

## **Proposal for College Council**

**Thursday, November 10, 3:00pm, AC 303**

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In response to President Coon's support to institutionalize equity and inclusivity practices at the College of Marin, the following is being proposed.

### **Proposal for a Diversity and Inclusion Committee:**

1. Create a Diversity and Inclusion Committee:
  - a. Part of the Participatory Governance System
  - b. Address awareness, knowledge, and skills for all College of Marin constituents - students, faculty, staff, and administrators – not just students.
2. In addition, members of the Diversity and Inclusion Committee should be assigned to the following committees to ensure all major decisions of the College are considered with regard to inclusion and equity
  - a. Academic Senate
  - b. Classified Senate
  - c. ASCOM
  - d. Planning and Resource Allocation Committee (PRAC)
  - e. Student Access and Success Committee (SAS)

### **Support for a Diversity and Inclusion Committee:**

1. Achievement gaps in success and transfer rates according to race
  - a. Using the Chancellor's Office methodology, inequities were determined where categories of students within a group achieved at a rate of 80% or less of the highest category in that group for the 2006-2009 student cohorts. Most student groups are less likely than Asian Americans to transfer, as are economically disadvantaged students. However, among the groups, greatest disproportionate impact was found for the following:
    - i. Hispanic/Latino/a students (26.1%), compared to highest achieving group (55.8%); this represents the largest proportional transfer gap, at 46.9%, compared with the goal of higher than 80% of the highest subpopulation.
    - ii. Black/African American students (36.2%), again compared to the highest achieving group (55.8%), represent the next largest transfer gap, at 64.8% compared with the goal of higher than 80%.
    - iii. Low-Income students (33.8%), compared to 48.4% for students not receiving financial aid, denote the third largest transfer gap. This represents 69.9% proportionality, compared with the goal of higher than 80%.

2. Challenges within the LGBTQ Community
  - a. LGBTQ individuals are almost 3 times more likely than others to experience a mental health condition such as major depression or generalized anxiety disorder. National Alliance of Mental Health
  - b. For LGBTQ people aged 10–24, suicide is one of the leading causes of death. LGBTQ youth are 4 times more likely and questioning youth are 3 times more likely to attempt suicide, experience suicidal thoughts or engage in self-harm than straight people. Between 38–65% of transgender individuals experience suicidal ideation. National Alliance of Mental Health
  - c. An estimated 20–30% of LGBTQ people abuse substances, compared to about 9% of the general population. National Alliance of Mental Health
  - d. Inclusive anti-bullying policies may exert protective effects for the mental health of lesbian and gay youths, including reducing their risk for suicide attempts. (M.L. Hatzenbuehler and K.M. Keyes / Journal of Adolescent Health 53 (2013) S21eS26 )
  
3. A need for additional support and coordination of the College’s multiple plans that address diversity, equity, and inclusion
  - a. *College of Marin Student Equity Plan*
  - b. *CoM Equal Employment Opportunity Plan*
  - c. *The FLIT Report/Basic Skills Master Plan Recommendations*
  - d. *College of Marin Strategic Plan*
  
4. Lack of diversity in the College with regard to staff, faculty, and administrators in relation to the population of students
 

For 2015 of 119 Full-time Faculty	For 2015 of 191 Part-time Faculty
Other/Unknown: 8%	Other/Unknown: 6%
Hispanic: 10%	Hispanic: 3%
Asian: 5%	Asian: 7%
African American: 5%	African American: 3%
White: 71%	White: 80%

**Scope of the Diversity and Inclusion Committee:**

1. The membership would include faculty, administrators, classified staff, and students.
2. The first order of business would be to finalize the charge and embed equity practices.
  - a. Initial framework for the charge would include using an approach that is focused on Community and Cultural Wealth where strengths of identities are at the center of equity practices, *rather* than the more common deficit model approach.
  - b. Utilize the FLIT recommendations.
  - c. “Equity, Access, and Education: We Are Not There Yet” by Tanya M. Odom: Seven ideas focused on students
  - d. Crafton Hills College would be used as a model for this Committee as it has already been developing and implementing practices for two years.

## **Possible projects**

1. Partner with others to coordinate the implementation of
  - a. *The College of Marin Equity Plan*
  - b. *The College of Marin Equal Employment Opportunity Plan*
  - c. *The FLIT Report*
  - d. Connecting and embedding the elements of the plans above into *The College of Marin Strategic Plan* to ensure that the strategic plan is conceived and implemented through the prism of equity and inclusion
2. Analyze and create a plan to implement changes in response to the results of the Culturally Engaging Campus Environment (CECE) Survey
3. Bring in experts in the Bay Area (beyond campus) to provide professional development such as, creating a series of relevant opportunities to different disciplines through mechanisms like College Hour and Flex Week.
4. Create a Book Club with books such as:
  - a. *Whistling Vivaldi: And Other Clues to How Stereotypes Affect Us* by Claude Steele
  - b. *Reel To Real: Race, Sex, and Class at the Movies* by Bell Hooks
  - c. *Everyday Bias: Identifying and Navigating Unconscious Judgments in Our Daily Lives* by Howard J Ross
5. Develop Affinity Groups
6. Establish conversation partners – support systems to process and explore on-going learning related to building equity based practices in the classroom, in office settings, in the library, etc.
7. Present/speak about diversity/equity/inclusion at New Faculty Orientation
8. Plan Events such as:
  - a. Film Presentations/Discussions
  - b. Workshops and periodic forums
  - c. Presentations at department meetings
9. Build on-campus jobs for students to support retention and persistence efforts (cuts down on travel time, stress of commuting, aids access to resources, etc.)

## **Areas of collaboration**

1. Professional Development Committee – flex credit
2. Human Resources
3. Senates, Chairs, and Deans
4. College Council – Implementation of college hour to facilitate greater professional development opportunities, interdisciplinary discussion, and coordination
5. Neighboring CCC

