

Solano Community College
Equity, Inclusion and Diversity Workshop
Presented by: Dr. Karen McCord
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Present: Annette Dambrosio, Shirley Lewis, Judy Yu, Maurice Mcclanan, Gabriel Johnson
Jose Ballesteros, Joel Powell, Marcie McDaniels, Judie Burtenshaw, Luis Garcia,
Richard Cross, Genele Rhoads, Cynthia Simon, Charo Albaran, Rischa Slade, Jowel
Laguerre

OBJECTIVES

To leave this meeting with a plan, a starting point, to insure equity, inclusion and diversity here at Solano. Quality service to all, justice and equality; services rendered with dignity and respect for all.

The State has outlawed affirmative action; the state recognizes these issues as important – funding has been provided; morally, it is the right thing to do.

White students have been deemed to be under represented at Solano at this time. We must commit to equity, inclusion and diversity – this means everyone is welcomed.

Discussion will begin with the Committees and include all others. Everyone must feel welcome throughout the campus – from the police department, maintenance, classrooms, administration, etc. Actions that support EI&D should be an ‘everyday’ thing, and not merely an afterthought.

Prof. McCord suggested that the Student Equity Committee release a statement speaking to EE&D.

We must ask: Is this inclusive? What can I do to improve this? We must make the curriculum truly inclusive.

Dr. Lewis asked: Where on the website should this information be placed to insure that students see it; Are we working with students in determining student equity issues?

Tools: How can we rid ourselves of stereotyping? Assumptions that we all make should not be used to negatively impact others.

We all took several Harvard Project Implicit tests. Suggested that we have computers in place during Multi-cultural Week to allow students and all others to learn from their response to the test questions.

Definitions

Race and Ethnicity remain consistent – they never change

Culture is based upon our lifestyles, the way that we were raised, traditions, food, attire, etc.

Diversity should include kids, seniors, employed, unemployed, all geographical and socio-economic ethnic and racial and cultural backgrounds.

With regard to Equity and Inclusion

Should there be a committee in place to counter the myths that exists here at Solano?

Ask Professors and others why they want to work at a community college.

With regard to Flex Days – they should not be held the day before classes start.

The campus is not opened in the evenings. This keeps students who work during the day from having access to the college after hours.

The school year should begin at a better time – students have young children have not started school yet – child care and other concerns exist that do not allow them to attend classes during the day.

Transportation concerns – bus issues – schedules, costs, etc.

The significance of Perception

The impact of perception is equally as damaging *as if it actually happens.*

1. Students read that they can apply up until a certain date and they do not show up until that day. How can we can them to register before that “drop dead” date?
2. There is a perception that community colleges are not “real” colleges.

How can we prepare “unprepared” students?

There are some students who have parents at home who have attended college and/or have an understanding of the importance of time and the value of a college education and can help their children with these issues.

Teachers/Professors need to value teaching here and not complain about/say negative things about SCC. We must reach out and let people know that we can help them. IOW – stop them from going to DVC, CCC, Napa, etc.

EQUITY: Should be “student focused”, not faculty focused; should be student driven.

Make all ‘centers’ (FF, VV, Vallejo) equitable. All forms cross training and other resources should be available at all centers. With regard to the curriculum, the definition of “prerequisite” should be clear in

order to insure that students understand just what courses are required. Example: A class may be on a transcript, but the student may lack the necessary “knowledge”. (recent) We must provide students
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with necessary knowledge – give them the knowledge and skills necessary. Utilize the existing resources and get feedback from the student. Infuse teaching into curriculum (the “history” of a subject.

INCLUSION: This must include EVERYone. Respect is the key. We need to draw circles to bring people IN, and not erect barriers to keep them OUT. Customer service training is greatly needed and should be ongoing. Students are the reason that we are here, they are our clients. We must remember that even if we cannot help them with a particular problem, we listen and try to give them options and ideas – they should believe that they have been treated fairly.

Again: everyone should be on the same page from the Janitor to the President of the College.

Recommendations

1. Training be provided for everyone who works at Solano
2. Speaker at a conference who can speak to Equity and Inclusion. Activities should be infused through activities throughout the year – becoming an integral part of the college.
3. Need a statement from the Student Equity Committee speaking to these concerns.

Next Steps

Incorporate our concerns/ideas into regular monthly meetings. Perhaps focus on a different population of people each month.

Leadership Team Training

Flex – Inclusive Curriculum

Expand, explore, learn, etc.

Student Services: Dr. Lewis said that we can begin there.

Encourage Deans to incorporate EI&D into their meetings, print articles, discuss them during meetings.

We need a No Tolerance Policy (re: inequality)

Question: Should joint meetings be held with this group and student groups?

IMPORTANT: There must be something that the student is interested in (inclusive curriculum)

Flex time: workshops should be held to develop curriculum for all subject areas.

It should be OK to speak to Professors and ask them how they are infusing diversity into their curriculum.