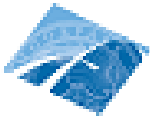

Diversity, Equity & Inclusion Coordinator Report

2021-22



MOORPARK COLLEGE

JUNE 30

Tamarra Coleman, DEI Coordinator & English
Faculty

DEI Coordinator

Job Description

The Diversity, Equity, and Inclusion Coordinator will help to further the college's mission, which includes a focus on achieving equitable outcomes. Primary tasks include leadership, coordination, and integration with related efforts.

Leadership

- Work with institutional research to continue the focus on our disproportionately impacted student populations.
- Strengthen DEI work with the college's program planning process.
- Serve as a lead on work to diversify hiring.

Coordination

- Coordinate with and facilitate the work of the Social Justice Workgroups.
- Coordinate the development of the IE Plan and the interactions of the PRT Team and the campus.
- Work in conjunction with the Multicultural Day Committee to support planning.
- Serve as a liaison with the District, Ventura County Colleges Anti-Racism Alliance (VCCARA), and other groups both inside and outside the college.

Integration

- Integrate the work of the Social Justice Workgroups into the campus.
- Align DEI work with the professional development committee and also attend their monthly meetings.
- Align DEI work with the SEA committee.

HIRING

The effort to diversify hiring is a collaboration of campus stakeholders: faculty, staff, senate leadership, academic managers, classified supervisors, Ventura County Colleges Anti-Racism Alliance (VCCARA) and the district Equal Employment Opportunity (EEO) committee. At each step of the way, their opinions, expertise and input was solicited and informed the end product. Work at the college-level and the district-level has been focused on academic hiring, particularly faculty hiring. The group acknowledges the need to look closely at classified staff hiring and the personnel commission, as well. Included below are the concerns and questions raised regarding this classification of employees; these are not fully developed “best practices.”

Moorpark College sponsored a workshop on “Equity-Minded Hiring,” in January 2021 with the goal of preparing our selection committees to screen candidates with a DEI lens and to mitigate unconscious bias. The workshop was led by Dr. Roman Liera of Montclair State University with over 40 participants, including faculty and administrators from all three colleges in our district. This workshop resulted in deeper conversations about equity-minded hiring and the goal of developing sample criteria, an equity-minded checklist and a question bank for selection committees to utilize in the future. This also prompted a districtwide conversation and collaboration to improve hiring practices on all campuses.

Best Practices

Academic positions (faculty and management):

- Regular and up-to-date training for managers and all selection committee members.
- Create a clear, consistent and fair process for committee selection that offers an opportunity for all faculty who have completed the required training to serve on selection committees.
- Departments to provide area expertise on locating the most qualified and diverse body of candidates creating a wider and more diverse pool of applicants.
- Include clear DEI language in the job announcement. Prospective candidates need to know what we value and what we expect.
- Train and empower Employment Equity Facilitators to navigate difficult conversations and to stop them altogether if necessary.
- Develop less subjective screening criteria--preferences beyond minimum quals should focus on the candidate’s ability to perform the job and work in a diverse environment.
- Develop questions through a DEI lens, not a single “diversity/equity question.” It is recommended that selection committees consult the sample question bank and criteria.

Concerns about the process

Classified positions:

-
- At the HR level, DEI needs to be a priority.
 - Questions are only focused on skills not equity.
 - Screening criteria needs to be less subjective--preferences beyond minimum quals.
 - There is a gap in training and preparation for employees in this area.
 - The process is too long and people get lost in the shuffle.
 - The job descriptions are vague.
 - Advertisement, particularly for specialized areas, does not reach the intended pool (i.e.zoo)
 - Classified staff would like to be more engaged in the hiring process.
 - Gender diversity of applicants in the areas: facilities and IT. How do we advertise for these jobs?

“What we do is more important than what we say we believe”

-bell hooks

CURRICULUM

There is an ongoing effort at Moorpark College to prepare faculty to adopt Culturally Responsive Pedagogy-CRP and to diversify curriculum, including efforts by our Teaching Women and Men of Color Advocates, our Collaborative for Hispanics in Higher Education & Student Success (CHESS) program, the pilot Universal Design Learning (UDL) training and the work of the Faculty Inquiry Group (FIG) and the Teaching and Learning Center (TLC). Continued work with the Curriculum Committee to discuss new curriculum development and Student Learning Outcomes (SLOs) is needed in this area. The first curriculum audit was launched in May 2021 with 23 participants. The second audit followed in Spring 2022 with 17 participants. Two of the participants from the first audit presented at the second audit, supporting the goal of developing a cadre of advocates to sustain this work.

Curriculum Audit

Goals

While there are more specific outcomes for the individual faculty and their courses, these are some outcomes intended to institutionalize this work:

- create a repository/database of "equitized" curriculum and syllabi for other faculty.
- embed this "framework" into the new curriculum development process.
- establish a regular transparent assessment of equity in academic affairs.

- develop a regular and consistent offering of opportunities for faculty to engage in this work--regular professional development.
- develop/train a cadre of advocates to do this work--"train the trainer."

Faculty are Expected to:

- Participate in all three days of the summit
- Collaborate with colleagues through dialogue and workshopping.
- Share "equitized" curriculum in a repository that can be accessed by other faculty.
- Share their learning in a flex day session and/or future curricula summits.

The Curriculum Repository was created and made available to faculty in January 2021. It can be accessed in SharePoint. As a part of the incentivized participation in the curriculum audits, faculty were expected to share their curriculum content (i.e. syllabi, assignments, readings, videos, etc.) with their peers in the repository. Participation has been low and faculty needs encouragement to upload/share their work on their courses.

Curriculum Audit Summer 2021 and Spring 2022 Cohorts:

Summer 2021: Summer Sandbox

Name	Discipline	Courses you want to "equitize"	How would you rate your familiarity with this work: novice, intermediate, expert?
Ruth Bennington	Accounting	ACCT M110	Intermediate
Nenagh Brown	History	All (World, Western, Asian history)	Intermediate
Scarlet Relle	Engineering	All engineering courses	Novice
Christy Douglass	Hospitality & Business	Bus M30 & Hosp M100	Novice/Intermediate
Beth Gillis-Smith	English/College Strategies	Engl 1A & Col 1	Intermediate
Shannon Macias	Accounting	ACCT M110, ACCT M01, ACCT M50, ACCT M51	Intermediate
Beth Miller	Biology	Anatomy & Biology	Novice
Erik Reese	Physics/Astronomy	All	Novice
Tiffany Pawluk	Chemistry	CHEM M11	Novice
Sandi Patterson	Health Education	HED M01	Novice

Brian Burns	English and Professional Development	All	Intermediate
Cindy Sheaks-McGowan	Child Development	CD M12 and CD M03	Intermediate
Julie Campbell	Psychology	PSY M01	Novice/Intermediate
Michelle Sadeh	Psychology	All	Novice/Intermediate
Heather Christiansen	Child Development	All	Novice
Deanna Ochoa	Child Development	CD M74/77	intermediate
Shannon Coulter	Child Development & Elementary Education	All	Intermediate
Audrey Chen	Biology	All	Intermediate
Melina Simonds	Child Development	CDM02	Novice/Intermediate
Ashley Vaughan	Anthropology	All	Intermediate
Michael Nava	Math	M03, M25C, M05, M15, M16A, M25B	Intermediate
Farisa Morales	Physics & Astronomy	All	intermediate
Hugo Hernandez	History	All	Novice

Curriculum Audit 2021 Presenters:

Moorpark College Faculty and Staff: Patty Colman, Nathan Bowen, Katie Booth, Cynthia Sheaks-McGowan and Johnny Conley.

Guest presenters: Dr. Abdamalik Buul, Dr. Edward Bush, Dr. Kristin Katz

Spring 2022: Equity Lens Toolkit

Name	Discipline	Courses you want to "equitize"	How would you rate your familiarity with this work: novice, intermediate, expert?
Loay Alnaji	Computer Science	CSM01	Novice
Tracie Bosket	Distance Ed & Instructional Design	UDL Course for faculty	Novice
Wade Bradford	English	1A / 1B	Novice/Intermediate
Rosie Gabrielyan	English	English M01A/1B	Novice
Anton Talarico	English	English M01A/1B	Novice
Caroline Chance	Hospitality	HOSP 140	Novice
Shannon Coulter	CD/EDU	CD M02 EDU M02	Intermediate
Lydia Etman	Art History	ARTH M100 + 150	Novice/Intermediate
Moira MacDonald	Theatre	THA M01	Novice/Intermediate
Kelsey Stuart	Journalism	JOUR	Novice
Heather Christiansen	Child Development	CDM02	Novice
Lori Wolf	English	1A	Novice/Intermediate
Rebecca Gresh	Sociology	M01	Novice
Tim Weaver	Business	M33	Novice/Intermediate
Babak Khanbeigi	Business	M40	Novice
Kara Lybarger-Monson	English	English M01A/1B	Novice/Intermediate
Johanna Pimentel	Child Development	CD M11	Novice

Curriculum Audit 2022 Presenters:

Moorpark College Faculty and Staff: Patty Colman, Cynthia Sheaks-McGowan, Farisa Morales, Michael Nava, Brian Swartz, Roger Putnam, Danielle Kaprelian, Michael Ashton and Tamarra Coleman.

PROFESSIONAL DEVELOPMENT

Along with the work focused on pedagogy and curriculum, there is also work on campus to offer anti-racism/anti-bias professional development/training/workshops for faculty, staff, and students—one such example is the work done by the social justice workgroup focused on culturally responsive student services, which has been offered during both fall and spring flex. This session has been promoted by our classified senate and in our New Faculty Orientation program (NFO). There is an impetus to include this training in the NFO programming and require this kind of training for new faculty and staff.

The challenge of this work is resources. Effective, sustainable and outcomes driven professional development, such as the work being done in some of these areas, needs a clear and consistent funding source to support the time and efforts of the presenters and facilitators and to offer incentives to our employees to participate.

The *Professional Development Committee* has modified its charter to meet the college goals and commitment to Diversity, Equity and Inclusion.

2019 Charter: The Professional Development Committee makes recommendations on the direction of professional development activities for full-time and part-time faculty and staff, including:

- Plan, implement, and assess Fall and Spring Faculty Professional Development (FLEX) Program activities
- Plan, implement, and assess classified staff professional development opportunities
- Coordinate, promote, and assess college-wide professional development activities
- Evaluate applications and award professional development funds to full-time faculty; funds to be considered are limited to those monies identified in the AFT Collective Bargaining Agreement
- Evaluate applications and award other funds provided to the professional development committee

Moorpark College Mission Statement: With a "students first" philosophy, Moorpark College empowers its diverse community of learners to complete their goals for academic transfer, basic skills, and career technical education. Moorpark College integrates instruction and student services, collaborates with industry and educational partners, and promotes a global perspective.

2022 CHARTER: The Professional Development Committee makes recommendations on the direction of professional development activities for full-time and part-time faculty and staff, including:

- Plan, implement, and assess fall and spring faculty professional development (Flex) activities
- Plan, implement, and assess classified staff professional development opportunities
- Coordinate, promote, and assess college-wide professional development activities in conjunction with other College departments and programs in alignment with the Educational Master Plan
- Align activities with the college's goals of advancing Diversity, Equity, and Inclusion in order to close opportunity gaps among student populations.
- Evaluate applications and award professional development funds to faculty; funds to be considered are limited to those monies identified in the AFT Collective Bargaining Agreement

Evaluate applications and award other funds provided to the professional development committee

Moorpark College Mission Statement: Grounded in equity, social justice, and a students first philosophy, Moorpark College values diverse communities. We empower learners from local, national, and global backgrounds to complete their degree, certificate, transfer, and career education goals. Through the

integration of instruction and customized student support, our programs are designed to achieve equitable outcomes.

INSTITUTIONAL RESEARCH AND PROGRAM PLANNING

Work with institutional research to continue the focus on our disproportionately impacted student populations is a college priority. The role of the DEI Coordinator in this effort involves directing the efforts of the campus work groups based on the equity data provided, leading the integration of the work outlined in the institutional effectiveness plan into the college's strategic plan and strengthening DEI work with the college's program planning process.

An advisory group was developed out of the four social justice workgroup leaders. Their work and focus this year was on the program planning process. The discussions and suggestions from this group's experience as department chairs, division managers and committed faculty and staff informed the changes that have been made to our program planning process. This new process will help us all look at our programs through a DEI lens and prompt change where needed to ensure all of our students are succeeding and achieving their goals.

New Program Plan Template

Annual Program Plan 2022-2023: PROGRAM NAME

A. Names of Program Plan Authors

B. Description of Program

1. Briefly describe the history of your program.
2. What are the greatest successes in your program?
3. What are the greatest challenges/obstacles that your program is facing?
4. What initiatives is your program pursuing and what do you need to accomplish them?

C. Strategic Directions: provide a narrative to answer these prompts (if applicable). Reference data where appropriate.

1. **STRATEGIC DIRECTIONS:** Review the Annual Work Plan. Identify at least one metric within a strategic direction and indicate how your program has directly impacted it. What will your program do to continue this work in the future?
2. **EQUITY AND INCLUSION:** Analyze the past three years of disaggregated equity data (such as race/ethnicity, gender, age) for your program.
 - a. What equity gaps exist in your departmental data?

b. What strategies is your program using to close opportunity gaps and ensure that disproportionately impacted student populations are supported and successful in your program? What specific actions are you taking to implement change? If available, include departmental data to assess the impact of these actions.

c. How have/will you incorporate equity and social justice into your curriculum/services?

d. How does the program foster a sense of community and belonging, particularly for equity populations? (See NACCC survey for student data)

3. MODALITY: Analyze the past three years of data for different modalities (such as on-ground, online, hybrid, etc.) for your program. What strategies is your program using or will use to address any existing gaps between modalities?

4. SLOs: What are one or two specific actions that your department has taken/will take because of your analysis of the SLO data, especially related to your analysis of equity data, and if completed, what has been the result?

5. COLLABORATION: How does your program collaborate and/or plan to collaborate with other programs and services across campus and/or external bodies to positively impact student success and address any identified issues?

6. CTE: In addition to questions 1-5, CTE programs only:

Describe how your program:

a. meets a documented labor market demand

b. does not unnecessarily duplicate other training programs in the area

c. demonstrates effectiveness as measured by the completion success of its students

d. demonstrates effectiveness as measured by the employment of students.

Helpful links: · Annual Work Plan (OLEG NOTE: Link available after planning retreat, so 4/25)

· IE Dashboards (KIM/KRISTY TO ADD)

· NACCC Survey (available early fall 2022) · CCCCC Datamart · SLO Analyses · Moorpark College LMI Data · Launch board CTE Outcomes · Prior Program Plans including VP Evaluations and samples of strong program plans

D. Resource Requests: If you are requesting resources, add them to the resource request spreadsheet in your program plan folder

Helpful links: · Program Plan folder · Resource Allocation Decisions from prior years · Salary Schedules

E. Administrator Feedback: Provide feedback to the program plan including whether the program adequately addressed equity

Old Program Planning Template

1. Review the Annual Work Plan. Identify at least one metric within this strategic direction and indicate how your program has directly impacted it. What will your program do to continue this work in the future?
2. Analyze the past three years of disaggregated equity data (such as race/ethnicity, gender, age) for your program. What equity gaps exist in your departmental data? What strategies is your program using to close opportunity gaps and ensure that disproportionately impacted student populations are supported and successful in your program? How have/will you incorporate equity and social justice into your curriculum/services?
3. Analyze the past three years of data for different modalities (such as on-ground, online, hybrid, etc.) for your program. What strategies is your program using to address any existing gaps between modalities?
4. What are one or two specific actions that your department has taken/will take as a result of your analysis of the SLO data?

COLLABORATION WITH DISTRICT AND COUNTY STAKEHOLDERS

Moorpark College currently has four representatives serving on the Districtwide Diversity, Equity and Inclusion Workgroup: Patty Colman, Linda Resendiz, Amanuel Gebru and Tamarra Coleman. The workgroup has met monthly since last fall. In this group, we have developed a clear charge, reviewed and modified Board Policies with a DEI lens and focus, and we are currently working on a DEI glossary to provide a shared language as we move forward as a district in this work.

Districtwide Diversity, Equity and Inclusion Workgroup Charge

The Districtwide Diversity, Equity, and Inclusion (DEI) Workgroup advises the Chancellor on efforts and initiatives to ensure the presence of difference, to promote justice and fairness by recognizing root causes of disparity, and to create a community where those present feel included and welcomed— not marginalized or tangential. The district recognizes that everyone deserves equal economic, political, and social rights and opportunities. Through continuous efforts in achieving our social justice goals, the workgroup's charge includes, but is not limited to:

- Timely review of Board Policies and Administrative Procedures for DEI-focused revisions and practical action
- Composing DEI-focused language for incorporation in District websites and other publications
- Serving as joint forum to support collaborative DEI efforts at colleges including activities, events, and professional development

Ventura County Colleges Anti-Racism Alliance

This strategic alliance established six priority areas: 1.) Organizational Culture, 2.) Hiring Practices and Retention, 3.) Ethnic Studies Programs, 4.) Anti-Bias/Anti-Racism Training, 5.) Teaching Women and Men of Color Advocates 6,) Multicultural Centers.

Since the founding of the Ventura County College Anti-Racism Alliance (VCCARA) in June of 2020, we have led efforts supporting the development of Ethnic Studies programs at Moorpark College and Ventura College and the hiring of two full-time Ethnic Studies faculty in our district and another FT hire search for 2022-23, launched a second chapter of the Teaching Women and Men of Color Advocates at Ventura College (the first and flagship model exists at Moorpark College), advocated for and participated in the enhancement of faculty hiring policy in the Ventura County Community College District, shifted the organizational culture through changes to our college mission statements and focal areas in our shared governance bodies, and the prioritization of multicultural centers on our campuses.

A Newsletter was published Fall 2021 outlining the efforts of this alliance and the work at Moorpark College.

[VCCARA Newsletter Fall 2021 Final \(1\).pdf](#)