

**COLLEGE OF THE SEQUOIAS COMMUNITY COLLEGE DISTRICT**  
**Board of Trustees Meeting**  
June 7, 2021

**CALL TO ACTION FRAMEWORK UPDATE**

**1**

Status: Information

Presented by: Brent Calvin, Ed.D.  
Superintendent/President

**Issue**

The California Community College Chancellor's Office enacted a Call to Action Framework, which the College of the Sequoias' Board of Trustees approved on July 13, 2020. To ensure District accountability, Superintendent/President Calvin promised an end of year update to the Board of Trustees, demonstrating progress pertaining to the six tenets of the Call to Action.

**Recommended Action**

This item is provided for information only.

CALL TO ACTION	LOCAL ACTION (COS)
<p>1. <b>A System wide review of law enforcement officers and first responder training and curriculum.</b> Our system trains the majority of law enforcement officers, firefighters and EMTs in California. We have an opportunity to transform our communities by leading the nation in training our law enforcement officers and first responder workforce in unconscious/implicit bias, de-escalation training with cultural sensitivity, and community-oriented/de-militarized approaches. This work must be led system wide in partnership with the Academic Senate for California Community Colleges (ASCCC), faculty at our colleges, Career Technical Education Deans, workforce education practitioners, local communities and key stakeholders such as the Commission on Peace Officer Standards and Training (POST).</p>	<p><b>DISTRICT POLICE</b></p> <p>Created Service Area Outcome to be included in 20-21, 21-22 Program Review:</p> <p><b><i>Increase Officer Awareness of Implicit Bias: Police Officers contact people on a daily basis and in many cases, exercise lawful authority to detain and to arrest. Officers need to understand the impacts of implicit bias and its impact on officer decision-making.</i></b></p> <p>Assessment Plan: Beginning October 2020, District police officers will begin to track demographic information on all detentions and arrest (pursuant to racial profiling data collection through CA-DOJ). Over two years (2020-21/2021-22), this data will be compared to the demographics of the school (students) and/or community demographics (non-students) to determine if the data reveals any significant differences. During the same time period, all officers will receive specific training in implicit bias and racial profiling.</p> <p>Tasks:</p> <ul style="list-style-type: none"> <li>• Conduct Two Book Reviews addressing systemic racism and implicit bias. Officers will participate in two book reviews addressing systemic racism and implicit bias.</li> <li>• Principled Police Training (8 hours): schedule officers to attend a Principled Policing class in early 2021.</li> <li>• Racial Profiling Tracking Data: Officers will provide data from each detention and arrest. Information will be submitted at the end of each shift using a checklist form (required by all CA agencies by 2020).</li> <li>• Racial Profiling Course (2 hours): Assign all officers to attend a Racial Profiling Update Course (2021).</li> </ul>

- The District partners with local law enforcement leaders and supported the creation of the Black Community Advisory Council by providing facilities for planning and recruiting efforts. Several COS personnel are part of the Council which seeks to educate and advise local law enforcement agencies.
- African American and Black staff and students assisted Visalia PD with law enforcement training.

#### **POLICE ACADEMY**

- The Academy has completed an audit of mandatory POST learning domains and how implicit bias is covered
- Open discussions have been held with program staff, administrative staff, and Law Enforcement Advisory Committee regarding the Call to Action and subsequent proposed changes in instruction
- Verification of accurate instruction (RTO's) monitoring
- Implementation of cadets watching updated POST videos on implicit bias and racial profiling
- Planning regarding implementation of Implicit Bias Association (IAT) testing and Adverse Childhood Experiences (ACE) testing into Orientation modules of the Police Academy

Academy curriculum reviewed in all instructional areas. Expanded in-depth review in the following areas:

- Bias & Racial Profiling Learning Domain (LD)
- Principle policing in the community LD
- Procedural justice LD
- Use of force and de-escalation LD
- Cultural diversity and discrimination LD
- Strategic communications LD
- Reviewed POST minimum standards to verify instructional best practices

	<ul style="list-style-type: none"> <li>• Review and access instruction and delivery of training</li> </ul> <p><b>FIRE ACADEMY</b></p> <ul style="list-style-type: none"> <li>• The Fire Academy has updated Handbook and Syllabus with anti-racist statements and included the topic in classroom discussions</li> <li>• Planning to incorporate additional information in Orientation sessions for the annual academies</li> <li>• Identifying ways to include into an SLO for the fire academy</li> </ul>
<p><b>2. Campus leaders must host open dialogue and address campus climate.</b> The murder of George Floyd, ongoing violence projected in the news, increased unemployment, poverty and inequality impact every single community. Now more than ever, our students, faculty, staff and administrators need to feel a sense of agency and must have open and honest conversations about how we come together as an educational community to keep building inclusive and safe learning environments. Our campuses already use surveys, focus groups and town halls to address campus climate, but building community virtually requires new strategies and tools. This work must be led by our campus CEO's/Presidents in partnership with district trustees, campus police, chief student service officers, campus student leaders and their community.</p>	<ul style="list-style-type: none"> <li>• Pre Call to Action, College of Sequoias created A2Mend Chapter who actively recruits, mentors, attends conferences, and assists with transfer and student engagement. (Student focus groups already occurred with this group, and will continue)</li> <li>• Senior Managers began meeting with EDAC co-chairs the week directly following the murder of George Floyd to plan for campus dialogue</li> <li>• Superintendent/President Calvin sends an email to all constituency groups acknowledging the murder of George Floyd and condemning acts of racism</li> <li>• Student Focus Group consisting of 17 African American and Black students to provide a space for discussion surrounding George Floyd as well as campus climate. 6/2020</li> <li>• First Call to Consciousness and Action Webinar was held 7/1/2020. Academic Senate, District Police, President/Superintendent, students, staff, and faculty spoke</li> <li>• EDAC hosted an Anti-Racist book read; open to all staff and faculty</li> <li>• Student Services hosted and facilitated book read of <i>Blind Spot</i>, where all 17 managers including Provosts and the PIO participated</li> <li>• Academic Services Managers hosted a facilitated book read of <i>White Fragility</i> and <i>How to be an Anti-Racist</i> and continue to meet every two weeks to implement action plans</li> <li>• Second Call to Consciousness and Action Webinar was held 8/28/2020. VP of Academic Services, VP of Student Services, and alumni spoke</li> </ul>

- An Equity Summit, where keynote speaker, Lasana Hoteb spoke to systematic racism and call for change. This was followed by breakout sessions led by faculty and staff. 9/25/2020
- The Institutional Planning and Effectiveness Committee (IPEC) added the Social Justice/Anti-Racist Check-in agenda item for members to participate in the difficult/important conversations voluntarily and freely. Co-chairs developed guidelines that allow members to share their experiences voluntarily and while allowing members to opt-out respectfully. Members have been freely sharing their thoughts and experiences related to social justice, anti-racism, equity, diversity, inclusion and other topics of concern
- The Office of Research, Planning & Institutional Effectiveness (R-PIE) has identified Equity-Focus as a core value to reflect its ongoing commitment to employment and promotion of an equity lens framework for data use and decision-making. For example, District's [Giant Dashboards](#) publicly publishes disaggregated data. For instance, the Program Review Dashboard allows users to disaggregate course success and withdrawal rates by race/ethnicity, gender, instruction method, campus location, unit load, enrollment status, athlete status, access/accessibility service status, foster youth status, and PELL recipient status. Users may select up to three of these filters at a time to explore intersectionality, which allows for better insight into equity gaps at the District, department, or course level
- The Office of Research, Planning & Institutional Effectiveness (R-PIE) published comprehensive reports on disaggregated student outcome data, such as [AB 705: Transfer Level Math Preliminary Assessment \(Disaggregated Outcomes\)](#), [AB 705: ENGL 001 Preliminary Assessment \(Disaggregated Outcomes\)](#), [2020-2021 CARES Report: Understanding Students' Need for Financial Assistance During the COVID-19 Pandemic](#), and [2020-2021 Overview of Student Outcomes related to District Objectives 3.1 and 3.2. AB 705 English 001 Disaggregated Outcomes Report: Fall 2018 Cohort to Fall 2019 Cohort Comparisons](#)

- The Office of Research, Planning & Institutional Effectiveness (R-PIE) is in the process of developing additional comprehensive disaggregated data reports and analyses on critical topics:  
Cohort-based disaggregated student outcomes for Quantitative Reasoning courses and Fall 2020 disaggregated student outcomes for Asynchronous vs Synchronous English 1
- In order to align with the COS 2021-2025 Strategic Plan, the Program Review Committee added the following language to the Annual Program Summary prompts: "Please include disaggregated data wherever appropriate in your analysis. Examples may include the analysis of success rates by race and ethnicity, enrollment patterns by campus, etc."
- EDAC began hosting Watch Parties for the district to participate and have open dialogue. Fall '20 had four Watch Parties and Spring' 21 had four Watch Parties with participation from students, faculty, staff, and administration
- Frankie Guzman, Luke Wood, Frank Harris, and Lasana Hotep provided deep discussion and dialogue during convocation
- President/Superintendent video message to all campus employees and students in response to murder of George Floyd
- Hosted peaceful signs of support for Black Lives Matter to assist VUSD in supporting student voices
- Supported peaceful march in front of college after the murder of George Floyd

**POLICE ACADEMY**

- In the classroom, academy students are encouraged to dialog about times they have observed or felt victimized through the disrespect of others. This is based around discussions on diversity, empathy, respect for others, and inclusion
- Academy staff is being told to focus on student collaboration over competition

	<p><b>I &amp; T DIVISION</b></p> <ul style="list-style-type: none"> <li>• I &amp; T division chair, faculty member and dean are engaged in work site visits with employers to increase job opportunities / employment for students</li> <li>• CTE HS Liaison has been hired to help recruit local HS students who are economically disadvantaged and provide them labor market info as well as hourly wage rates</li> <li>• I &amp; T faculty engage students in current events open dialogue addressing the value of education and personal barriers to success</li> <li>• I &amp; T Faculty will engage in a summer reading of <i>Blindspot, Hidden Biases of Good People</i></li> <li>• Increase recruitment strategies for local student to enroll in high wage, high demand jobs through CTE advertisement to specific programs</li> <li>• I &amp; T faculty engage student conversations focusing on moving toward equity by achieving professional level employment within the I &amp; T industry</li> </ul> <p><b>STUDENT SERVICES/COUNSELING</b></p> <ul style="list-style-type: none"> <li>• Counseling Division held discussions at their division meetings following the district’s convocation guest speakers on equity for Fall 2020 and Spring 2021. The dialogue focused on how the division can support equity and our black community, students, and employees</li> <li>• Counseling Division held discussion during the division meeting in Spring 2021 on anti-racism, specifically with support towards the Asian community, and a training on Bystander Intervention techniques</li> </ul>
<p>3. Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum. As campus leaders look at overall campus</p>	<ul style="list-style-type: none"> <li>• Faculty and administrators attended Skyline College’s Equity Academy focusing on anti-racist syllabi</li> <li>• Instructional Council set two initiatives focused on the Chancellor’s Call to Action including inclusive classrooms and anti-racist curriculum</li> <li>• Curriculum committee initiatives include action plans</li> </ul>

climate, it is equally critical that faculty leaders engage in a comprehensive review of all courses and programs, including non-credit, adult education, and workforce training programs. Campuses need to discuss how they give and receive feedback and strive to embrace the process of feedback as a productive learning tool rather than a tool wielded to impose judgment and power. Faculty and administrative leaders must work together to develop action plans that provide proactive support for faculty and staff in evaluating their classroom and learning cultures, curriculum, lesson plans and syllabi, and course evaluation protocols. Campuses also need to look comprehensively at inclusive curriculum that goes beyond a single course, such as ethnic studies, and evaluate all courses for diversity of representation and culturally-relevant content. District leaders should engage with local faculty labor leaders to review the tenure review process to ensure that the process promotes and supports cultural competency. Additionally, districts should be intentional about engaging the experiences, perspectives and voices of non-tenured and adjunct faculty in the equity work of the campus. This work must be led in partnership with campus CEO's/Presidents, college faculty, chief

- Athletic Department reviewed syllabi with an anti-racist lens
- A request to Instructional Council has been sent to provide additional information in this area
- Curriculum Committee and Academic Senate are reviewing the CSU transfer requirement for Ethnic Studies and developing plans for implementation
- Ethnic Studies dept. and Sociology dept. with the Social Science Curriculum rep updated Ethnic Studies curriculum to meet the Call to Action and AB1460
- Social Science faculty from Ethnic Studies, Sociology, Political Science, Psychology, and Anthropology have developed an Academic Senate resolution that is will be shared with the entire division for discussion and updates on Tuesday, March 9th @2:00pm
- The Social Science Division is communicating with the Art Division and English Division about supporting curriculum to expand transfer pathways related to Ethnic Studies
- Social Science faculty led a FEC workshop during Convocation Days titled: "How Can We Have Difficult Conversations" attended by 20 District employees
- Multiple Social Science faculty are facilitating/attending/sharing the Watch Party series
- Social Sciences faculty are encouraging student attendance at CHAP events: such as the Royal Chicano Air Force series and Student Senate Watch Party and offering extra credit for student feedback from these events related to JEDI (Justice, Equity, Diversity, and Inclusion topics)
- Social Science faculty have discussed how their disciplines address race, ethnicity, and discrimination within the courses and how the various perspectives/paradigms frame these topics. For example: psychology uses a more personal/individual lens, whereas anthropology uses a more cultural/global lens
- The Level One Hiring Committees for Sociology and Political Science continue to discuss and revamp the hiring processes to ensure that our JEDI work continues with new faculty

**SOCIAL SCIENCES**



instructional officers, chief student service officers, the ASCCC, the Student Senate for California Community Colleges (SSCCC) and campus student leaders.

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#### **FINE ARTS**

- Theatre Department: Organized a “devised collaboration” with students from the Drama 19 and 21 classes, COS faculty from various disciplines, and community members, which was led by the Tectonic Theatre Company. Participants developed their own original dramatic multi-media video project that was shared online, with a focus on addressing systemic racism and a vision for creating an anti-racist community

- Art Department and Gallery: COS faculty, students and community members participated in a series of webinar conversations around diversity, race, gender identity and advocacy through a creative and art history lens
- Art Department and Gallery: “And we Won’t Stop” exhibition highlighted our current social and political unrest and calls to mind how the use of photography and digital media are capturing moments and the impact of sharing them in real time
- Art Department and Library: “Human Rights Art” was a virtual exhibition held to promote conversations and reflections regarding various human rights and social justice topics, including racism, diversity, immigration, working conditions and others. A printed and online art catalog was distributed for educational use, and to encourage continued reflection

#### **ENGLISH**

- The department reviewed our English 1 through an anti-racist lens. On March 18 the department passed by a vote of 22 to 2
- The department wrote and published an equity statement on the department webpage
- The English division is reviewing its literature course offerings and rotation cycle for greater availability and accessibility (including the potential elimination of prerequisites for literature courses)

#### **COUNSELING/STUDENT SERVICES**

- Reviewed Canvas shells for inclusion of supportive language and accessibility requirements for some instructors during evaluations
- Reviewed the Division’s recent job postings with EEO committee and made changes to include desirable skills surrounding equity
- Engaged in dialogue with Counselors and Division Instructors on how to be more culturally responsive and equitable in teaching and counseling

### **LANGUAGE AND COMMUNICATION STUDIES**

- Division wide viewing of Race Lighting by Luke Wood and Frank Harris III  
<https://www.youtube.com/watch?v=AryVSRyz808>
- Division wide article shared by Black Mind Coalition on Race Lighting  
<http://bmmcoalition.com/racelighting/>
- Division wide sharing of an article on emotional intelligence for students during a pandemic <https://www.forbes.com/sites/christopherrim/2020/04/24/bren-brown-and-marc-brackett-on-emotional-intelligence-during-a-pandemic/?sh=54a9d627c0ae>
- Division wide conversation on the definition of culture and the impact of mythos
- As a result, departments are working on course curriculum to include more inclusivity, awareness, methodologies for a diverse population, etc...
- Instructors are reviewing their courses within canvas for language that includes diversity and offers resources
- Students are being provided information on the National Student Diversity convention to take place in April 2021 <http://nslcd.org/>

### **CONSUMER FAMILY STUDIES**

- Child development faculty have added cultural and equity related information to recent program and course updates in Courseleaf, including related SLO's and PLO's
- Some CFS faculty participated in EDAC anti-racist reading group over the summer 2020
- CTE lab faculty have worked with diverse population of students to address equity in lab classes and ensure student success for the entire population of enrolled students; modifying curriculum, instructional strategies and access to lab materials as needed
- Several CFS faculty participated in COS & state led call to action webinars. They have also shared their perspectives in group/districtwide conversations related to the call to action

- Participation by a CSF faculty member in A2Mend (African American Male Education Network) including attending conferences and active mentoring of students
- Some faculty attended Ibram X. Kendi's talk on how to be an anti-racist
- Nutrition faculty have incorporated cultural and equity related practices into their on-going review of assignments, activities and exams
- Some faculty have evaluated and updated course content and reflected on equitable practices in their performance evaluations
- Some child development faculty have adopted OER textbooks that are committed to culturally relevant content representation

#### **NURSING AND HEALTH**

- The Nursing program had hiring committee questions and a sample Nursing syllabus reviewed by co-chair of the Equity, Diversity, and Action Committee for DEI
- Some division members attended the “Racelighting, A prevalent Version of Gaslighting Facing people of Color” webinar. Recording of Webinar was sent out to all faculty in the division
- Scholarly Brief “Racelighting in the Normal Realities of Black, Indigenous, and People of Color”  
<https://sdsu.us1.listmanage.com/track/clicku=10bb7244109314734b3013b28&id=449eafb609&e=2ba91a2339> shared division faculty members via email
- Resources and syllabi examples incorporating DEI discussed by faculty during Nursing Curriculum Committee meeting and Division meeting and posted on the CBC ADN Curriculum group site
- Faculty Focus “Proactive Microresistance in a Microaggressive World”  
[https://www.facultyfocus.com/articles/academic-leadership/proactive-microresistance-in-a-microaggressive-world/?st=FFdaily;sc=FF210414;utm\\_term=FF210414&utm\\_source=ActiveCampaign&utm\\_medium=email&utm\\_content=Proactive+Microresistance+in+a+Microaggressive+World&utm\\_campaign=FF210414](https://www.facultyfocus.com/articles/academic-leadership/proactive-microresistance-in-a-microaggressive-world/?st=FFdaily;sc=FF210414;utm_term=FF210414&utm_source=ActiveCampaign&utm_medium=email&utm_content=Proactive+Microresistance+in+a+Microaggressive+World&utm_campaign=FF210414) shared with division faculty via email.
- Some division members attended COS & state led call to action webinars

- Instructors are reviewing their courses and content for DEI
- EMT/first responders are exploring and implementing implicit bias training into curriculum; regular meetings with CTE Deans, Police/Fire Academy/EMT faculty to discuss equity language in syllabus
- Provided division faculty 2 books for summer reading (optional) that support DEI: “The Resilient Educator: Empowering Teachers to Overcome Burnout and Redefine Success.” ([https://www.amazon.com/Resilient-Educator-Empowering-Teachers-Overcome/dp/1735240915/ref=sr\\_1\\_1?dchild=1&keywords=resilient+educator&qid=1618517927&s=books&sr=1-1](https://www.amazon.com/Resilient-Educator-Empowering-Teachers-Overcome/dp/1735240915/ref=sr_1_1?dchild=1&keywords=resilient+educator&qid=1618517927&s=books&sr=1-1))
- “Relationship Rich Education” ([https://www.amazon.com/Relationship-Rich-Education-Connections-Success-College/dp/1421439360/ref=sr\\_1\\_3?dchild=1&keywords=equitable+and+inclusive+classroom+in+higher+ed&qid=1618523848&s=books&sr=1-3](https://www.amazon.com/Relationship-Rich-Education-Connections-Success-College/dp/1421439360/ref=sr_1_3?dchild=1&keywords=equitable+and+inclusive+classroom+in+higher+ed&qid=1618523848&s=books&sr=1-3))

#### **POLICE ACADEMY**

- Implicit Bias – IAT surveys- added into packet prior to entry; orientation
- Code of Ethics – treatment of all people; regardless of opinion
- 5 Learning Domains – POST video on race/racial profiling – required viewing
- Verifying that the training was done; check and balance.
- Tactical communication

#### **MATHEMATICS DEPARTMENT**

- Held nine Division meetings to share instructional methods and best practices to teaching online
- Expanded the math curriculum by creating and offering three new courses to address student success issues in STEM Algebra, CTE, and Statistics
- Held an in-service session with full-time and adjunct faculty members, with the authors of “Big Ideas in Mathematics,” focusing on how to teach mathematics to future teachers
- Provided free calculus books and access lab codes to all students in each one of the calculus courses

	<ul style="list-style-type: none"> <li>• Provided student activity kits to students enrolled in Structure and Concepts math classes</li> </ul> <p><b>SCEINCE DIVISION</b></p> <ul style="list-style-type: none"> <li>• Adopted a Commitment to Equity statement in all science job announcement flyers</li> <li>• Faculty members created introduction and student support modules within their Canvas classroom management pages</li> <li>• The Biology Department provided free e-textbooks and laboratory codes to all of the students enrolled in Frontiers in Biology courses. Frontiers in Biology is a general principles course for transfer students</li> <li>• Science Lab Technicians from all three campuses met and discussed best methods to support students during lab times</li> </ul>
<p><b>4. District Boards review and update your Equity plans with urgency.</b> It is time for colleges to take out their Equity Plans and look at them with fresh eyes and answer the question of whether it is designed for compliance or for outcomes. College leaders, both administrative and academic, must have candid conversations about the limitations and barriers to pushing their equity plans and agenda further, and where there are opportunities and support to accelerate the work. Colleges will need to pull together a cross-campus team, including research, human resources, technology, faculty, support services, classified staff and others to focus on naming the barriers, identifying</p>	<ul style="list-style-type: none"> <li>• The District’s Strategic Plan incorporates the Call to Action, Vision for Success, and Diversity, Equity and Inclusion Plan, throughout the objectives and actions that have been developed. The Goal 3 (Equity) Taskforce met several times with a cross-sectional team to thoughtfully add new objectives to the Strategic Plan</li> <li>• The Equity and Diversity Action Committee (EDAC) reviewed the Equity Plan activities with “fresh eyes”. After a review by the EDAC, the committee found that 3 activities needed to be prioritized and updated within the Equity Plan that run parallel to EDAC initiatives. 1) Course Scheduling 2) Outreach and Recruitment and 3) Professional Development. These three activities are currently under review by their respective taskforces which will ultimately make recommendations through EDAC</li> </ul>

<p>solutions, and then rallying the full campus to engage in meeting the needs. Equity plans must take into consideration the non-credit and adult education students, who consist of close to a million students in our system, and make up some of the most vulnerable and socially disadvantaged groups. We have all seen campuses do what was previously considered impossible as they responded to COVID-19; it is time to channel that same can-do attitude and community resolve towards addressing equity and structural racism. This work must be led system wide in partnership with district trustees, CEO's/Presidents and all campus leaders at all levels.</p>	
<p><b>5. Shorten the time frame for the full implementation of the Diversity, Equity and Inclusion Integration Plan.</b> In 2018, the Board of Governors of California's Community Colleges (Board) mandated that our system create a plan to address diversity, equity and inclusion (DEI) in our workforce and learning environments. This work culminated in a unanimous vote September 2019 where the Board adopted a new system wide statement for DEI that impacts the mission of our system, the Equal Employment Opportunity (EEO) reports submitted by our districts and funding</p>	<ul style="list-style-type: none"> <li>• Vice Presidents of Student Services and Academic Services are active on a statewide level to develop and provide feedback to the DEI Plan and will relay information back to the district as progress is made</li> <li>• Vice President of Academic Services is a member of Consultation Council</li> </ul>

<p>allocations for EEO funds. In addition to a new statement, the Board approved the DEI Integration Plan with a call to fully implement 68 recommendations over the next five years. Our system cannot afford to wait 5 years. The Chancellor calls for the Chancellor’s Office DEI Implementation Workgroup, the statewide representatives in the Consultation Council and campus leaders to mobilize to implement all tier 1 recommendations in the next 6 to 12 months and to act with urgency to implement tier 2 recommendations.</p>	
<p><b>6. Join and engage in the Vision Resource Center “Community Colleges for Change.”</b> As an educational community, we all need to continue to invest time to learn. The Chancellor’s Office has created a virtual community in the Vision Resource Center where content, dialogue and modules will be uploaded. Visit <a href="http://visionresourcecenter.cccco.edu">visionresourcecenter.cccco.edu</a>. After logging in, under the “Connect” menu, visit “All Communities” and look for “Community Colleges for Change”. Select the community and then click “Join Community” to access the content. This site is open to our entire system.</p>	<ul style="list-style-type: none"><li>• Multiple members of the campus community have accounts with the Vision Resource Center and frequently references this resource for updates, dialogue, and webinar recordings</li></ul>



