

# MSSC Retreat, Part One

July 21, 2020, 1:00-2:30

Zoom: <https://cccconfer.zoom.us/j/91992482172>

Attendees: Ashanti Hands, Trina Larson, Ailene Crakes, Larry Maxey, Victoria Miller, Gilda Maldonado, Andrew Tanjuaquio, Charlie Lieu, Claudia Estrada-Howell, Erika Higginbotham, Ivonne Alvarez, Johanna Aleman, Karla Trutna, Leroy Johnson, Leticia Diaz, Raquel Aparicio, Sasha Verastegui, Suzanne Khambata, Vicki Hernandez.

## Item One: Sankofa (Hands)

- Remembering John Lewis (1940-2020) with his words: **Never, ever be afraid to make some noise and get in good trouble, necessary trouble.**
- Our role: to make necessary trouble. A light is shining on this. If we want to be on the right side of history, we have to find a way to get in the way as we stand for our students.
- This year's theme: **Good trouble, necessary trouble.**
- Sankofa: It's not taboo to go back and fetch what you forgot. To move forward, we have to look back and take what we need.



- We are partnering with Edquity – to get out in the community to support students with what they need.
- *Clear is kind. Unclear is unkind.* Brene Brown
- In the PRESENT: students are homeless, lack access, lack food; much is unknown; we are creative; equity gaps; technology issues; there is hope and fog; serving students who don't know what they need
- Facing the FUTURE: design with students in mind – and design WITH STUDENTS (they can create – and what they create looks totally different – we don't know what students need and want). Our PNs, Ambassadors, and Career Peers, and tutors help us connect to students and are students. We have to be innovative, looking at data, talking to students, as guides – even when we are uncertain. Powerful online presence – student resistance is wearing down because it's our primary mode; each department and area has its own feel. Departments can get together – these are our values. How do we

communicate them remotely. Example: Hogwarts Escape Room. Fun connection. What are you good at? Do that. Do it well. Continue to think about processes. Thanks to Financial Aid for working hard to rethink processes. How do we get students to register to vote? “What we’ve always done” won’t work. We are the ones to create. We get to work with our staff. We don’t have to do it perfectly; we just have to do it. (Luster). Spirits of: Yes we can! Innovation.

- **LOOKING BACK; COLLECTING SEEDS OF WISDOM:** The LOFT, CRUISE, Career Peers, Basic Needs, Promise, FAST Scholars, Borderless Scholars, Project ReSTART, Virtual Commencement, online CalWORKs, and so many others - these didn’t always exist. We invented this. If it can be dreamed, it can be achieved. Now we’ve done this – now dream bigger dreams. We are all put here for a purpose. When we are working toward our purpose, we are in a space to accomplish it. We keep showing up. We need to pull out everything in us. We have to know the direction where we’re headed. Thanks everyone for engaging!

### Item Two: Safe Reopening Plan (Hands)

- We will have some classes on campus, using safe protocols. We will have about 150 classes on campus. There will be a plan that be rolled out for these classes. We will be online for Fall, so there is no general reopening plan for Fall. Before we establish a plan, we will have a walk-through of our building.

### Item Three: Campus Access Protocol (Hands)

- There are some specific needs folks have to come to campus. The protocol for coming onto campus involves four steps: 1) Talk to supervisor who will talk to dean; 2) complete online training before they come to campus; 3) notify college police when arriving and leaving; 4) before entering a building have to self-monitor (do you have a fever, have you had contact with anyone with COVID, have to wear a mask when leaving desk and going into more public areas.

### Item Four: CARES: Institutional Plan (Hands)

<b>CARES ACT-INSTITUTIONAL FUNDS</b>						
1	San Diego Mesa College					
2	<b>CARES Act Allocation</b>					
3	As of 7.14.2020					
4						
5	<b>Estimated Institutional Allocation \$1.76 Million</b>					
6	<b>Student Services</b>					
7	PD (Distance/Remote Service, Hardware/software training)	40,000	VPSS	College		
8	Additional Counseling Hours	100,000	VPSS	College		
9	Additional Financial Aid Hours	20,000	VPSS	District		
10	Software (Clockwork, Kuzviel, remote calling, Cranium Café, Electronic Health Records, Virtual Event	112,600				
11	Kuzviel	9,000	VPSS	College		
12	Protelisis	18,400	VPSS/VPA/VPI	College		
13	Electronic Health Records	8,000	VPSS	College		
14	Virtual Event Platform	50,000	VPSS	College		
15	Telehealth	5,000	VPSS	College		
16	Communication Software	400	VPSS	College		
17						


## Item Five: [Innovative Educators](#) – One Year Unlimited Access (Hands)

- Ashanti is proposing to purchase this one-year plan which offers a large variety of topics.
- What does everyone think?
- We'd want to encourage folks to participate. The LOFT and Classified Senate could help promote. This is a priority for the Classified Senate this year.

## Item Six: Equity in Action (Maxey, Miller)

- Focusing on Mesa College Scholarships
- Lessons Learned: Taking a deep dive into the data.
- White students were less likely to apply, but more likely to receive a scholarship.
- LatinX students were the least likely to apply and least likely to receive an award.
- The higher the GPA, the higher the units, the more likely an applicant is to receive an award.
- Is this our intention? We want to rethink this.

### 2018-2019 Lessons Learned Part 1



**RACE/ETHNICITY**

- White = lowest application rate, but highest award rate
- African American and Latinx = lowest award rate
- Asian = biggest gap bet. application rate and award rate

**1ST-GENERATION (FG)**

- On avg, non-FG received more scholarship money than FG
- Latinx was the only group that had both the lowest application rate and lowest award rate
- FG Latinx was the largest group among drafted applicants

**PLINE - Primary Language is Not English**

- PLINE Asians = high application rate but lowest award rate
- PLINE Latinx = largest group among drafted applicants

- Here's what we did:

- Outreach

Outreach to students  
Part 1

### WORKSHOPS

- Partnered with Writing Center
- Tutors joined workshops
- Workshops in Assessment lab and provided on the spot support
- Collaboration with
  - EOPS
  - STAR Trio
  - Promise
  - PERG Classes

Outreach to students  
Part 2

### CLASSROOM PRESENTATIONS

### COLLABORATION WITH INSTRUCTORS




### LANGUAGE TO INCLUDE ON SYLLABI

### CANVAS SLIDES

### PUBLICITY/ SOCIAL MEDIA

### HOW TO STEPS ONLINE

- Removing Barriers
  - Why do we ask the questions we do?

Removing Barriers

### Removing Barriers

- "Community Service" expanded to include service to church, family and friends
- Emphasized "All GPAs welcome to apply"
- Removed required references
- Removed minimum unit requirement (select scholarship)
- Flexible with part time/ full-time status


- Reviewer's Workshop with an Equity Lens
  - Focusing on struggle and resiliency – a simple adjusted mindset
  - Reviewers may naturally default to looking at GPA, units, and strong letters of recommendation.

### Equity Lens - Reviewer's Workshop

- Review of data
- Questions asked
- Discussion on intent of the scholarship
- Understanding the purpose of the scholarship

- Outcomes? SO EXCITING! We will continue to innovate. We are thinking about hosting Zoom workshops

### Lessons Learned from 2019-2020



**RACE/ETHNICITY - more diverse**

- More African American, Asian, Latinx
- Representation of Native American

**GENDER**

- Average per headcount for females were higher than for males
- Representation of non-binary category

**AMOUNT**

- Higher amount for African American, Asian, Filipino
- Lower amount for White and Latinx (but Latinx was still the biggest group in terms of total amount received and total headcount)

EQUITY  
IN  
ACTION!



## CENTER *for* URBAN EDUCATION

### PROMPTS FOR REVIEWING INSTITUTION DOCUMENTS AND POLICY FOR EQUITY

#### **Equity-Mindedness as the Guiding Paradigm for Documents and Policy**

- Does the document or policy position participation and success of students from racial, ethnic, and indigenous communities historically underserved by higher education as an institutional responsibility?

#### **Equity in Language**

- Are student groups clearly identified (e.g., African American/Black, Hispanic/Latino, Native American, Alaskan Native, Asian American/Pacific Islander, White)?
- Are biased or stereotypical assumptions made about students within the document or policy?
- What types of words are used to describe students from historically marginalized populations? Are they deficit or equity-minded?

- Why call out race and ethnicity?
  - Because this is where we are.
  - To be intentional and focused.
  - So we can focus on drawing out certain narratives and let them see themselves in our spaces. Creating a space for them.
  - Do we want all students to be successful? If we see that whole groups aren't succeeding – this is about our being intentional! Not political.
  - Data tells the *truth* of our story.
  - Disproportionate impact: it tells us what students aren't being successful commensurate to their enrollment level; it tells us what our institution is designed to promote.
  - We need to set goals so we are accountable that we can measure.

#### **Set Specific Goals and Accountability Measures**

- Are the goals listed within the document specific, meaning they can be measured for success? Are there goals that specifically mention minoritized student populations by name?
- Once the goals are created, is there a plan for how they will be assessed. Are the goals easily achievable?

### **Equity Framing**

- Does the document describe how the program/initiative will improve equitable outcomes?
- Does the document mention a rationale as to why equity work at the campus is important?
- Is the case for equity framed on the basis of economic well-being, demographic shifts, and/or moral imperative in order to speak to a broad base of stakeholders?

- If we believe this framing and apply it, our departments will produce equitable outcomes.
- We have improved some outcomes and will assess our goals and change as needed.
- Now we have a social commentary and context that makes it “cool” to support black lives and all disproportionately impacted lives.
- Let’s take advantage of this!
- The right time to see what needs to be done (where good trouble is needed) is when you see it.
- We are part of a system designed to create the outcomes we’ve seen.
- We must step back - to get in the way – to say and know when we need to disrupt the process.
- Tomorrow, we will have an opportunity to see this happen in action.
- Think about what you are feeling called to do. We’ll have space to put more meat to it.

**For Tomorrow: What is your call to action?**

## MSSC Retreat, Part Two

July 22, 2020, 10:00-11:30


Zoom: <https://cccconfer.zoom.us/j/91992482172>

Attendees: Ashanti Hands, Trina Larson, Ailene Crakes, Charlie Lieu, Leroy Johnson, Gilda Maldonado, Andrew Tanjuaquio, Anne Hedekin, Claudia Estrada-Howell, Erika Higginbotham, Ivonne Alvarez, Johanna Aleman, Karla Trutna, Larry Maxey, Leticia Dias, Michael Temple, Raquel Aparicio, Sasha Verastegui, Suzanne Khambata, Vicki Hernandez, Vicki Miller,

Item One: Call to Action (Crakes, Hands, Maxey, Miller)



- We are looking at racial and structural injustices. We are a microcosm of the larger world. Calls to action are great because they are specific about what we need to do. The current anti-racist focus is on Black/African American people who have experienced significant structural inequities. Many populations of our students require attention. There are many problems.
- Transfer Rates for Black students:



INFO		
African American Headcount	5 Year Average	5-Year % Change
<b>Total District</b>	78,493	-3%
African American	5,867	-14%
% African American over total	7%	-1%
<b>Total City</b>	16,165	-7%
African American	1,678	-23%
% African American over total	10%	-2%
<b>Total Mesa</b>	23,683	-7%
African American	1,550	-7%
% African American over total	7%	0%
<b>Total Miramar</b>	14,334	33%
African American	717	23%
% African American over total	5%	0%
<b>Total SDCE</b>	24,311	-13%
African American	1,923	-21%
% African American over total	8%	-1%



### Credit Colleges- Educational Goal

5 Yr. Average Educational Objective	4 Yr.	BA/BS after completing AA/AS	BA/BS w/out completing AA/AS	Total seeking to Transfer
City	7%	45%	9%	61%
Mesa	9%	48%	11%	68%
Miramar	6%	41%	10%	57%
All Colleges	8%	45%	9%	62%

#### Other demographics (5-yr. average):

- 13% of the African American Students are Active Military or Veteran. This is higher than the Total District military status (8%).
- 6% of the District African American Students have received DSPS services. This is higher than the District total population (4%).
- Overall, 7% of the Credit Colleges African American have received EOPS services (City: 9%, Mesa: 6%, Miramar: 5%). This is higher than the All Colleges total population (4%).
- A good proportion of African American students have attempted Online Only (16%) and Evening Only (13%) as their main format for their classes. SDCE students proportion of Evening students is even higher (21%).

## AFRICAN AMERICAN AWARDS

Awards	2014/15	2015/16	2016/17	2017/18	2018/19	5-Year % Change	Trend
Total District	11,599	14,048	14,079	14,283	14,226	22%	
African American/Black	984	1,086	1,144	1,053	1,046	6%	
% AA over total	8%	8%	8%	7%	7%	-1%	

Awards	2014/15	2015/16	2016/17	2017/18	2018/19	5-Year % Change	Trend
Total City	1,368	1,379	1,354	1,279	1,467	7%	
African American	150	145	130	119	146	-3%	
% AA over total	11%	11%	10%	9%	10%	-1%	

Awards	2014/15	2015/16	2016/17	2017/18	2018/19	5-Year % Change	Trend
Total Mesa	1,789	1,660	1,949	2,010	1,997	12%	
African American	99	93	84	112	127	28%	
% AA over total	6%	6%	4%	6%	6%	1%	

Awards	2014/15	2015/16	2016/17	2017/18	2018/19	5-Year % Change	Trend
Total Miramar	1,211	1,250	1,254	1,560	1,878	55%	
African American	46	35	50	48	65	41%	
% AA over total	4%	3%	4%	3%	3%	0%	

Awards	2014/15	2015/16	2016/17	2017/18	2018/19	5-Year % Change	Trend
Total SDCE	7,331	9,759	9,522	9,434	8,884	21%	
African American	589	813	880	774	708	3%	
% AA over total	9%	8%	9%	8%	8%	-1%	

Source: OIRP Factbook 2019

<https://public.tableau.com/profile/sdccc.institutional.research#1/vizhome/DistrictFactbookv2/OverallAwards>



# AFRICAN AMERICAN TRANSFER

Transfers	2014/15	2015/16	2016/17	2017/18	2018/19	5-Year % Change	Trend
Total District	3,432	3,676	3,891	4,206	4,751	38%	
District African American	230	232	228	213	270	17%	
% AA over total	7%	6%	6%	5%	6%	-1%	

Transfers	2014/15	2015/16	2016/17	2017/18	2018/19	5-Year % Change	Trend
Total City	780	853	923	970	998	28%	
African American	94	97	100	86	87	-7%	
% AA over total	12%	11%	11%	9%	9%	-3%	

Transfers	2014/15	2015/16	2016/17	2017/18	2018/19	5-Year % Change	Trend
Total Mesa	1,978	2,069	2,143	2,283	2,467	25%	
African American	110	107	102	89	131	19%	
% AA over total	6%	5%	5%	4%	5%	0%	

Transfers	2014/15	2015/16	2016/17	2017/18	2018/19	5-Year % Change	Trend
Total Miramar	674	754	825	953	1,286	91%	
African American	26	28	26	38	52	100%	
% AA over total	4%	4%	3%	4%	4%	0%	

Source: CIRP Factbook 2019

<https://public.tableau.com/profile/sdccc.institutional.research#1/vizhome/DistrictFactbook2/OverallAwards>

- While the percentages may be somewhat representative of our Black/African American students, the data story does not reflect our aspiration of being the leading college of equity and excellence.
- See the LACCD Plan of Action as an example:

**LOS ANGELES COMMUNITY COLLEGE DISTRICT**  
CITY / EAST / HARBOR / LONG BEACH / DOWNTOWN / TRADE-TECHNICAL / VALLEY / WEST

**Framework for Racial Equity and Social Justice**

**Taking Action to Root Out Racism and Internalize Anti-Racist Policies and Practices at LACCD**

JULY 6, 2020

*As an organization founded on educational excellence, opportunity and access, and dedicated to the principles of equity, justice and community, the Los Angeles Community College District (LACCD) must lead by example, and make structural and permanent change to root out the ill effects of racism and bias from our classrooms and our workplace.*

The horrific, inexcusable killing of George Floyd, the shooting death of Andres Guardado, a student at Trade Tech College, and the beatings and killings of other unarmed men and women and people of color are absolute, unwarranted tragedies. These deaths also represent a tipping point for our national consciousness and our actions, where as a society we have been neglectful or remained uncomfortable in discussing the impact of race in this country and at our institutions of higher education. LACCD must be deliberate and purposeful in educating around being anti-racist, while internalizing anti-racist and eradicating anti-Blackness policies and practices.

The following Framework for Racial Equity and Social Justice speaks to the values of our organization and directs specific action steps and commitments that will allow our colleges and District to set a cultural tone and to actively build anti-racist organizational capacity and resilience, and move forward towards a more socially and racially-just academic community. The action steps are intended to complement, not supplant, specific activities and programs at the nine colleges, where some of this work has already begun.

To provide continuity and accountability, the District will establish a Chancellor's Advisory Committee on Black/African American Student Affairs to provide advice, guidance and expertise to the Chancellor and Board of Trustees on issues impacting the Black/African American faculty, staff and student community. Amongst its first charges, the Advisory Committee will develop an Equity, Anti-racism and Inclusivity Statement for LACCD to use as our "North Star" for the District's social justice and racial equity framework and values.

Through its employees and students, LACCD has tremendous assets and personal narratives to draw from. As such, LACCD will commit to create and sustain safe places for open dialogue, and courageous and crucial conversations on race and equity through scheduled and coordinated forums and Town Halls.

This spring, the District became a founding member of the California Community College Equity Leadership Alliance through the Race and Equity Center at the University of Southern California. Through the Alliance, our District will have access to resources, trainings and annual assessments, all aimed at improving equity. Among the first activities, we'll conduct a Districtwide racial climate survey administered by the USC Race and Equity Center to assess the racial and equity climate at the nine colleges and Educational Services Center, and disaggregate the data to better understand the dynamics of race, gender identity and multiracial intersectionality.

The District will deploy an accountability framework to ensure an equity lens throughout this work, and use the Guided Pathways framework for action, measures, follow-through on the identified action steps with annual reports to the community.

*In Solidarity We Stand,  
Members of the Chancellor's Cabinet:*

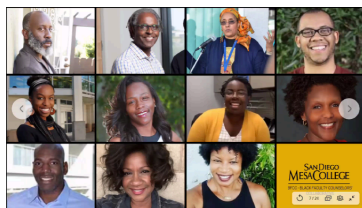
**LACCD ACTION STEP COMMITMENTS**

- 1 Create and empower a Districtwide Race, Equity and Inclusion Human Resources Workgroup to bolster the focus and work of the Human Resources Division, Personnel Commission, Office of Diversity, Equity and Inclusion and the District EEO Advisory Committee. The Workgroup will be charged to review all district policies and practices aimed at identifying structural and systemic barriers to the recruitment, hiring, onboarding, supervision and promotion of historically underrepresented and marginalized communities, with an emphasis on the historical barriers for Black/African Americans.
- 2 Begin an immediate review of campus-based Equity Plans and strengthen the investment in proven practices that advance diversity, equity and inclusion (e.g. EOPS, APASS, DSPS, Umoja, Puente, Dream Resource Centers, re-entry programs and services, Veterans' Resource Centers, Black Scholars, LGTBQIA+) aimed at eradicating currently existing equity, opportunity and achievement gaps and review and recommend policies that close the equity gaps and advance student success.
- 3 Support the faculty's efforts to construct and redesign curriculum intentionally and strategically to support and build upon equitable, anti-racist classroom environments and professional learning, beginning with the review of curriculum germane to the study of race, class and equity, administration of justice, and first-responder training, including the investigation of an ethnic studies requirement for LACCD.
- 4 Engage with the Los Angeles Sheriff's Department Community College to begin an immediate review of the Community College Bureau's contract for services, policies and practices related to community policing, de-escalation techniques, risk assessment and establishing mandated cultural proficiency, anti-bias and cultural responsiveness training.
- 5 In consultation with each of our six employee groups and unrepresented groups and senior management:
  - a Support the alignment and availability of professional development and training around diversity, equity, inclusion, equitable teaching practices, implicit bias, micro and macro-aggressions and anti-racist behaviors; and
  - b Review the employee evaluation process to improve performance, cultural responsiveness and outcomes.
- 6 Develop student leadership opportunities that promote equity and that celebrate and respect the differences that make up multicultural America, including education, protest, and empowering initiatives that incorporate the knowledge and voices of minoritized populations.
- 7 Plan, coordinate and implement Districtwide Teach-Ins around race, justice and equity, and anti-racism and develop user-friendly resources of anti-racist literature and practices.
- 8 Engage and invest in Districtwide advocacy efforts aimed at introducing and supporting state and national legislation focused on racial equity, inclusion and diversity.
- 9 Coordinate and promote a Districtwide civic awareness and volunteerism campaign to bolster civic engagement, voting, and full participation in the democratic process.

- Also see the Classified Equity Taskforce Next Steps  
The Classified Equity Taskforce will be hosting informal one-hour sessions called “Next Steps” twice a month to discuss anti-racist ideas and practices and equitable practices, generally, through a classified practitioner lens. The topics for discussion will arise organically from the group. Everyone is welcome to attend 2nd Tuesdays from 10-11 and 4th Thursdays from 2-3. I think we’ll get started in September. Look for the flyer.
- And the Counseling Department’s Call to Action:



- Black Faculty Counselors’ Collaborative (BFCC)



- **Why?** We want to have a response to this time of change; we have our moment and don’t want to miss our moment.
- **Start:** We began with a student panel to get input. Faculty from Chicano Studies, Black Studies, Counseling, and counseling professionals were all available and with us.
- **Activities:** Weekly meeting for the Counseling Equity Committee which now has a mission statement. We want to make the Counseling department more equitable and inclusive – with a focus on Black students, in particular, and also other disproportionately impacted students.

- **Purpose and Background:** Want to focus on what's happening and respond, in supporting the needs of our African American students. We include a diverse group from many areas, units, and includes students.
- **Student Contact & Ed Plan Campaign for Black Students**
  - We are looking at a wrap-around, case-management approach, so AA students have strong support and can experience trust.
  - Will work closely with our students so they are involved in our initiatives, events, and activities and not speak for them in our planning. Letting students know at every step of the way, they will be contacted by relevant student services office.
  - Want to increase number of students coming in for long-term ed plan.
  - Career and transfer workshops for AA students from their perspectives.
  - Going to include SHS in this work to help support psycho-social aspects of AA students.
  - Will focus on needs and supports for AA athletes, with an emphasis on academics. The current coach has created this culture. The BFCC will assist in this effort (in part to make sure they understand and follow their ed plans).
- **UMOJA** will be interwoven in all of this. Services will be scaled up. UMOJA will play a critical role in monitoring the success and support of AA students. Being more intentional and intrusive. Looking at the whole student.
  - Want to serve as a connection of trust.
- **A Sawubona Canvas shell** has been created for AA students (Sawubona – a Zulu word meaning – “I see you.”). Will highlight SS and deadlines, will host discussion boards. Removing any barriers between AA students and what they need. They will have immediate contact with the BFCC group.
- **A Black Directory** – so students know who is on campus.
- In all, a roadmap for support of students to transform and advance the lives of students, touching the spirit of the student and create and connect students to a community.
- The ethic of love is a huge part of what we do.
- Collaborations with Outreach and AVANZA forthcoming. Ashanti has resources to connect with students, too.
- **Equity Initiatives**
  - Mesa Program Review
    - We have included equity initiatives in program review, in particular focusing on initiatives for Black students.
  - Education Planning for Black Students
    - Andrew has compiled a list of Black students at Mesa
    - Counseling is working on
    - We're looking globally – a case management/wrap-around concept
  - Counseling Equity Committee
    - Counseling and counseling professionals have volunteered and are meeting to talk about how we can make Counseling more inclusive and welcoming. We are coming up with lots of plans and ideas and putting

them into practice. (Next Steps tie in – could Jennifer and Vang Present at Next Steps?) Could all SS areas

- Data
  - Only 5% of Black students are coming in for appointments.
  - More (19%) come in for drop-in.

## SPRING 2020 DATA - BLACK STUDENTS SERVED

# Black students enrolled at Mesa	2,477	
# Students seen by general counseling	7,071	
# Black students seen by general counseling (duplicated)	595	24%
# Black students served through counseling appointments (unduplicated)	132	5%
# Black students served through counseling drop-ins (unduplicated)	463	19%
# Black students who received both drop-in and counseling appointments	61	2%

Here were the student panel questions. Clips are available with student responses and will be available later.

**STUDENT PANEL QUESTIONS**

1. What would you like to see the Counseling Department do better ?
2. How can we be more inclusive in our remote services?
3. What barriers are we imposing on students of color in our waiting area?
4. Are there recommendations you have for the use of social media and how we can use these platforms to promote equity amongst students

Formed by the Counseling Equity Committee:  
Vang Thao, Jennifer Phelps, Kristy Carson, Adam Erlenbusch, Leroy Johnson

A last thought from Ashanti: Create good trouble, necessary trouble when analyzing our policies and procedures NOW. Let's start where we are. Question: What are you being called to do? What one specific thing will you do this semester? We will ask you to talk to your teams about this and share back.

## Item Two: Appreciation & Needs (Crakes, Hands, Maxey, Miller)

- What do you need? Chat responses:
  - Help to create a space similar to G-103 for our students of color in our building
  - I would like to carry out a point of services survey again - will reach out to Kyung Ae. We want to make sure we are supporting the needs of our prospective students.
    - We put a hold on the survey this fall. Thanks for your interest in this. We can work with you so you can survey your students.
  - Access to Black Student emails to encourage participation in planned events.
  - Better access to student emails
    - Ashanti can make sure that messages go out to students. Creative ways: Canvas shells; Mesa Journeys. Just want to do it in a coordinated way.
    - Charlie is working on designs for emails so they are eye-catching.
  - Create a Black Student Union/area (physical space) to encourage community, improve their voice and mutual support.
  - When we return to campus, a dedicated space for our Black students. While remote, now would be a great time to canvas the campus and decide on a suitable space Black students can use computers, meet with tutors, grab a snack, to meet...etc.
  - What if we include a tile/link to special population organization on Campus Solution portal
  - Please contact your deans for any additional support.