WHAT TYPES OF PROFESSIONAL DEVELOPMENT ACTIVITIES HAVE BEEN OFFERED AND WHAT FEEDBACK HAS BEEN RECEIVED?	DATE
1	<ul style="list-style-type: none"> In spring 20 and spring 21 faculty and campus leadership attended the USC Equity Institute Faculty and staff attended NCORE 2020 Faculty, students and staff participated in Guided Pathways Equity summits Faculty participated in Leading from the Middle GP Leadership Training Promoting Organizational change 	4/5/2021 2:33 PM
2	Our Faculty Professional Development Director Dawn Lee Tu has been offering a number of workshops for faculty, and will continue to do so. Student services however is an area where PD has not been as robust.	3/24/2021 10:31 AM
3	<p>Many events and activities were highlighted in the response to question #2, and the district and local senate have incentivized many opportunities through the flex calendar of events as well as offering faculty step and column movement or stipends in the case of associate faculty. The district also provides funding for (and the local senate has recently provided funding for) DEI related professional development opportunities. The academic senate has added a DEI report to their meeting agendas, and upcoming events and opportunities are regularly highlighted and then sent out to all faculty. As is highlighted in the response to question #19, however, there is dissatisfaction with some over lack of participation in many of these which is then perceived as lack of support of DEI altogether. Diversity Committee Response: In progress, but not really promoted in terms of discussions that emphasize the benefits/impacts of DEI and anti-racism pro dev over other options. --Leadership (chairs, deans, VPs) are not consistently advocating for these events or even participating themselves. --Incentives are the same for DEI pro dev as for any pro dev offered—no consistent special emphasis or incentive. --The senate president has been consistently</p>	3/24/2021 8:36 AM

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promoting DEI professional development in regular emails. --Academic Senate meetings now include a space to promote DEI work on campus at each senate meeting. --FLEX committee color-coded DEI options as well as other categories of professional development, making it easier for people to identify which professional development options were focused on diversity, equity, and inclusion. Of course, this also makes it easier for people to opt out, and we saw a lot of the same people at these events. --The college president encouraged management to go to Student Services Anti-racist Trainings. --FLEX committee reached out to presenters for more DEI programming during FLEX week—tried to increase those offerings. --The FLEX committee has offered online DEI workshops, events, and webinars (with quizzes attached). --FAIR classrooms has capacity for about 15 participants per semester—last few times the could only get 9 or 10 people to participate, and there has been no institutional support in promoting this program.

4	<p>Yes. This has included: ALI - Race Equity Impact Assessment Project. - two workshops. focus on actionable and collaborative work for the implementation of equity informed, culturally responsive, and socially just curricular practices in courses. ALI - workshop, trans inclusive classrooms ALI Chicana/o and Latina/o Culture in Santa Barbara presented by Thomas Carrasco, Chair of our Ethic Studies Department. Reassessing Our Assessments: Providing our Students with Equitable Alternative Online Assessments Designing and Implementing Equitable and Rigorous Alternative Assessments Digital Penalty to Digital Equity Underserved Students in Community Colleges: Trends, Challenges, and Opportunities in the Midst of Pandemic- Creating Continuity and Community in Your Newly Online Course Equity Minded Online Teaching Practices Crossroads Antiracism Workshops webinars Not sure it's reaching anybody but the choir, there are people who do not do staff development, no consequence if classified do not do staff development, not institutionalized</p>	3/23/2021 5:21 PM
5	<p>1. Yes- for those who want it, there has been a huge amount of options for PD in this area. The problem is that the people who are not opting in are the ones that need it most. 2. Lots of trainings, but not required. maybe make some required? 3. Yes they provide monthly training and offer it multiple times so we can be a part of it 4. I do not believe this has been supported as widely for various constituent groups to participate. We have had these opportunities in Zoom on campus. I have not seen administration publicly support the attendance to these activities. Mostly HR reporting out opportunities.</p>	3/23/2021 4:28 PM
6	<p>Yes, through training known as BLOOM.</p>	3/23/2021 4:26 PM
7	<ul style="list-style-type: none"> • Counseling dept: many equity-focused counseling dept webinar, supporting African am students. Held a dept-wide meeting about topic. Not just students, but also colleagues. • Pedagogy conference in March: Pedagogy Conference: Effective Pedagogy and Inclusion Across All Disciplines Equity speaker series for 2021-22 Theme of School-to-prison pipeline. Anti-racism practices. • Division-level: 2 hour implicit bias training. from 3rd party AORTA Equity rubric added to curriculum committee's content review process: A good start, but leaves questions o Teach to COURSE OUTLINE – can make COR so that it's required o Example from Fine Arts (Program statement) -- Students will be exposed to a global perspective of the arts through the study of historical and contemporary artistic and cultural achievements. The program places an emphasis on critical thinking, effective communication, engagement, and reflection on the importance of art in one's personal life and community. [only hire those who can do this] ... integrate similar statement into COR's o If course comes through, how judge that a person is able to teach the course o [is it part of faculty hiring] o MQ's are all we can do for disciplines – but dept chair is who hires for course □ Dept chair has to make the call about who teaches course. • Field trips to LA (CUE conference), speakers brought to campus to speak on these issues. Allocation to PD funding has not been clear or timely. Funding the person who administers PD is not via general funds but in PD budget... so less \$ to actually do the PD. Some structural issues are hindering better momentum. • The Equity budget has not been very transparent, so finding out how this money has been spent has been like pulling teeth. PD committee is to sign on and endorse activities, but without explanation of the \$ being spent. Part of our overall district transparency in budgeting issues. Could be hindering collaborative progress. 	3/23/2021 3:57 PM
8	<p>As mentioned in previous questions, our Professional Development Committee has taken an active role in promoting development in areas of DEI. Our Opening Day and Flex Day activities often include at least one speaker or forum related to this, and we have guest speakers, facilitators, workshops, and other ways to promote this development frequently. One hurdle we have faced is in making participation in these efforts mandatory. Some of our faculty choose to skip opening day, or flex days, and take the loss in pay rather than engage in these discussions.</p>	3/23/2021 3:26 PM

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9	We are in the process of doing an equity audit for those who wish to participate. The intent is to bring this campus wide. But we are also engaging in conversation of how to bring people into the conversation who not only think they "know" but those who are not sure or don't know why we need to do this work.	3/23/2021 11:39 AM
10	I really do not feel like the ground work has been done other than Trio for us to engage with students and have success. I think the vision resources (through the state) anti-racism training has been effective as well as the personal speaker, however, I feel people are not accepting and implementing such resources. There are pockets of training and awareness that we provide students in programs within the Student Services area, but not really any training for the staff/faculty in the area.	3/23/2021 8:25 AM
11	Yes, we have intentionally prioritized professional development on DEI over the past three years. Some of the professional development initiatives have included covering registration for any faculty who wanted to attend CORA trainings. There have been speaker series hosted by various areas of the college which have included bringing Dr. Cornell West, Dr. Bettina Love, Sandra Cisneros, and Colson Whitehead to the College. Recent Flex Day offerings (two days a year) have included Dr. Frank Harris III, Kimberly Papillion, and Dr. Sara Goldrick-Rab. The Humanities and Social Sciences Division has also launched a speaker series: "A Call To Action" which have included six speakers on equity, diversity, and anti-racism. We have receive very positive feedback from attendees at all of these events. We continue to need to have opportunities at all levels of learning and experience, and opportunities for faculty to be challenged and grow. It has worked well to have a range of different types of trainings.	3/22/2021 11:34 PM
12	Some of the activities that we've offered in the last year are below: Spring 2021 Pedagogy Conference Effective Pedagogy and Inclusion Across all Disciplines Equity & Inclusion invites you to participate in the upcoming district-wide Equity Speaker Series event, "Planting the Seeds of Justice: Unearthing Racism & Nurturing Equity" presented by CCC Student Equity. This event features anti-racist practitioner Dr. Abdimalik Buul Undocumented Student Week of Action October 19-23, 2020 Latinx Community and Women in STEM: A 4CD Transfer Journey Examining Latinidad - Dr. Michael Benitez Jr. A2MEND: Reform or Dismantle? Stutterer Interrupted: Comedians in Conversation	3/22/2021 10:03 PM
13	Our professional development has offered many DEI events -implicit bias training -DEI keynote speakers -Workshops like "Towards an Anti-Racist Curriculum" Flex activities have been very well attended with positive feedback. Feedback suggest we need to address decolonization and antiracism topic more directly. T4E provides training and deep discussions around these issues others have requested training/discussions with Black educators on things I (non BIPOC) can and should consider/do/implement/know.	3/22/2021 9:31 PM
14	The college has created a position (faculty professional development coordinator for equity) that leads and coordinates workshops, training sessions, discussion/book circles etc to further the campuses development in DEI and anti-racism work.	3/22/2021 9:26 PM
15	"Comprehensive Summaries" below represent a holistic summary of all feedback from Senate Leaders, Equity Champions, BIPOC faculty and faculty at-large. Input was collected directly from individuals within the Senate and campus, but there was also a voluntary option to take an anonymous survey that resulted in 71 anonymous responses. These responses were intended to supplement the information that the AS President was using to answer the survey. However, some senators wanted the responses to be included verbatim, and you will find those at the end of each summary. It is important to note that Senate Leadership, some Senators and faculty, and other campus committees did not take part in the survey and that an individual respondent could take the survey multiple times, so the specific survey responses should be considered as only one facet of feedback. Survey results: Accomplished (19%), In Progress (50%), Not yet started (15%), Other (16%) Comprehensive Summary of Areas of Need: We need increased focus on funding for Professional Development as a campus. We need more professional development in the specific area of anti-racism. We need a reasonable budget for the Academic Senate to provide opportunities for Senators to build leadership capacity and to attend workshops and ASCCC events promoting DEI. Comprehensive Summary of Efforts Supporting In Progress/ Accomplished: In the summer 2020, the constituency leaders (College President, Academic Senate President, Classified Senate President) agreed to join the USC Equity Alliance. The College has been sending faculty to professional development workshops through the 2020-2021 year. Topics have included: Confronting Explicit Acts of Racism and Racial Violence on Campus Meaningfully Integrating Race Across the Curriculum Understanding and Confronting Anti-Black Racism Understanding and Addressing Implicit Bias Fostering and Sustaining Inclusive Classrooms for Students of	3/22/2021 6:30 PM

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Color These faculty, along with the classified professionals and administrative team members, create and present a professional development workshop on each topic upon their return. Feedback: it would be more useful to have more people attending the USC workshops directly, instead of the train-the-trainer approach. This is not producing widespread engagement with the limited human resources and overworked staff. At Miramar, we have a dedicated Professional Development Committee with funding for college-wide professional development. For years, the Academic Senate Presidents have lobbied for a faculty Professional Development Coordinator. Last year, we were finally able to use Guided Pathways funding to provide some release for a faculty Professional Development Coordinator. The Coordinator and Professional Development Committee, who report to the Academic Senate, have been very active in providing workshops, institutes, and speakers in the areas of DEI. However, as soon as the Guided Pathways funds are done, we will not have funding to continue this position. Our Diversity and International Education Committee also has a budget that can be used to support professional development, and they have been very active in promoting speakers, lectures, and film series in support of diversity. The Academic Senate does not have a budget to support professional development, however works to support all of the professional development on campus and in collaboration with the other constituency leaders. In fact, the AS budget is entirely based on the College President's discretionary funds. For the past 5 years, the AS Presidents have repeatedly requested and shown a need for increased funding to support professional development of faculty in leadership positions and to align with our sister colleges. Unfortunately, there has only been a decrease in AS funding and currently the budget only covers two AS Esec members attending Fall and Spring Plenary, with a small amount left over for other important ASCCC workshops. Individual Survey Responses: 1. College: As a college, we have invited speakers and provided professional development opportunities for the entire campus on DEI issues. We do not have a lot of funding for professional development, and the demand is likely higher than what the college funds can support at this time. Local Senate: Our Senate does not engage in professional development and has not brought professional development on these topics to our campus. 2. I am not aware of our AS doing any of this, but there are a number of organizations on campus who are doing a great job of this. 3. I think that specific groups have done work on this but there have been no centralized effort and token effort from the AS. 4. In progress - the hiring of a new PD Coordinator has led to an increase in DEI opportunities. 5. Lots of professional development offered. 6. Many of the professional development activities are focused on equity and inclusion. The DECC program is a great example of this where faculty are presented with disaggregated course data and determine action plans on how to improve success rates for disproportionately impacted groups. Another indirect example would be the training faculty received on how to humanize online learning. Making your course more accessible by creating liquid syllabi, being more compassionate with students and allowing ourselves to be more flexible indirectly addresses DEI-related issues. We would also like to note that there hasn't been much Miramar-sponsored professional development solely focused on anti-racism. Although, there has been an increased number of professional development events promoted lately, even though they are not sponsored by Miramar College. 7. The college has promoted PD in DEI. The Academic Senate has made a few brief announcements. 8. The college has started this school year, but senate has not. In many ways, the Senate leadership reveals the old power structure that is predominantly white and without much understanding of issues such as antiracism and decolonization. Some are actually utilizing equality as a model for equity. 9. This is a focus of our professional development at the college. AS has not yet engaged in this focus within itself (itself being Academic Senate as a body)

16	I do not recall that we had discussions in which the president or senate members have initiated, engaged in or organized such discussions on campus. But there have been professional development activities offered on topics of discrimination, stereotyping etc. Faculty self-select to take part in these trainings, so only a part of faculty chooses to educate themselves on these issues. The campus has previously worked with Drs. Luke Wood and Frank Harris from San Diego State University and CORA learning. They have conducted in person and online workshops surrounding equity for Black male students. The feedback on CRT and Safe Zone trainings were overwhelmingly positive. It is also noteworthy that our college has funded numerous faculty, as well as a few staff and admin-istrators for the Umoja Learning Institute where there is much discussion about this and how to ad-dress at our campus. There have been faculty workshops in the past to address these issues There have been Professional Development opportunities that faculty and staff can opt into.	3/22/2021 5:05 PM
17	For the 2020-21 academic year, Cañada College joined more than 60 other California community colleges in the California Community College Equity Leadership Alliance. Led by the USC Race and Equity Center, the Alliance unites community colleges across the state of	3/22/2021 4:54 PM

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California for high-quality professional learning experiences on an array of topics pertaining to racial equity. Administrators, faculty, and staff across member colleges access a digital repository of useful tools and resources, as well as engage with colleagues beyond their individual campuses through a dynamic virtual community of practice. This Alliance will help administrators and faculty leaders learn how to better address the concerns of students and employees of color, who have long cited the persistence of racist policies and attitudes within their institutions, Professional learning: Beginning in June 2020, the Center will annually host a dozen eConvenings, each on a particular aspect of racial equity. These high-quality professional learning experiences for high-level administrators and faculty leaders will be held virtually throughout the year, one per month. Each eConvening will explore strategies and practical approaches for equity issues. Virtual racial equity resource portal: The Center is developing an online repository of resources and tools for Alliance member colleges. Downloadable equity-related rubrics, readings, case studies, videos, slide decks, and conversation scripts will be included in the portal and accessible to all employees at member colleges.

18	Some departments have adopted antiracism and decolonization in instruction. We have been hosting a workshop on revising the syllabus (including assignments and grading policies) to reflect these values. Our CCAP program has hosted a series of workshops for CCAP instructors on these topics as well. Relying on Title V grants, we have promoted additional PD projects, including work on reevaluating one's teaching via equity data evaluation.	3/22/2021 4:27 PM
19	Our college has brought in multiple experts on DEI to drive professional development activities. Dr. Luke Wood and Dr. Frank Harris have trained our campus leaders to work with their constituents. Reverend Dr. Jamie Washington led our campus in conversations and professional development. These are some of the examples of the types of professional development we've had on campus.	3/22/2021 1:53 PM
20	Some activities and workshops that San Joaquin Delta Community College had available for faculty for professional development included: • Certificate of Equity program • LGBTQ+ workshop • "Allyship in Development": White Fragility book discussion variable flex workshop • "Introduction to Decolonizing Curriculum" workshop • "Regular and Effective Contact" workshop • "Equity-at-a-Glance: Introduction to the Faculty Success & Retention Dashboard" Guest speakers have been invited to come speak to the campus about DEI and anti-racism issues. Regular updates and information about professional opportunities, such as webinars and conferences, have been communicated through emails. Areas that we can improve include recording workshops for faculty to review if unable to attend due to time conflicts, offering more workshops throughout the semester, and the District offering monetary stipends for experts to come speak to faculty.	3/22/2021 1:43 PM
21	BIPOC and Equity Champion faculty highlighted several professional development DEI opportunities offered by the District. For example, Faculty Enrichment Committee has co-sponsored with EDAC workshops and professional development events that brought Drs. Lasana Hoteb, J. Luke Wood, and Frank Harris III to present on anti-racism and implicit bias. Additionally, in spring 2021, The Faculty Enrichment Committee coordinated a week-long series of workshops on DEI. BIPOC and Equity Champion faculty affirmed that faculty have participated in mentoring opportunities with organizations/programs, such as A2MEND and Puente. BIPOC and Equity Champion faculty acknowledge the efforts made by the Academic Senate's Outcome and Assessment Committee in its offering of training on equity in outcomes assessment and course assignments. Yet, BIPOC and Equity Champion faculty remain concerned with long-term sustainability of these activities.	3/22/2021 1:23 PM
22	The Senate passed a resolution in fall 2020 making a commitment that at least 20% of our FLEX program would be focused on equity-minded topics/practices and that faculty should ensure that 20% of their FLEX time be spent in equity-minded sessions. Spring FLEX had an equity focus for 90% of our sessions. In the call for presentations, the question was added, "How will this workshop/presentation, address diversity, equity and inclusion?" I still think there is more to be done and this needs to be more than a "one and done," so I have marked "in progress" as an indicator of this.	3/22/2021 10:41 AM
23	There have been a number of professional development opportunities on campus that address DEI. These opportunities include: • OER and Equity class • A Black Lives Matter Canvas shell with activities that can be completed for flex credit • Faculty, staff and directors have participated in the Racial Equity Leadership Alliance • Librarians have access to webinars (presented by Association of College and Research Libraries ACRL) that discuss ways that policies, services and collection development can better reflect DEI principles and recognize	3/22/2021 9:11 AM

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that the onus is on librarians to be aware of the wealth of professional development opportunities offered in the field of librarianship. • Lasana Hotep (equity training) • Laura Rendon - decolonizing how we view or students (sentipensante pedagogy) • Luis xago Juarez - decolonized history of Monterey Bay region • Dreamer Ally trainings (fall and spring) • Creating Restorative Opportunities and Programs (CROP) training for faculty and staff working with currently or formerly incarcerated students

24	<p>The college has engaged in courageous dialog around equitable classroom and teaching practices with the Advancing Equity in Teaching Academy (AETA). The SWC Office of Equity, Inclusion and Professional Development developed AETA in 2019. The AETA is a year-long faculty professional development program that aims to develop a teacher's awareness of equity issues in education as they develop their skills in teaching a culturally and linguistically-diverse student body through culturally responsive pedagogical tools. Faculty apply their learning to their classroom teaching and produce artifacts that will then be passed on to their colleagues in their schools and departments. AETA requires faculty to examine their student achievement data which show disaggregated success rates for their student learning to question how their pedagogical choices may lead to unintended disproportionate impact on traditionally marginalized students. These impacts become barriers to the connection and high expectation that is important for student success. Faculty in the AETA program commit to review student achievement and learning data, to engage with instruction on culturally-competent and equitable teaching strategies with mentors to implement reforms in their classes and to evaluate those reforms. The College supports this innovation by agreeing to move faculty a step ahead on the salary schedule after completion of the year-long project. The first AETA cohort was disrupted by the coronavirus pandemic making the full implementation of the project in future years a priority as part of the Colleges equity goals. The cohort that was interrupted is expected to complete the project in the 2020-2021 academic year. After the murder of George Floyd, professional development and the office of equity and inclusion hosted listening sessions and panels on Anti-Blackness, Anti-Blackness in Latinx/a/o communities, and Anti-blackness in Asian-American communities. In Student Services, the division tackles monthly sessions on a variety of topics that address diversity and inclusion topics. Additionally, employees participate in professional development opportunities as well.</p>	3/21/2021 8:34 PM
25	<p>A full-time faculty member was provided funding to attend the recent A2MEND (African American Male Education Network and Development) 14th Annual Summit – “Going All In: Deepening our Commitment to African American Male Success”. The college continues to support (and promote) the Mendocino Faculty Equity Project to help more faculty learn to be more inclusive, design and teach about equity and racial bias. The Professional Development Committee is considering supporting "theme-based" professional development activities centered on structural racism and/or other areas of the DEI to be available to cross functional groups and encourage cross functional collaboration on a common activity.</p>	3/21/2021 1:50 PM
26	<p>Yes, ongoing PD workshops have been offered. But, again, more work needs to be done. Especially in the area of decolonization.</p>	3/21/2021 11:20 AM
27	<p>VVC's DEI shared governance committee will:</p>	3/20/2021 4:26 PM
28	<p>Yes, we continue to promote. However, I think our professional development department needs additional guidance in setting an equity agenda to result in robust and consistent offerings.</p>	3/20/2021 12:05 PM
29	<p>The following professional learning opportunities have been provided at Compton College as of Fall 2020: Implicit Bias Training Microaggressions Cultural Competency How to be an Ally to Men of Color Interpersonal Communication Interpersonal and Emotional Intelligence In & Out of the Classroom LGBTQ Allyship Training Veteran's Allyship Training UndocuAlly Training Safezone Training EEO Training Men of Color Mentorship Program Training Black/African-American Student Success (2021) How to Be an Ally to LatinX Students Cultural Appreciation Sessions Ongoing on-demand webinars readily available on the Vision Resource Center Monthly e-covenings through our Alliance partnership with USC Race & Equity Center All employee groups are encouraged to attend the available professional development opportunities at Compton College. Each of these PD opportunities have been very well attended and received. Most of our faculty are enthusiastic about learning the necessary skills to help make their classes more inclusive.</p>	3/19/2021 2:07 PM
30	<p>Coffee, Tea, and GP Monthly topics have included: Supporting LGBTQ+ Students, The Student Senate for Ca Community College Anti-Racism Plan, Advising and Counseling Male Students of Color, Equity Minded Math Instruction, How to be an Ally, Equity Minded Student Services, Realizing Racial Equity in Community College, and De-colonizing the Syllabus.</p>	3/19/2021 1:54 PM

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31	Our FLEX/Professional development committee has offered presentations, and workshops on various topics in this area. Most recently around integrating and use of online instruction.	3/19/2021 8:16 AM
32	The Center for Transformative Teaching & Learning (CTTL) has featured workshops such as “De-colonize your syllabus” and anti-racist pedagogy discussions that have filtered into division discussions as well. This work has not been senate-led, but there remains a robust connection between CTTL and Senate. Other such activities include the Equity Scholars Program, a continuance of the work generated in the Equity Training Series; faculty graduates of the series spread their learning through small communities of practice. Also the Equity Summit, a bi-annual event held through the Equity Institute on campus; this summit has featured speakers such as Ibram X. Kendi, Michael Benitez, Angela Davis, and Allyson Titiangco-Cubales. Dr. Paul Hernandez led a series of workshops on the Pedagogy of Real Talk. Various entities on campus have amassed resources which are available, should individuals seek them out: the CTTL has a faculty repository of resources for equity in teaching, there are anti-racism resources at the library, and there are events such as the Human Library project, Poetry Corner, and others focused on cultural and community awareness. However, scores of faculty are wholly disengaged from this work, as it is opt-in and attendance to them is a luxury that few feel they have the time or resources to afford. Programs that were mentioned in our survey reflect only the most recent of events, perhaps revealing the myopic memory and weariness wrought by the pandemic: “Equity Scholars Program addresses this issue directly. Flex Day events often include DEI workshops; Equity Institute events always focus on these topics; CTTL shares information on webinars from such organizations as Community Overcoming Relationship Abuse (CORA).” “Decolonizing the Syllabus, Equity Training Series, Racial Justice Training Forum” Survey comments also reflect the time involved in this work and the challenge to participate while seeing those who choose not to participate at all: “Faculty is fatigued because there may still be work to do, and we do it... but those who do the work aren't the ones most needing to change their ways.”	3/19/2021 7:58 AM
33	The senate's faculty professional development committee has increased offerings of events that have allowed for more open dialogue on these areas. Likewise, Student Equity has offered open forums for student voices to be heard.	3/18/2021 12:53 PM
34	[NOTE: The response to all questions includes the perspectives of team members representing involvement at different levels within the college structures. Collectively, team members present a diversity of perspectives including those of full time faculty, adjunct faculty, college staff, counseling, and instruction as well as the individual perspectives of persons of color, persons of different sexual orientations, different ethnicities, and gender. All responses represent the current state of progress and awareness of DEI activities at the college.] Aside from the creation of taskforces (and the ongoing work by the Equal Employment Opportunity), there has been no promotion of professional development in this area. “The Taft College Academic Senate recommends to the Faculty Professional Development Committee that anti-racism education related topics be included as flex opportunities, including in-service activities or individual flex activities, for TC faculty on an ongoing basis.” Some faculty have been participating in webinars offered through the Chancellor's Office on their own that covers antiracism and discriminatory practices. One of the project categories of the DEI task force is Professional Development and Dialogue. Below are the current activities of the working group: • Developed questions to use for divisions chairs to use in division meetings. • Met with an Academic Senate ad hoc committee to discuss ideas around starting a discussion among division chairs. • The approved recommendations from the Academic Senate ad hoc committee includes professional development that could align with some of the DEI campus-wide efforts to induce dialogue. • Continuing to explore training and avenues where dialogue can take place. • Working w/EEO to launch a webinar series on DEI from the CCCCO's Vision Resource Center. Our VP of Instruction and division chairs share pertinent webinars and pd opportunities as they become available. The Academic Senate president and the Vice President of Instruction also forward announcements to all faculty on webinars, trainings, professional community meetings, and anything else with a focus on areas of DEI. There has been no structured effort to gather feedback. Anecdotally, it seems participation in these opportunities consists only of the usual people.	3/18/2021 12:08 PM
35	The RESJ Task Force is currently addressing these issues in the investigation.	3/18/2021 11:50 AM
36	CRC's first Classified Institute, held Jan 10, 2020, featured keynote speaker Dr. Veronica Keiffer-Lewis who spoke on “Building and Sustaining Equity Centered Culture.” The breakout sessions that followed were centered on that topic. The PD Canvas site that is open to all classified professionals, faculty, and administrators has a module devoted to Anti-Racism and	3/18/2021 10:45 AM

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Anti-Sexism Resources that is updated regularly. The Curriculum Committee and Teaching and Learning Leads (one faculty member per division) hosted a flex workshop during Spring '21 "Anti-racism, Equity and Curriculum" We offer a course developed by @ONE, Equity and Culturally Responsive Teaching, on a voluntary basis for faculty. College-wide convocations for several years have featured guest speakers and organized activities that include DEI and anti-racism, especially self-reflection.

37	In response to this question, our current Professional Development Coordinator compiled some reports that show the DEI-related PD workshops/training, the number of DEI-related PD hours completed by employee group, and the number of individuals within each employee group that has completed DEI-related activities. This report contains specific information about number of DEI-related PD hours completed by employee group, number of unique participants in a DEI-related PD training/workshop per employee group, etc. We have the capability to compile a wide variety of information about our PD program, so we can be very responsive in figuring out where our participation needs may lie. One opportunity to increase and institutionalize this impact would be to continue efforts to require that a certain percentage of an employee's PD hour requirement be in DEI-related workshops, but again, this needs to be negotiated with the bargaining units. In addition, we could be working on greater communication and coordination between Professional Development and the Senate & DEqCC in terms of input/needs assessment regarding DEI offerings. Regarding this latter group, our DEqCC Committee is planning a social justice conference for Spring 2022, which will feature DEI-related talks, workshops, and training.	3/17/2021 9:22 AM
38	Academic Senate Activities - Ongoing discussions with the district about trainings for faculty College District Activities - PD opportunities campus wide over the past two years include: a) Fall 2020 A2MEND Webinar Series; b) 3CSN Equity 101 and 102 online course; c) Reading Apprenticeship; d) Habits of Mind Leadership Community of Practice; e) Growth Mindset Community of Practice. - In Spring 2021, District HR is offering it's Spring Workshop Series: Let's Talk about Racism through CircleUp Education. Workshop topics include Safe/courageous space to discuss racism and Structural Racism in the Workplace.	3/16/2021 4:12 PM
39	Professional Development activities have included sessions on incorporating the 1619 Project into classes and curriculum; Umoja and Acceso workshops; and a variety of other DEI-related activities. Eliminating bias and equity-based instruction are key elements of the four-week DE training offered to all faculty involved in online instruction. CoA also sent more faculty members than any other Bay Area college to the Equity Institute's trainings (sponsored by Skyline College); staff, faculty, and administrators were all well represented.	3/16/2021 11:27 AM
40	I would have to say this hasn't started as we don't have professional development right now.	3/15/2021 5:22 PM
41	Every DEI workshop, conference, training, flex presentation that comes up is distributed to our faculty and encouraged multiple times through email and group meetings. The college will be implementing more DEI training across campus utilizing equity funds. Considerations are being taken regarding a percentage of Flex training meeting DEI initiatives.	3/15/2021 9:48 AM
42	Yes. That was a key resolve in our Call to Action resolution which led to the Professional Development Equity Plan.	3/12/2021 5:19 PM
43	Our three district Academic Senates jointly passed a resolution in support of the ASCCC Anti-Racism pledge. We changed things so that we asked all district employees to take the pledge. Our college has Social Justice and Racial Justice Speaker series and members of our college community also communicate frequently about opportunities and strategies to be more inclusive in our learning and support spaces.	3/12/2021 2:17 PM
44	FLEX day had 3 DEI sessions, including one session on Diversity in STEM curriculum Spring Summit was DEI focused, including one session on Diversity in curriculum March 19 follow up on DEI for Spring Summit on curriculum planned California Community Colleges Racial Equity Leadership Alliance participation Our Professional Learning Committee has held several workshops and training sessions over the past year including: June 2019: Teaching and Learning in the Age of AB705 August 2019: Flex Week (see attached schedule) October 2019: Disability Summit November 2019: Leadership Retreat: Transforming the Student Experience through Equity December 2019: Leadership Retreat Follow Up: Equity Minded Teaching and Learning January 2020: Engaging Diverse Students February 2020: Equity Literacy Framework: Moving Mitigative Interventions to Transformative Practices February 2020: Safe Zone Train the Trainer Trainings April: SLO Zoom Dialogue June 2020: Black Minds Matters: West Talks Series August 2020: Flex Week (see attached schedule) Leadership Retreat 2020: Fall 2020: Classified Career Pathways FIG February 2021: Spring Summit: Becoming an Anti-	3/12/2021 1:11 PM

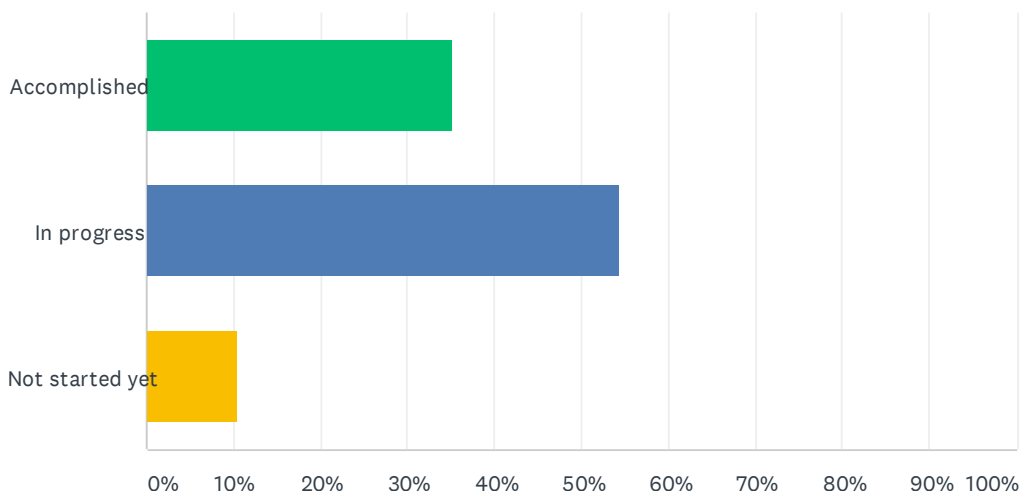
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racist Institution and Meaningfully Integrating Race Across the Curriculum February 2021: USC Hiring Faculty of Color

45	Yes, during Flex week, we usually dedicate a full day to equity training and include renowned speakers such as Robin D'Angelo and Gina Garcia (last January) that bring in several hundred participants; our Office of Equity runs a certificate program for faculty that counts for alternative credit on the salary scale, regular conversations throughout campus.	3/11/2021 11:08 AM
46	Faculty receive FLEX credit for attending any of the numerous Cultural Diversity Panels, Equitable Curriculum Events, Equity Guide Panel. Discussions have occurred about potentially mandating some Anti-Bias/Anti-Racism professional development.	3/4/2021 11:41 AM
47	A. Through the call to action resolution passed this June 2020, our AS has directed the Teaching and Learning Center Coordinator to emphasize and promote DEI professional development opportunities. Regular newsletters go out to the campus community with targeted pd opportunities. In addition, the TLC coordinator in collaboration with our curriculum committee faculty chair, has developed the Cultural Curriculum Collective: A personalized training module to help faculty review their teaching data, curriculum, and learning activities and assignments through a DEI lens. B. The annual Cultural Competency Conference, developed by the AS subcommittee DEqCC, features several workshops and presentations around topics of DEI and anti-racism, including curriculum development, teaching, pedagogy, services, and engaging with students. D. Several flex opportunities have been developed by individual faculty - mostly faculty of color - who have taken it upon themselves to organize workshops/professional learning activities. E. Several faculty have put together discipline specific workshops to address topics such as equity-minded syllabi in STEM, equity in STEM, decolonizing syllabi.	3/2/2021 1:51 PM
48	Our in-service days and flex days include work toward equity in the classrooms and on campus. These include training on such ideas as micro-aggression and decolonizing your syllabus. Conversations within our Emergency Remote Instruction are also centered on these ideas. In alignment with the Board Strategic Direction 1 and 2, Student Success and Equity and Diversity AS has reviewed and approved the Guided Pathways self-assessment and the fantastic work that group has been doing to support our students. We are working to update the grade appeal process to improve clarity and empower our students in their educational journey while respecting the instructor's role in the classroom. We were able to review and approve an expanded process for Credit for Prior Learning so that our students can quickly and successfully move through their education without unnecessarily repeating work or courses. Thank you to our amazing VPI Kieth Wurtz for all of his work for that process. Our ETC (Educational Technology Committee), Lead by our awesome DE (Distance Education) Lead Cynthia Hamlett, is working to integrate and promote the Peralta Online Equity Rubric which will allow faculty to assess their class on items such as Student Resources and Support, Connection and belonging, and Images and representation, and Universal Design for Learning. I'd also like to mention the work of two of our English faculty members, Isidro Zepeda and Chloe de los Reyes for their work and willingness to support faculty by leading trainings on equitable practices in remote teaching and anti-racist syllabus creation. ETC is also working to implement Equity and Culturally Responsive Teaching and Learning Online training. All of our training for teaching online includes an equity focus. We want to praise the work of our professional development committee, lead by the amazing EOPS and CalWORKs Councilor Kashaunda Harris, for their work on our in-service and flex days. In alignment with the Board Strategic Direction 1 and 2, Student Success and Equity and Diversity, the PD team has organized 3 days of professional development that focuses on anti-racism and equity as well as alleviating burnout among faculty and increasing student engagement and support during remote instruction. Crafton is offering synchronous remote instruction and a lot of the PD focused on helping students grow in a safe and comfortable Zoom environment. It has been exciting and inspiring to be a part of the conversations. Our instructors are highly responsive to new ideas and thinking way outside of the box to ensure that our students can thrive in their education during the pandemic.	2/22/2021 1:35 PM
49	See question 4. Most feedback is positive, some backlash.	2/18/2021 3:12 PM
50	USC Race and Equity seminars 3 Visits from Lasana Hotep	2/10/2021 1:53 PM
51	Our college has provided resources that allow faculty to attend various seminars/trainings	2/9/2021 5:22 PM

Q13 Has your college and/or local senate approved an actionable statement or resolution regarding DEI and Ani-Racism?

Answered: 57 Skipped: 10



ANSWER CHOICES	RESPONSES	
Accomplished	35.09%	20
In progress	54.39%	31
Not started yet	10.53%	6
TOTAL		57

#	WHAT HAS BEEN THE ACTION TAKEN IN RESPONSE TO THE STATEMENT/RESOLUTION?	DATE
1	Discussion have begun regarding this	4/5/2021 2:33 PM
2	Resolutions as mentioned above.	3/24/2021 10:31 AM
3	Unsure and lack of clarity/transparency does not help. It seems like there has been some talk about it, but it also seems like there should be very clear communication to the campus if there is. Googled this and nothing of note comes up easily. Someone said that statements/resolutions have been passed at institutional level, but this person is not sure the actionable parts have occurred.	3/23/2021 5:21 PM
4	1. Regarding some groups but not all. 2. In progress, but seems like it's slow moving. no resolution that I know of. 3. Yes, I believe a statement has been submitted, but I'm not sure if it's an actual resolution. 4. Brief statements have come out from the president reactively related to Black Lives Matter and AAPIHate groups/violence. I think more meaningful clear statements can be implemented.	3/23/2021 4:28 PM
5	A draft of a DEI resolution is in progress.	3/23/2021 4:26 PM
6	Our Academic Senate Council's passed 23 resolutions on July 1 in support of social justice and equity https://email4cd-my.sharepoint.com/:b:/g/personal/kkrolikowski372_email_4cd_edu/ERHSVUqEAfBLis4riJj5Gd4BTwQqXR5dhdwGxFeHI3yIYg?e=R4cc5j Our District Senates passed a Joint Anti-racism resolution Feb 1, 2021: https://email4cd-my.sharepoint.com/:b:/g/personal/kkrolikowski372_email_4cd_edu/EaZAJHLGotFFhfMdxvnTPzUBs1ZBUy7oRDwU4hF-JHvNSw?e=BOGMKV	3/23/2021 3:57 PM

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7	In the wake of the George Floyd murder, our Black Faculty and Staff Association created a Black Lives Matter Task Force. They produced an action plan, which the senate reviewed and largely endorsed via a resolution. Senate leadership, as well as senators and liaisons have been engaged in this supporting the recommendations since our resolution passed in December 2020. The senate has not developed a stand alone statement yet, and that is planned for our next agenda in April.	3/23/2021 3:26 PM
8	The Senate created a resolution, but I don't feel this is widely adopted by the whole college.	3/23/2021 11:39 AM
9	Our Local Academic Senate has just passed a resolution on Diversity, Equity, Inclusion, and Anti-Racism. This will be the catalyst for dialogue and action moving forward.	3/23/2021 8:25 AM
10	Academic Senate Resolution June 2020, Resolution 20-08 Black Lives Matter Academic Senate Resolution March 2021, Resolution 21-01 Support of Asian and Asian American Students Board of Trustees Resolution June 2020 RESOLUTION 19-29 A RESOLUTION OF THE BOARD OF TRUSTEES OF THE MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT AFFIRMING OUR COMMITMENT TO STUDENT SUCCESS FOR BLACK AND AFRICAN AMERICAN STUDENTS Board of Trustees resolution March 2020 RESOLUTION 19-26 A RESOLUTION OF THE BOARD OF TRUSTEES OF THE MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT DENOUNCING XENOPHOBIA AND ANTI-ASIAN SENTIMENT ARISING DUE TO FEARS OF THE COVID-19 PANDEMIC AND AFFIRMING MT. SAN ANTONIO COLLEGE'S COMMITMENT TO THE WELL-BEING AND SAFETY OF ASIANPACIFIC ISLANDER COMMUNITIES	3/22/2021 11:34 PM
11	The faculty have started to address some of the areas that are mentioned in the document such as employment and curricular changes.	3/22/2021 10:03 PM
12	Senate resolution and statement from administration. Senate is working with students on DEI, on curriculum process to address DEI, looking at program review and SLOs and DEI, hiring process, representation on college committees, and SESC focus on DEI. The President's Council on DEI was created.	3/22/2021 9:31 PM
13	Many of our campus entities from the President's Cabinet, our Administrative Council, Academic, Classified and Student Senates, and our Equity and Education council have approved resolutions affirming their particular body's commitment to furthering equity on our college campus.	3/22/2021 9:26 PM
14	"Comprehensive Summaries" below represent a holistic summary of all feedback from Senate Leaders, Equity Champions, BIPoC faculty and faculty at-large. Input was collected directly from individuals within the Senate and campus, but there was also a voluntary option to take an anonymous survey that resulted in 71 anonymous responses. These responses were intended to supplement the information that the AS President was using to answer the survey. However, some senators wanted the responses to be included verbatim, and you will find those at the end of each summary. It is important to note that Senate Leadership, some Senators and faculty, and other campus committees did not take part in the survey and that an individual respondent could take the survey multiple times, so the specific survey responses should be considered as only one facet of feedback. Survey Results: Accomplished (13%), In Progress (38%), Not yet started (34%), Other (15%) Comprehensive Summary of Areas of Need: We need assistance from the ASCCC in the Areas of Need identified in this DEI Survey. We need the time and space to continue working on the actionable statements identified by our Academic Senate. Comprehensive Summary of Efforts Supporting In Progress/ Accomplished: On June 8, 2020, the Academic Senate and Classified Senate Presidents collaborated to produce and distribute a joint statement on social justice and racial equity. As soon as the Academic Senate convened for fall 2020, they used this joint statement to develop an actionable statement. On September 15, 2020, the Academic Senate approved the ASCCC's Special Resolution from ASCCC President Stanskas, which included the resolution Support Infusing Anti-Racism/No-Hate Education in Community Colleges Action items in this statement include: 1. Make a tentative agenda now that includes a discussion of anti-racism/no-hate education. Remember, you do not have to have an answer to start a conversation. 2. Prioritize culturally responsive curricular redesign with your curriculum committee. 3. Acknowledge, without assigning blame, that the structure of the college houses the biases and prejudices of its founding time. Those biases have privileged some and disadvantaged others, particularly African-American and LatinX communities. 4. Prioritize the evaluation of hiring and evaluation processes. 5. Request services from the ASCCC about any of these topics here. 6. Evaluate your academic senate and find the voices among your faculty missing in governance. Find ways to empower those voices. 7. Work with your administration and students to find constructive ways students can express themselves about these deaths and the structural and	3/22/2021 6:30 PM

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historical biases that exist. The Academic Senate and College have collectively worked and/or are working to address #1, 2, 3, 4, 5, 6, and 7. #1: Equity agenda items have been prioritized to receive more time than any other agenda item at AS meetings; Curriculum Committee/ Technical Review Committee agendized dialogue on anti-racism education and changes to curriculum; ongoing USC Alliance Workshops and CAGP workshops on anti-racism education and classroom environments. (This action item is ongoing and needs improvement to engage more individuals and provide more comprehensive training, especially in the area of no hate education.) #2: Curriculum Committee/ Technical Review Committee have agendized dialogues on anti-racism education and curricular redesign; the Academic Senate approved a recommendation to change college governance committees/ processes to address anti-racism in curriculum; addition of Diversity and International Education Committee expert to the review process. (This action item is ongoing and needs to provide individual faculty with training opportunities in this area) #3: Ongoing Circle of Change and Academic Senate dialogues allowing individuals to share their experiences and identify areas of structural racism and potential bias. For example, the Academic Senate identified that its process for faculty appointments to committees may be creating barriers. They also identified that the lack of a Code of Conduct might contribute to an environment where some feel disadvantaged to speak up at meetings. Unfortunately, these dialogues have also relied heavily on blame and have slowed the work we need to do. Hopefully we can move toward the identification of gaps and focus on areas of improvement, and we are currently revising the Bylaws and creating a Code of Conduct to address this. (This action item needs improvement- there needs to be concrete identification of structural inequities so that the college can address them with action.) #4: The Academic Senate discussed how to promote more equitable hiring processes at the college level, and developed and approved a formal statement: The Academic Senate charges the screening committee members with the review of the screening process for potential bias and restrictions, to make improvements to alleviate potential bias in the process and improve the quality and equity of outcomes. The Academic Senate is currently collecting resources to provide screening committee members with information on implicit bias. (This action item is going and needs to address the evaluation processes as well). #5: Not acted on yet; however the Academic Senate Executive will be surveying the AS to identify which areas (including those identified as Areas of Need in this survey) the AS would like to request services. #6: The Academic Senate has had a lot of dialogue on whose voices are missing and/or the perception by some that certain voices are not being heard. To address this, the Academic Senate reviewed the faculty appointment processes and is considering changes to the Bylaws to improve in this area. The Academic Senate has also formed a Taskforce to develop a Code of Conduct and Parliamentarian to ensure that voices are not being silenced and that everyone is able to participate in a safe and inclusive environment. (This action item needs additional support and ideas for encouraging more diverse volunteers so that we can improve the diversity of voices participating) #7: This action item is still in the beginning stages. Student panels have been utilized in some venues but may not provide a sufficient way for students to express themselves about these deaths and the structural and historical biases that exist. (This action item needs more work in collaboration with the Associated Student Government groups.) In fall 2020, the Academic Senate also approved the addition of a 5th Strategic Plan Goal, and we are entering the process of developing Key Performance Indicators (KPIs) to measure these actionable statements: Strategic Goal #5: Diversity, Equity, and Inclusion (DEI) - Build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community. Strategic Direction 1- Systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services. Strategic Direction 2- Establish comprehensive professional development for the campus community to increase capacity around and engage in equity, diversity, inclusion, social justice, and anti-racism. Strategic Direction 3-Systematically review, develop and incorporate equity-minded practices in: 1) culturally responsive instructional pedagogy, 2) student-centered services, and 3) recruitment, screening, and retention of employees. Individual Survey Responses: 1. Not sure. 2. A statement was approved but no action has been taken. 3. An actionable statement was discussed at Senate, but so far there hasn't been any forward progress. There are people in the college working towards an actionable statement but are not being consulted or included in higher-level decision-making process. 4. College: At the height of the BLM movement, our college's Diversity committee wrote a statement addressing some of the issues that were salient regarding racist structures, practices of bullying or deliberately suppressing the voices of people of color, and other items. Since that time, the college has gone through a transition of power and brought in a new College President, who is committed to addressing these issues. The statement's action items are being addressed on our campus, but we still have a ways to go. Local Senate: The Academic Senate passed the ASCCC Anti-

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Racism resolution, however we did not have a discussion about how our campus or Senate was going to address the items it contained. It was approved and then forgotten. 5. College: In progress AS: In progress. 6. I think that specific groups have done work on this but there have been no centralized effort and token effort from the AS. 7. Our college has not done this and Senate leadership has not promoted this.

15	What has been the action taken in response to the statement/resolution? Apart from the Cultural Curriculum Audit, the college or the senate have occasionally promoted courses on these subjects: the senate president or the faculty professional development coordinator forward courses or trainings that are offered through the district or the state. The Professional development coordinators have promoted seminars and events to address DEI. A Cultural Curriculum Audit was put together to improve online classes from the lens of Equity. This program will be repeated in the Summer. Again, these are options that Faculty can opt into. Yes, our professional development coordinator has advertised numerous events.	3/22/2021 5:05 PM
16	Resolution from District Academic Senate: A Vision for Social Justice in Governance at SMCCCD	3/22/2021 4:54 PM
17	We recommended reducing our police force, advocated for more staffing for our Dreamer Center, pressured the Board of Trustees and the Chancellor to make a statement on "non-compliance" with the federal immigration agency. We just passed a resolution regarding AAPI racism/violence and asked the campus leadership to record and report violence against AAPI community members.	3/22/2021 4:27 PM
18	MPC Senate has developed and passed a resolution in support of undocumented and DACAmented students, as well as developed a statement to the Board of Trustees in support of our LGBTQIA+ students. On deck is a statement/resolution in support of AAPIs and a general resolution in support of campus IDEA efforts. The latter two will be brought to Senate for discussion/approval after Spring Break.	3/22/2021 4:23 PM
19	Please see our Anti-Racism and Inclusion Plan that includes our Anti-Racism Guiding Principles. https://www.westvalley.edu/social-justice/index.html	3/22/2021 1:53 PM
20	This item is currently on the Board agenda as one of the Strategic Goals.	3/22/2021 1:43 PM
21	BIPOC and Equity Champion faculty accede that the Academic Senate passed an Anti-Racism Resolution; however, work related to the resolution has not resulted in any plan of action. BIPOC and Equity Champion faculty recognize the division-level effort of the Social Sciences Division to pass its first division resolution calling for Equity for Ethnic Studies.	3/22/2021 1:23 PM
22	In summer of 2020, the Senate Executive Committee issued a "Statement of Equity" to the campus (see pasted below), but the statement was one of support and not action. The new DEI Action Council's first job is to create a DEI Strategic Plan, which should have more ongoing actions that the college needs to take. "6/16/2020 Dear COD Community: Recent world events have tested our community in ways we could not have imagined. As we have settled into a new normal of remote learning and finding ways to connect with our colleagues and students at a distance, we find ourselves now confronted with the reality that our nation is still a place of great inequities and that the California Community College system is not without blame in perpetuating these inequalities for our students. One of COD's Values states that "We embrace the diversity of our community and uphold the dignity and worth of the individual." In order to move forward, the Faculty Senate's Executive Committee supports all efforts to make this values statement more than just words, to truly embrace the rich diversity of our students, faculty, staff, leadership, and broader community that we serve. We will work to achieve the following: • Ensure curriculum, textbooks, and other learning materials are free from bias and racism. • Seek out and provide professional development opportunities that help us address racial inequities in our teaching and in our classroom spaces. • Work with the Equity Committee to review current Equity Plan and identify ways to better support students of color. • Continue to work with Guided Pathways to ensure clear avenues for students that eliminate systemic roadblocks. • Continue to work with the Diversity Committee, Office of Human Resources, and faculty to ensure our hiring processes and policies are free from bias and we are creating a welcoming campus climate for all current and future employees. We are open to listening to our colleagues, community, and especially our students as they share the impact of policies and procedures that have perpetuated inequities. As we listen, we will seek to do what we can to enact meaningful changes. Look for some open-discussion virtual cafe events in July to begin our dialogue. Sincerely, College of the Desert Faculty Senate Executive Committee"	3/22/2021 10:41 AM

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23	As mentioned in some previous responses, the Academic Senate has written two resolutions: one addresses Diversity in Hiring and the other addresses Anti-Racism. The Diversity in Hiring resolution was approved and the Anti-Racism resolution will have action taken at its next meeting on March 30. The Student Success and Equity Committee created an Equity Statement that was approved by the Academic Senate and has been shared campus wide.	3/22/2021 9:11 AM
24	Yes, the governing board and the college put out a statement. It included in the governing board goals and superintendent/president goals. The president's task force has been getting training on DEI and Anti-Racism, and that training yielded AETA, CUE training for faculty and for hiring, and helped shape the plans that are being revised The Senate is currently working on resolutions and the possibility of a campus-wide pledge.	3/21/2021 8:34 PM
25	The Academic Senate Resolution F'20 - 02 Solidarity with the Black Lives Matter Movement and Commitment to Greater Equity and Anti-Racism. This was followed by letters of support from the Classified Senate, the Executive Leadership and the Management/Supervisory/Confidential group. All of these were presented to the Board of Trustees at the same meeting. The Academic Senate Resolution requested financial support for ongoing professional development centered on "providing a welcoming, equitable and inclusive learning environment... and applying anti-racist practices on campus and in our community". The resolution also calls for all district decision making processes have inclusion and equity are their core.	3/21/2021 1:50 PM
26	Yes, an Anti-Racism resolution has been adopted. Ongoing DEI resolutions are forthcoming.	3/21/2021 11:20 AM
27	VVC's Academic Senate's Resolution states: Whereas, anti-racism includes an action-oriented approach to reducing explicit bias, racism, and discrimination; supporting diversity; advocating with and for historically underrepresented faculty, staff, and students in all areas of campus life; and furthering knowledge to improve policies and systems over time.	3/20/2021 4:26 PM
28	Yes, we passed a resolution to that effect in the Fall. We continue to agendize items with an equity lens.	3/20/2021 12:05 PM
29	The Compton College Academic Senate has authored "A Resolution to Declare that Equity and Black Lives Matter" in response to recent events, the Chancellor's Office "Call to Action," and to be in solidarity with the initiatives of Black Lives Matter. The resolution states three key points: The Compton College Academic Senate is committed to improving the cultural education and cultural intelligence of all of its constituent groups, and to fostering attitudes of unity, solidarity, and togetherness; The Compton College Academic Senate pledges to treat all campus members with dignity and respect and to be an ally to Black Lives Matter; and The Compton College Academic Senate will urge all faculty members to create a culturally relevant and inclusive curriculum to highlight the injustices of this country and to the unfair treatment of historically underrepresented groups in many aspects of our society; to include the voices of historically underrepresented groups in course material selection; and to increase awareness of implicit bias, stereotypes, discrimination, individual and systemic racism, and genocides. Currently, our college has drafted a resolution that affirms our stance against acts of violence towards the Asian and Pacific Islander (API) community that is scheduled to be presented to the Board of Trustees at their April 2021 meeting.	3/19/2021 2:07 PM
30	The Academic Senate passed an anti-racism resolution in Fall 2020 with action items. Progress on these items is reported regularly. Additionally, the Equity Committee created a racial equity and anti-racism website with a statement, anti-racism college resolutions, a letter of support from the college president, and future and past professional development webinars.	3/19/2021 1:54 PM
31	Our district board of trustees have adopted resolutions on anti-violence to our asian communities. Our local senate has been considering a local resolution around DEI and anti-racism	3/19/2021 8:16 AM
32	The senate passed a resolution on equity as well as one on becoming a student-ready institution committed to student equity. These resolutions were the focus of a lot of senate work, but the greater campus was not broadly impacted by the depth of the discussions that created them. The senate could do better to share its work with the campus; the challenge is to find a way to do so that doesn't get lost in the sea of efforts all over campus, once again recalling the comment that our campus is "sort of all over the place" without a clear focus on equity. As a means to increase awareness and sharing, the senate has integrated the practice of sharing summaries of its meetings and discussions via the campus weekly e-newsletter called Skyline Shines. The senate also sponsored a forum on division meetings to see if	3/19/2021 7:58 AM

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division meetings could be structured in such a way as to better feature participatory governance sharing and feedback.

33	The college administration has provided brief statements regarding DEI and Anti-racism in the AVC community.	3/18/2021 12:53 PM
34	[NOTE: The response to all questions includes the perspectives of team members representing involvement at different levels within the college structures. Collectively, team members present a diversity of perspectives including those of full time faculty, adjunct faculty, college staff, counseling, and instruction as well as the individual perspectives of persons of color, persons of different sexual orientations, different ethnicities, and gender. All responses represent the current state of progress and awareness of DEI activities at the college.] As mentioned above in question number 4, there is a document being drafted about a "Prejudice Free Campus Policy." Additionally, there were some recommendations delivered to Faculty Senate that were born out of work by a taskforce at that level. Th Taft College Academic Senate adopted the State Academic Senate's resolution on Diversity, Equity, and Inclusion. Currently there is no actionable statement. A statement was released by the Taft College leadership team in June 2020. Below is the actionable statement: "To enhance our ongoing Dialogue at the College, for example, we will be adding race and equality forums over the course of this year and next, as CDC guidelines allow, to be able to interact with our students and the community on these critical issues. We will update you when we definitively know more about these forums. Taft College also has resources available for students and staff who may need additional support at this time." The taskforce was formed to create and implement projects toward Diversity, Equity, and Inclusion. None that I know of. The local senate adopted seven (7) actionable recommendations addressing campus climate (survey community members and stakeholders), professional development on anti-racism education related topics, improving visibility of DEI focus in program and curriculum review processes, adding cultural competency as an aspect of the evaluation process, and ensuring support for faculty of color or other under-represented characteristics throughout the tenure process.	3/18/2021 12:08 PM
35	Cuyamaca College Academic Senate passed a resolution addressing diversification of faculty, equity, inclusion, and anti-racism on June 2020.	3/18/2021 11:50 AM
36	Yes at the District Academic Senate level. A subgroup of the Participatory Governance Council is currently drafting a document on equity-based decision making. The group has membership representation from faculty, classified professionals, and administration. The document will be reviewed and discussed by the Academic Senate.	3/18/2021 10:45 AM
37	Our Senate has adopted a statement on antiracism that is meant to translate into action on each of the items under our purview—in our case, 10+1+1, the additional "1" being faculty hiring. This has been sent out to campus and posted on our Senate home page. We are now engaged in the task of translating the words into action. Many other groups and departments campus wide have also written & adopted statements regarding DEI. As with the Senate statement, these have been disseminated campus wide and appear on departmental pages. Finally, our college has adopted "Antiracism—10 Calls to Action" which is posted on our DEI site and that has been the basis for various actions/updates to our Board of Trustees.	3/17/2021 9:22 AM
38	College District Activities - A Statement of Solidarity after George Floyd shooting was released to the campus community and signed by all constituent groups in June 2020. - In November 2020, Mission College developed the Call to Action for Racial Equity and Social Justice. The framework is a Call to Action for racial equity and social justice and is focused on four priorities: a) Build Spaces for Open Dialogue; b) Commit to Learning, Self-Reflection, and Institutional Racism; c) Change the Student Experience; d) Commit to Structural Changes.	3/16/2021 4:12 PM
39	The college senate has begun work with the district senate to develop a resolution on IDEA; it's still in its draft phase.	3/16/2021 11:27 AM
40	Yes, we have a resolution.	3/15/2021 5:22 PM
41	The Anti-Racism pledge has been discussed in Senate and in "All faculty meetings" multiple times. The focus has been on training our campus regarding the topics of DEI and then moving toward an actionable resolution. Our Board of Trustees have adopted equity related resolutions such as EOPS, acknowledging their efforts with DEI, and celebrating undocumented students.	3/15/2021 9:48 AM
42	Yes. In March 2020, we adopted a DEI statement as matter of principle and in June 2020, we adopted the Call to Action resolution, which included concrete actions. The action plan on	3/12/2021 5:19 PM

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transforming the college into an equity-driven system will identify a basis for validating each of several proposed actions and recommendations.

43	<p>Though our sister colleges have passed resolutions, we have incorporated DEI and Anti-Racism work into our Senate goals for the year: Goals of the Academic Senate Council of Diablo Valley College, 2020-2021 as Approved 10/13/2020 In addition to serving as the primary voice of faculty in academic and professional matters, the Academic Senate Council of Diablo Valley College will support the work that we, Diablo Valley College, must do as a community to achieve the vision of engagement, equity and inclusion exemplified in our 2018-2023 Educational Master Plan (EMP) and will: Commitment to Equity and Social Justice Support our collective work towards becoming an anti-racist institution with an intentional focus on community and public safety engagement in social justice reform, as described in CCCCC Governing Board Resolution 22C and as articulated by our students, Racial Justice Task Force and community members; and Develop a Senate Council workgroup and action plan to lead the College's work to address the California Community College Chancellor's Office Call to Action of June 5th, 2020; and Academic Excellence and the Student Experience Discuss and advocate for ways to schedule course offerings (F2F, hybrid, and online) in alignment with our mission, values, and vision mapped by the Educational Master Plan and with safety, accessibility, and equity in mind for all of our campus communities; and Work to ensure that our current and future online course offerings and related professional development activities are developed with a focus on equity and excellence in both pedagogy and academic integrity; and Advocate for short-term and long-term increases in non-instructional spaces that work toward building community and connection for the DVC community (students, faculty, classified, and community members); and Work with the DVC Student Life Office on student club-related processes and policies; and College Operations Facilitate the integration of and collaboration between Instruction and Student Services; and Facilitate collaboration and communication between our San Ramon and Pleasant Hill campuses. The Academic Senate Council of Diablo Valley College will support the work that we, Diablo Valley College, must do as a community to create a more racially just and equitable campus for students, classified, faculty, and administrators of color and will: Ensure that the work of the Racial Justice Taskforce continues, and their recommendations (e.g., Ethnic Studies Program) are institutionalized and supported; and Coordinate and host substantial conversations and learning opportunities, specifically on the topics of equity, social justice, and anti-racism at the college; and Identify moments for coalition-building with other groups who also find themselves in harm's way due to the current national climate of intolerance and discrimination; and Build common cause specifically with Jewish people, Muslim people, and our LGBTQ+ community; and Review future college plans to ensure intentional inclusion of racial equity.</p>	3/12/2021 2:17 PM
44	<p>The College has composed a Black Lives matter statement that majority of the college signed onto. Individual Divisions have also written statements about diversity and equity - e.g. the Math Division</p>	3/12/2021 1:11 PM
45	<p>Resolution on Black Lives Matter was unanimously approved in Summer 2020 and a resolution to support undocumented students was unanimously approved in Spring 2017.</p>	3/11/2021 11:08 AM
46	<p>Senate approved a Resolution in Response to the Murder of George Floyd in June of last year. Administration has created an Anti-Bias/Anti-Racism Statement/Accountability Document.</p>	3/4/2021 11:41 AM
47	<p>A. Our Academic Senate immediately developed and approved a resolution on Black Lives Matter and a Call to Action, outlining several points of action, which are currently in progress. B. The Academic Senate and Board of Trustees approved new Mission, Vision, Values and Commitment statements, which center equity, diversity, inclusion and anti-racism this spring and summer 2020.</p>	3/2/2021 1:51 PM
48	<p>The AS and SEAC committees are working toward an anti-racism resolution that includes definitions White supremacy, White privilege, and systemic racism. We are waiting to finalize definitions before moving forward with a formal resolution.</p>	2/22/2021 1:35 PM
49	<p>Antiracism Resolution, Fall 2020 Whereas, the Academic Senate of Victor Valley College supports essential human rights, equality, and anti-racist treatment of Black/African American, Latinx, Indigenous People of Color (BAALIPC), and fair treatment of all people; and Whereas, the abhorrent treatment of fellow human beings and the systematic racial injustices continue to escalate, causing people of all nations to rise up in protest; and Whereas, anti-racism includes an action-oriented approach to reducing explicit bias, racism, and discrimination; supporting diversity; advocating with and for historically underrepresented faculty, staff, and students in all areas of campus life; and furthering knowledge to improve policies and systems over time; and Whereas systemic/institutional racism exists in policies, procedures, and norms that have</p>	2/16/2021 6:37 PM

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a disproportionately negative impact on BAALIPC; and Whereas, in light of the history of injustice towards People of Color and in light of more recent developments raising awareness of systemic/institutional racism against Black/African American students, colleagues, and community partners, the Academic Senate of Victor Valley College, within its scope of academic and professional matters, affirms that BAALIPC lives and voices matter. Be it resolved that, in matters related to oversight of curriculum, the Academic Senate will ensure, through direction given to the Curriculum Committee, that equality, equity, diversity, and inclusion are appropriately integrated in the Course Outlines of Record. Be it resolved that, in matters related to degree and certificate requirements as well as educational program development and review, the Academic Senate will ensure that courses, degrees, certificates, and programs serve the needs of our BAALIPC students. Be it resolved that, in matters related to grading policies, the Academic Senate will maintain the integrity of fair and equitable grading practices. Be it resolved that, in matters related to standards and policies regarding student preparation and success, the Academic Senate will maintain a regular reporting relationship with student support services to ensure the needs of our BAALIPC students are being addressed. Be it resolved that, in matters related to district and college governance structures, the Academic Senate will ensure that Academic Senate representatives are sensitive to and take action toward advancing issues of equality, equity, diversity, and inclusion. Be it resolved that, in matters related to Academic roles and involvement in the accreditation process, the Academic Senate will support an evidence-based accreditation report that includes equality, equity, diversity, and inclusion planning progress. Be it resolved that, in matters related to Academic professional development, the Academic Senate will ensure that Faculty will grow and educate themselves on matters of oppression, racial injustice, implicit bias, and related issues and their impact on pedagogy by participating in appropriate professional development activities. Be it resolved that, the Academic Senate will advocate that resources are provided through the academic program review process related to activities mentioned herein. Be it resolved that, in matters related to Academic hiring, the Academic Senate will carefully assess diversity in hiring and work diligently with relevant groups on campus to expand and improve diverse hiring practices. Be it therefore resolved, the Victor Valley College Academic Senate commits to actions that will address the inequality and oppression of BAALIPC and celebrate the cultural contributions of students, faculty, and staff.

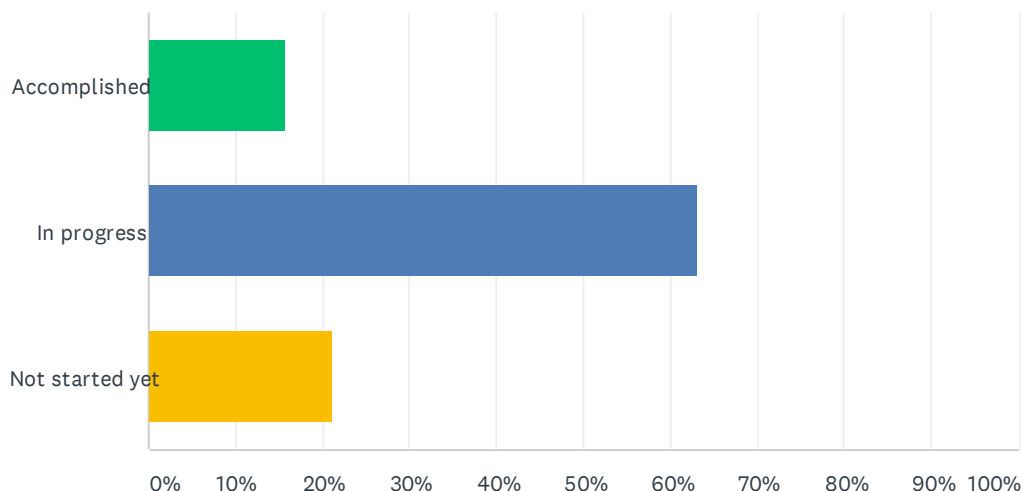
50

The district has. The Senate sees these as performative. Our resolutions have actionable items.

2/10/2021 1:53 PM

Q14 Has your college and/or local senate included a DEI and Anti-Racism focus in your program review processes?

Answered: 57 Skipped: 10



ANSWER CHOICES	RESPONSES
Accomplished	15.79% 9
In progress	63.16% 36
Not started yet	21.05% 12
TOTAL	57

#	IF SO HOW?	DATE
1	Our Program Review process requires answering a prompt regarding how the program addresses Equity	4/5/2021 2:33 PM
2	Instructional Planning and Budget Team's qualitative questions hopefully will be part of program review going forward.	3/24/2021 10:31 AM
3	Our Program Evaluation Committee is working on revising the program review process this whole year. There seems to be an "equity" lens on some things, but not necessarily an anti-racism lens.	3/23/2021 5:21 PM
4	1. Program review happen every few years. I believe we have access to equity data but I can't recall specific questions within the program review. 2. Equity has always been part of Program Review, but the program review process seems to be considered a chore rather than a chance for continuous improvement. 3. I know the subgroup is meeting, I am unclear the steps and how the transition to include these DEI and Anti-Racism components are being integrated.	3/23/2021 4:28 PM
5	A set of our Academic Senate Council's 23 resolutions passed on July 1 in support of social justice and equity address Program review and resourcing 13. CCC's ASC advocates for the fair distribution of Equity funds received by the District according to how many identified disadvantaged students a campus may have. For example, this means that CCC, which serves a large population of African-American and Latinx students, will receive more Equity funding. 14. CCC's ASC values analysis of student feedback on campus and classroom climate, and advocates for its inclusion in program reviews 15. CCC's ASC advocates for departmental accountability to the College Equity Plan in the program review process and support the creation of action plans that provide appropriate resources needed to collect data and make modifications needed as a result from analysis of that data such as the	3/23/2021 3:57 PM

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enhancement to inclusive classroom and anti-racism curriculum 16. CCC's ASC recommends adding a section in program reviews that allows a department to record what they have accomplished and what their needs are regarding actively supporting racial and social justice (AASA call to action #8 and #17) 17. CCC's ASC will advocate that faculty evaluations incorporate a focus on racial equity goals, action steps, outcomes and collection of student retention and success data per courses 18. CCC's ASC supports the work already started by the GP Pathways Programs and Pedagogy workgroup to advocate for inclusion of culturally responsive pedagogy and a supportive climate in every CCC classroom (Chancellor's call to action #3) Our current program review self study template doesn't address this well. We are under a review of our metrics. Currently the process feels like busy work that doesn't speak to what we actually do and value as a college

6	<p>At the direction of the Academic Senate, this year the Instructional Program Review Committee committed to making discussions of diversity, equity, and inclusion a centerpiece of the Instructional Program Review process. The committee added a Diversity, Equity, and Inclusion Liaison as a full voting member. They join the SLO, Accreditation, and Student Services Liaisons to create another important lens through which to view our programs. Similarly, the committee revised the questions, forms, and summaries used in the review process to have a greater equity focus. Central to this was the creation of a set of DEI questions (included below) designed to foster a conversation about the work being done by programs to promote diversity, equity, and inclusion on campus and in the community. The programs participating in review were sent the questions to consider at the beginning of the semester and were asked to have responses ready when they made their presentations to the committee later in the fall. This resulted in robust discussions that not only highlighted the great work being done on the campus, but also focused on so much more work that needs to be done and the impediments, both institutional and attitudinal, that stand in the way. These discussions are reflected in the "Commendations" and "Recommendations" sections of the Program Review Summaries each individual program received this spring. The Summaries also contain a "Budget and Resource" section in which requests for financial and institutional support needed to further work in diversity, equity, and inclusion were given high rankings. This process will continue going forward, but the revisions are by no means complete. As the college efforts and focus on DEI shift, so will that of Program Review. New questions will need to be developed, and the forms and summaries will certainly need to be revised. A regular spring review of the entire process has been written into the committee's bylaws to ensure the process and focus remains current. DEI Questions to Consider: 1. Has your department had conversations about implicit bias, micro- aggressions, or other more subtle forms of racism? If so, how have those conversations impacted your department's curriculum, pedagogy, training, and outreach? If not, what is the department's plan moving forward? How can the college help you in these efforts? 2. Discuss specific ways the department is equity minded, and its efforts to ensure culturally relevant curriculum and pedagogy. For example, when your students look into your classrooms, are they seeing a window or a mirror? How can the college help you in these efforts? 3. How do you include social justice/social equity in your program? How has your program adapted or transformed in the past 5 years to include social equity and social justice to equitize marginalized and underrepresented groups? What has been your greatest success in these efforts? What barriers have you encountered in these efforts?</p>	3/23/2021 3:26 PM
7	<p>A section was recently added to the program review form for each program to report on equity activities. We have only implemented this for one year- so the impact has not yet been fully realized.</p>	3/22/2021 11:34 PM
8	<p>Well, this depends how one is defining a DEI and Anti-Racism focus. We do analyze equity gaps in all instructional and student services programs in depth, and require narrative explanation of the gaps and proposed actions to address. There is so much more we could do.</p>	3/22/2021 9:26 PM
9	<p>"Comprehensive Summaries" below represent a holistic summary of all feedback from Senate Leaders, Equity Champions, BIPoC faculty and faculty at-large. Input was collected directly from individuals within the Senate and campus, but there was also a voluntary option to take an anonymous survey that resulted in 71 anonymous responses. These responses were intended to supplement the information that the AS President was using to answer the survey. However, some senators wanted the responses to be included verbatim, and you will find those at the end of each summary. It is important to note that Senate Leadership, some Senators and faculty, and other campus committees did not take part in the survey and that an individual respondent could take the survey multiple times, so the specific survey responses should be considered as only one facet of feedback. Survey results: Accomplished (6%), In Progress (22%), Not yet started (57%), Other (15%) Comprehensive Summary of Areas of Need: We need more comprehensive review and discussion of data. Program Review data and</p>	3/22/2021 6:30 PM

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analysis are not discussed or evaluated consistently and comprehensively at the department, school, or college level. We need more engagement and leadership from DIEC, the Research Office, and PIEC on how to infuse DEI and especially Anti-Racism into Program Review. We need ongoing training and release time/ compensation for faculty and staff to maintain fluency in data analysis and equity data dialogues. Comprehensive Summary of Efforts Supporting In Progress/ Accomplished: Our Research Office has developed a Program Review Equity Data Dashboard (PREDD) that is distributed to all faculty and included in the Program Review template in Taskstream. This allows faculty to access and review student equity data. Professional development and training are offered for faculty and staff to review their equity data in the analysis of program review. There is also a more in depth training offered through the Data and Equity Coaching Community (DECC) program. The district is launching an Enrollment Dashboard that will also allow faculty and staff the ability to review enrollment trends, disaggregated, and allow for analysis of additional equity issues. For Program Review, faculty and staff are directed to analyze the equity data as part of their review process. With the addition of Strategic Goal #5: Diversity, Equity and Inclusion, we now have the following strategic direction: Strategic Direction 1- Systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services. In February 2021, the Academic Senate President and Dean of Planning, Research and Institutional Effectiveness met to begin discussing plans for development of Key Performance Indicators (KPIs) for this goal. This will allow us to enhance DEI and Anti-Racism focus in our program review process. Recommendations from the Research Subcommittee and the Planning and Institutional Effectiveness Committee (PIEC) will be brought to the Academic Senate for discussion and further recommendation. Individual Survey Responses: 1. Not sure. 2. College: In progress AS: Not started yet. 3. Currently, program review authors are encouraged to look at disaggregated data for disproportionately impacted populations with Tableau and propose plans for improvement. One of the issues though, is that these components of the Program Review are not discussed or evaluated at the department, school, or college level. 4. I don't know. 5. I think that specific groups have done work on this but there have been no centralized effort and token effort from the AS. 6. It has not. 7. Neither our college nor our local Senate have included a DEI and Anti-Racism focus in program review processes.

10	Yes. During Fall 2020 the Academic Senate passed the Resolution Against Systemic Racism. The resolution had 21 resolves from removing racists statues, curriculum review, to professional development and so on. The action steps are moving forward but many not accomplished yet.	3/22/2021 5:05 PM
11	Our program review process includes an equity supplement. The Equity Supplement identifies access and success rates for groups that experience disproportionate impact; these are identified as "Equity Gaps". Disproportionate Impact occurs when..."The percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting." [Title 5 Section 55502(d)].	3/22/2021 4:54 PM
12	Our planning council and the equity taskforce have begun the conversation on how to properly do this. This will be part of the aforementioned equity summit.	3/22/2021 4:27 PM
13	MPC has embedded questions related to disproportionate impact as part of its program review efforts and consistently encourages faculty to review disaggregated data. We've become a much more data focused and data literate college in recent years. Senate and MPCTA are also working with our PRIE (Planning, Research, and Institutional Effectiveness) Office to discuss ways to make instructor/course level data available to individual faculty members as an additional means of reflecting upon and addressing inequities within their own instructional practices.	3/22/2021 4:23 PM
14	In the full program review that programs complete every three years, programs are required to look at outcomes data disaggregated by ethnicity and discuss plans for improvement. Moving forward, we will tie these discussions more closely to specific goals about improving outcomes for minoritized student groups.	3/22/2021 1:53 PM
15	Program review has included the use of equity data to help however information needs to be requested and many of the faculty still need training on how to interpret their course data.	3/22/2021 1:43 PM
16	BIPOC and Equity Champion faculty are aware that the District has successfully incorporated	3/22/2021 1:23 PM

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an action included in the District's 2021 - 2025 Strategic Plan that calls for adding an equity component to program review. These new program review processes and practices will begin to include the new equity component starting fall 2021.

17	The Outcomes and Assessment Committee is in the process of conducting a comprehensive review of its program review process to better facilitate the inclusion of a focus on Diversity, Equity, and Inclusion and Anti-Racism in our program review process. Beginning in spring 2021, faculty in individual departments are being asked to consider the equity gaps in their areas and what measures are being taken to counteract them. This is the first of what we anticipate will be a series of steps taken by the committee to address DEI and Anti-Racism in the program review process at College of the Desert. Due to the limitations of the program in which our assessments and program reviews are housed, we are unable to make such wholesale changes all at once. Thus, a continued focus on DEI and anti-racism in the program review process will be phased in over time.	3/22/2021 10:41 AM
18	An Equity dashboard has been created by the Office of Research in response to a request from the Student Success & Equity Committee. This will be a tool used in the PPA (program review) process. In addition, the Outcomes & Assessment committee has identified and approved the student demographic data attributes to be pulled into eLumen in order to allow for the disaggregation of student learning outcomes data. This will potentially assist faculty in identifying learning gaps that involve diversity and equity.	3/22/2021 9:11 AM
19	Program Review is currently being restructured. In the Fall of 2019, the Academic Senate approved a new set of review questions. One questions asks reviewers to analyze 4-5 years of success/completion data to determine trends and/or conclusion utilizing disaggregated data to identify equity gaps.	3/21/2021 8:34 PM
20	The curriculum committee has created a Cultural Audit process as part of the 5-year Program Review Cycle. This includes questions to consider when reviewing our Course Outline of Records for topic/scope and textbook choices; recognizing the strengths of diverse students by highlighting other cultures, discussing racial inequities, DNA evidence, sports mascots, biases, different problem-solving methods in other cultures; scientific contributions by non-whites, materials that represent other perspectives. ___ Our Program Review and Planning has undergone revisions to be effective this year, in which the information reported is centered on the four pillars of Guided Pathways. While not directly related to the DEI, Guided pathways is grounded in equity, so this is a main focus of the the program review. In addition, data is disaggregated by race, ethnicity, gender, age, etc. to identify and plan resolutions when demographic gaps occur.	3/21/2021 1:50 PM
21	The local Senate has included DEI in its program review. The Anti-Racism focus for all PRs is TBD.	3/21/2021 11:20 AM
22	VVC's Academic Senate's Resolution states: Be it resolved that, in matters related to the degree and certificate requirements and educational program development and review, the Academic Senate will ensure that courses, degrees, certificates, and programs serve the needs of our BAALIPC students.	3/20/2021 4:26 PM
23	Yes, we recently approved significant changes to the program review process, including these areas of focus.	3/20/2021 12:05 PM
24	Compton College's Institutional Effectiveness Committee (IEC), in conjunction with the program review coordinator, oversees and guides the program review process on campus. Currently, the program review process uses student success, retention, and grade data to try to identify equity gaps (where they exist), and take measures to remedy them. In the past, this process resulted in the creation of the all-male cohort in our First Year Experience Program. The Institutional Effectiveness Committee supports increased efforts in these areas, and has placed a discussion of DEI and Anti-Racism on the agenda for the March 25, 2021 meeting. The full committee will discuss ways to incorporate DEI and Anti-Racism into the college program review processes.	3/19/2021 2:07 PM
25	The program review template has been revised to include an equity question. The intent is to explore equity gaps and how the program strives to reduce/eliminate them. Programs are encouraged to work with their Data Coach to review available program data, including the Reedley College Disproportionately Impacted (DI) Populations Dashboard and describe how the program is systematically monitoring program equity gaps and address the ways in which they intend to close them.	3/19/2021 1:54 PM

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26	We look at disaggregated data for student success metrics, especially as we are an HSI. We may have more conversations about additional DEI and Anti-Racism in this process. Currently our senate is considering adding "Equity" a proposed new field in program review.	3/19/2021 8:16 AM
27	The college's Comprehensive Program Review has been revised as of this year, with equity measures woven throughout it. This is brand-new, and despite presentations at the senate, the planning/resources allocation committee, the College Governance Council, every division meeting, and multiple all-campus announcements and newsletter articles, the surveys reveal inconsistency of awareness: "If so, I have not seen it." "I believe that new CPR evaluation process includes this category." "I don't know"	3/19/2021 7:58 AM
28	Equity has become part of our mission statements and into the ILOs. We are looking at ways to integrate elements of equity and diversity as part of the process for continuous improvement. The data is compiled and shared with each department and division for review in addressing equity gaps.	3/18/2021 12:53 PM
29	[NOTE: The response to all questions includes the perspectives of team members representing involvement at different levels within the college structures. Collectively, team members present a diversity of perspectives including those of full time faculty, adjunct faculty, college staff, counseling, and instruction as well as the individual perspectives of persons of color, persons of different sexual orientations, different ethnicities, and gender. All responses represent the current state of progress and awareness of DEI activities at the college.] I know of no such focus in our program review. "The Taft College Academic Senate recommends to the Strategic Planning Committee that a component of program review include aligning academic programs' mission statements to Taft College's mission to provide "an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals" and that this update be captured in the How-to Guide." This would occur within program review. We just finished the PR process for this AY. I'm confident it will be included in the next round. The Strategic Planning Committee just started working on it following the recommendation from the Academic Senate.	3/18/2021 12:08 PM
30	The RESJ Task Force is currently addressing these issues in the investigation.	3/18/2021 11:50 AM
31	The Institutional Effectiveness Committee, which makes recommendations on the processes used for program review, has rewritten its charge to include an equity focus.	3/18/2021 10:45 AM
32	Our current governance structure is in the process of changing. Currently, new governance councils are being filled and will take effect in Fall 2021. Those councils will have a collection of operational subcommittees that will do most of the work. Under the new council, "Equity, Education, and Student Success," there will be a subcommittee that focuses on program review. These forms are not reviewed annually, but applying an equity lens would need to be a priority when they are next revised. The Faculty Senate President will serve as a tri-chair for the EESS Council, maintaining faculty purview over program review. Currently, a small group is working on the process/workflow of how program review will work. The work of this group has been concerned with both how the review moves along in the process and the contents/questions of the PRPs themselves. There has been some discussion to add a question in the curriculum section about how programs are intentionally embedding diversity-related issues in the curriculum. At the macro level, there is an ad hoc group that is currently working on a comprehensive equity framework that our school will adopt. While that work is still in process, the group is consulting other colleges' existing models, most notably the document created by American River College.	3/17/2021 9:22 AM
33	- Program Review dashboards are available for faculty with disaggregated student success data. - The Program Review Committee is developing Equity metric questions which will be used in the Program Review Resource Request Prioritization process. The questions should be completed by the end of the Spring 2021 term.	3/16/2021 4:12 PM
34	Disaggregated data have been used to analyze the performance of various subgroups of the student population.	3/16/2021 11:27 AM
35	We are placing a statement in each syllabi and this will be further reviewed with the Program Review committee and the Institutional Effectiveness Committee.	3/15/2021 5:22 PM
36	We are currently updating our Program Review Process and the plans are to add these initiatives in our process and then harness data to make informed decisions to meet the needs of our students.	3/15/2021 9:48 AM
37	Yes. In addition to specific questions about reviewing equity data and including student voice	3/12/2021 5:19 PM

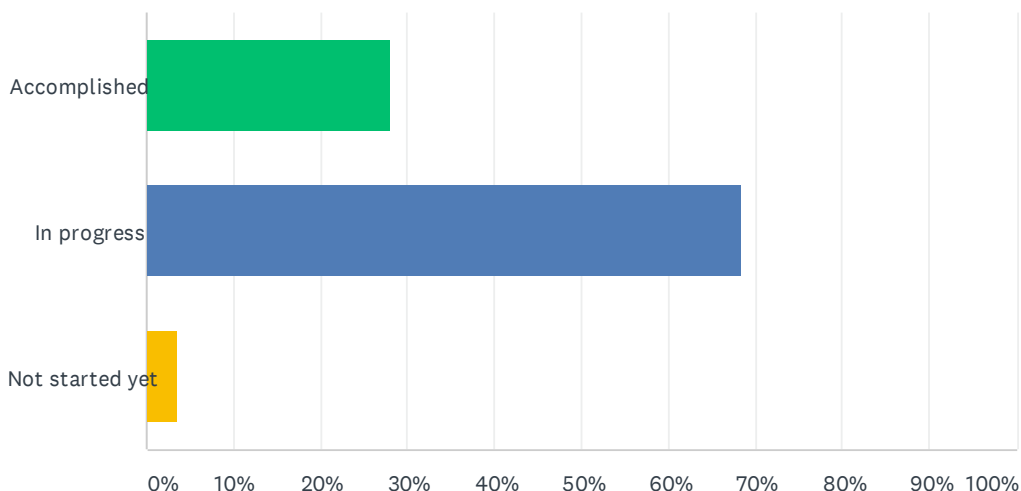
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in their program assessment, each department is discuss their activities that align with the college's Framework on Racial Equity and Social Justice. The district and college framework includes support for "faculty's efforts to construct and redesign curriculum intentionally and strategically to support and build upon equitable, anti-racist classroom environments and professional learning."

38	<p>Our rubric has a few categories where the area of equity are addressed: DVC values: To what degree does the request address commitment to Equity, Excellence, and Student Learning? Student Experience (IPR & SSPR): To what degree does this request target increases in equitable student success in one or more of the four stages of the student experience? Student Experience (APR): To what degree does this request target changes to cultural and structural conditions that increase equitable student success in one or more of the four stages of the student experience? Student Achievement: To what degree will this request support improvement and/or closure of achievement gaps for student success indicators such as: Access, Course Completion, Persistence, ESL Sequence completion, Degree/Certificate</p> <p>Within the template, for each strategy/activity listed, programs are asked to address this question (this question was developed and proposed by SES last year): Based on the PR data and analysis or other reports specific to the program, how will the proposed strategy/activity decrease the equity gap for disproportionately impacted (DI) student groups, as identified in the college's Student Equity and Achievement Plan (SEAP)? WEPR success data is disaggregated by categories – ethnicity, age, gender, disability In addition to the updated rubric and additional PR questions listed above, one area where the program review process addresses DEI is in the continuous improvement of data included in PR. Writers have asked that the disaggregated data included in PR be further granulized as to get a better sense of student success across various populations. They have specifically requested that data should include the breakdown of retention and FTES data by race/ethnicity, age, gender, disability.</p>	3/12/2021 2:17 PM
39	<p>We are currently rewriting our instructional planning guidelines with a focus on GP and DEI language. We have had an Equity section in program plans for about five years, but this will hopefully result in a better evaluation of IDEA issues.</p>	3/11/2021 11:08 AM
40	<p>Especially through hiring ranking. Equity efforts put forth by division and departments are heavily weighted in our hiring ranking team's process. Ranking levels within the Hiring Allocations Committee Manual: 25% - FT/PT ratio 25% - Fill Rate 25% - Program Narrative 25% - Equity Efforts made within and by department.</p>	3/4/2021 11:41 AM
41	<p>Data provided from the Research, Programming and Institutional Effectiveness office is disaggregated for each program and service. However, while there may be some questions around DEI as part of the Program Review process, it is not the central focus. Anti-racism is not yet specifically addressed in program review.</p>	3/2/2021 1:51 PM
42	<p>We will have discussions in PPR later this term about more intentionally including equity and inclusion as part of the process – although, the rubric one item we have as part of our current program review process that aligns well with equity is our question tied to examining student demographics (Question 6). This is designed to prompt programs to consider potential inequities tied to enrollment/success and respond to them. Below is a link to the PPR questions (scroll down to Q6). https://www.craftonhills.edu/about-chc/research-and-planning/planning-and-program-review/documents/2020-21-ppr-questions-instructional-final-final.pdf Q6. Other Unit-Specific Quantitative and Qualitative Results: a. Rubric Item: How do your program student demographics relate to the college demographics? What are the discrepancies? – Click HERE to view program and college demographics by year. b. Summarize the results of any quantitative or qualitative measures not provided in the previous question that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, enrollments, Perkin's data, equity data, student research experience, student clubs, etc.) Click HERE to access your program specific data on degrees and certificates. c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b?</p>	2/22/2021 1:35 PM
43	<p>We re-designed program review to focus on high priority student groups and specifically look at DI.</p>	2/11/2021 11:24 AM
44	<p>New standard of addressing racial inequity has been added.</p>	2/10/2021 1:53 PM

Q15 Has your college and/or local senate broadly shared and discussed disaggregated student equity data?

Answered: 57 Skipped: 10



ANSWER CHOICES	RESPONSES
Accomplished	28.07% 16
In progress	68.42% 39
Not started yet	3.51% 2
TOTAL	57

#	IF SO HOW AND WHAT WAS THE RESULT. WHAT CHANGES ARE REFLECTED IN THE REVIEW OF THE EQUITY DATA (LONGITUDINAL REVIEW OF AT LEAST 3 YEARS)?	DATE
1	<ul style="list-style-type: none"> • Gatekeeper dashboard and road show from office of institutional research including hands-on activities for schools to look at disaggregated data 2020/2021. The intent here is to open the dialogue on how more equitable outcomes can be produced. • Basic Skills workgroup working with throughput dashboards with English, math, and ESL faculty (2018-2020). • AB 705 presentations to college (President’s Opening Session in fall 2018) included breakdowns of data and how curriculum and placement changes in math, English, and ESL were related to closing equity gaps. • Due to AB 705 the office of institutional research has developed a throughput dashboard in which completion data can be disaggregated for English, ESL and Math. Although AB 705 has led to increased completion rates for underrepresented groups, equity achievement gaps still exist which require an ongoing examination of pedagogical practices and support services. As part of the college's guided pathways efforts the office of institutional research has developed a gatekeeper dashboard for all disciplines with t 	4/5/2021 2:33 PM
2	This has been happening for awhile. Institutional Research Director Mallory Newell has developed additional tools to help faculty see DEI data at the course and department and division level, and has presented these tools to Academic Senate.	3/24/2021 10:31 AM
3	Not shared broadly at all, possibly in small groups, like at the Board.	3/23/2021 5:21 PM
4	1. During our Flex day we were provided this information to discuss. 2. Discussions about this take place regularly in numerous committees and at all-college meetings and trainings. 3. Our Recruitment to Completion Committee has been reviewing data related to disparity in student outcome gaps. Equity has been an ongoing focus for this committee for many years. The committee also reviews RFPs related to equity funds in hope to support programs that are intentional and will close equity gaps on our campus.	3/23/2021 4:28 PM

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5	This information is shared via President's Cabinet meetings.	3/23/2021 4:26 PM
6	<ul style="list-style-type: none"> • No systematic reporting use of this type of data in council of chairs or in senate meetings. Individual faculty have researched on their own – and the data is available, but this has not been a broad effort. Not easily accessible and broadly used. Some really want to use this and others don't • Perhaps the ISER analysis was a first step in this work. 	3/23/2021 3:57 PM
7	Cypress College has been sharing and discussing disaggregated student equity data for many years, however these efforts have notably broadened over the past few years. For example, as part of our Guided Pathways work, the College recently implemented cross-functional Completion Teams within our eight academic divisions, each of which includes a Faculty Data Coach and Faculty Peer Coach. The faculty coaches have been trained on interpreting disaggregated student data with an equity lens, and have been actively sharing data and engaging in regular and robust equity-focused dialogue within their respective divisions and departments. Additionally, disaggregated student equity data has become more readily available through data dashboards that are being utilized by many faculty, which is also contributing to increased awareness and discussions surrounding inequities in student outcomes. The results of these efforts have been positive, and this is reflected in the data. We have seen equity gaps begin to close with regard to completion of transfer-level math and English as a result of the innovative curricular changes and student support by faculty in response to AB 705. In addition, the College has also seen record numbers of degrees and certificates earned year after year by marginalized student groups. While these data trends are encouraging and we are seeing improvements in key metrics, we recognize that the equity gaps still exist and our work to address these gaps must continue.	3/23/2021 3:26 PM
8	Beucase we have started meeting again as an equity committee we have just started looking at this. It has not been discussed at length nor shared broadly.	3/23/2021 11:39 AM
9	Typically at a minimum the Student Services Council receives a report from the SEA Writing Group (which contains reps from the three former projects of equity, SSSP, and basic skills) concerning the data they've reviewed about disproportionate impact. The Chancellor's Office does a fine job in preparing the data for us (well, in non-pandemic times), so the research office just needs to prepare findings (again, vetted by some taskforce like the SEA group) for dissemination.	3/23/2021 8:25 AM
10	Two years ago the Senate completed a review of our committees and councils. One thing we knew we needed to do was find ways to better connect with the rich data resources that are available from our Research for Institutional Effectiveness, but that we are not always aware of at Senate. We ended using Guided Pathways funding to support a Data Coach Coordinator who works with a team of faculty Data Coaches. (The Data Coaches are funded through our Title V grant) We regularly review and discuss disaggregated student data at the Equity Planning Summits each semester (for the past year) and in the following shared governance committees and councils: Student Preparation, Equity, and Achievement Council; Assessment and Matriculation Committee; and Retention and Persistence Committee. This data is disaggregated but is not at the class section level. We have used the data to inform our Student Equity Workplan, AB 705 implementation, and have begun a process to train data coaches to work with faculty in making changes in their teaching towards the goal of improving student success and reducing success disparities. Faculty will have access to disaggregated data from their own classes for this purpose. For the Equity Planning Summit we shared three reports developed by our Research for Institutional Effectiveness with all the presenters beforehand so they could have additional data background to support their presentations. Other efforts we are taking to broadly increase data literacy include starting each Senate meeting with a slide show that includes a data highlight focusing on students.	3/22/2021 11:34 PM
11	We are currently developing a data coaching program for staff and faculty. We hope that the program will inform the programs that we develop at the college.	3/22/2021 10:03 PM
12	T4E faculty do this regularly and have deep/meaningful conversation. Other faculty are discussing this and the President's Council on DEI has included it as a goal .	3/22/2021 9:31 PM
13	Every year our institutional research team shares student success data with the college, particularly (but not limited to) outcomes Foothill reports to the state. We are often provided the overall picture and the disaggregated data demonstrating disproportionate impact (when applicable). This is in progress, as some data has been disaggregated but not all, and faculty can self select reviewing their own (disaggregated) student equity data.	3/22/2021 9:26 PM
14	"Comprehensive Summaries" below represent a holistic summary of all feedback from Senate	3/22/2021 6:30 PM

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Leaders, Equity Champions, BIPOC faculty and faculty at-large. Input was collected directly from individuals within the Senate and campus, but there was also a voluntary option to take an anonymous survey that resulted in 71 anonymous responses. These responses were intended to supplement the information that the AS President was using to answer the survey. However, some senators wanted the responses to be included verbatim, and you will find those at the end of each summary. It is important to note that Senate Leadership, some Senators and faculty, and other campus committees did not take part in the survey and that an individual respondent could take the survey multiple times, so the specific survey responses should be considered as only one facet of feedback. Survey results: Accomplished (16%), In Progress (35%), Not yet started (22%), Other (27%) Comprehensive Summary of Areas of Need: We need increased and ongoing leadership from the Office of Research and/or Research Subcommittee in the analysis and ongoing discussion of disaggregated student data, especially in the analysis of longitudinal data. We need additional engagement and leadership from several campus committees, including the Professional Development Committee, Diversity and International Education (DIEC), the Research Committee, and Planning and Institutional Effectiveness (PIEC) on best practices and strategies to infuse DEI and Anti-Racism into Program Review. We need ongoing training and release time/ compensation for faculty and staff to maintain fluency in data analysis and equity data dialogues. We need commitment of committees to report out and share data and resulting discussions and suggestions. Comprehensive Summary of Efforts Supporting In Progress/ Accomplished: The College developed a Program Review Equity Data Dashboard, to provide faculty, staff and administrators access to disaggregated student data. The College has a Student Equity Plan, with an analysis of student data in key areas and identification of gaps and disproportionately impacted groups. This plan was developed with cross-constituency involvement and was shared college wide with review and approval through all constituencies. Professional development and training are offered for faculty and staff to review their equity data in the analysis of program review. Department Chairs have also received training/ information. There is also a more in depth training offered through the Data and Equity Coaching Community (DECC) program, where faculty were trained to access and interpret their disaggregated student retention and success data and make a plan for implementation of equity-minded practices. With the adoption of Strategic Goal #5 (Diversity, Equity and Inclusion) we now have Strategic Direction 2- Establish comprehensive professional development for the campus community to increase capacity around and engage in equity, diversity, inclusion, social justice, and anti-racism. Individual Survey Responses: 1. Campus Leadership does not provide access to this data. 2. College: Accomplished AS: Accomplished. 3. College: Our college funded three sessions of a mentor program for faculty modeled on the Strong Workforce Faculty Institute. About 50 faculty were trained to access and interpret their disaggregated student retention and success data and make a plan for implementation of equity-minded practices. Discussions have taken place in small groups of faculty with their mentors, and sometimes in departments or other small meetings. Our college does not yet have a way to broadly share student services data. Local Senate: Has not addressed disaggregated student data. We have no longitudinal data at this time. 4. Data has been disseminated. Unknown if actions have been taken as a result of data points. 5. I don't know. 6. I think that specific groups have done work on this but there have been no centralized effort and token effort from the AS. 7. In progress - there is work being done on the instructional side to look at disaggregated data, not much has been done in the student services side. 8. Some individuals engage in this thanks to the Strong Workforce Faculty Research Institute and the DECC program. Many faculty have not yet engaged in this exploration. We are just starting to embrace a cultural of inquiry. An example of where we are at is this survey. To include comments AND rank it was necessary to complete this survey twice because the survey was not created in Google docs/survey the same way it was given to us through ASCC. In my opinion, we as a college, we have a lack of trust and remain in a culture of fear and defense. 9. The DECC accomplishes this on an individual level so we are unsure if this can be classified as being "broadly shared". Basic demographical information, disaggregated student retention and success rates have been shared in the miramar planning site (<http://www.sdmiramar.edu/institution/plan/home>), but we are unsure if it has been discussed. 10. This has only happened in small groups. Faculty and staff have chosen to participate in this program, but it has not happened at the college level. 11. This is the first year a

15	No. We have not started yet. We have not discussed this in EPC. This would be a good goal for our Educational Planning Committee. If so how and what was the result. What changes are reflected in the review of the equity data (longitudinal review of at least 3 years)?	3/22/2021 5:05 PM
16	Disaggregated data available on college website through Tableau Dashboards. Information on dashboards related to student enrollment, degrees and certificates, course outcomes, UC and	3/22/2021 4:54 PM

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CSU transfers, scorecard enrollment metrics, and scorecard momentum metrics. Program review dashboards also available related to student characteristics, productivity and effectiveness, and equity and disproportionate impact.

17	We had a data-informed curricular redesign project (Title V). We have been working on data democratization via the Data Advocacy Institute which "graduated" 30+ faculty members so far. Also, we continue to have robust conversations in our Senate meetings as well. Some faculty members have participated in a data institute hosted by the local Strong Workforce Program. We have observed some changes in individual faculty member's teaching and assignments.	3/22/2021 4:27 PM
18	Yes, but not yet at the instructor/course/section level, as mentioned above, which may likely (ideally) yield another level of inquiry, analysis and reflection regarding topics like horizontal alignment (for courses with many sections, like ENGL 1A); equitable grading; disproportionate pass, drop, and fail rates; and more.	3/22/2021 4:23 PM
19	One of our Action Plan work groups has the goal: Disaggregate student success data to reveal hidden patterns of racial inequity. This year, we finally have a data dashboard that makes this equity data widely available to all. We will now begin to use this data in program review, reviewing policies and setting goals at all levels.	3/22/2021 1:53 PM
20	The District understood the validation for a full-time faculty research position. The position will help with the concerns that challenge the data accuracy and interpretation toward success rates among under served student populations. Currently, there is no institutional standard where all faculty are compelled to review and interpret their data. There is access to the disaggregated student equity data and faculty are aware of the equity gaps, however there needs to be more training. Current data shows that Latinx, Black/African American, Native American students fell behind compared to White and Asian American students in completing specific transfer courses, graduating with degrees, and transferring to four-year universities.	3/22/2021 1:43 PM
21	BIPOC and Equity Champion faculty identified the welcomed data on the impact that AB 705 has had in English and math. And while the AB 705 data is disaggregated, the District continues to present data on students as monolithic groups. Consequently, BIPOC and Equity Champion faculty are troubled that the District has yet to present disaggregated data in cross-sectional characteristics/traits.	3/22/2021 1:23 PM
22	Through the program review process faculty will be examining the disaggregated data. Our research office will be leading several workshops to help faculty learn how to read and interpret this data. The faculty, administrators and faculty in the USC Race & Equity institute are looking at disaggregated hiring and employment data in relation to our student population. In addition, our research office produces an annual disproportionate impact study/report for many years, which was part of the original equity plan and student equity funding. The Equity committee is the committee responsible for looking at that study and identifying any equity gaps. Once equity gaps for a group has been identified, the Equity committee works with other committees, groups, and the college to implement strategies that address the equity gap.	3/22/2021 10:41 AM
23	The college has had disaggregated student success data since before 2014. It was developed in order to do the reporting required for Title V and Title III HSI grants and was made available in self-service tools for the campus community. Since then, it has been used in a variety of avenues, including program planning and assessment (program review), departmental student success conversations, research for curriculum changes, flex day presentations, trainings on how to use the data tools, committee conversations, and other presentations to the college community. While these tools were used to disaggregate student achievement data, student learning outcome data has not yet been discussed in a disaggregated manner. The process to obtain this type of data and make it available to faculty is in progress as referenced in the previous response.	3/22/2021 9:11 AM
24	Disaggregated student data has been discussed in the development and review of our college Student Equity Plan. In addition, disaggregated student learning outcomes (SLO) data is used in program review. The college has a SLO support structure that helps faculty make use of that data. The Advancing Equity Teaching Academy includes learning on how to disaggregate and analyze data to ensure effective teaching.	3/21/2021 8:34 PM
25	The Planning and Budgeting Committee (the main district-wide advisory committee to the Superintendent/President) reviews and discusses disaggregated data on a regular basis.	3/21/2021 1:50 PM
26	Many times.	3/21/2021 11:20 AM

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27	VVC's Institutional Research annual collects disaggregated data usable for program review and ACCJC reporting requirements.	3/20/2021 4:26 PM
28	These discussions are happening college wide. They are also happening between deans and faculty.	3/20/2021 12:05 PM
29	It has been common practice at Compton College for many years to disaggregate student success and student retention data on a variety of demographic characteristics, including but not limited to race, age, full/part-time enrollment status, etc. Our Institutional Effectiveness (IE) team collects this data on a regular basis and uploads it to our website where all campus members can access it. IE now disaggregates data for each individual instructor to see their personal student success and retention numbers. We have also started a college campaign of training faculty how to use this data to reflect an and improve their pedagogical practices with the goal of bolstering student success and retention. The Compton College equity plan has identified several groups of students who experience disproportionate impact related to success outcomes, such as enrollment, course success, and completion. DI groups include: black or African American students; male students; first generation; students with disabilities; foster youth; veterans, and LGBT students. The college has implemented several interventions to target these student groups to improve outcomes, such as professional development, the Men of Color Task Force, and support for culturally relevant clubs on campus.	3/19/2021 2:07 PM
30	The Academic Senate just passed a data sharing resolution, which requested access to data of DI populations.	3/19/2021 1:54 PM
31	The college has implemented data dashboards available to faculty and staff. The equity dashboard highlights enrollment, headcounts, success and retention across racial/ethnic demographics as well as other disproportionately impacted students.	3/19/2021 8:16 AM
32	From time to time, the college shares data related to development of plans or initiatives. In years past, multiple committees routinely asked for the same data but did not join in cross-group discussion in a meaningful way; the work remained siloed. This year, a new data dashboard has been introduced and is getting ready to be released for access by all departments. "[PRIE, the data office] has been bringing disaggregated data to senate and division meetings for discussion; PRIE has also presented on these data in college-wide town halls." Yet, surveys reveal that faculty feel data is very difficult to access. The key term "broadly" is at issue; whether the data is being shared in a way that is actionable or appears relevant at the time may be the concern. "We are improving and doing better than most colleges, but still have so much more to do." "Getting data from our college is a laborious and frustrating process. Most folks have given up trying."	3/19/2021 7:58 AM
33	The Institutional Effectiveness Research & Planning has led in collecting, compiling, publishing, and sharing of the equity data.	3/18/2021 12:53 PM
34	[NOTE: The response to all questions includes the perspectives of team members representing involvement at different levels within the college structures. Collectively, team members present a diversity of perspectives including those of full time faculty, adjunct faculty, college staff, counseling, and instruction as well as the individual perspectives of persons of color, persons of different sexual orientations, different ethnicities, and gender. All responses represent the current state of progress and awareness of DEI activities at the college.] Broadly shared, no. However, the Equity Committee has been working on this for several years. Equity gaps for the group of students who identify as Hispanic are narrowing and the college is hitting our established benchmarks for this group. An equity gap has been identified for the group of students identifying as male.	3/18/2021 12:08 PM
35	Our IESE, Institutional Effectiveness and Student Success office has done a extensive research and reviewing equity data. Major equity gaps exist in faculty, classified, and administrative diversification. However, small but significant improvement has been noted in the last 3 years.	3/18/2021 11:50 AM
36	The We Won't Fall campaign is an ongoing project focused on improving the success and persistence of our Black and Latinx students and involves all constituencies across the college. Its strategies include helping individual instructors evaluate their own disaggregated student equity data. Faculty leaders have done this and are in discussion on how to do this broadly. Faculty can request help on how to interpret their individual data via a one-on-one meeting with college researchers.	3/18/2021 10:45 AM
37	We have disaggregated and shared (equity) data institutionally for years and have many	3/17/2021 9:22 AM

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examples to provide. However, the question remains as to what has been done as a result of this information? While some actions have been taken, this is definitely an area for improvement. In response to this question, we consulted our Institutional Research and Planning Office, which provided the following specifics:

- As part of the development of the Student Equity Plan and our Vision for Success goals, we provided disaggregated data. We also present/review disaggregated data for all plan development processes. i.e., all internal and external scans include disaggregated data and a "reflection" on it.
- All course success and retention data in PRPs are disaggregated by demographic variables and student equity category. Disciplines are asked to evaluate/consider differences. The responses vary in terms of reflection and depth of reflection. There has been much more in-depth reflection by faculty who participated in the Faculty Strong Workforce Institute (SWFI), a pilot project explained in the next bullet.
- The SWFI Institute is an example where the review and reflection of disaggregated equity data was paired with a reflection on practice and then action. We provided disaggregated enrollment and achievement data for the courses of 19 faculty participating in the institute. Faculty reviewed/reflected upon their data with their "research support team" (researcher plus one of our faculty researchers in residence). Then they considered their disaggregated data as they examined other aspects of their course (e.g., how they engage students, their syllabus, class assignments, classroom policies and practices, looking at when students disappear). After this task, they developed an action plan to address some of their findings. Some of the faculty presented at plenary and discussed their data and results. They also created a video describing their experiences in the institute to share with other faculty. Overall, participants found this to be a tremendous learning experience, but we need to scale it up beyond the relatively small group of volunteers in order for it to make more of an impact.
- During a summer workshop Palomar brought in DeEtta Jones as a keynote speaker. She sent the faculty questions on diversity, equity, and inclusion prior to the workshop. As a group they discussed their responses. They also discussed cross-cultural competence and intercultural development continuum.
- Our recent AB705 evaluation work has been disaggregated by student demographic variables and shared with the AB705 committee/workgroup and disciplines. We have been asked to share it with Guided Pathways groups as well.
- For the "Degrees When Due" project, we are examining students who have earned 60+ units or more and not received a degree or certificate or transferred. As part of this project, we have disaggregated our cohort to determine if there is any disproportionate impact across student demographic categories. We will be sharing this data with the Senate and others as we continue work on this project.
- Finally, we will be readministering the NACCC survey this spring as part of our membership with the USC alliance. This survey disaggregates across student race/ethnicity categories as a matter of process. I am crossing my fingers for a better student response and a real engagement in the data.

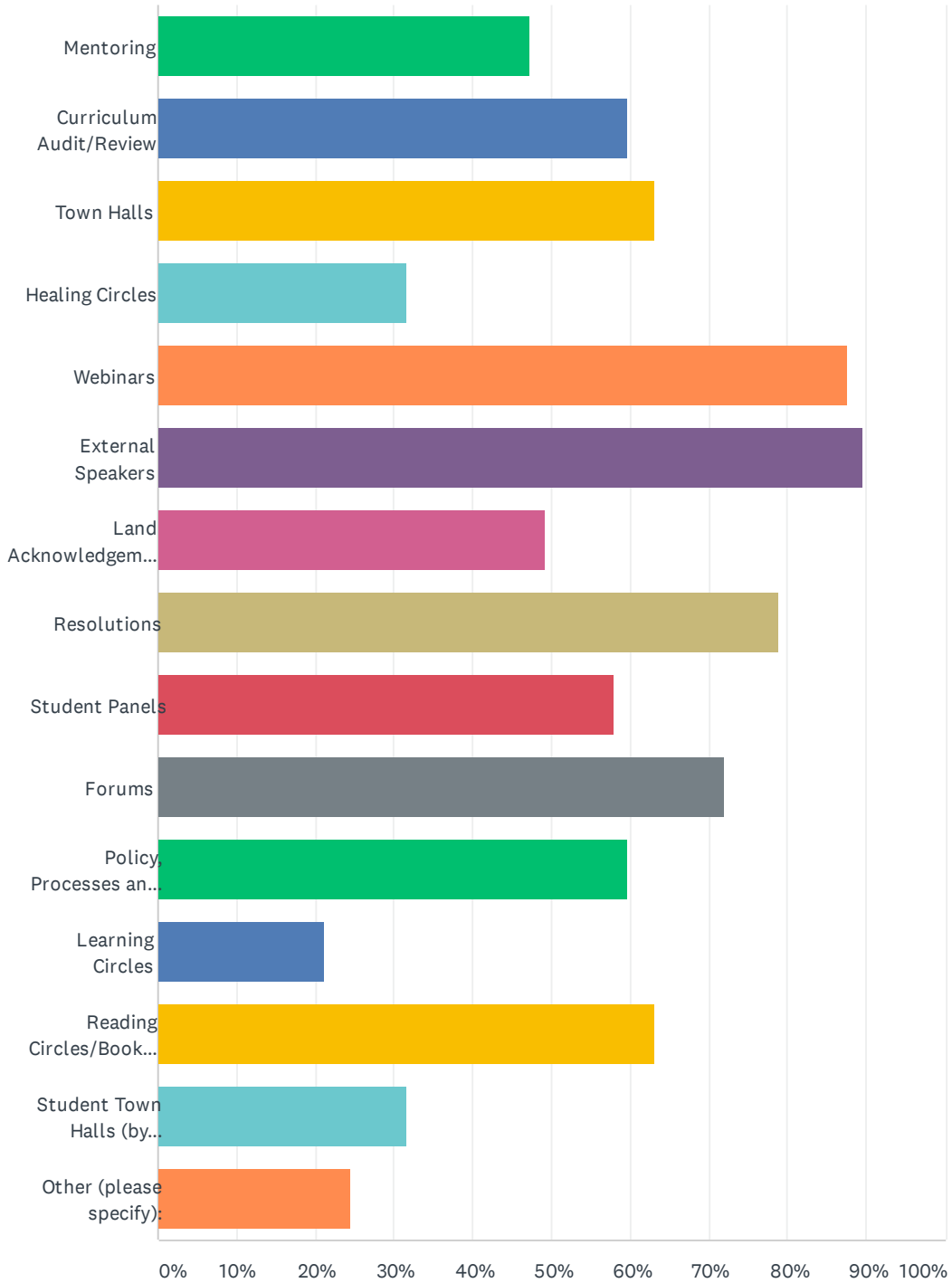
38	- The Institutional Effective Committee is developing Institutional Set Standards which will include disaggregated student data in the areas of course success rates; Fall to Spring Persistence; Completion of Transfer Level Math & English in the First Year; Transfer to 4 year institutions, CSUs and UCs. - The Equity Pedagogy Work Group will conduct a Data Dialogue Project with Dr. Eric Felix in April and May 2021. - The Office of Research and Planning is in the process of developing more Power BI data dashboards for the college including a dashboard for faculty.	3/16/2021 4:12 PM
39	It's examined as part of program review and in work done in a variety of participatory governance committees (i.e., Institutional Effectiveness Comm.)	3/16/2021 11:27 AM
40	I can say that yes, we have been looking at data for quite a few years now.	3/15/2021 5:22 PM
41	Our annual equity report is shared in Guided Pathways, Consultation Council, and other shared governance committees. Discussions follow in terms of which DI groups and initiatives need attention and improvements.	3/15/2021 9:48 AM
42	Yes. This has taken place at Senate and committee meetings during the adoption of local goal setting and institutional plans. It was also done at our local senate's 2018 retreat when CUE reviewed with us our transfer equity data.	3/12/2021 5:19 PM
43	WEPR success data is disaggregated by categories – ethnicity, age, gender, disability In addition to the updated rubric and additional PR questions listed above, one area where the program review process addresses DEI is in the continuous improvement of data included in PR. Writers have asked that the disaggregated data included in PR be further granularized as to get a better sense of student success across various populations. They have specifically requested that data should include the breakdown of retention and FTES data by race/ethnicity, age, gender, disability.	3/12/2021 2:17 PM

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44	The college has created an equity dashboard that examines several aspects of our college through an equity lens. For example, the equity dashboard can provide faculty with success rates from students of color vs. the college as a whole.	3/12/2021 1:11 PM
45	AB705, individual departments are doing it as well, Equity Office, Title V and STEM grants do this and all share results with Senate. Encourage faculty to use student equity dashboards to see their student data.	3/11/2021 11:08 AM
46	This process is ongoing.	3/4/2021 11:41 AM
47	A. Discussions around Disaggregated student equity data have been longstanding at our institution from the RPIE office. Most recently, it has been at the center of campus-wide data discussions since we joined the Achieving the Dream Network in fall 2015. B. The dean of counseling has been the lead in writing and collaborating with faculty and other institutional stakeholders around the Equity Plan for the past six years.	3/2/2021 1:51 PM
48	We have integrated this so widely throughout our campus that we cannot accurately describe it without submitting an essay. We use this in nearly all in-service days, flex days, program reviews, committee work, and department work. This data is given in formal reports, raw data, and presentations. We include both quantitative and qualitative data. In some cases, our data is collected over years with the same cohort. We are a data-driven campus. We work to collect and then APPLY what we learn from our data.	2/22/2021 1:35 PM
49	We have been reviewing equity data for at least the last five years and have created programs and processes to address them, including OER and Whole Student approach.	2/18/2021 3:12 PM
50	We have engaged in this for several years, but there is no change. Some faculty have accused these conversations as be shaming or see the data as irrelevant.	2/11/2021 11:24 AM
51	Equity audits are in progress.	2/10/2021 1:53 PM
52	This is an ongoing process.	2/9/2021 5:22 PM

Q16 Click any activities that your college has been involved in focused on DEI work (Click all that apply).

Answered: 57 Skipped: 10



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ANSWER CHOICES	RESPONSES
Mentoring	47.37% 27
Curriculum Audit/Review	59.65% 34
Town Halls	63.16% 36
Healing Circles	31.58% 18
Webinars	87.72% 50
External Speakers	89.47% 51
Land Acknowledgements	49.12% 28
Resolutions	78.95% 45
Student Panels	57.89% 33
Forums	71.93% 41
Policy, Processes and Procedures Revision	59.65% 34
Learning Circles	21.05% 12
Reading Circles/Book Clubs	63.16% 36
Student Town Halls (by racial group or other diversity category)	31.58% 18
Other (please specify):	24.56% 14
Total Respondents: 57	

#	OTHER (PLEASE SPECIFY):	DATE
1	Led by the Student Equity office and the Student Equity task force the college offers a variety of support services including: Laptop and hotspot loans, free legal consultations through the dream scholars program, COVID-19 Financial Aid Emergency Grants, Grocery Gift Cards through the food resource center, medical assistance through the health and wellness center, mental health assistance through the health and wellness center, identify based support programs including the dream scholars, guardian scholars, HEARTS (Helping to Ensure Access to Resources for Transitional Students) Scholars, Pride Scholars, Re-Entry Scholars, the WoCC: Womzn of Color Collective, EMCESS: IVC Elevates Men of Color by Engaging and Embracing Solidarity, etc. Source for info: http://students.ivc.edu/equity/pages/support.aspx	4/5/2021 2:33 PM
2	Town Halls 89.6% External Speakers 68.8% Reading Circles/Book Clubs 68.8% Webinars 64.6% Student Panels 60.4% Student Town Halls (by racial group or other diversity category) 47.9% Forums 45.8% Mentoring 27.1% Curriculum Audit/Review 25.0% Healing Circles 22.9% Policy, Processes and Procedures Revision 20.8% Learning Circles 18.8% Resolutions 14.6%	3/23/2021 4:29 PM
3	FSC / CCSJ / LGBTQIA+ Advocates Comm. / Undocumented Advocates Comm.	3/23/2021 4:28 PM
4	Equity retreats	3/22/2021 9:29 PM
5	Individual Survey Responses: 1. About 20 faculty went through the Faculty Research Institute and around 50-55 faculty went through DECC to explore equity in their classrooms and make changes to reduce gaps. 2. I think that specific groups have done work on this but there have been no centralized effort and token effort from the AS. 3. Our Senate leadership has really failed us in this area. We have had not had their support or proposing any of these events. The work is being done by diversity and inclusion advocates facing removal from committees for shining a light on the lack of equity and diversity on senate leadership groups. 4. Student Town Halls (by racial group or other diversity category). 5. These have been done by Diversity groups on campus not Senate nor with Senate support.	3/22/2021 6:38 PM
6	Justice impacted student advocacy	3/22/2021 4:33 PM

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7	Call to Consciousness (Summer 2020)	3/22/2021 1:29 PM
8	o President's Task Force for Racial Equity and Social Justice o EEO/Diversity Committee o SSEC o Appreciative inquiry to align all group and committee work around racial equity efforts o Educator in Residence o Specialized services for disproportionately impacted groups: □ Foster youth (Guardian Scholars) □ Formerly incarcerated students (Rising Scholars) □ Undocumented students (Mi CASA) □ African American students (Umoja - still in development) □ LBTQIA+ Allies	3/22/2021 9:33 AM
9	Co-Chair of the DEI Shared Governance Committee.	3/20/2021 4:45 PM
10	Brotherhood of Success, alliance partnership with USC Race & Equity Center, a mentorship program for men of color through the Men of Color Taskforce, our UndocuAlly Task Force conducted a healing circle for our students during our Undocumented Student Week, in October of 2020.	3/19/2021 2:10 PM
11	OneBook selection for 2019-2021 is Just Mercy by Bryan Stevenson that addresses the causes and effects of systemic racism in the U.S. prison system *and* Mentoring includes students	3/18/2021 10:46 AM
12	Umoja Community Task Force formed	3/16/2021 4:17 PM
13	learning communities (Umoja, Acceso, Puente)	3/16/2021 11:29 AM
14	Pursuing more equity programs such as TRIO	3/15/2021 9:51 AM

Q17 Share a success story about the DEI and Anti-Racism work at your college thus far?

Answered: 48 Skipped: 19

#	RESPONSES	DATE
1	• Approx. 40 faculty, staff, and administrators have participated in USC's Equity Institute • The formation of inquiry-action Teams for Guided Pathways' Completion Teams that focus on data-driven decision making to help students overcome structural and curricular barriers	4/5/2021 2:33 PM
2	Resolutions passed at Academic Senate. Support from students/DASB and Academic Senate for faculty union to negotiate Juneteenth recognition into the academic calendar.	3/24/2021 10:35 AM
3	College employees overcoming the limitations of their positions and campus policies through collaboration to serve students particularly those that are most marginalized.	3/23/2021 5:22 PM
4	1. My mixed race students have told me they feel welcome at the school. This is nothing new because GWC has done an excellent job with campus activities and hiring culturally sensitive instructors. It would behoove the students if more of our faculty came from diverse background though. 2. Classified and Managers have been highly participatory when there were opportunities to engage in town halls and healing circles. I think many people want to do the right thing and are looking for tools to best be supportive.	3/23/2021 4:29 PM
5	This comes from Counseling faculty who works with our Disabled Student Services program: "The best training I went to was one of the Equity series presented through USC. It was on Implicit Bias. It was a short, but powerful experience and has resonated with me since I attended the session almost six months ago. While it did not focus on Disability, it addressed our assumptions that we make every day about people. A simple example for Disability would be when someone encounters a person with a speech impairment. Too often immediate assumptions of inferiority and lack of education arise. As someone who has worked in the field for over 30 years, I, too, have to focus on the person's ability, rather than their presentation."	3/23/2021 4:13 PM
6	Our African American Staff Association's call to action and the formation of affinity groups has been powerful. It is rare to see an entire campus engage in the conversation about anti-racism and white supremacy We see "everyone" at book discussion, black history month celebrations, and department statements. This is not just words from our leaders – but from all of us responding to our colleagues.	3/23/2021 3:59 PM
7	As the Senate President I do feel our resolution was a big step and was long over due. I am a bit discouraged that it has not been widely adopted yet. We will get there.	3/23/2021 11:44 AM
8	The Academic Senate Passed its resolution and the three senate exec committees have met with the intention of using the results from this survey as a springboard for collaborative discussion and work on campus.	3/23/2021 8:31 AM
9	A noticeable shift in language and dialogue is one success. We are being more explicit in both our concerns and our intentions. We are having frequent and regular conversations on topics such as white supremacy, privilege, and implicit bias. We are more often (but not always) starting from a place of agreement that these exist- this means that rather than debating if white privilege exists we can talk about solutions and how to address the impact.	3/22/2021 11:34 PM
10	Our Town Hall provided us with the opportunity to bring our college community together, and several collaborative professional development opportunities were created as a result.	3/22/2021 10:03 PM
11	A recent FLEX event that included a conversation about shared DEI goals with students, faculty and administration resulted in two outcomes with several actionable items for each outcome. The three groups are now actively collaborating to complete the actionable items this semester. We also have a list of longer term goals. The biggest win for me was the increased collaboration of Senate with students - we're having a great time working together.	3/22/2021 9:43 PM
12	We recently published a 5-year, 60-page Strategic Vision for Equity that was enthusiastically supported and embraced by all constituencies.	3/22/2021 9:29 PM

Success Stories: The Data & Equity Coaching Community (DECC) Program at Miramar College has helped to increase faculty awareness of inequities among various student demographics regarding course retention and success. It has also promoted data-informed decision-making when looking to identify changes that can reduce/rectify these inequities. We also have integrated the Program Review Equity and Data Dashboard for all constituencies to access equity data in their Program Review. The Circle of Change has allowed all campus employees to discuss their experiences and issues openly. This has allowed us to begin the healing process from some serious traumas of our past 15 years with a previous College President. More people are learning about the lived experiences of colleagues of color. These meetings eventually paired with a "campus read" (we read and discussed Kendi's "How to be Anti-Racist"). These were powerful meetings. Through the Academic Senate, we have advocated for and developed a Faculty Coordinator for Educational Equity position. This was a big success in a time when our budget is being cut and there isn't enough funding for other release positions needed on campus. We are also in the process of developing an Equity Office, to provide a centralized hub for coordination of equity efforts campus wide.

Individual Survey Responses: 1. Sociology classes work to support DEI and Anti-Racism by backing current conversations with data. 2. Weekly Circle of Change meetings and regular BiPOC meetings have been instituted. 3. None. While other schools are bringing in speakers and doing workshops, our Senate continues to fight admin on issues of shared governance and isn't even beginning to discuss DEI. 4. We have modified the job duties of one of our committees to incorporate culturally responsive curriculum redesign. 5. As a result of the healing circle (Circle of Change), more people are learning about the lived experiences of colleagues of color. Also, through programs like Faculty Research Institute and DECC, we are just beginning to develop a culture of inquiry without judgement and fear on campus. Additionally, faculty who participate have reexamined and changed course policies, syllabi, assessment methods, and even textbook options to create a more culturally responsive and equitable environment for students. 6. During the summer of 2020, our interim president started a weekly "Circle of Change" where faculty could freely discuss and grapple with their struggles around race and racism. These meetings eventually paired with a "campus read" (we read and discussed Kendi's "How to be Anti-Racist"). These were powerful meetings. Unfortunately, they were pretty much only attended by "the choir," not folks who I believe really need to reflect on and work on their role in promoting and maintaining racist policies on our campus. 7. Weekly Circle of Change to discuss DEI. 8. The Academic Senate has worked collaboratively campus-wide and created space for open dialogues, as well as listening, around these topics. They should be commended for the professionalism they maintained during some of these opportunities when they were attacked. 9. The Data & Equity Coaching Community (DECC) Program at Miramar College has helped to increase faculty awareness of inequities among various student demographics regarding course retention and success. It has also promoted data-informed decision-making when looking to identify changes that can reduce/rectify these inequities. 10. The announcements and discussions have just recently began this first month of the spring 2021 semester. 11. There are more professional development opportunities now than a year ago. The word equity is being used more often. We still need to operationalize it and attach action items to it. 12. The Diversity Committee hosted a talk by Tim Wise with the help of the district, not senate. We had over 300 people attend. The work was immensely important and let others in the community that there was a space for students and people from marginalized communities. 13. Most of the DEI work has been done in areas of the college (Diversity Committee, Professional Development opportunities, Circle of Change), but we lack a centralized process for doing this work in a more systematic way. 14. DECC and Strong Faculty Research Faculty Institute participation, work done by DEIC, Honors and individuals on campus with equity and inclusion. 15. There's been lots of discussion and space to share experiences. 16. We feel that there has been many small or individual scale success stories with DEI but we cannot confidently list any that has been done by the college as a whole. 17. I believe there are certain people and groups on campus that are the true DEI champions and who are fighting for it. I see a lot of healing circles, circles of change, etc. come from these groups of people. 18. The DECC mentoring program organized by the Professional Development coordinator and VP Gamboa. 19. The selected DEI focused options in #17 is scattered from various groups across the campus. Work in progress to educate the naive. 20. The new president publicly stated that equity is the college's main goal. 21. I think our biggest success story has been the on-going Circle of Change, allowing all campus employees to discuss their experiences and issues openly. This has allowed us to begin the healing process from some serious traumas of our past 15 years with a previous College President. 22. Weekly discussions among faculty, staff, admin, and students about anti-racism and DEI. 23. People seem to have a better understanding of what equity means (including me)--a level playing field. 24. "Circle of Change, DECC, one committee has updated its tasks to incorporate culturally

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responsive curriculum redesign." 25. Great connection to peers never met before due to Healing Circle. 26. Sadly, it all seems performative.

14	<p>The Cultural Curriculum Audit offered during the Winter intersession was an opportunity for a group of interested faculty to collaborate on decolonizing and equitizing their syllabi, grading policies and developing equitable activities and assignments for their courses. It was eye-opening to see how deep the roots of the European perspective reach and how many assumptions have not been questioned. This kind of work is crucial for each faculty and each department to accomplish so that we can truly say we are doing the work. We were able to pass an anti-racism resolution through our senate and support the LACCD District Academic Senate Statement of Diversity, Equity and Inclusion. Another success story is that faculty, staff, and administration have collaborated on the removal of racist statues that are on our campus. The statues are still in the process of being removed. Faculty are working together to establish an Adelante or (similar) program on campus. The College President responded to the Resolution Against Racism, indicating which administrators will shepherd the faculty efforts to realize many of the resolves in the resolution. That written response demonstrating commitment to the work of the resolution is positive and promising.</p>	3/22/2021 5:08 PM
15	<p>District-wide commitment to protect our undocumented students. Built wonderful Dreamer resource centers. Allocated COVID-related relief funds to Dreamers (when appropriate), non-compliance statement/stance with ICE.</p>	3/22/2021 4:33 PM
16	<p>West Valley's main success stories thus far are our Guiding Principles and campus-wide involvement in our Anti-Racism and Inclusion Action Plan. The Commission on Equity Inclusion, a group consisting of faculty, staff and administrators, created this set of principles under the guidance of Dr. Luke Wood. The Academic Senate and College Council unanimously endorsed these Guiding Principles and they now lead the work of the college. The college is just beginning work on our three-year Anti-Racism and Inclusion Action Plan. This plan guides the DEI work of the college and all groups of the college are critical participants in the work groups outlined in the plan.</p>	3/22/2021 1:55 PM
17	<p>Our campus is designated as a Minority Serving Institution (MSI), Hispanic Serving Institution (HSI) and an Asian American Native American Pacific Islander Serving Institution (AANAPSI) by the US Department of Education, and are qualified to receive MSI federal grants. We received the HSI STEM Grant a few years ago. The Faculty from the Asian Pacific Islander Staff Association (APIASA), and Empowering Initiatives for Change (EPIC), a transfer support program for AAPI students, are spearheading the application for the AANAPSI institutional grant that could potentially bring \$1.75 million to provide more support to our underserved AAPI student populations. We also have a Puente program, and AFFIRM to support the transfer of out LatinX students and Black/African American students, respectively. In addition, the college has developed the Dreamers Center, (support services for undocumented students), the Pride Center (support services for LGBTQ+ students), and the Empowerment Resource Programs (support services for former foster youth, formerly incarcerated, and homeless). Students will soon be required to complete an Ethnic Studies graduation requirement, and faculty now have the opportunity to complete a Certificate of Equity. Students groups have been disaggregated, and data dashboards have been created so faculty can view data in their disciplines. A faculty researcher has been hired to support faculty with the examination of their individual course equity data. Delta college is revamping its hiring practices, starting with revising the diversity question on the application, recruiting diverse campus EEO reps, and providing mandatory EEO training</p>	3/22/2021 1:50 PM
18	<p>BIPOC and Equity Champion faculty agree that there are some successes in the work conducted thus far on DEI and Anti-Racism. For example, EDAC Watch Parties have provided a space to discuss DEI topics and has empowered students "to realize that it isn't your fault for what is said and to not invalidate how you felt about the situation." Additionally, Social Sciences Division produced their first ever resolution calling for Equity for Ethnic Studies. Finally, the successful implementation of AB 705.</p>	3/22/2021 1:29 PM
19	<p>The development of a DEI Action Council is important. Much is happening on campus but it is very, very scattered and not centralized in any way. This group will allow a single point of contact so that efforts are neither duplicated or, worse, counteracted. This council will also create a DEI Strategic Plan to help the college move forward and embed this work into the fabric of the college moving forward, thus ensuring when the current climate shifts or quiets down, this work will be ongoing no matter who is at the table at that time.</p>	3/22/2021 10:44 AM
20	<p>The Student Success and Equity Committee has been committed to doing the work that addresses DEI on our campus. They worked collectively to come up with an equity statement</p>	3/22/2021 9:33 AM

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for our campus that was approved by the Senate and read to the Board at the end of the 2020 year. They have developed an equity rubric for online course design that has been shared at a flex day as well as at the statewide SLO Symposium in January 2021. They are currently in the process of assessing the use of the rubric on our campus. Recently, the committee launched an Equity Self-Assessment survey that was distributed to committees and other college groups. This survey will provide the committee with a broad overview of what is being done on campus in terms of DEI work (similar to the ASCCC survey). The committee has met with our office of Institutional Planning and Effectiveness to have an Equity Dashboard created for faculty use. This tool will be used in our Program Planning and Assessment activities which are conducted annually and will allow faculty, as well as others, to do a deeper dive into data that examines equity. In summary, this committee of committed faculty, staff, and managers is diligently doing the work on campus to address student success and equity and has been doing so before the Call to Action was given. The Academic Senate is proud to have them as one of our standing committees and continues to support and promote their work.

21	<p>Advancing Equity Teaching Academy (AETA) The college has engaged in courageous dialog around equitable classroom and teaching practices with the Advancing Equity in Teaching Academy (AETA). The SWC Office of Equity, Inclusion and Professional Development developed AETA in 2019. The AETA is a year-long faculty professional development program that aims to develop a teacher's awareness of equity issues in education as they develop their skills in teaching a culturally and linguistically-diverse student body through culturally responsive pedagogical tools. Faculty apply their learning to their classroom teaching and produce artifacts that will then be passed on to their colleagues in their schools and departments. AETA requires faculty to examine their student achievement data which show disaggregated success rates for their student learning to question how their pedagogical choices may lead to unintended disproportionate impact on traditionally marginalized students. These impacts become barriers to the connection and high expectation that is important for student success. Faculty in the AETA program commit to review student achievement and learning data, to engage with instruction on culturally-competent and equitable teaching strategies with mentors to implement reforms in their classes and to evaluate those reforms. The College supports this innovation by agreeing to move faculty a step ahead on the salary schedule after completion of the year-long project. The first AETA cohort was disrupted by the coronavirus pandemic making the full implementation of the project in future years a priority as part of the Colleges equity goals. The cohort that was interrupted is expected to complete the project in the 2020-2021 academic year.</p>	3/21/2021 8:36 PM
22	<p>At Fall In Service, the faculty discussed the CCCCCO Call to Action. We had breakout groups discuss and brainstormed inquiring questions and successful activities centered on structural racism. Groups focused on: 1) what has already been done or plan to do to address structural racism (discussions, lectures, assignments, etc.) in classes and 2) how they might audit the classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum. At our first Curriculum Committee meeting (8.28.20) the notes generated from these discussions were reviewed and the decision was made to create a process for ongoing cultural audits for courses. The committee agreed to create some questions that faculty should be using as they come to CC with course modifications and new course proposals. By December they had drafted six questions for faculty to consider when address the Course Outline of Record in terms of a cultural competent content. The questions are designed to provoke "thought" and "consideration" about how to include and/or enhance the cultural components of the course (including assignments, reading, textbook, etc.). By February, 2021, these questions had been thoroughly vetted and approved by the Curriculum Committee and are currently being used by faculty when COR are submitted for consideration. There are three parts to this work that make it a "success": 1) faculty engaged in meaningful ways about the Call to Action and the Curriculum Committee used the information generated by the faculty to inform their work; 2) an effective process for ongoing cultural awareness and inclusion in COR was developed; and 3) the speed in which this occurred! In less than 5 months we went for nothing to something good!</p>	3/21/2021 2:32 PM
23	<p>The BoT, Classified Senate and Academic Senate have all passed Anti-Racism resolutions. Convocation ceremonies have been dedicated to DEI and Anti-Racism with individual constituent pledges.</p>	3/21/2021 11:26 AM
24	<p>I am encouraged at the progress that the Victor Valley College's Board of Trustees', President, Administration, and Faculty have embarked upon dismantling systematic and institutional racism through governance and the approval of the educational master plan (equity Imperative) focus.</p>	3/20/2021 4:45 PM

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25	Changes to hiring manual, changes to program review, addition of equity subcommittee to curriculum, resolution in support of equity PD for evaluation teams, equity reflection as part of review process.	3/20/2021 12:08 PM
26	At the root of racism is ignorance. We fight racism and support DEI with education. Thus, in July 2020, through IEPI, Compton College applied for assistance from the mini-PRT to strengthen its professional development opportunities in relation to diversity, equity, and inclusion matters. The proposal was approved, and the mini-PRT visited Compton College virtually in November 2020, where they met with various constituent groups, provided feedback and advice, and assisted with drafting a plan on how to best design and implement the diversity, equity, and inclusion elements within professional development. Our plan includes developing and implementing web-based, self-paced, and asynchronous opportunities for our employees so that everyone can have access to pertinent DEI training and courses. To increase working knowledge of DEI within professional development, we have also provided mandatory workshops and trainings for our faculty and staff. Through our partnership with the USC Race and Equity Center, we have also sent groups of employees to monthly e-convenings on anti-racism and diversity. Knowledge is power and we continue to support anti-racism work and DEI through learning, professional development, and education.	3/19/2021 2:10 PM
27	Over the last five years, our equity work has moved from the work of a small group of individuals to a more broad scaled effort. Our Equity Workgroup is now a full committee with full representation from all constituency groups. Our college is focused on creating an anti-racist campus and has provided opportunities for open dialogue and developed an Equity 101 course for faculty to redesign their course with an equity lens. We are currently going through several large scale professional development opportunities offered through USC in which our leadership is learning how to support race-conscious equity minded practices in their various areas. There is still a lot of work to be done but we are moving in the right direction.	3/19/2021 1:55 PM
28	Surveys revealed great satisfaction with some programs and practices on campus: "The Equity Training Series (ETS) is a very, very good and must be continued." "The ETS has gone a long way to inform the not-choir faculty/staff on campus." "Nascent Equity Scholars program has tremendous promise." "Some PD workshops have been very actionable, hands-on experiences such as Decolonizing the Syllabus." "Collaboration and connection across disciplines and departments." Other comments suggested a sense of lack of efficacy: "The needle has not been moving on the above topic."	3/19/2021 12:07 PM
29	[NOTE: The response to all questions includes the perspectives of team members representing involvement at different levels within the college structures. Collectively, team members present a diversity of perspectives including those of full time faculty, adjunct faculty, college staff, counseling, and instruction as well as the individual perspectives of persons of color, persons of different sexual orientations, different ethnicities, and gender. All responses represent the current state of progress and awareness of DEI activities at the college.] I know of no stories (yet) that I would characterize as "successes." Success story (let us do this as a group) The team has been working together and had developed a safe environment within the group to discuss sensitive topics. It is still too early to show success or failure. The number of colleagues from all parts of the college with whom I can speak about racism, sexism, and my personal experiences without feel of misunderstanding or reprisal has increased geometrically over the last year. That's a win and it encourages me when I want to throw my hands in the air like I just don't care. :-)	3/18/2021 12:09 PM
30	The formation of the President's Racial Equity and Social Justice Task Force is a successful story.	3/18/2021 11:54 AM
31	An English professor shared how a student assistant effectively helped a classmate sensitively engage with a research topic that could have been presented insensitively.	3/18/2021 10:46 AM
32	At the risk of sounding immodest and while fully recognizing that our college has much work to do, it is a little difficult to point to a single success story from our campus, so here are some highlights not fully mentioned in the previous questions: • Our Police Academy set into motion police reform and revised academy training in our region, and those actions became favored among all academy practitioners in the state. The work done in this area led to us being one of the community colleges featured in the December/January 2021 issue of the Community College Journal (see HERE for article). • Our Phi Theta Kappa antiracism project, where students provided video testimonials about their experiences with antiracism. There was a showing via Zoom that included breakout room discussion, and the event was attended by over 100 people. • Two of our faculty members have developed the "Decolonizing Syllabi" project and have presented it numerous times at our campus, at other campuses, and at the	3/17/2021 9:30 AM

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ASCCC Fall Plenary. Their co-authored article about this project appeared in the Rostrum. • Our school has offered two employee sections of Africana Studies, which can be audited or taken for credit (and applicable for advancement on our pay scale). We are hoping to expand this project to offer additional classes in American Indian Studies and Chicano Studies. • We have an active collection of affinity groups, whose work has included holding various “healing circles.”

33	<p>In Spring 2020, the Student Equity and Achievement Program Work Groups were formed to help implement the activities in the Student Equity Plan and now for the Mission College Call to Action for Racial Equity and Social Justice. One of the three work groups formed was the Equity Pedagogy and Instructional Supports Work Group which is made up of 12-15 faculty from a variety of disciplines. This group has been truly engaged with the equity work on campus and are working on the following priorities this Spring: a) Implementation of the Equity Pedagogy Community of Praxis; b) Development of an Equity Pedagogy Virtual Hub; c) Provide feedback on the development of faculty data dashboards; c) Implementation of Data Dialogue Project with Dr. Eric Felix. The Spring 2021 Equity Pedagogy Community of Praxis (CoP) has been well received by all twenty faculty participants. Under Sarah Sullivan’s leadership and with Kara Chambers, Javier Huerta, and Linda Retterath acting as CoP coaches, faculty now have institutionally supported time to engage, learn and grow through a combination of faculty stipends and part of their institutional responsibility. Faculty are using the praxis cycle of reflection, knowledge building and application in order to affect change towards equity based institutional transformation. They also have the space and support to implement what they’ve learned towards individual redesign of curricular artifacts and pedagogical practices such as course maps, learning activities and teaching methods, assessment/rubrics, and curricular elements such as texts and materials. Many other faculty members have expressed interest in joining the Equity Pedagogy CoP in future semesters. Mission College is proud to have developed its Call to Action for Racial Equity and Social Justice. This framework is designed to drive work at the collegewide level, but the call to action extends beyond. It serves to drive action and will be expanded and informed as we collectively and individually take on this work. This is a call to each of us at the college to engage in meaningful reflection, thoughtful analysis, and most importantly, to enact change in what we do. This Call to Action framework is designed to complement and build upon the Student Equity Plan with specific actions for the 2020-2021 academic year. The four priorities and planned actions will grow and change as a result of college engagement with the call. Moreover, this commitment is ongoing beyond this academic year. This call to action conveys the commitment that our executive leadership is making to prioritize equity and anti-racism into the entire fabric of the college.</p>	3/16/2021 4:17 PM
34	<p>A faculty-led effort to incorporate elements of the New York Times 1619 Project has found widespread interest and success.</p>	3/16/2021 11:29 AM
35	<p>On March 25th we are co-leading, with the Academic Senate at our sister college and the district HR, a half-day Leadership Academy on the topic of equitable hiring practices. Our district has also agreed to review our hiring process document to incorporate components of the Vision for Success Diversity, Equity and Inclusion Task Force in our process.</p>	3/15/2021 4:20 PM
36	<p>We have three DI groups with regard to “Completion of Both Transfer-Level Math and English within the District in the First Year”. The groups are Black/African American males, Hispanic/Latino males, and Economically Disadvantaged males. Due to a concerted effort with AB 705, Guided Pathways, and Equity-focused initiatives, we were able to exceed our equity goals with all three groups. With the first two groups, we reached our full equity goal and essentially closed the gap with those two DI groups. We attribute this success to many factors, but believe that the main initiatives that influenced this accomplishment was 1) Full implementation of our Early Alert system. Faculty has truly embraced this system, and sends alerts via Starfish to counselors and appropriate program staff when students are not attending, are not completing assignments, or are having behavioral issues. These are then intercepted by counselors and other personnel to intervene before it’s too late. 2) A second initiative that we attribute success is our strong and robust tutoring program. Tutors are not only available for one-on-one appointments, but also in small groups, and via drop-in. Tutors have also been imbedded into transfer-level gateway transferrable math and English classes for added support. 3) Finally, we attribute our success to increased academic planning and intrusive caseload counseling. Students are able to see their educational plans online and can see where they have made progress and what they still need to do to finish their educational goals. They can also easily meet with their assigned counselor if they want to make changes or update their educational plans. In addition, we are making significant progress toward</p>	3/15/2021 9:51 AM

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completing our “Career Pathways” and soon students will have clear pathways from which to make informed choices towards their educational and career goals.

37	College just received a \$7500 grant to pursue a common reader for our college.	3/13/2021 3:16 PM
38	There's many to choose from but I particularly recall how moving the Equity Audit Dialogues have been. It has been the long sought after space for courageous conversations about implicit and explicit bias and strategies to effect change. As one part of a comprehensive ongoing process, I really felt convinced that will create change in the campus culture.	3/12/2021 5:26 PM
39	<p>During Spring '19 term our college was again subjected to multiple racist attacks directed primarily at our African American and Muslim students. Threatening images and references were scrawled across walls of public spaces. Members of our campus community were traumatized and outraged by these hateful threats and also angered by and unsatisfied with the college's responses. These factors catalyzed a reaction from some members of our campus community that in turn showed all of us that the racist graffiti represented only a small part of the much larger problem of how we conceptualize and react to issues of racism at our college. Students courageously stood up and challenged faculty, staff, and administrators to take action, providing a list of demands that they felt reflected the steps we needed to make in order to help students of color feel safe and valued. From the demands brought forward by our students, and with endorsements from our Academic Senate Council and primary college governance committee, the RJTF was formed. By contextualizing the work of the RJTF through the lens of racial justice, the body insists that the college take on the task of addressing structural racial inequities at the college. Toward this end, the RJTF does its concrete work through specialized Action Teams focusing on: 1) Communication and Messaging; 2) Creating Safe and Engaging Spaces for Students of Color; 3) Diversifying Hiring Practices; 4) Integration of Race/Equity into Pedagogy/Curriculum and developing a complete and robust Ethnic Studies program; 5) Professional Development; and 6) Affinity Groups. Less than six weeks after the first hate-speech attack, all members of our college community were invited to join an Action Team under the umbrella of the RJTF and begin contributing to the conversations and efforts to institutionalize the values of inclusivity, equity, and social justice. The group immediately set its sights on influencing and informing college policies, practices, and programs, toward transforming DVC into a racially just and equitable campus. Less than a month after its formation, the RJTF and its Action Teams made the following recommendation to the college's primary governance body, to: 1. Develop an institutional commitment to anti-racist training and messaging the importance of racial justice work to the entire college community. 2. Create space and supportive environments for courageous conversations that further racial justice within the college community. 3. Increase action and commitment within the college community to social and racial justice work. 4. Honor and respect the student demands by examining and addressing the structural and cultural conditions of the college. 5. Establish an on-going commitment to measure and assess progress towards goals. 6. Ultimately, improve the experience for our students and their educational outcomes with an eye toward improving the achievement gap for students of color. These recommendations were unanimously accepted and forwarded to the college president for consideration and action related to each of them is well underway. Though our college was jolted by the threats made against our students and colleagues of color, many in our college community would likely have kept their heads down with the ubiquitous refrain of higher education in California: “but I'm not racist.” Many would have continued to think that equity work was something done only by a committee, and maintained their lack of broader awareness about systemic racism and what they could address in their individual points-of-view and workplace community practices. Many would have continued to not see their connection to the work that the college collectively needed to do to become a more racially aware—and more racially just and equitable— institution. The RJTF was, and continues to be, the bright light that illuminates the road ahead for us as an institution, leading the way and providing the campus-wide priorities for the work we so urgently have long needed to undertake.</p>	3/12/2021 2:28 PM
40	The formation of our Black Students Union	3/12/2021 1:12 PM
41	Book club among faculty is producing some useful discussions	3/12/2021 8:05 AM
42	I think because the leadership of all various governance structures is in agreement about the importance of IDEA, we have not encountered resistance. In fact, the hunger for more sessions has grown and that I consider a huge success.	3/11/2021 11:31 AM
43	The Senate's most significant success was convincing the Administration to fund a DEI Chair, who will serve as a nurturing, available contact for our students of color.	3/4/2021 11:47 AM

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44	The development of our new Mission, Vision, Values and Commitment Statement has been a huge and collaborative process (1.5 years). DEI and Anti-racism is centered in these statements and provides a foundation moving forward for taking action that is institutionally supported through long-term plans and college planning processes.	3/2/2021 1:54 PM
45	We have seen a positive shift in both female and BIPOC leadership among faculty.	2/22/2021 1:35 PM
46	A number of older faculty felt welcome to ask questions of our Safe Zone presenters and said that they felt empowered to help their LGBTQ students as a result of such a welcoming presentation.	2/18/2021 3:16 PM
47	Board and Senate Resolutions	2/16/2021 6:41 PM
48	Our seminars have been well attended on Zoom and we have invited many district administrators to join us. They have!	2/10/2021 1:55 PM

Q18 What have been the barriers at your college engage in meaningful DEI and Ant-Racism work?

Answered: 51 Skipped: 16

#	RESPONSES	DATE
1	A lack of training on how to disrupt the bias (in ourselves and others.) We have been trained on awareness, but this is not enough.	4/5/2021 2:33 PM
2	It's improving, especially with Guided Pathways work, but it's a big shift to what has been the previous campus culture and the kinds of conversations happening in shared governance groups.	3/24/2021 10:35 AM
3	The biggest barriers at the college have been disagreements over terminology and what constitutes meaningful work and progress in terms of DEI and Anti-Racism work. The perception of many who have been working more diligently and intensely and consciously on these issues for years and in some cases decades, they are the only ones doing any work of substance or perhaps any work at all. Many others consider the work to be part and parcel of their daily work and teaching, not seeing a need to attend events or engage in activities specifically focused on DEI and Anti-Racism work. Some who have attended events and have engaged in activities have shared the sentiment that they feel that nothing they engage in is good enough in the minds of those who consider themselves the "equity champions," and that creates a significant split and disincentive to engage outside of whatever efforts they are personally or departmentally engaged in. It does not help that the college has lacked administrative leadership in these efforts. This could be, however, in response to the acknowledged split in the faculty on these issues...a lack of desire to get involved in the internal politics faculty are engaged in. Faculty leadership groups such as the Academic Senate and the bargaining units have repeatedly been avoided by faculty seeking movement on DEI efforts; instead, "equity champions" have taken requests to administrative offices such as Human Resources (seeking changes to job announcements and application requirements), the district's negotiating team (seeking changes to faculty evaluations), or the President (seeking a new vice president-level position to support DEI efforts). A lack of trust in faculty leaders has been cited as the reason for this, and progress on addressing this has been slow and contentious.	3/24/2021 8:37 AM
4	Lack of cohesiveness and direction from admin, what is our goal? When things are optional, it creates a barrier for people being exposed to new perspectives, language access for students to receive critical support services- we need to ensure that as an HSI we are ensuring that people in every department are able to communicate with Spanish speakers. ASL access of all programs and services- DSPS, Academic Counseling, Admissions and Records, classes, etc. How are we providing standard services for students and removing barriers to basic communication and fostering a sense of belonging. Position titles for example being part-timer or adjunct faculty, people do not speak up due to retaliation, lack of knowledge or awareness, not having the skills/tools to self advocate No real leadership on this from the college, the people who don't think racism exists, don't see it as systemic and cannot acknowledge that we are all cogs in a white supremacist culture,	3/23/2021 5:22 PM
5	1. Slow moving administration. 2. People not willing to come to the table for real discussions 3. There's one barrier I notice underscored in this survey. In a survey of Diversity, Equity and Inclusion and Anti-Racism, why is there no mention of what our school's doing for Disabled students, faculty, and staff to make them feel more welcome and not isolated. Simply adding closed captions to videos is not enough improving this problem. 4. some people still do not feel comfortable sharing because of fear of judgement or backlash. 5. Time and covid constraints face to face is better to read body language and feel more comfortable 6. Unclear support from executive team and the board of the district on truly supporting these endeavors in an explicit way.	3/23/2021 4:29 PM
6	A lot of the discussion related to DEI, and the prompting for more discussion related to these topics, has come from specific groups on campus representing marginalized or traditionally excluded groups. A byproduct of this is that Cypress College has not yet engaged with the	3/23/2021 4:13 PM

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topic of intersectionality in a meaningful way. For example, discussions related to the intersectionality of ethnicity and disability or ethnicity and LGBTQ+ have not happened, despite awareness that this is a topic of concern to our faculty, students, and staff. We have also struggled to translate discussion to action. This is underway and I think we are on the right path, but it's proven easier for our campus to engage in forums and discussions than to develop policy or create structures related to DEI. We also have some faculty/staff/students who are not invested in this topic at all and are putting considerable energy into deflecting/ignoring/obfuscating campus efforts. We've done a decent job of preventing those elements on our campus from distracting our DEI efforts, but it takes a lot of energy to overcome those efforts.

7	<p>Leadership support – rotating leaders over the past many years. DISTRICT LEVEL leadership has hindered this work. • Capacity and practical application of. We have so much information about theories. what does it LOOK LIKE in my everyday actions? Lots of good information, no time to reflect and plan for DEI work in everyday work. Practice makes perfect. o (eg think of Classified person in student services) . o Eg think of someone in the classroom • When work with outside entities – no time to educate them • Folks in positions of leadership – tend to shy away from calling out injustice (both in the moment and as the broad outputs of the systems) .. b/c our formal systems for giving input. The system is set up to not hear about the injustice. The process – we focus on that – but don't look at the outcomes for different groups. o Protect faculty labor rights o WE have a labor system that doesn't treat people well (hourly) o The system priveledges some, disproportionately impacts o PG does not equal just • “Democratic” processes of PG do not mean equal – how much is a barrier to equitable situation. • Our systems are not set up to deal with the disengaged folks – and it's a barrier. What is the carrot to involve people who are being a barrier.</p>	3/23/2021 3:59 PM
8	<p>The lack of professional development around this. The need for the College to focus on this work which also calls for resource allocation to support this. Most colleges have a Dean or Faculty lead and a Staff memeber dedicated to this work. We do not. We call our Deans equity focused but they are not well equipped for this and there needs to be someone who takes the lead on this.</p>	3/23/2021 11:44 AM
9	<p>Frequent change in leadership, an institution that is slow to change, acceptance of status quo.</p>	3/23/2021 8:31 AM
10	<p>Racism, white supremacy, white privilege, fear, and white fragility. These influences can and do impact our ability to have meaningful conversations and can allow for defensiveness to interrupt progress. Additionally, we are all at different places in our understanding and individual work on DEI and anti-racism. Additionally, we are working within a structure that was not built for liberation, racial justice, or to end racism, so our efforts require swimming upstream. I question, for example, Robert's Rules. Is this the best way to support justice? To encourage equitable communication? I am not sure- but I know that it is important that we interrogate how we do the work that we do to address systemic bias.</p>	3/22/2021 11:34 PM
11	<p>There are some who are reluctant to make changes to curriculum.</p>	3/22/2021 10:03 PM
12	<p>consistency and action acknowledgement of white privllage and racism Something that lots of colleges face, I assume: lots of white people either scared to misstep, or unaccepting that white privilege is a thing and that color blindness isn't actually helpful.</p>	3/22/2021 9:43 PM
13	<p>Overwhelm, exhaustion, productivity targets/class sizes, issues with shared governance, conflict between constituencies, etc.</p>	3/22/2021 9:29 PM
14	<p>Barriers have been identified throughout this document. We are in need of professional development and assistance in bringing the campus to a level where we can communicate professionally and honestly. Misinformation, deception, and derogatory comments are being used to undermine people who might have a different point of view, perception, or skin color. Groups of individuals are using equity to further personal agendas and to engage in personal retribution. This is resulting in ongoing harm and further division of our campus. Until the campus can commit to a level of professionalism and a code of ethics, engaging in DEI and Anti-Racism work will be less effective. Individual Survey Responses: 1. Being part-time and COVID keeping us at home. 2. The senate leadership on our campus has been a HUGE obstacle. 3. I believe having a campus-wide, comprehensive and inclusive conversation on these issues needs to begin ASAP. The lack of political will is an obstacle that can and must be overcome. 4. Resistance & lack of transparency from Academic Senate Exec of faculty appointments toward racial diversity; no in-depth conversation of potential bias, stereotypes, etc in AS. AS has been very defensive when Senators have questioned the process of appointments that appear to be against DEI and antiracism, & instead have claimed these</p>	3/22/2021 6:38 PM

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questions to be unprofessional, disrespectful, and unethical. Thus, has been problematic in making substantial and true progress toward equitable practices, policies, processes, and positive change. 5. The Miramar College Academic Senate Exec is primarily white [comment omitted]. We are WAY behind the curve in terms of Equity and Inclusion. 6. I don't think there are specific "barriers" to doing this. Not everyone thinks it is the top priority perhaps. 7. Consistently defensive reactions from our faculty leadership shuts down BIPOC voices, open dialogue and transparency as we work on meaningful DEI and anti-racism work. Meaningful change in these areas requires each individual to reflect on themselves, engage in uncomfortable discussions that didn't used to happen with work colleagues (if ever at all), and be vulnerable in ways that we are not used to being. Based on repeated behaviors, it appears to me that senate leadership is more interested in spinning the appearance of change than engaging in the what it takes to make real substantive change. That said, senate leadership is not alone. A culture of white preferential bias has permeated the college for many years and facing that and changing is hard work. 8. Racist Leadership in both administration & faculty. 9. Despite a lot of talk to the contrary, the people in faculty leadership positions have not shown a willingness to listen to the perspectives of people of color and their allies, attending events hosted by POC, or consuming media content promoted by POC. At least it's not apparent! Instead, when meaningful dialogue is attempted in meetings, their energies tend to focus on both side-ism, complaining about the "incivility" of others, and aggressively "defending" themselves against perceived attacks. 10. For 14 years we had a college president who did not seem to be interested in diversity. If 3 finalists were sent forth from faculty, she seemed to almost always choose the white candidate. Our Academic Senate, God bless them, has been dominated by white conservatives for the past 30+ years. We have a new college president who appears to be committed to diversity. Our AS Exec needs new blood. We have a group of people of color who are ready to be active. It's time to turn the corner, get some diversity in Academic Senate leadership and, for the first time in the history of the college, make a serious commitment to DEI. Please help!! 11. Meaningful action after discussion. 12. Our campus is fractured at the moment due to years of poor leadership at all leadership levels. While we have a new President, other administrators remain who perpetuate the toxicity that brought us to this place. The barrier to meaningful discussions seems to still be a lack of professionalism, kindness, trust, and empathy. 13. I am uncertain of specific barriers. 14. The very slow wheel of a process-sensitive bureaucracy. 15. There seems to be resistance to engage in this conversation. Until recently equity was not discussed or included at the end of the agenda in AS - leaving little time for discussion. 16. There is a fundamental misunderstanding of equity, inclusion, and anti-racist practices in our college leadership. 17. Finding common ground and a clear understanding of equity across faculty and leadership. 18. For many years, we had an authoritative administration. Now we have anti-equity leadership in College Governance and in the Senate. There is a desire to want to forget anything that forces those in privileged positions to reveal their privilege and their capacity to silence anyone who challenges on Diversity, Equity, and Inclusion. Furthermore, many in leadership have no knowledge of these topics and yet refused to cede control as it will give too much power away. Further, equity-focused minorities, minority groups, and their allies are being targeted by constituency leadership (both faculty and classified) and other campus individuals and having their dissenting voices summarily quashed through the guise of adhering to established procedure (knowing full well the "procedure" is the result of the institutionalized racism we are trying to overcome). 19. Senate leadership and the old administration. 20. Lack of centralized group to lead effort. Resistance from leadership in Academic Senate to keep this conversation a the forefront. Most of the progress addressed above has been made by groups made of largely BIPOC members that are committed to equity. There has been greater support from the new President, but the campus climate/culture still is very resistant when it comes to not just taking about DEI, but actually practicing. 21. Defensiveness when discussing equity, lack of understanding the difference between equality and equity, resistance to change prevent meaningful dialogue and action. This work requires looking inward, vulnerability and it is hard. In my opinion it is not optional. 22. The attitude that things are okay/good enough seems to be pretty prevalent. A lot of people at Miramar haven't been personally affected by many of the issues discussed and so, while they acknowledge this issues are important, there doesn't seem to be a sense of urgency in addressing them. It also seems that a lot of voices coming from marginalized groups are being heard, but not listened to; important conversations are starting, but because the people whose voices most need to be lifted and considered in the discussion don't seem to be getting full consideration, not much forward progress seems to happen. 23. A unified definition of equity and shared vision for priorities to approach. A lot of discussion but without mandates and vision from the top it's hard to practice outside of siloed departments/ projects. 24. It seems like leadership and faculty are not willing to engage in meaningful conversations about what needs to be done and offer resistance when others,

especially those who are part of the marginalized groups, bring up concerns or make suggestions. There are even instances where concerns have been presented but the groups or individuals presented them experienced gaslighting. This lack of engagement could be due to leadership and faculty not being personally affected by issues that surround DEI and antiracism. 25. I don't believe that Miramar as a whole is even to the point of understanding what equity is, let alone moving towards action items to making sure our campus is equity minded. I believe the culture on this campus as a whole is not equity minded whatsoever (except for those few groups of people who are working to make a change). 26. Not having institutionalized and centralized anti-racist and equity policies. 27. The most significant barrier at our college to engaging in meaningful work is the toxic climate on our campus right now. So many I have spoken with have expressed their concerns about unsubstantiated claims and reckless behavior by some on campus who attack and demonized others in order to promote diversity and equity. The approach from this group is based on blaming others, with no examples to corroborate their accusations of systemic campus and senate racism. Another example of the promotion of this toxic approach is the circle of change that occurs every Friday. It is more like a 'circle of blame' because it seems to foster and facilitate openly racist comments and sentiments from those present. In a fairly routine way the issue of "white supremacy" is cited as the cause for our problems, however no examples of exactly how this issue has been a problem are shared. No one wants our system to oppress anyone, if it does, lets fix it together. However, nothing is provided in terms of specific examples, and so nothing can actually be addressed. Therefore the accusations are simply used as a declarative statement that we are racist. If anyone were to disagree with theses statements, it's likely they would be called racist for not understanding their own racism. Bringing in 'experts' to train us on how to not be racist is hardly an answer since we still have not identified any specific fixable issues related to acts of racism. It is shocking how dysfunctional that forum has become. How can those kinds of dialogues help to fostering any caring and connectedness between us? How is this attacking attitude going to create a frame of mind for us to become "anti-racist"? The answers is it is not, and it has not, and this disparaging rhetoric only serves to divide us. It is also been stated that People of Color are oppressed and/or marginalized on our campus. However, no examples of how this has occurred have been shared. At the same time, there are plenty people - regardless of their color - who feel like they cannot speak up at meetings, and that is not a good thing at all, no one who cares about our college wants that. Plenty of people on our campus feel this way regardless of the color of their skin, who they have relationships with, etc. There is an explicit attempt by some to craft a narrative about our campus: That it is riddled with racist white people who are oppressing BiPoC people. These assertions are made with no examples, and they damage us all because they are not true. Maybe it is political in nature, but is only serves to promote a divisive and destructive agenda on our campus and we have already had enough of that. We have a great history of electing very diverse academic senate presidents, but that does not matter to those who need to blame others and fixate on labeling everyone else as racist. The most significant problem at our college is a lack of trust. We as a college community have come out of a long period of very destructive leadership by a former college president who was ruthless, unethical, manipulative, and practiced demoralization of others routinely. We have been traumatized and the lack of trust has been a central issue. It would appear that rather than addressing our legitimate trauma as a college by focusing more on how we can re-build trust with each other, instead the distrust has simply been aimed at other faculty. Maybe faculty are easier targets than the former college president (and other admin) were. It is a disappointing maneuver to now blame faculty leaders when the college has never even started the healing process. This is a bad for all of us. 28. Academic and Classified senate leadership and some administrators still confuse "equality" with "equity." The rationalized "side-ism" is presented to counter anti-racism with the desire for an "everybody gets an equal say" approach that does little more for equity than preserve a status quo of institutionalized racism. There is little trust in these same leaders to genuinely and constructively engage toward improvement when dissent is discouraged or excused. Survey responses to #2-#16 were in regards to Senate. 29. A climate hostile to DEI and resistant to anti-racism work. Campus leaders in classified, academic senate and administration. 30. The greatest barriers have been the structure of our college governance system. There is concentrated power and control in the hands of the Senate [leadership] who can make appointments for a variety of committees, taskforces, and working groups. The Constitution and By-Laws of our Academic Senate create barriers to inclusion, to hearing a diversity of voices, and the empowerment of the faculty body. In our case, the individuals making many of these decisions are not invested in anti-racist work, and therefore either are not sure how to begin or are deliberately ignoring the call from the ASCCC to examine the structures and practices of our college with an anti-racist lens. 31. There are people who could benefit most from the discussions and PD about DEI and anti-racism but show up the least or

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not at all. 32. Fear of change or introspection, maybe? 33. Racist patterns in the faculty leadership. We have a problem on campus with constituency leadership have a lack of understanding about equality and equity. When faculty leadership are asked to consider feedback forwarded by minority voices, it is met with resistance and sometimes hostility. 34. Racism.

15	I don't want to say that it is a barrier. But I think that we could do more in our departments to "expect" faculty to engage in equitable teaching practices. That departments are "expected" to audit their curricula, maybe with a deadline. I would like to see and hear more dedication to the cause, see some real action. I think there are barriers that include a willingness to participate in uncomfortable and honest discussions. There is a hesitancy at our college to address anti-racism work. The anti-racism work seems to be promoted as pet projects or optional work that some are engaged in; however, not applicable to all. I think the barrier is REQUIRING any of these specific trainings without consultation between union and senate. I think it is possible to achieve a rotating programming of these trainings but there needs to be support from all areas so there is no push back from faculty who may feel that they are "forced" to do this work. The inability for self-reflection, slow recognition of the changing demographics, lack of willingness to make meaningful change.	3/22/2021 5:08 PM
16	Funding to provide faculty and staff adequate time to engage in meaningful work on these initiatives.	3/22/2021 4:55 PM
17	This is the opinion of MPC's Academic Senate President: Funding--We are a small college, with many faculty and staff doing double and triple duty of late to fulfill state mandates, like AB705, GP, and the Call to Action. These are all really important initiatives, but, with the exception of GP, there has been no designated state funding provided to support them. We used some SEA funds to support AB705 implementation, and are using some other pots of money (like EEO funds) to support equity plans, but we need a designated/compensated IDEA coordinator to really push Call to Action/IDEA planning forward at MPC. At the moment, we are trying to accomplish massive, campus-wide transformation as added responsibilities onto our existing full-time roles.	3/22/2021 4:35 PM
18	Both institutional and individual resistance, and lack of funding.	3/22/2021 4:33 PM
19	We have not had strong research support at the college and are just starting to work towards a culture of data-informed decision-making. Now that data is more available, it is becoming more evident that West Valley College students face the same disparate outcomes as students at other colleges. This needs to change. West Valley College is also located in Saratoga, CA, a very high-income area of Silicon Valley. Because of the high cost of living in Silicon Valley, it is very difficult to attract a diverse faculty.	3/22/2021 1:55 PM
20	Although campus-wide discussions are important and necessary, there is a lot of talking and not enough action. Lack of appropriate support, and ineffective processes are road blocks towards taking action on items that can increase student success. It's frustrating to have the same discussions for years, and no actual progress towards the issues that have been brought up. Administrators need to put action where their intent is. At one time there was a full time Director of Equity who reported directly to the President. That structure has now changed, the position has been combined and diluted with other responsibilities, and now reports to the VP of Student Services. We can posture all day and say we believe in equity, but we are lacking a designated position to centrally lead, coordinate and support a structurally embedded equity initiative. Currently there are different "task forces" working on different projects, and some believe that this creates a siloed approach that lacks inclusiveness. DEI grants such as the HSI STEM grant fell by the wayside because no one was in charge of reapplying for the grant. In addition, equity training needs to be mandatory, not optional to avoid "preaching to the choir" when professional development training is conducted.	3/22/2021 1:50 PM
21	BIPOC and Equity Champion faculty identified the following barriers: a). Need to work on cross-dialogue: listening to marginalized people but also trying to understand the people who are resistant to change (why do they feel as they do?). Open conversation about change and the stressors folks may be feeling. b). District buy-in for changes in hiring process, c). How do we make trainings ongoing? What sustainable work (and what body) is keeping the conversation going?, d). No accountability/ Same people showing up, e). Lack of centralized office for professional development. f). Equity needs to have a position in the district of authority , g). Equity (JEDI) line item needed in general fund , h). Limitations of the research office (need for more specific data), i). Lack of systematic approach--how does the whole campus engage in this work?, j). Lack of equity officer/office who is high up and will be at the	3/22/2021 1:29 PM

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top level meetings and conversations, k). Revising District hiring time lines, and l). Improving buy-in from District management to utilize EEOC revamped hiring tools.

22	Getting those who most need to be involved in this work involved. The racist mean people never think they need to do any work.	3/22/2021 10:44 AM
23	While the survey team submitted a variety of responses to this question, collectively one response came through loud and clear: "Silos." While there are different groups working on different aspects of DEI and anti-racism, it feels like it is being done in silos and not as a coordinated effort. The Academic Senate has begun to take steps to have discussion and collaboration among its standing committees recognizing that there is an opportunity to build and leverage synergy. Some other barriers that were identified include: • Lack of trust among different constituent groups • Need for improved communication from the executive cabinet level to constituent groups • The pandemic forced faculty and staff to rapidly adjust to online learning with minimal support and training (micro-aggressions more prevalent in online environments) • A lack of working knowledge of key terms and definitions • The demographics of faculty and staff are not always representative of the students we serve- need to improve understanding and awareness of students' experiences and needs • A lack of cohesion among existing efforts: need to conduct inventory of existing efforts, identify gaps, and make recommendations	3/22/2021 9:33 AM
24	We lack capacity in terms of time, skill, and experience but we are growing toward a critical mass.	3/21/2021 8:36 PM
25	Initiative fatigue and the recent pivot to all online work have both had a mixed effect on creating and lowering barriers. It is nearly impossible to complete all the work thrown at individual districts, yet we have managed to identify many of the benefits of online access to removing or lowering barriers. ___ Some non-BIPOC are interested in and welcome to learning and understanding more, but sometimes are personally dismissed or shamed for being white. This has improved recently, but creates a barrier. It is important for us to learn how to educate everyone about bias and racist behaviors, including BIPOC.	3/21/2021 2:32 PM
26	Discomfort and reluctance by many staff and faculty to publicly discuss racism, institutional racism and anti-racism.	3/21/2021 11:26 AM
27	Faculty willingness to own (take into account) the racist policy and procedures perpetuated for many years within community colleges historically.	3/20/2021 4:45 PM
28	Coalitions of faculty who have tenure and are extremely resistant to change.	3/20/2021 12:08 PM
29	Our greatest barrier is lack of buy-in from certain campus members. We have members on our campus who believe themselves to be color-blind, who affirm that STEM are objective, believing there is no room for biases and discrimination in their fields. Others hold anti-student-athlete biases, and some fail to acknowledge they are prejudiced or hold any implicit biases. Finally, a few are resistant to incorporating more inclusive curricula or humanizing their approach to student interactions.	3/19/2021 2:10 PM
30	The culture shift is one of the hardest parts of our DEI and Anti-racism work. Often people want a check box approach on how to do equity work without first engaging in the self-work. This work also requires acknowledging racial privilege and understanding how structural racism works through our policies and practices. Teaching this and helping others see this for themselves can be a mentally taxing process for people leading and engaged in DEI work.	3/19/2021 1:55 PM
31	Turf wars over who gets to manage equity matters have contributed to the siloing of efforts; equity practices are not wholly embraced institutionally. Additionally, certain events on campus, plus a lack of accountability on the part of leadership in response to these events, led to a crisis of confidence and the lowest trust in leadership in at least fifteen years. Our college was a leader in equity, and now rests on laurels it may no longer deserve. It is taking a long time to build trust and relationships again. The increase in reporting obligations over the last several years (and the lack of specific guidance in how to best complete that reporting) has left faculty with a sense of always striving and never reaching; faculty are fatigued with the work of student outcomes and feel blamed for the inability to move the success needle. This impacts faculty resilience and commitment and it becomes more difficult to avoid complacency. Furthermore, the focus on equity has not been perceived as extending to working conditions, and surveys reported a sense that inequity between full-time and part-time overshadowed equity efforts and impeded progress: "Get rid of two-tier system in the faculty pool." "We need real part-time parity ASAP." Time is also a noted barrier, as surveys revealed: "Time. This kind	3/19/2021 12:07 PM

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of work takes time, and while it is imperative that we work towards being an anti-racist institution, we are all maxed out with all the challenges of the pandemic. We need to be more mindful of time and how we use it in order to change our beliefs and practices.” “The pandemic has prevented one-on-one discussion and interactions. Much of the work towards DEI needs to be practiced in daily interactions and this is hard to do at this time of social distancing.” “It seems that these conversations take time but our colleges is also ways so strapped for time in committees, etc. Thus, the appropriate attention is not paid to the topics. Additionally it still feels very siloed instead of an “institutional” conversation.” Another barrier is the lack of a shared knowledge, which affects buy-in. Surveys showed willingness of the “choir” but the lack of willingness from those who remain on the margins and uninterested in participating: “People are not willing to change.” “Too many silos, too many egos (people getting proprietary over their turf) and not enough communication.” “One barrier: Many instructors are unwilling to examine their pedagogy in open conversation.”

32	Most recently the movement to remote instruction in response to the COVID-19 pandemic. However, conversations are continuing in our governance committee meetings.	3/19/2021 8:18 AM
33	[NOTE: The response to all questions includes the perspectives of team members representing involvement at different levels within the college structures. Collectively, team members present a diversity of perspectives including those of full time faculty, adjunct faculty, college staff, counseling, and instruction as well as the individual perspectives of persons of color, persons of different sexual orientations, different ethnicities, and gender. All responses represent the current state of progress and awareness of DEI activities at the college.] I believe there are several barriers that prevent more meaningful work in the areas of DEI and Anti-Racism; perhaps too many to list here. However, in my experience, most of these barriers originate from those that aren't willing to question their own preconceived notions of how they're guilty of offenses; not wanting to relearn/rethink what they believe they already know/understand about racism; or not fully accepting their positions of privilege, entitlement, and disingenuity (intentionally or not). Additionally, given the power of this cultural system on our campus, it's not uncommon to experience the same sort of offenses from students with these same privileges, entitlements, and disingenuity toward faculty who are People of Color—and I can only assume this also applies to staff and other employees who are People of Color. This student-centered phenomenon is rarely discussed, unless in the student toward student context. My guess is that there is somewhat of a business model at play where we as service providers are to conceptualize students as customers, and thus we're to ignore, disregard, or better, find a 'teachable moment' to correct any indiscretions. Above all, the working environment can and does feel marginalizing. Our campus is not diverse by any means and to be a Person of Color becomes both a conspicuous optic, as well as a repository from which tokenism can be drawn. Frankly, this puts our limited number of People of Color in a precarious position in wanting to take action for change, while bearing the burden of both the physical and the emotional types of work, time, and effort. Barriers • Disbelief this is even an issue at Taft College. • Lack of personal responsibility (white privilege) • Unclear who is responsible and how to address the issues. • Unknown levels of equity gaps (lack of disaggregated data) • No clear understanding of the issue (white privilege) • Lack of cultural understanding • Overcoming community's historical background in racial inequities • Uncomfortable conversations and self-reflections (white privilege) The pandemic. The assumptions colleagues have about each other have gotten in the way of having these discussions. Many colleagues have shut down and no longer discuss these issues or work on these committees because they feel offended or unheard. Barriers • Conflict avoidance norm • Self-protection of world view • Unexamined assumptions • White fragility • In other words, fear...	3/18/2021 12:09 PM
34	Obviously, when dealing with dismantling anti-racism in our campus, there has been considerable pushback from those who have benefited from non-DEIA policies.	3/18/2021 11:54 AM
35	Making this a priority in the face of the pandemic's threats to personal safety, continuity of instruction and services, and our enrollment. At a time when there are multiple, serious challenges to the colleges, it is tough to engage in anti-racism work when not all of us place this at the same level of priority.	3/18/2021 10:46 AM
36	The barriers are numerous and significant: • Non-allies, of course, but also allies who are afraid to speak up, take action, and stand for DEI and Antiracism. There may be many reasons for this, but one is certainly the conscious and unconscious presence of Colonial, punitive, and deficit-minded thinking. • The movement from words to action. Our Senate worked hard to craft our statement on antiracism, but we're now encountering the difficulty of how those words translate into action. One example noted above is the appointment of faculty to committees. We have called attention to that section of our statement on the calls that go out, but	3/17/2021 9:30 AM

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applicants may or may not address it. We haven't yet moved to a full open debate on applicants, and there are several reasons for that. One is a general lack of interest in speaking candidly about colleagues in an open meeting. Another is that by and large there is not a lot of competition for committee positions; in reality, it's often difficult to fill open spots. This situation is typical of many institutions, but it is compounded at our school (and likely others) due to the number of initiatives and grants that we are involved with. • Related to the slow, sometimes nonexistent move from word to action, is the lack of support—financial and otherwise—to make/institute the necessary changes. Ongoing funds should be committed to projects and initiatives that require money if we are to truly institutionalize an equity framework in all we do. Some of us working on this survey were dismayed to discover that diversity initiatives are largely funded through FON penalties (see this EdSource article). This situation is both counter-intuitive and counter-productive in that two desired outcomes—a higher percentage of full-time faculty and robust diversity initiatives—are pitted against each other financially. Clearly local districts need to commit to spending on equity (and ours is certainly no exception), but so does the state. • Information overload. Faculty are not able/willing to pay attention to all DEI progress and initiatives at the college and a lack of clear definitions (from a question above) can compound this. There are also so many committees and groups doing so many different things, and though Faculty Senate oversees all of this, for many faculty—especially part-time faculty who are splitting their time between different institutions and newer FT faculty who are just trying to get their bearings—keeping up with this all and knowing what's going on in all of these arenas feels impossible at times. Many people/groups are just trying to process all of the information, and that overload can lead to inaction. • Participation. We need to have a larger number of faculty engage in DEI and Antiracist professional development. Many of the same faculty members actively participate in these events. Our virtual world has shown an uptick in participation in terms of numbers, but not necessarily in terms of depth of engagement.

37	- Time to dedicate to meaningful DEI and Anti-Racism work; - There are many initiatives happening at the college at the same time; - Resistance to the word "equity" in some circles; - Meaningfully talking about race in a safe and brave space	3/16/2021 4:17 PM
38	Resources--more support for faculty release time would allow more for more IDEA work.	3/16/2021 11:29 AM
39	Technology and accurate data. Lack of knowledge in common terminology. Once common language and concepts will be discussed in trainings, employees will have a foundation and be able to take strategic steps addressing these initiatives.	3/15/2021 9:51 AM
40	time limitations otherwise many are very engaged	3/13/2021 3:16 PM
41	Time. Over the past year, we have implemented many items but it has been very time consuming. Time is biggest limit to our current efforts.	3/12/2021 5:26 PM
42	We've had strong institutional support. Not all employees understand, however, and it's been tough to get decent attendance at some of our forums and sessions. We have had good participation in our efforts to get employees to take the ASCCC Anti-Racism Pledge.	3/12/2021 2:28 PM
43	None that I am aware of.	3/12/2021 8:05 AM
44	The lack of a diverse faculty body really limits how to more meaningfully engage as we strive for a balance of including diverse voices, but realizing that those folks are often tapped by everyone else and are feeling exhausted. How do we as allies, have conversations about opening doors without burning out those for whom we want the doors open? It has been hard to not do that.	3/11/2021 11:31 AM
45	The most significant barrier has been trying to do so during a funding crisis and pandemic. A challenge to carrying out DEI work may be balancing/integrating the work of the DEI committee with work done by other college committees that have already begun work while DEI is just forming.	3/4/2021 11:47 AM
46	A. Mandating broad examination of curriculum and teaching. We rely predominantly on volunteers and pilot projects. B. Mandating whole scale reform of hiring practices. What has been changed so far is superficial at best. Whole scale reform also requires more funds directed toward changes. We rely heavily on professional development and not enough changes to policy, procedures, or business practices. C. Putting real resources behind supposed equity efforts, such as guided pathways, including financial and human resources. D. Taxing Faculty of Color with change efforts that are informal, rely on goodwill, and cultural competency. F. Proper student compensation and inclusion in governance and planning	3/2/2021 1:54 PM

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processes. G. We have a tendency to over rely on grassroots efforts instead of institutionalizing efforts.

47	We have had some pushback from vocal faculty that do not share the opinion that equity and anti-racism work is needed. We are relying on stronger voices to combat this issue.	2/22/2021 1:35 PM
48	Some backlash from those who do not recognize that racism exists or is a problem at our institution.	2/18/2021 3:16 PM
49	Some Faculty unwilling to have the difficult conversation f Racism.	2/16/2021 6:41 PM
50	1) The Union; 2) Invoking Academic Freedom as a blanket "no" to any changes/recommendations about DEI pedagogy	2/11/2021 11:27 AM
51	Hesitation to see anti-racism as collaborative and positive. Some feel as if they are being scolded.	2/10/2021 1:55 PM

Q19 What kinds of Professional Development/Policy support would you like to see from the ASCCC around DEI and Anti-Racism?

Answered: 47 Skipped: 20

#	RESPONSES	DATE
1	More training on action steps. Not just training on the concept or content knowledge, but how to diffuse situations, how to have conversations, etc.	4/5/2021 2:33 PM
2	Committed funds from CCCCCO towards professional development dedicated to helping all programs and offices across the college develop a commitment to DEI, similar to what Dr. Joy DeGruy has helped other institutions accomplish with things such as her SEI standards and help them become truly EMBEDDED in institutional practice: https://www.joydegruy.com/sei-standards	3/24/2021 10:35 AM
3	Departmental emphasis on these types of training, evaluating the work they do through this lens. Require every employee take ethics studies training, participate in Just Communities programs such as "Institute for Equity in Education," allow time for all employees to attend conferences regardless of their job title, training in self-advocacy Support and resources for faculty to examine anti-racist practices in their disciplines (especially STEM), sample policies that are at other schools that have stronger leadership on this at the top, how to get non-traditional hours, non-standard hours for instruction and student	3/23/2021 5:22 PM
4	1. Destigmatize physical disabilities on campus. We've done it with mental health; we can do it with physical health. 2. A return to common sense and abandonment of such rampant virtue-signalling 3. How to move from learning into practice. We have had extensive PD related to implicit bias and microaggressions. I am not seeing the link beyond individual growth to how this impacts the campus as we address practices, policies and procedures.	3/23/2021 4:29 PM
5	How to effectively 'call in' colleagues reluctant to DEI-related discussions and policy changes. How and when is it appropriate to transition from 'calling in' to 'calling out' members of the campus community who engage in microaggressions, gaslighting, etc? In a multi-campus district, what can senates do to get other campuses and district entities 'on board' related to DEI work and create broad effective policy? What strategies can be used to convince those with control over budgets that DEI work requires budgeting and that relying on BIPOC faculty staff and students to do the work without compensation is part of the problem?	3/23/2021 4:13 PM
6	<ul style="list-style-type: none"> • Develop "consistent state of becoming" versus we "have a right" for our priveledges as educators. Have a sense that everyone who is working here has paid dues – so we should all be. We have not all "arrived" – so need to have a growth mindset. o Change the lens of engaging with the systems – so that equal outcomes result from whichever systems we use • Maybe shared governance is not the system for us to use in this work? What types of systems at community colleges can do this? • Shift culture and keep it going for the long term – if this is just a moment and it dies out ... then won't work. If we HAVE shifted culture, then all of our work will continue to truly support students in community (get a critical mass of people invested in the work) • Embed our processing of things with equity lens (sessions to help share how to do this) How engage with students 1:1 with an equity lens (faculty, Classified, mgr, etc). Offer at multiple levels. 	3/23/2021 3:59 PM
7	It boils down to providing resources for the work. There have been a number of webinars that have been very impactful and helpful but on a local level at a smaller college resources are needed to do focus and "do the work".	3/23/2021 11:44 AM
8	Anything that demonstrates why this work benefits an entire college campus. Strategies for motivating a campus culture that resists change, residing in a community that also resists change.	3/23/2021 8:31 AM
9	What we need most are very practical support. Sample policies, examples of changes that can be made to policies and procedures. While we all have our individual cultures there's no need for us all to reinvent the wheel independently. We know that we need to integrate DEI and anti-racism principles into our evaluation process for faculty. We do not currently have a training for	3/22/2021 11:34 PM

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faculty who serve on tenure committees and we want to develop that- a model or recommendations that we can follow would be helpful (something similar to the ASCCC canvas course on diversifying faculty hiring). It would also be helpful to have a literature review that supports DEI impact on student success to help convince less readily supportive colleagues. It would be helpful for this to be broken down for various different facets- like hiring, culturally relevant curriculum, restorative justice, etc.

10	I think more college visits to facilitate local discussions around DEI would be helpful.	3/22/2021 10:03 PM
11	more focus on classroom success accountability and action acceptance that the system is inherently racist. A stronger resolution to adopt OER and low cost textbooks; how to develop a culturally relevant curriculum; MANDATORY anti-racist training for faculty honest discussion on the topic with equal representation. Webinars with leaders and educators from BIPOC communities.	3/22/2021 9:43 PM
12	Curriculum review processes with this lens	3/22/2021 9:29 PM
13	Professional development on compassionate communication, civility, and professional conduct for our faculty and staff. Collaborative dialogue on how the college wants to approach anti-racism and no-hate education. Assistance with getting more faculty involved in leadership and volunteering, so we have a chance at increasing diversity and actually get some work done. Some people don't seem to have a clear understanding of how the college works and the avenues that the Academic Senate must use to make positive change happen. Professional development on DEI, racism, and bigotry, against any and all groups on campus regardless of the color of their skin. This is destroying our campus, and we will never be able to focus on equity if we are attacking each other in the ways I have seen over the past year. Individual Survey Responses: 1. Swift reporting systems for students, faculty, and staff. 2. PD that supports all races & gender. 3. I would love to see weekly activities and discussions addressing these issues with a spirit of transparency, campus engagement from both faculty and students, and a true, long-term commitment to making a difference to building a sustainable and more equitable and racial diverse future. 4. PD on best practices for actual recruitment of diverse faculty and revising policy to support DEI and AntiRacism. 5. Doesn't matter if the Senate exec is not open to it. 6. None comes to mind other than incorporating this topic as needed into regular ASCCC events. 7. Live and recorded lectures from outside speakers. Training - how to talk about DEI and anti-racism with each other and with students in general and when it is necessary (something happens that needs redirection, calling-in, or calling-out). Support for anti-racism and DEI work. 8. Going beyond checking a box, but being intentional in the DEI work on campus. 9. The ASCCC has been doing a lot of great work and sharing a lot of great resources. I would like them to support us by ensuring that our local AS pays more than lip-service to the ASCCC's mission around DEI and Anti-Racism. 10. I'm just testing this out as requested. You can delete my survey, since I didn't actually do anything on it. ;-) I don't see anything on here so far that is asking me if I want a copy sent to me or to see what has been submitted so far, but maybe that comes after I submit it? 11. Continued dialogue and training around empathy for all constituents as well as the value of professionalism when engaging in difficult dialogues. 12. I am unsure at this point in time. 13. Trainings for AS Leader and stronger push to make sure this conversations are happening and action is being taken. This survey is step in the right direction, as it allows for re-evaluation and accountability. 14. Campus visits without the current Senate leadership filter. 15. We need to re-examine our policies/processes/structures from a DEI and Anti-Racism lens. The phrase this is the way we have always done things come up way too often to shut down different perspectives, ideas and especially when they come from BIPOC. 16. Help with assessing our college policies and procedures through an anti-racist lens. How-to tools for courageous conversations when having difficult conversations in the classroom, in meetings, and with colleagues with regard to DEI and anti-racist issues. 17. Based on our previous responses, we would like to see more support that is focused on anti-racism on any level (subject matter, campus climate, etc.) 18. Active measures need to be taken to elevate the voices of historically marginalized persons across campus. To go beyond superficial "check-the-box" committee work. Support comprehensive change with resources to compensate for the time and effort required from constituency representatives to develop measures, pd, and policy changes to fully apply an anti-racist lens to everything at Miramar. 19. Training for the whole campus on bias and anti-racism, help with curriculum audits, help with diversifying the faculty, training for the trainers like the professional development coordinator. We need all the help we can get. 20. Help with examining our college structures and practices through a lens of anti-racism; help understanding and implementing changes that will transform our college into a truly equitable college in which to work and for students to attend. 21. Training for the trainers and leaders to ensure language intended to promote progress and understanding and not guilt	3/22/2021 6:38 PM

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and resentment. 22. Concrete, college wide activities everyone can do and discuss in a series of short workshops? 23. The ASCCC has afforded numerous professional development opportunities. The issue is that our local Academic Senate leadership needs to attend but do not make themselves available. 24. Inclusiveness, equity not equality work. 25. A specific focus on tenure-track evaluation processes; faculty of color seem to be discriminated against in this process

14	<ul style="list-style-type: none"> • Anti-blackness and its consequences in education • Curriculum audits, especially for science disciplines • Curriculum Audits for departments (online course that a department could take part in and collaboratively revise their curriculum with guidance) • Revisions of faculty evaluation forms including the use of equitable teaching strategies • Best practices models of institutions engaged in DEI work (e.g. Skyline College). • Institutionalization of programs such as Umoja and Adelante 	3/22/2021 5:08 PM
15	MPC has EMT, Nursing, Fire, and Law Enforcement training programs, but the instruction is largely contracted through local agencies. We would benefit from some additional guidance about how best to engage with community partners toward the CCCCO's Call to Action goal of addressing first responder and law enforcement training and curriculum.	3/22/2021 4:35 PM
16	Legislative Advocacy, institutional planning, hiring, developing hiring pool to reflect DEI values, discussion on the role of police on campus.	3/22/2021 4:33 PM
17	We would like support in better attracting and supporting a diverse faculty as well as anti-racist pedagogies and incorporating anti-racism and equity into the curriculum review process.	3/22/2021 1:55 PM
18	Significant resources and training for "Decolonizing Curriculum" or "Recognizing Bias" Framework for developing goals and heralding transparency in equity processes. We have no framework. DEI experts who can help with training us and offer guidance on how to do the work. We are not experts.	3/22/2021 1:50 PM
19	BIPOC and Equity Champion faculty suggests that the ASCCC partner with people/ organizations already doing it (rather than creating their own version) CORA, Center for Urban Education (CUE); and as well as discipline specific training on curriculum redesign and pedagogy.	3/22/2021 1:29 PM
20	Responses from our team regarding PD and policy support included: <ul style="list-style-type: none"> • "We only measure what we care about" – Typically, institutional level data is confusing, unclear/dirty and is generally poorly explained by IPRE professionals. To get the results needed we must have a focused, sustained campaign that is reinforced with dollars and promotion, this the only way to change a mindset. • Create research opportunities for faculty and then forums for them to showcase their successes. • Have a statewide taskforce that reviews and forwards best practices to all colleges. We have much to do, but let's also acknowledge that many have already done great things that we all should leverage and adapt for our communities. • How have other colleges addresses developing anti-racist campus and promoting DEI? • Integrating student supports into the classroom • Developing anti-racist curriculum across subjects • Faculty and staff mentoring • Creating and sustaining anti-racist campus climate • What are Diversity, Equity, and Inclusion and what are they not? • What is Anti-racism? • Identifying and managing micro-aggressions in learning environments. 	3/22/2021 9:33 AM
21	A toolkit for conducting a curriculum audit for DEI how to create effective anti-racism resolutions and actionable plans to accompany them so that there is action to accompany the words.	3/21/2021 8:36 PM
22	Guidance for specific class/course materials and lessons information beyond the philosophical would be helpful. Our campus culture is fairly inclusive and equitable, as we have been actively working on this for a few years. However recent events has demonstrated we need to do more to "teach" our students how to be inclusive, equity-minded and non-racist. We'd like additional help with focusing on teaching, not only about structural racism, but how to deconstruct it.	3/21/2021 2:32 PM
23	Visits to local campuses by diverse speaker panels. Some colleges need more diverse, multi-cultural panelists that can speak to entrenched racial attitudes at colleges that lack the diversity enjoyed by other colleges.	3/21/2021 11:26 AM
24	Faculty leadership training related to DEI-Ant-Racist and racial decolonization within the community college rebuilding culture to mitigate social injustices and racism within our institution.	3/20/2021 4:45 PM

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25	We need to know how to successfully approach tenured faculty who aggressively resist or refuse to change.	3/20/2021 12:08 PM
26	The following are some suggestions our campus offers: The ASCCC could provide a recommendation regarding DEI/Anti-racist professional development become mandatory for at least 2 hours of any employee's annual PD requirement (and a list of applicable trainings/activities) The ASCCC could also compile a resource of the various anti-racist/DEI statements that other colleges/universities/community colleges have made in their various Academic Senates, Board resolutions, departments, and service areas (I.e. CSUDH's writing center's anti-racism statement regarding writing, expression, and communication) It would also be beneficial to sponsor webinars that merge Critical Race Theory with the work we do on community college campuses, provide additional LGBTQ+ and students with disability training, as well as more training on humanizing our classes, whether they are remote or in-person.	3/19/2021 2:10 PM
27	Presentations to our college on hiring practices as seen in the ASCCC Canvas shell.	3/19/2021 1:55 PM
28	The "What" and the "Why" are well understood; we know exactly what the problems are and what needs to be done, and we know why they are problems and why we need to do something about them. We need the "How." How do we review curriculum for de-centering whiteness, or rather, how do we know that we've done a good job of it? How do we scale efforts to involve the entire campus? How do we actually make progress towards greater equity? How do we take the work that happens from the senate, the equity team, the divisions, out to the rest of the campus and involve those who aren't in those meetings where the critical conversations are happening? Faculty are fatigued by the practice of the CCCCCO setting down mandates from on high and leaving us to figure out how to do it, but then blaming us for the lack of results. This makes it all the harder to engage faculty in the very difficult, long, and painful work that is ahead for equity. We are awash in frameworks, models, vision plans, calls to action, webinars, seminars, dialogue groups, and resources that give us ideas, and we are daunted and not sure where to begin to synthesize it and operationalize it. Any training that comes from the state needs to be grounded already in frameworks that we're working with and needs to move us right away to actionable impact. Our survey reflected the following: "Focused work on becoming an anti-racist organization using frameworks developed specifically for institutions of higher education and actionable items that are monitored and have meaningful support and follow-up." Similarly, the survey highlighted a need for a holistic view towards Professional Learning: "We need to form more connections between the folks who are primarily concerned with sustainability and those primarily concerned with equity. The two issues aren't even technically separate anyhow. Also, we need to start looking at equity as not just racial equity or gender equity. Equity is equity whether it involves gender rights, racial justice, disabled rights, labor rights, LGBTQ rights, indigenous rights, etc." Other responses demonstrated the range of faculty hope and engagement in Professional Learning: "I am not sure, as I am not that optimistic." "As much as you can throw our way."	3/19/2021 12:07 PM
29	Break out sessions at the curriculum institute on diversifying curriculum and implementation of Ethnic Studies requirements.	3/19/2021 8:18 AM
30	Increased online resources and webinars for professional development in this area	3/18/2021 12:56 PM
31	[NOTE: The response to all questions includes the perspectives of team members representing involvement at different levels within the college structures. Collectively, team members present a diversity of perspectives including those of full time faculty, adjunct faculty, college staff, counseling, and instruction as well as the individual perspectives of persons of color, persons of different sexual orientations, different ethnicities, and gender. All responses represent the current state of progress and awareness of DEI activities at the college.] I have no suggestion here. Professional development support from ASCCC The ASCCC is scheduled to make a site visit within the spring semester. How to develop as safe environment among members in the community to engage DEI work. I would like to see someone come in and help us create common definitions of terms so we're all on the same page. Would also like to see practical applications of anti-racism for instruction-related processes and student-related interaction. More of what you are already working on... Great stuff coming from the ASCCC over the last 3-years. Keep it up!	3/18/2021 12:09 PM
32	Additional training and webinars addressing these issues are very helpful	3/18/2021 11:54 AM
33	Publication of a paper focused on this topic with specific actions that colleges can take. In particular it would be great to have tangible activities that help us with level setting our understanding of DEI and anti-racism. Help us understand how this affects me in the classroom and as a colleague.	3/18/2021 10:46 AM

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34	Some of the questions above are difficult to address without a complete understanding of what actual progress might look like. For example, when asked if we are "examining Program Review with a DEI focus," it is not immediately clear what that means. ASCCC-sponsored workshops on/ASCCC-provided examples of some of these matters would help (and hopefully will be one of the results of this survey). In addition, the question of "institutionalization" and what that means exactly has come up in numerous conversations. Some forms that institutionalization might take come up against issues of academic freedom and/or "forcing" someone to adopt a practice without authentic "buy-in." It would be very helpful to see some concrete examples of how different DEI initiatives become institutionalized. Finally, the Student Academic Senate video that featured various testimonials by students in the CCC system was very powerful. More examples/workshops that feature such personal counter-narratives to systemic oppression/barriers would be very instructive.	3/17/2021 9:30 AM
35	• Models and strategies from other colleges as well as a list of well received speakers. • Examples of DEI/Anti-Racism policy changes around the state led by various Academic Senates	3/16/2021 4:17 PM
36	Grants	3/16/2021 11:29 AM
37	The ASCCC is doing a fantastic job of advertising and hosting relevant DEI webinars and conferences. Keep it up!	3/15/2021 9:51 AM
38	list of possible speakers that might present at colleges	3/13/2021 3:16 PM
39	The next step would be for ASCCC to provide guidance and support for ongoing climate surveys on interpersonal experiences with bias and marginalization in the workplace.	3/12/2021 5:26 PM
40	A comprehensive set of training/PD opportunities would be great that would (conceivably) allow anyone at any point on the Anti-Racism work spectrum to learn and grow, from just being unaware/scared to step into the conversation to those who have been engaged (or are experiencing exhaustion from their work).	3/12/2021 2:28 PM
41	The DEI Committee Chair will be working on PD development about AB/AR and may benefit from being able to view a repository of possible AB/AR training options. The Chair has great ideas though.	3/4/2021 11:47 AM
42	A. Model structures / processes that incorporate IDEAs - Program Review, Budget development, etc. B. Model processes for reviewing policy through an IDEA framework.	3/2/2021 1:54 PM
43	We would love to see examples of before and after policies so that we have a concrete idea of how to update ours to decolonize them and anti-racism into our documented procedure. We would love to have trainings on how to work with faculty who do not believe anti-racism work is needed.	2/22/2021 1:35 PM
44	I would like support for diversity in hiring practices. Perhaps have someone else come in.	2/18/2021 3:16 PM
45	Guidance in developing institutional initiatives related to DEI. Faculty Development Activities designed to increase cultural diversity and decolonization anti-racism discussions.	2/16/2021 6:41 PM
46	Clear training on the role of the senate in supporting DEI. A discussion on a balance of Academic Freedom and progress. Advocacy with the unions and guidance on the role of the senate in that relationship.	2/11/2021 11:27 AM
47	More ideas of how to practice DEI.	2/10/2021 1:55 PM