

Local Senate DEI Survey Final Responses

Q2: Has your college or local senate agendized or sponsored open dialogue about DEI and campus climate? Please describe facilitation strategies and successes? 5 responses

Final Response:

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.

Scale: In progress

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

Final Response:

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](#).

Scale: In progress

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?

Final Response:

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.

Scale: In progress

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

Final Response:

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.

Scale: In progress

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

Final Response:

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.

Scale: In progress

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?

Final Response:

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.

Scale: Not started yet

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?

Final Response:

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. The Senate will continue with the new protocols and will determine if modifications or other measures are needed.

Scale: In progress

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

Final Response:

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.

Scale: In progress

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?

Final Response:

There has been no discussion at this point by any group to address this.

Scale: Not started yet

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

Final Response:

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 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.

Scale: In progress

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)?

Final Response:

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 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

Scale: In progress

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

Final Response:

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.

Scale: In progress

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

Final Response:

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.

Scale: In progress

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

Final Response:

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.

Scale: In progress

Q16 Other

Final Response:

- Mentoring
- Curriculum Audit/Review
- Town Halls
- Webinars
- External Speakers
- Resolutions
- Student Panels
- Forums
- Reading Circles/Book Clubs
- Student Town Halls
- Other
 - President's Task Force for Racial Equity and Social Justice
 - EEO/Diversity Committee
 - SSEC
 - Appreciative inquiry to align all group and committee work around racial equity efforts
 - Educator in Residence
 - 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

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

Final Response:

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 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.

18: What have been the barriers at your college engage in meaningful DEI and Anti-Racism work?

Final Response:

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

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

Final Response:

Responses from our team regarding PD and policy support included:

- “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.