2020 WEST VALLEY COLLEGE

ANTI-RACISM AND INCLUSION ACTION PLAN
Section 1. Introduction and Overview

MESSAGE FROM THE COLLEGE PRESIDENT

West Valley College is committed to addressing racially biased structures, addressing anti Black racism, becoming culturally proficient in all cultures our students represent, and producing equitable and successful outcomes for all minoritized students (eliminating the equity gap).

This action plan outlines in detail the pathway to the college goal of creating a truly Anti Racist environment in which all students feel a sense of belonging on campus and achieve their academic goals of degree and certificate completion, transfer or job skills training at equal levels between racial groups. The foundational work needed to achieve an Anti Racist environment is to dismantle structures of inequity and ensure anti Black racism at the college does not have a foothold. This plan is designed to do just that in five areas. An important premise in this plan is that undoing a history of inequitable outcomes at the college requires a parallel process of dismantling barriers and old cultural norms while also building a new institutional culture based on centering the experiences and needs of marginalized and minoritized members of our community, most prominently Black, Indigenous and Latinx students and employees. This plan is the first step of many that we will be taking to dismantle bias at the college. It is our belief that beginning with a focus on anti Black racism will create the strongest foundation for our work in addressing other forms of bias.

Sincerely,

Stephanie Kashima
President, West Valley College
ANTI-RACISM & INCLUSION ACTION PLAN

The West Valley College Anti-Racism & Inclusion Action Plan was developed during the summer of 2020 and set forth a plan of action regarding the five primary goals, along with metrics to measure the attainment of these goals and the resources necessary to accomplish them.

THE ANTI-RACISM & INCLUSION ACTION PLAN CONSISTS OF FIVE PRIMARY GOALS:

GOAL A: Unearthing, examining, acknowledging and identifying concrete actions to account for the racial history of West Valley College

GOAL B: Address Anti-Blackness in the campus culture

GOAL C: Implement sustainable actions to contribute to an anti-racist culture at West Valley College

GOAL D: Create a cultural competency training for staff, students, faculty and administrators

GOAL E: Creating a welcoming, supportive, and inclusive campus climate

Each section is led by a member of the Anti-Racism and Inclusion Team. Each section also has an accompanying team made up of individuals from across the college. The teams will be responsible for soliciting information from students, staff, faculty and administrators to ensure campus wide involvement, perspectives, and insight.

Progress Evaluation Process
The Black/African American Student, Staff, Faculty Council and the Commission for Equity and Inclusion will be responsible for evaluating the progress of each goal bi-annually.
Evaluation Key

Excellent – Measured objective’s performance was excellent.

Satisfactory – Measured objective’s performance was satisfactory.

Developing – Measured objective’s performance was below standard.

Needs Improvement – Measured objective’s performance was not met.
Section 2. Key Definitions, Terms & Guiding Principles for this plan

ANTI-RACISM

I define an Anti Racist as someone who is expressing an Anti Racist idea or supporting an Anti Racist policy with their actions,” Kendi said. “And I define an Anti Racist idea as any idea that says the racial groups are equal.

In How to Be An Anti Racist, Kendi writes:
To be Anti Racist is to think nothing is behaviorally wrong or right — inferior or superior — with any of the racial groups. Whenever the Anti Racist sees individuals behaving positively or negatively, the Anti Racist sees exactly that: individuals behaving positively or negatively, not representatives of whole races. To be Anti Racist is to deracialize behavior, to remove the tattooed stereotype from every racialized body. Behavior is something humans do, not races do.

How Ibram X. Kendi’s Definition of Antiracism Applies to Schools
The principles were designed to honestly acknowledge and repair our college racial history. We offer a set of GUIDING PRINCIPLES to strengthen the goal of becoming an anti-racist college through necessary changes and to continue to build an anti-racist West Valley College campus climate.

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

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

- **Demonstrating Personal Accountability:** Taking personal responsibility for countering racist institutional structures, practices, and cultures that disenfranchise, marginalize, and disadvantage minoritized students, faculty, campus employees, and administrators.

- **Confronting Racist Ideologies:** Confronting racist ideologies and practices by holding one another accountable for individual and institutional actions, inactions or expressions of racist ideas.

- **Eliminating Disparities:** Eliminating disparities in student outcomes by changing cultures, policies, practices, and pedagogies that perpetuate inequitable outcomes for groups that experience disproportionate impact.

- **Eradicating Racism:** Eradicating systemic racism, racial oppression, white fragility and white supremacy by changing cultures, policies, practices, and pedagogies.

- **Elevating Marginalized Voices:** Elevating and centering the stories, needs, and experiences of marginalized members of our community in our daily teaching, support practices, and employee engagements.

- **Honoring and Memorializing Contributions:** Honoring and memorializing the histories and contributions of marginalized communities and humanizing individuals and populations who have been negatively impacted by historical and systemic racism, dehumanizing language, microaggressions, and other exclusive practices.

- **Building an Inclusive Environment:** Building and sustaining an inclusive environment, in all areas of campus, where all students, faculty, campus professionals, and administrators feel at home, safe, welcomed, valued, and empowered.

- **Validating Truth of Harm:** Demonstrating compassion to students, campus professionals, faculty, administrators, and community members through actions that convey understanding, empathy, care, flexibility, and personal investment.
STRATEGIC GOALS

GOAL A:
Unearthing, examining, acknowledging and identifying concrete actions to account for the racial history of West Valley College

OBJECTIVE:
Intentionally and authentically examine the racial history of West Valley College

RATIONING:

A1. Examine the Racial History
A2. Disaggregate Student Success Data to Reveal Hidden Patterns of Racial Inequity
A3. Lift Black/African American Voices; Expose Past Experiences
A1. Examine the Racial History

**Authentically examine West Valley College’s racial history:**
- Conduct research via interviews and review of past data and archival documents
- Share findings with the campus community during an open forum and through a written report
- Identify and remove campus rituals, symbols and artifacts that contribute to racial inequities
- Statues, named buildings, donors, scholarships, mascots, traditions
- Identify tangible and concrete ways to create a culture of equity and inclusion
- Look for ways to demonstrate (e.g., art, memorials, events) commitment to equity, inclusion and diversity on campus

**Working Group, Lead**
Debra Y. Griffith, Interim Vice President, Student Services

A2. Disaggregate Student Success Data to Reveal Hidden Patterns of Racial Inequity

**Examine, Access, Disaggregate Data:**
- Proportion of Black/African American students enrolled, compared to the proportion of the Black population in the service area
- Proportion of Black/African American graduates of local high schools enrolled

**Campus Effort**
- Black/African American student-to-faculty ratio
- Black/African American student representation on student government
- Proportion of Black/African American students utilizing campus support services
- Proportion of Black/African American students involved in high impact programs

**Retention**
- Fall to spring persistence rate for Black/African American 1st year students
- Fall to fall persistence rate for Black/African American 1st year students
- Persistence of Black/African American students within majors/major changing patterns

**Excellence**
- Proportion of Black/African American students who graduate with honors
- Proportion of Black/African American students who are on the dean’s list
- Transfer rate of Black/African American students
- Proportion of entering Black/African American students who complete a program of study

**College Policies**
- Lead college initiative to accurately document all current college-specific policies and practices
- Evaluate all policies and practices using Anti-Racist framework
- Eliminate/revise policies/practices which create racial barriers to success

**Working Group, Lead**
Chris Dyer, Vice Provost, and Dean of Instruction
A3. Lift Black/African American Voices; Expose and Acknowledge Past Experiences

Examine students’ and employees’ experiences of anti-Blackness on the campus and in the workplace using quantitative and qualitative methods:

- Identify significant institutional methods to lift Black voices that can be institutionalized
- 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
- Intentionally explore the intersection of Black/African American racial/ethnic identity with other salient identities: Black/African American LGBT students, parents, adult learners, student-athletes, students with disabilities, justice-impacted, veterans, foster youth, homeless, transfer students

Working Group, Lead
Debra Y. Griffith, Interim Vice President, Student Services
Stacy Gleixner, Provost & Vice President, Instruction
GOAL B:
Address Anti-Blackness in the campus culture

OBJECTIVE:
Address Anti-Blackness in and out of the classroom

RATING: 🍇

B1. Curriculum Review
B2. Student Outreach
B3. Support Services
B4. Student Conduct Process
B5. Bias Response System
B1. Curriculum Review

Conduct comprehensive formal review of all course outlines, syllabi, textbooks, 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 the gateway courses curriculum
- Create formal avenue for students to provide feedback to faculty on biased materials and pedagogies in class

**Working Group, Lead**

Cheryl Miller, Coordinator Disability and Educational Support Program
former Chair Curriculum Committee

This sub-goal will be led by faculty

B2. Student Outreach

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

- Outreach practices, student groups we are recruiting, yielding and those we are not

**Working Group, Lead**

Joe McDevitt, Program Director, Student Outreach
B3. Support Services

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

Working Group, Leads
Joe McDevitt, Program Director, Student Outreach
Mae Conroy, Acting Dean of Student Services
Ajani Bryd, Acting Dean of Student Equity & Success

B4. Student Conduct Process

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

• Demographic of those referring, being reported, being disciplined at each level of severity and the overlay of types of conduct being referred
• Through qualitative and quantitative approach, assess the persistent and unchecked racial microaggressions (ascription of intelligence, pathologizing culture of criminality)

Working Group, Lead
Mae Conroy, Acting Dean, Student Services

B5. Bias Response System

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

• Create a Bias Education Response Team

Working Group
Commission for Equity and Inclusion
GOAL C:
Implement sustainable actions to contribute to an Anti-Racist culture at West Valley College

OBJECTIVE:
Embed an Anti-Racist leadership framework into the fiber of West Valley College

RATING:

C1. Demonstrate Commitment
C2. Establish a Black Resource Center
C3. Ongoing Open Dialogue Regarding Anti-Racist Behaviors, Policies & Practices at West Valley College. Lift Black/African American Students, Staff & Faculty Voices & Experiences
C1. Demonstrate Commitment
- Incorporate the Anti-Racist and Inclusion Action Plan into all strategic plans
  - College, Student Services, Instruction and Schools
- Widely publicize the Anti-Racist and Inclusion Action Plan and progress
  - Website, Social Media, Forums
- Include the WVC Anti-Racist mission statement on syllabi
- Implement Anti-Racist Guiding Principles

C2. Establish a Black Resource Center
Create a dedicated space for Black Resource Center
- Dedicated Space, Community Resources, Student Services, Academic Support, Institutionalized Cultural Programming, Secured Permanent Funding

Working Group, Lead
Phillip Severe, SUCCESS Counselor, Umoja Community

C3. Ongoing Open Dialogue Regarding Anti-Racist Behaviors, Policies & Practices at West Valley College. Lift Black/African American Students, Staff and Faculty Voices and Experiences
Create an ongoing dialogue/feedback space
- 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
- Spring 2021, identify and implement a formal survey process to gain insight to the experience of the Black/African American student, staff, faculty experience at WVC

Working Group
President’s Executive Team
GOAL D:
Create a cultural competency training for staff, students, faculty, and administrators

OBJECTIVE:
Implement core social justice learnings for all staff, faculty, & student employees to increase capacity

RATING:

D1. Capacity Building

Offer ongoing internal learning opportunities
• Create intentional learning for students, staff, and faculty
• Create intentional learning for the President’s Cabinet and the Senate Chairs

Working Group, Lead
Debra Y. Griffith, Interim Vice President Student Services
GOAL E:
Creating a welcoming, supportive, and inclusive campus climate

OBJECTIVE:
Develop an intentional partnership with HR and institutionalize an on-boarding process for staff, faculty, and administrators

RATING: 

E1. Increase Efforts and Innovative Strategies to Attract and Retain Historically Underrepresented or Marginalized Communities and Examine the Selection Process
E2. Onboarding
E3. Recruit & Retain a Greater Number of Historically Underrepresented, Under Served Students
E4. Campus Experience
E5. Develop a Campaign to Include Diverse Students, Staff, Faculty & Administrator Stories
E6. Equity and Inclusion Hall of Fame Award
E7. Employee Resource Groups (ERGS)
E1. Increase Efforts and Innovative Strategies to Attract and Retain Historically Underrepresented or Marginalized Communities and Examine the Selection Process

**Expanding the recruitment reach**
- Work with HR to expand locations of position advertisements to reach more candidates of color.
  - Update diversity statement in job descriptions.

**Working Group, Lead**
Stephanie Kashima, President

E2. Onboarding

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

- Implement an onboarding process mentoring program for POC faculty, staff, administrators to successfully retain diverse staff and faculty

**Working Group, Lead**
Debra Griffith, Interim Vice President, Student Services

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

Create a collaborative outreach plan with Student Services and the deans of each school to develop formal process

- Increase Black/African American student enrollment
- Identify and remove potential barriers and create targeted outreach and recruitment plan
- Increase percentage of students applying for and receiving financial aid to 100% of those eligible
- Establish dual enrollment partnership with ESUHSD
- Create housing solutions on campus to better serve students from other service areas
- Implement transportation solutions to create access for East Side Union High School District students

**Working Group, Lead**
Joe McDevitt, Program Director, Student Outreach
E4. Campus Experience
Create and implement on-going programs to enhance connection to POC students, staff, faculty, and administrators

Working Group
Campus Experience Task Force

E5. Develop a Campaign to Include Diverse Students, Staff, Faculty and Administrator Stories
Expand Student Stories
• Expand campaign to include stories in other languages

Working Group, Lead
Scott Ludwig, Director, Marketing and Communication

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

Working Group
Commission for Equity and Inclusion

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

Working Group, Lead
Debra Griffith, Interim Vice President, Student Services
Student Statistics (Race)
Retrieved March 2020

- 40% White Non-Hispanic
- 30% Hispanic
- 17% Asian
- 7% Multi-Ethnicity
- 3% Pacific Islander
- 2% African-American
- 1% Unknown
- .2% American Indian/Alaskan Native
Staff, Faculty and Administration Statistics (Race)
Retrieved March 2020

- 62% White Non-Hispanic
- 15% Asian
- 13% Hispanic
- 4% Black/African-American
- 3% Unknown
- 2% Multi-Ethnicity
- 1% American Indian/Alaskan Native
### Students by Race and Gender

- **Total Students:** 14,643
- **AANHPI:** 12%
- **African American:** 8%
- **Latinx:** 10%
- **Other:** 2%
- **Unknown:** 4%
- **White:** 18%

### Tenured Faculty by Race and Gender

- **AANHPI:** 2%
- **African American:** 3%
- **Latinx:** 4%
- **Other:** 1%
- **Unknown:** 1%
- **White:** 66%

### Non-tenured Faculty by Race and Gender

- **AANHPI:** 8%
- **African American:** 2%
- **Latinx:** 6%
- **Other:** 2%
- **Unknown:** 2%
- **White:** 70%

### Academic Senate by Race and Gender

- **AANHPI:** 10%
- **African American:** 10%
- **Latinx:** 4%
- **Other:** 2%
- **Unknown:** 4%
- **White:** 67%

### Senior Leadership by Race and Gender

- **AANHPI:** 20%
- **African American:** 12%
- **Latinx:** 12%
- **Other:** 2%
- **Unknown:** 0%
- **White:** 40%

*In some instances, the percentages may be different in the aggregate due to rounding error.*
Special Acknowledgments

This plan would not be possible without the pivotal actions of the individuals identified below.

Chancellor Davis
For his visionary leadership as the President of West Valley College in identifying positions, spaces on campus for the Center of Identity, Exploration and Inclusion, and the funding to sustain it and for his steadfast leadership in driving the need for an Anti-Racist plan at the District.

President Kashima
For her unwavering commitment in initiating the effort for this Anti-Racist & Inclusion Plan and creating a campus environment through which this could be possible.

Ms. Carolyn Nash
Former counselor and coordinator of Umoja before it was Umoja. She advocated for the classes, release time, and the resources. She advocated for the English department to be a part of the cohort curriculum.

The Black/African American Affinity Group
For voicing their experiences and advocating for an Anti-Racist West Valley College.

Black/African American current and former students
For voicing their experiences and advocating for an Anti-Racist West Valley College for themselves and the students we serve.

Inspirational document used for the construction of our plan:
Dr. Regina Stanback Stroud, former Chancellor, Peralta CCD
Mr. Lasana Hotep, Director of Diversity, Equity, Inclusion and Belonging, UC Berkeley
Dr. J. Luke Wood, Distinguished Professor of Education and Vice President of Student Affairs and Campus Diversity, San Diego State University
Dr. Frank Harris III, Professor of Postsecondary Education and Co-Director, CCEAL, San Diego State U and their “Addressing Anti-Blackness Equity Framework”

For tirelessly advocating for our Black/African American students:
Ms. Herlisa Hamp
Inaugural Dean of Student Equity and Success and former Director of Student Equity. She implemented her vision of student equity at the campus through a comprehensive program of activities to raise the level of awareness about equity and to create an inclusive environment for students. It is in her memory that we continue to do our work to eliminate racial bias at the college.

For her courageous leadership:
Dr. Debra Y. Griffith, Interim Vice President, Student Services
For the vision she has brought to West Valley College to dismantle racism and bias in every form. Her programming and student-centered values have changed the culture and identity of the campus and will continue to lead us to our ultimate goal of creating a truly equitable college.