

Call to Action: Implementation Plan

Our Call to Action			Membership	Last Meeting: 5/13/2021 Updated: 6/16/21
Goal: Implement a Culture of Care and Empathy to ensure that Black Students matter			07/27/20: Presidential Task Force: Our Call to Action	
1. Disaggregated Data & Inquiry	Lead(s)	Timeframe	Resources	Notes
a. Develop and administer a campus racial climate survey to students and to employees to better understand our students' and employees' experiences	Rajinder Samra, Dr. Foster	Spring 2022		12/10/20: Discussion on including campus climate as part of the upcoming accreditation survey; doing a separate online campus climate survey; waiting until students return to campus to do a campus climate survey.
b. Conduct listening sessions with our current Black students to better understand their experiences and needs. Communities of Practice Student Listening Sessions	Rajinder Samra, Dr. Foster	Spring 2022		Focus Group Findings Report 5/13/21: Nadiyah: re: Instruction & Curriculum - 1) next step might be to alert faculty so that they can start thinking about their curriculum universally. 2) Previously had a discussion about curriculum activities in the classroom and how they can potentially be traumatizing -- have some kind of communities of practice where faculty can think together about the topic. There is a desire to discuss racism and racial history, but how to do that in a way that there's a lot of support for students so that we're not learning about things and triggering trauma at the same time. 5/13/21: Shawn: Suggest going from the "students up" and figuring out as a listening session, what are the students comfortable with, where are their choke points and then being able to address that from their point of view where we're not overstepping and retraumatizing and do some things that may be counter to what they actually wanted.
c. Disaggregate data on student access, persistence/retention, and completion to reveal hidden patterns of racial inequity within all programs and disciplines	Rajinder Samra, Dr. Foster	Ongoing		08/14/20: Key Outcomes by Race-Ethnicity at LPC, PPT at College Day, 2020. 11/12/20: Part of Program Review data packets & dashboard; New types of disaggregated data will be provided for fall 2021 Program Review 12/2/20: Changes in Student Populations Fall 2020 vs. Fall 2019
d. Provide demographic student success data (to include race/ethnicity) to each instructor, at their request, for their class sections to monitor their own progress on student equity	Rajinder Samra, Dr. Foster	Ongoing		Data was provided to 26 faculty members who requested it. A training/discussion session was held on Oct 29th.
2. Campus Climate & Communication	Lead(s)	Timeframe	Resources	Notes
a. Create and support a highly functioning Black Cultural Resource Center	President's Office, Executive Team, LPC Foundation	Fall 2021		2/2/21 Proposal for Black Cultural Resource Center 5/13/21 Plans for Black Cultural Resource Center 5/13/21 Requirements being determined with on-going work in summer/fall for a temporary space for students to use in spring 2022.
b. Develop a proactive outreach plan to connect and communicate with prospective Black students	VPSS/Outreach Specialist/Student Ambassadors	Summer 2021		5/13/21 Added VPSS as a lead working with Outreach Specialists and potentially student ambassadors that can help support the outreach effort. Draft Black Student Resources web site: http://www.laspositascollege.edu/bsr/index.php
c. Identify and display African American art on campus	Amy Mattern, Liz McWhorter, Art on Campus Task Force	Fall 2020-Fall 2021, then ongoing	Nike Foundation funds until expended, then funds need to be identified	Art on Campus Task Force: Mission & Values Statement and 2020-2021 Focus Board Memo: Aaron De La Cruz Mural Project (Board Date 4-20-21) Aaron De La Cruz LPC Mural Project Proposal (Board Date 4-20-21) 5/13/21 Per Amy Mattern: acquisitions in progress from local Black and African-American artists, Cava Menzies, Liberty Pierson, Derrick Bell, and Kristine Mays. Other arts still in consideration. In addition, a mural project that has been board approved with Latinx artist Aaron De la Cruz, a California community college student. This will be his first project for a community college. The mural will be on the east side of Building 1600.
g. Host a specific welcome event for Black students (i.e., a break out room for Black students during the Student Services Resource Fair	Shawn Taylor/VPSS	Fall 2020; Spring 2021; Fall 2022		09/22/20 Academic and Student Support Services Resource Fair Intend to have individual breakout rooms for AAPI and African American students in the fall; goal is to have a Resource Fair the 3rd Tuesday of each semester.
3. Instruction & Curriculum	Lead(s)	Timeframe	Resources	Notes
a. Develop and implement a plan to reimagine Public Safety Training at LPC	Erick Bell, Mike McQuiston, Chad McMullen	Fall 2021		11/12/20 Reimagining Policing in the 21st Century Mike McQuiston invited to participate on Dublin Policing Advisory Board; Dr. Foster, Dr. Whalen, Dean Bell met w/Livermore Vice Mayor re: 21st Century Policing LPC's 21st Centuring Policing curriculum mentioned in City of Livermore named 2021 All-America City Press Release.
4. Programs & Support	Lead(s)	Timeframe	Resources	Notes
a. Support and fund as needed centralized equity work on campus to oversee the current Black student success initiatives happening on campus; Develop a multi-year plan to institutionalize all funding for Umoja and Puente learning communities, with the goal of moving funding sources from categorical to general funds	Executive Team	Ongoing		5/13/21 Establish Student Equity and Achievement Innovation Grants, to be funded by the President's Office and possibility the LPC Foundation (via a community and campus campaign) beginning in Fall 2021, allowing anyone at the College to apply for funding and resources to support efforts as it relates to anti-racism and equity work. Goal is to generate new and innovative ideas to further this effort across the institution. 5/13/21 Per Ken: use an equity fund as a result of a community and campus campaign. Can be a catch-all for all of these equity, diversity, and inclusion. Perhaps get the fund to an endowment level so that we have funds in perpetuity to help support grants and programming.
b. Support current and establish new communities of practice to address the following: micro-aggressions, white fragility, and how to better understand students' experiences	Revisit Leads: Collaboration between SEA and GP with SEA as lead	Ongoing		11/9/20: VP Whalen indicated the Curriculum Committee may have bandwidth in Spring 2021 to continue to be the site for this work in partnership with SEA and Guided Pathways. 11/12/20: Community of Practice on White Allyship 12/10/20: Scheduled Meeting: Being a Respectful & Resourceful White Ally. Nadiyah reported ECE program going out virtually to Livermore High Schools. Looks like they are starting some ally groups in high schools. How do we get on their agenda. 5/13/21 Per Jin: Commented on communities of practice and professional development in relation to the Quality Focus Essay for Accreditation - creating a framework on how we can structure and move forward with professional anti-racism and equity professional development for the campus, how to prioritize it for classified professionals, part-timers, how do we ensure implementation using long-term structures i.e. through the Curriculum Committee potentially through program review and how do we actually nudge the culture to kind of nurture that culture that we want to have on campus.

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					Quality Focus Essay for Accreditation 5/13/21 Per Kristina: Update on White Allyship - If your anti-racism work prioritizes the 'growth' and 'enlightenment' of white America over the safety, dignity and humanity of people of color - it's not anti-racism work. It's white supremacy." Thinking about how to take what they've learned and put into practice. Looking at tools and thinking about how we could connect up to what's already happening on campus. Continuing community of practice over summer.
c.	Develop a proactive outreach plan to formally support current Black students who don't qualify for learning communities to connect them to resources and engage them within the campus community	Kimberly Burks, Tracey Coleman, Lyndale Garner, Frances Hui, Amanda Ingold, Terrance Thompson	9/18: 1-hr training for 41 Coaches 9/25: Coach to student assignments began (34 coaches, 215 students) 10/5: Target date for initial email to student 10/5: Canvas created for Coaches. Coaches will receive link to self-enroll 10/15: GroupMe Group Chat Created; coaches to be added 10/30: Target date for student phone calls Mid-Nov: CU Up Workgroup will meet to brief and plan for Spring 12/4: Target date for 2nd email to students	Moving forward beyond this academic year, will need a common space on campus for outreach activities. Could use support posting announcement and events to the Canvas site. Announcements, Transfer and CTE Info, and Events are made to Umoja Village Canvas copied to ConnectUp. There is a shared need between ConnectUp and Umoja. In addition, there were a few referrals from ConnectUp to Counseling. Would like to explore a formal process to link ConnectUp students to a designated counselor.	ConnectUp - includes first-term and returning LPC students. Continuing students are not in this category and are in need of the same outreach plan. Ideas - Invite continuing students to the ConnectUp website. On the website, they can complete a form to be assigned a coach. Being that some of our first semester students have not shown interest in working with a coach as of yet, there is room to take on more students. Even if they do not complete the form, they can still receive all event announcements and updates to Support Services, Transfer and CTE info. 09/2/20 Town Hall: Supporting Black Students Outside of Umoja 10/8/20 Connect Up Update 10/16/20 Cup Coach Check-in 11/6/20 ConnectUp Updates and Check-in for Coaches 11/12/20 Connect Up Update PPT 12/10/20 Connect Up Update PPT ConnectUp Team reported a number of students never responded or did response with an "I'm not interested" response; the Team is reaching out to coaches to see if they will take on additional students who didn't have an opportunity to participate previously. Explore idea of student mentors 3/11/21 Connect Up Update PPT 5/13/21 End-of-Year and What's Next Connect Up Update PPT
5. Professional Development		Lead(s)	Timeframe	Resources	Notes
a.	Develop employee learning communities, workshops, and ongoing professional development in anti-racism and anti-blackness	Professional Development Committee, Departments/Divisions/Disciplines	Ongoing		Speaker Series has been approved for variable flex for F/T Faculty
Completed		Lead(s)	Timeframe	Resources	Notes
2.	d. Be inclusive in our student images/publications/videos to include Black students on website and marketing material	Executive Team, District Marketing and Public Information Office	Completed; Ongoing		In Progress/On-Going
2.	e. Identify and develop an effective communication network/modality for Black students to be informed of opportunities and resources on campus	Kimberly Burks, Tracey Coleman, Lyndale Garner, Frances Hui, Amanda Ingold, Terrance Thompson	Completed		ConnectUp students have been added to the CU Up Canvas site.
2.	f. Review and update SEA's Equity Statement	Shawn Taylor, SEA Committee	Completed		SEA Committee has finalized equity definition, which will be the operational definition of equity on campus. Posting for public comments on OMNI. Committee is making a shift to focus on intervention and data. Reviewing member interest and composition.
3.	a. Develop and implement a cultural curriculum audit to engage a small cohort of faculty in a collaborative evaluation and redesign of their courses focusing on developing culturally responsive, engaging and relevant materials, high impact teaching practices, and developing equity-mindedness; this work would be replicated with additional faculty	Curriculum Committee	Completed		Completed
3.	b. Review existing coursework and develop new curricula to advance racial and social justice, anti-racism and cultural diversity across the curriculum	Shawn Taylor, Deans, Faculty Coordinators	Ongoing		Help buttons re-written in CurricUNET;
4.	a. Identify and support the specific needs of Black students arising from the COVID-19 pandemic	ConnectUp Coaches	Completed; Ongoing		Ocurring through the ConnectUp Coaches
5.	f. Initiate a monthly President's Speaker Series for faculty, classified professionals, students, and administrators on anti-racism, anti-blackness, cultural competencies, culturally relevant pedagogy, and unconscious/implicit bias	President's Office	Fall 2020-Spring 2021 Completed		Implemented effective September 2020; Spring 2021 series will be in partnership with the LPC Foundation Fall and Spring Speaker Series Promote more widely to community (using your own network) and students; encourage faculty to promote Speaker Series to students, either by connecting to material in class or offering extra credit; extend meeting time to include 1/2 hour for discussion and/or breakout sessions; if speakers have published books, promote to local bookstores Potential Future Themes: - Race Relations, African American, AAPI, - Diversity of Gender - Topics applicable to inside and outside of classroom, service programs, whole college community to feel represented - Call to the campus community for speakers

NEXT STEPS:

1. Hand off the Presidential Task Force: Call to Action Implementation Plan to the Student Equity and Achievement committee for sustainability. The SEA Committee would help to ensure that there is follow-up and updates in terms of outcomes in regards to these efforts.
2. Create a President's Advisory Committee on Racism to meet quarterly