

Student Affairs Council Meeting

August 27, 2020



**HARTNELL
COLLEGE**



1. Systemwide review of police and first responder training and curriculum. (ASCCC, CTE Deans and Faculty)
2. Campus leaders host open dialogue and address campus climate. (CEO's, District Leaders, Campus Police, CSSO's and their Student leaders)
3. Campuses audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum. (Faculty, CIO's, CSSO's, ASCCC)
4. District Boards review and update your Equity plans with urgency. (Chancellor's Office, All Campus Leaders, and District Trustees)
5. Shorten the time for the full implementation of the DEI Integration Plan (DEI Implementation Workgroup, Consultation Council and Chancellor's Office)
6. Engage in the Vision Resource Center "Community Colleges for Change." (Everyone)



- 1. A System wide review of law enforcement officers and first responder training and curriculum.** Our system trains the majority of law enforcement officers, firefighters and EMTs in California. We have an opportunity to transform our communities by leading the nation in training our law enforcement officers and first responder workforce in unconscious/implicit bias, de-escalation training with cultural sensitivity, and community-oriented/de-militarized approaches. This work must be led system wide in partnership with the Academic Senate for California Community Colleges (ASCCC), faculty at our colleges, Career Technical Education Deans, workforce education practitioners, local communities and key stakeholders such as the Commission on Peace Officer Standards and Training (POST).



- 2. Campus leaders must host open dialogue and address campus climate.** The murder of George Floyd, ongoing violence projected in the news, increased unemployment, poverty and inequality impact every single community. Now more than ever, our students, faculty, staff and administrators need to feel a sense of agency and must have open and honest conversations about how we come together as an educational community to keep building inclusive and safe learning environments. Our campuses already use surveys, focus groups and town halls to address campus climate, but building community virtually requires new strategies and tools. This work must be led by our campus CEO's/Presidents in partnership with district trustees, campus police, chief student service officers, campus student leaders and their community.



- 3. Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum.** As campus leaders look at overall campus climate, it is equally critical that faculty leaders engage in a comprehensive review of all courses and programs, including non-credit, adult education, and workforce training programs. Campuses need to discuss how they give and receive feedback and strive to embrace the process of feedback as a productive learning tool rather than a tool wielded to impose judgment and power. Faculty and administrative leaders must work together to develop action plans that provide proactive support for faculty and staff in evaluating their classroom and learning cultures, curriculum, lesson plans and syllabi, and course evaluation protocols. Campuses also need to look comprehensively at inclusive curriculum that goes beyond a single course, such as ethnic studies, and evaluate all courses for diversity of representation and culturally-relevant content. District leaders should engage with local faculty labor leaders to review the tenure review process to ensure that the process promotes and supports cultural competency. Additionally, districts should be intentional about engaging the experiences, perspectives and voices of non-tenured and adjunct faculty in the equity work of the campus. This work must be led in partnership with campus CEO's/Presidents, college faculty, chief instructional officers, chief student service officers, the ASCCC, the Student Senate for California Community Colleges (SSCCC) and campus student leaders.



4. District Boards review and update your Equity plans with urgency. It is time for colleges to take out their Equity Plans and look at them with fresh eyes and answer the question of whether it is designed for compliance or for outcomes. College leaders, both administrative and academic, must have candid conversations about the limitations and barriers to pushing their equity plans and agenda further, and where there are opportunities and support to accelerate the work. Colleges will need to pull together a cross-campus team, including research, human resources, technology, faculty, support services, classified staff and others to focus on naming the barriers, identifying solutions, and then rallying the full campus to engage in meeting the needs. Equity plans must take into consideration the non-credit and adult education students, who consist of close to a million students in our system, and make up some of the most vulnerable and socially disadvantaged groups. We have all seen campuses do what was previously considered impossible as they responded to COVID-19; it is time to channel that same can-do attitude and community resolve towards addressing equity and structural racism. This work must be led system wide in partnership with district trustees, CEO's/Presidents and all campus leaders at all levels.



- 5. Shorten the time frame for the full implementation of the Diversity, Equity and Inclusion Integration Plan.** In 2018, the Board of Governors of California's Community Colleges (Board) mandated that our system create a plan to address diversity, equity and inclusion (DEI) in our workforce and learning environments. This work culminated in a unanimous vote September 2019 where the Board adopted a new system wide statement for DEI that impacts the mission of our system, the Equal Employment Opportunity (EEO) reports submitted by our districts and funding allocations for EEO funds. In addition to a new statement, the Board approved the DEI Integration Plan with a call to fully implement 68 recommendations over the next five years. Our system cannot afford to wait 5 years. The Chancellor calls for the Chancellor's Office DEI Implementation Workgroup, the statewide representatives in the Consultation Council and campus leaders to mobilize to implement all tier 1 recommendations in the next 6 to 12 months and to act with urgency to implement tier 2 recommendations.



6. **Join and engage in the Vision Resource Center “Community Colleges for Change.”** As an educational community, we all need to continue to invest time to learn. The Chancellor’s Office has created a virtual community in the Vision Resource Center where content, dialogue and modules will be uploaded. Visit visionresourcecenter.cccco.edu. After logging in, under the “Connect” menu, visit “All Communities” and look for “Community Colleges for Change”. Select the community and then click “Join Community” to access the content. This site is open to our entire system.



Chancellor's Office Memo Next Steps

This call to action does not end here. Our work has just begun. Similar to the Guided Pathways work you have been engaged in, it will take all of us to host honest conversations, call out structural barriers, present solutions and continually measure our progress to hold ourselves accountable for making progress. We invite you to continue to learn with us. Several of you have already emailed us to get access to the webinar recording and resources mentioned by several of the "Call to Action" webinar



- [Link to the the Chancellor's Office Memo with several resources.](#)