Strategic Direction 2: Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

Supporting Action 1: Strengthen communication of shared governance projects and committee work

Key Results (Measurable outcomes to assess progress)

1. **Research and remove barriers to participation in shared governance (e.g. focus group).**
   Responsible Individual(s): Gio Sosa, Delmy Spencer, Keith Wurtz, Mike Strong

   The college launched its Campus Climate Survey in Fall 2023–a survey that specifically seeks input from the college's employees on an array of institutional facets, including their perceptions of the college's governance processes. In fact, the survey has an entire section devoted to inquiring about employees' perceptions concerning shared governance and committee work. We gathered feedback from over 120 employees representing all employee groups (i.e., classified staff, faculty, administrative staff), suggesting that the resulting findings will indeed be generalizable to all employee groups.

   Next Steps (anticipated future actions)
   The college will prepare and share out survey findings in March 2024. Of particular interest will be in disaggregating the findings by employee groups to explore the extent to which the perceptions of barriers to participation in shared governance vary between, for instance, Classified Staff and other employee groups. The findings will be shared with both Academic and Classified Senate, and the college's council will lead the data sensemaking necessary to identify and address any potential barriers that employees may be experiencing.

2. **Increase staff, student, and faculty participation in shared governance.**
   Responsible Individual(s): Gio Sosa, Delmy Spencer, Keith Wurtz, Mike Strong

   As mentioned in the prior Key Result, the college launched its Campus Climate Survey in Fall 2023–a survey that specifically seeks input from the college's employees on an array of institutional facets, including their perceptions of the college's governance processes. In fact, the survey has an entire section devoted to inquiring about employees' perceptions concerning shared governance and committee work. We gathered feedback from over 120 employees representing all employee groups (i.e., classified staff, faculty, administrative staff), suggesting that the resulting findings will indeed be generalizable to all employee groups.

   Also noteworthy is the increased participation by students in the shared governance process. In contrast to last year, the majority of the college's shared governance committees have at least one student member.

   Next Steps (anticipated future actions)
   As mentioned in the prior Key Result, the college will prepare and share out survey findings in March 2024. Of particular interest will be in disaggregating the findings by employee groups to explore the extent to which the perceptions of barriers to participation in shared governance vary between, for instance, Classified Staff and other employee groups. The findings will be shared with both Academic and Classified Senate, and the college's council will lead the data sensemaking necessary to identify and address any potential barriers that employees may be experiencing.

   The college also intends to hold its now annual committee training in Fall 2024. This training is co-led by the senate presidents and the dean of institutional effectiveness, and is offered to all committee chairs and anyone in the campus community (including students) that may be interested in participatory governance.

3. **Increase participation of traditionally marginalized affinity groups in committees and all advisory groups.**
   Responsible Individual(s): Delmy Spencer, Keith Wurtz, Dan Word, Gio Sosa

The findings stemming from the college's Campus Climate Survey, an employee survey, will be disaggregated by respondents' ethnicity. This approach will help the college examine the extent to which the perceptions about governance-related matters vary by ethnicity. These findings will help inform discussions at the college's council (among other spaces) concerning how to better support employees from minoritized populations to engage in the governance process.

Next Steps (anticipated future actions)
The college will also examine disaggregated data on the percent of individuals participating in shared governance by constituency group in Spring 2024. The college's council will, in turn, examine such information and decide upon a set of strategies to address any observed equity gaps.

Supporting Action 2: Promote and implement practices that enhance race-consciousness and anti-racism

Key Results (Measurable outcomes to assess progress)

1. **Promote race-consciousness and equity in the classroom via scaled professional development activities.**
   Responsible Individual(s): Keith Wurtz, Kay Weiss, Kashaunda Harris, Gio Sosa, Dan Word, Jeff Smith

   Board Update

   The college is dedicated to fostering race-consciousness and equity in the classroom through comprehensive professional development integrated into the faculty evaluation process that empowers instructors with the tools and awareness necessary to create inclusive learning environments that address systemic disparities. For example, the utilization of disaggregated student equity data as a component of faculty evaluation, which encourages faculty to reflect on and confront inequities head-on and adjust their practices to better support marginalized student populations. Additionally, the college encourages faculty members to review and adopt the syllabus and classroom strategies from the USC Equity-Minded Syllabus Review.

To better support the aforementioned efforts, the Office of Institutional Effectiveness, Research & Planning (OIERP) has partnered with a third-party vendor to create a corresponding data dashboard allowing all faculty – including both full-time and part-time faculty – the opportunity to critically examine their specific section data by ethnicity, gender, and age.

The Professional Development Committee has also sponsored faculty participation in the following activities:

(a) The Association of College and University Educators (ACUE); approximately 35 participants from both colleges
(b) California Community Colleges' Success Network's (3CSN) online equity courses (Equity 101 and 102); approximately 8 participants from the college.
(c) Leadership Education for Asian Pacifics (LEAP); 1 participant
(d) Asian Pacific Americans in Higher Education (APAHE); between 4-5 participants
(e) Puente Project; 2 participants
(f) The African American Male Education Network and Development (A2MEND); 6 participants (including 5 students)

Chancellor's Update

The college is dedicated to fostering race-consciousness and equity in the classroom through comprehensive professional development integrated into the faculty evaluation process that empowers instructors with the tools and awareness necessary to create inclusive learning environments that address systemic disparities. For example, the utilization of disaggregated student equity data as a component of faculty evaluation, which encourages faculty to reflect on and confront inequities head-on and adjust their practices to better support marginalized student populations. Additionally, the college encourages faculty members to review and adopt the syllabus and classroom strategies from the USC Equity-Minded Syllabus Review. This framework encourages instructors to critically examine their course materials, assignments, and policies through an equity lens. Moreover, the college emphasizes the importance of discussing disproportionate impact and race-consciousness at every stage of the faculty evaluation process including the initial conference, self-evaluation, formal evaluation summary, and final conference, which all provide

opportunities for reflection and collaboration on ways to further integrate race-conscious practices into teaching methodologies.

To better support the aforementioned efforts, the Office of Institutional Effectiveness, Research & Planning (OIERP) has partnered with a third-party vendor to create a corresponding data dashboard allowing all faculty – including both full-time and part-time faculty – the opportunity to critically examine their specific section data by ethnicity, gender, and age. As part of that same effort, the OIERP is also developing a second dashboard offering all faculty section-specific disaggregated student learning outcomes (SLO) data. This dashboard will allow faculty to more directly examine the extent to which all student populations, particularly racially minoritized populations, are acquiring the knowledge, skills, and abilities set forth by corresponding course-level SLOs.

The Professional Development Committee has also sponsored faculty participation in the following activities:

(g) The Association of College and University Educators (ACUE); approximately 35 participants from both colleges
(h) California Community Colleges' Success Network's (3CSN) online equity courses (Equity 101 and 102); approximately 8 participants from the college.
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(j) Asian Pacific Americans in Higher Education (APAHE); between 4-5 participants
(k) Puente Project; 2 participants
(l) The African American Male Education Network and Development (A2MEND); 6 participants (including 5 students)

Lastly, workshop threads and keynote speakers focusing on diversity, equity, inclusion and anti-racism have been a continual part of our campus Flex and In-service Programs.

Next Steps (anticipated future actions)

The aforementioned dashboards will be completed by the end of the Spring 2024 term. Moreover, the college is currently working with Technology and Educational Support Services (TESS) to include ethnicity on all instructor rosters to help identify areas where groups of students might be struggling so that faculty can develop

strategies to address. They will also be incorporated into the college's forthcoming Data and Equity Coaching program launching later in Spring 2024.

Additionally, the Professional Development Committee is committed to sponsoring an additional two-years of partnership with ACUE. The committee will continue to encourage faculty to explore areas that support DEIA and student success.

2. **Promote race-consciousness and equity in student and instructional support services via processes that enhance equity in access (e.g., Streamlining Project).**
   Responsible Individual(s): Delmy Spencer, Gio Sosa, Ivan Pena, Kay Weiss

Board Update

The college continues to participate in the state chancellor's office Streamlining Project (now referred to as the Vision Aligned Reporting (VAR) program). The focus of these efforts is on examining student access to key services and resources, including Financial Aid, University Transfer Center, tutoring support services, counseling appointment attendance, receipt of food vouchers and gift cards, and receipt of alternate media/assistive technology assistance (among others). The college has taken an intentional approach to specifically examine the representation of Hispanic/Latinx and Black/African American students in these support services relative to their representation in the student population (e.g., if 4.3% of all students are Black/African American is it also the case that 4.3% of those accessing tutoring services are also African American/Black?). In this way, student support programs are actively engaged in employing disproportionate impact methods to identify equity gaps with respect to specific support activities. This is an ongoing and iterative endeavor, and one done in collaboration with the Office of Institutional Effectiveness, Research & Planning. This work has empowered all student support programs to develop plans to better serve Black/African American, Hispanic/Latinx, and economically disadvantaged students and help close observed equity gaps in these support services. The college's participation in the VAR program, and the success it has achieved as a result, has helped to spur the state chancellor's office to scale this program statewide as of the 2024-2025 academic year.

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Next Steps (anticipated future actions)

The college will complete the fourth year of participation in the VAR pilot program in Spring 2024. The college's project lead has also been invited to lead a discussion on

the college's efforts at a regional convening of community colleges sponsored by the state chancellor's office in preparation for the full launching of the program in 2024-2025. The convening is scheduled to take place in March 2024.

3. **Institutionalize collegewide events that support equity and anti-racism (e.g., One Book One College).**
   Responsible Individual(s): Kay Weiss, Ericka Paddock

   Board Update

   In 2020, the college began its One Book/One College program. A team of five individuals (Chloe de los Reyes, Kashaunda Harris, Elizabeth Langenfeld, Ericka Paddock, and Kay Weiss) participated in the Leading From the Middle Academy where initial plans were developed with an overarching goal of engaging the campus community in active dialogue about issues related to equity, diversity, and inclusion. The team desired to create brave spaces where students, faculty, and staff could discuss challenging topics and learn from each other.

   Through this planning process, the following criteria for book selection were established:

   - Addresses issues of equity and inclusion
   - Is relevant to the current student population
   - Inspires critical dialogue and an opportunity to test one's own ideas
   - Is interdisciplinary
   - Elicits or inspires empathy
   - Builds community amongst students and staff
   - Is accessible

   A call went out for book nominations. In the first year, 24 books were recommended. From those recommendations, the committee chose *Spare Parts* by Joshua Davis, the story of 4 undocumented high school students who participate in a national underwater robotics team.

   This year, we have incorporated faculty instruction guides, helping faculty to plan strategies for incorporating the "college read" program into their disciplines. We continue to host guest speakers, documentary screenings, book discussions, and other

related workshops open to students, faculty and staff.

The management team has also utilized the book as a component of its monthly professional development activity.

Chancellor's Update

In 2020, the college began its One Book/One College program. A team of five individuals (Chloe de los Reyes, Kashaunda Harris, Elizabeth Langenfeld, Ericka Paddock, and Kay Weiss) participated in the Leading From the Middle Academy where initial plans were developed with an overarching goal of engaging the campus community in active dialogue about issues related to equity, diversity, and inclusion. The team desired to create brave spaces where students, faculty, and staff could discuss challenging topics and learn from each other. The committee explored how the program supported and integrated with Guided Pathways and the research on the student success factors conducted by the Research & Planning Group for California Community Colleges (RP Group).

Through this planning process, the following criteria for book selection were established:

- Addresses issues of equity and inclusion
- Is relevant to the current student population
- Inspires critical dialogue and an opportunity to test one's own ideas
- Is interdisciplinary
- Elicits or inspires empathy
- Builds community amongst students and staff
- Is accessible

A call went out for book nominations. In the first year, 24 books were recommended. From those recommendations, the committee chose *Spare Parts* by Joshua Davis, the story of 4 undocumented high school students who participate in a national underwater robotics team. A variety of events were held throughout campus including book talks, essay contests, documentary screenings, a visit by one of the four students who was a subject of the book, and a robotics competition. In year two, *Between the World and Me* by Ta-Nehisi Coats was selected. Year three brought *This is How it Always Is* by Laurie Frankel to our campus. The author's visit was a highlight as she spent time with the larger community discussing the book, with our creative writing students about the writing process and she participated in a VIP dinner/fireside chat with community members. During year four, we are reading *They Called Us Enemy*

by George Takei. Mr. Takei will visit the campus later in the year. This year, we have incorporated faculty instruction guides, helping faculty to plan strategies for incorporating the "college read" program into their disciplines. We continue to host guest speakers, documentary screenings, book discussions, and other related workshops open to students, faculty and staff.

The management team has also utilized the book as a component of its monthly professional development activity.

Next Steps (anticipated future actions)
The committee has grown in size, representing more disciplines, helping to reach more faculty and encouraging them to both adopt the book and to address its themes within their courses. We continue to explore different elements of diversity, equity, inclusion, and accessibility (DEIA) within the book selections. Next year's book, *The Parable of the Sower by* Octavia Butler, will expand the program through a partnership with the University of Redlands and the Redlands Public Library.

4. **Prioritize the implementation of activities in the college's equity plan to better support Black/African American and Hispanic/Latinx students.**
   Responsible Individual(s): Delmy Spencer, Keith Wurtz, Gio Sosa, Ivan Pena, Ericka Paddock

Board Update
In Fall 2023, the Student Equity and Achievement Committee reviewed the college's Equity Plan activities. Shown below are select highlights documented in the CCCCO Student Equity and Achievement Program report.

Metric: Successful Enrollment
   ● Disproportionate Impact (DI) Student Group: Black or African American

- Instruction Action Step: Provide open educational resources to students.
  - Instruction Implementation Status: Implementation in Progress
- Student Services Action Step: Identify African American students who have yet to complete their educational plans and use Starfish and partnerships with their instructors to connect them with the Counseling Department.
  - Student Services Implementation Status: Implementation in Progress

Metric: Retention: First Primary Term to Secondary Term
- Disproportionate Impact (DI) Student Group: Black or African American
- Instruction Action Step: Provide training and ongoing support to 30 teaching faculty on the use of DEI (Diversity, Equity, and Inclusion) strategies in the classroom.
  - Implementation Status: Fully Implemented,
- Student Services Action Step: Showcase African American/Black student's success stories and celebrate African American/Black students' accomplishments.
  - Student Services Implementation Status: Implementation in Progress,

Metric: Transfer
- Disproportionate Impact (DI) Student Group: Hispanic or Latino/a/x
- Instruction Action Step: Provide disaggregated data for Faculty to review during their evaluation process so that instructors are regularly examining the impact on diversity, equity, and inclusion outcomes in their classrooms Crafton Hills College
  - Instruction Implementation Status: Fully Implemented
- Student Services Action Step: Develop marketing and promotion materials to help increase a transfer-going culture in the Hispanic/Latinx community and businesses to help students and families better understand the benefits of transferring to a four-year University relative to employment immediately after an Associate's Degree. These efforts will use Spanish phrasing in marketing materials (e.g., "Si se Puede!") when providing transfer-related information, and the development of support programs, such as Learning Communities and Hispanic Heritage Month activities.
  - Student Services Implementation Status: Planning to Implement

In January 2024, the college's Student Equity and Achievement (SEA) Committee agreed to explore the prospect of using Cascade, our district's tool for documenting its progress towards meeting board and college goals, to assess the college's progress towards realizing the various objectives outlined in its Equity Plan. The regular and effective use of Cascade will result in more intentional (and consistent) discussion about how our college can better support its minoritized populations, particularly Black/African and Hispanic/Latinx students.

Chancellor's Update
In Fall 2023, the Student Equity and Achievement Committee reviewed the college's Equity Plan activities and noted the highlights shown below in the CCCCO Student Equity and Achievement Program report.

Metric: Successful Enrollment
- Disproportionate Impact (DI) Student Group: Black or African American
- Instruction Action Step: Provide open educational resources to students.
  - Instruction Implementation Status: Implementation in Progress
- Student Services Action Step: Identify African American students who have yet to complete their educational plans and use Starfish and partnerships with their instructors to connect them with the Counseling Department.
  - Student Services Implementation Status: Implementation in Progress

Metric: Completed Transfer Level Math & English
- Disproportionate Impact (DI) Student Group: Hispanic or Latino/a/x Instructional Action Step: Increase access to disaggregated data by course success for classes taught by instructors
  - Instruction Implementation Status: Implementation in Progress,
- Student Services Action Step: Implement the new Guided Pathway Counseling Model, to focus on Student Equity principles.
  - Student Services Implementation Status: Implementation in Progress,

Metric: Retention: First Primary Term to Secondary Term
- Disproportionate Impact (DI) Student Group: Black or African American
- Instruction Action Step: Provide training and ongoing support to 30 teaching faculty on the use of DEI (Diversity, Equity, and Inclusion) strategies in the

classroom.
  - ○ Implementation Status: Fully Implemented,
- Student Services Action Step: Showcase African American/Black student's success stories and celebrate African American/Black students' accomplishments.
  - ○ Student Services Implementation Status: Implementation in Progress,

Metric: Transfer
- Disproportionate Impact (DI) Student Group: Hispanic or Latino/a/x
- Instruction Action Step: Provide disaggregated data for Faculty to review during their evaluation process so that instructors are regularly examining the impact on diversity, equity, and inclusion outcomes in their classrooms Crafton Hills College
  - ○ Instruction Implementation Status: Fully Implemented
- Student Services Action Step: Develop marketing and promotion materials to help increase a transfer-going culture in the Hispanic/Latinx community and businesses to help students and families better understand the benefits of transferring to a four-year University relative to employment immediately after an Associate's Degree. These efforts will use Spanish phrasing in marketing materials (e.g., "Si se Puede!") when providing transfer-related information, and the development of support programs, such as Learning Communities and Hispanic Heritage Month activities.
  - ○ Student Services Implementation Status: Planning to Implement

Metric: Completion
- Disproportionate Impact (DI) Student Group: Black or African American
- Instruction Action Step: Continuing the partnership with the USC Race and Equity Center and leveraging that relationship to continue to engage faculty and staff on key equity matters—such as applied equity literacy, culturally relevant teaching, equity-minded syllabi, equity in student support, and equity-driven data literacy. Additionally, we intend to increase the number of African-American faculty and staff.
  - ○ Instruction Implementation Status: Implementation in Progress

- Student Services Action Step: Continue to regularly scheduled cultural events

that celebrate African American/Black heritage and increase community events via partnerships with local organizations (e.g., A2MEND, 100 Black Men of the Inland Empire, 100 Black Women of the Inland Empire).

- Student Services Implementation Status: Implementation in Progress,

In January 2024, the college's Student Equity and Achievement (SEA) Committee agreed to explore the prospect of using Cascade, our district's tool for documenting its progress towards meeting board and college goals, to assess the college's progress towards realizing the various objectives outlined in its Equity Plan. The regular and effective use of Cascade will result in more intentional (and consistent) discussion about how our college can better support its minoritized populations, particularly Black/African and Hispanic/Latinx students.

Next Steps (anticipated future actions)
The SEA Committee will review Cascade and make a decision about adopting it to monitor the college's Equity Plan in February 2024. Should the committee decide in favor of using Cascade, the college will launch its Cascade-based implementation by the end of Spring 2024.

Supporting Action 3: Promote and implement practices that enhance well-being and engagement

Key Results (Measurable outcomes to assess progress)

1. **Provide mentorship for transfer students to maximize the impact of DEI and minimize the adverse impact.**
   Responsible Individual(s): Ivan Pena, Mariana Macamay, Kashaunda Harris

The college's University Transfer Center (UTC) promoted a culture of transfer by inviting four first-generation, Latinx alumni/transfers to participate in a panel discussion during the 2023 Hispanic Heritage Month grand opening event. Alumni shared their experiences, advice, and encouragement with current students.

The college's new counseling model promotes student engagement by celebrating student milestones. The Completion Coaches facilitate transfer workshops, serve as chaperones on field trips, and mentor students who are interested in transferring.

Next Steps (anticipated future actions)
The University Transfer Center (UTC) is also coordinating an African American alumni/transfers panel for current students who are scheduled to participate in a panel activity during Black History Month 2024. The UTC will continue to create opportunities for alumni and current students to engage in conversations and activities which promote mentorship and networking.

2. **Continue and expand the onboarding program for new faculty and staff with designated mentors (New Faculty Orientation and Mentoring Onboarding Professional Education Development (MOPED)).**
Responsible Individual(s): Kay Weiss, Kashuanda Harris, Souts, Rejoice

The New Faculty Orientation Program (recently renamed the Tenure Track Academy) was initiated during the 2020-2021 academic year through a series of workshops designed to support the transition to full-time faculty work. The Academic Senate desired to add a mentorship program and work is continuing through the Academic Senate's Mentoring Onboarding Professional Education Development (MOPED) Sub-Committee.

A Classified Onboarding Program has also been implemented and takes place once each semester. It is designed to foster collective knowledge and community among newly hired classified professionals. The program includes an introduction to shared governance, policy and procedure, and introduction to the college. Invited facilitators

include members from the Classified Senate executive board, CSEA executive board, Professional Development Committee tri-chairs, and staff from the foundation office.

Next Steps (anticipated future actions)

The next steps include adding a new diversity, equity, inclusion, and accessibility (DEIA) component, the Open for Antiracism (OFAR) Canvas course, to the new faculty orientation program. This five-week course will provide guided modules for newly hired faculty. Topics will focus on defining antiracism, understanding culturally responsive pedagogy, and creating student-centered antiracist action plans.

The college will continue to evaluate both the Tenure Track Academy and the Classified Onboarding programs for updates and improvements.

3. **Institutionalize events and trainings centered on enhancing employee well-being and mental health.**

Responsible Individual(s): Kay Weiss, Kashuanda Harris

The college is currently piloting a workplace wellness program in collaboration with the University of Redlands. The pilot includes 25 employee participants. The program can also stand as a "train the trainer" model in which we offer the college's employees the opportunity to facilitate campus-wide trainings and activities centered on the health & wellness techniques learned.

Flex and in-service days continue to offer threads on health and wellness. The college's Professional Development Committee (PDC) supports individual health and wellness practices through conferences and webinars.

Next Steps (anticipated future actions)

The next steps include identifying employees interested in facilitating health and wellness workshops throughout the coming academic year. The college also intends to collaborate with local health practitioners in neighboring communities to offer workshops and training opportunities to college employees. The college will therefore create a schedule of activities, events, and training opportunities for the upcoming academic year, complete with title, descriptions, and facilitators.

The Professional Development Committee (PDC) will explore the possibility of reinstating the Wellness Wednesday concept, which provided in-person and online activities and techniques for stress relief, mental health, and self-care.