DIVERSITY, INCLUSION & EQUITY DEVELOPMENT
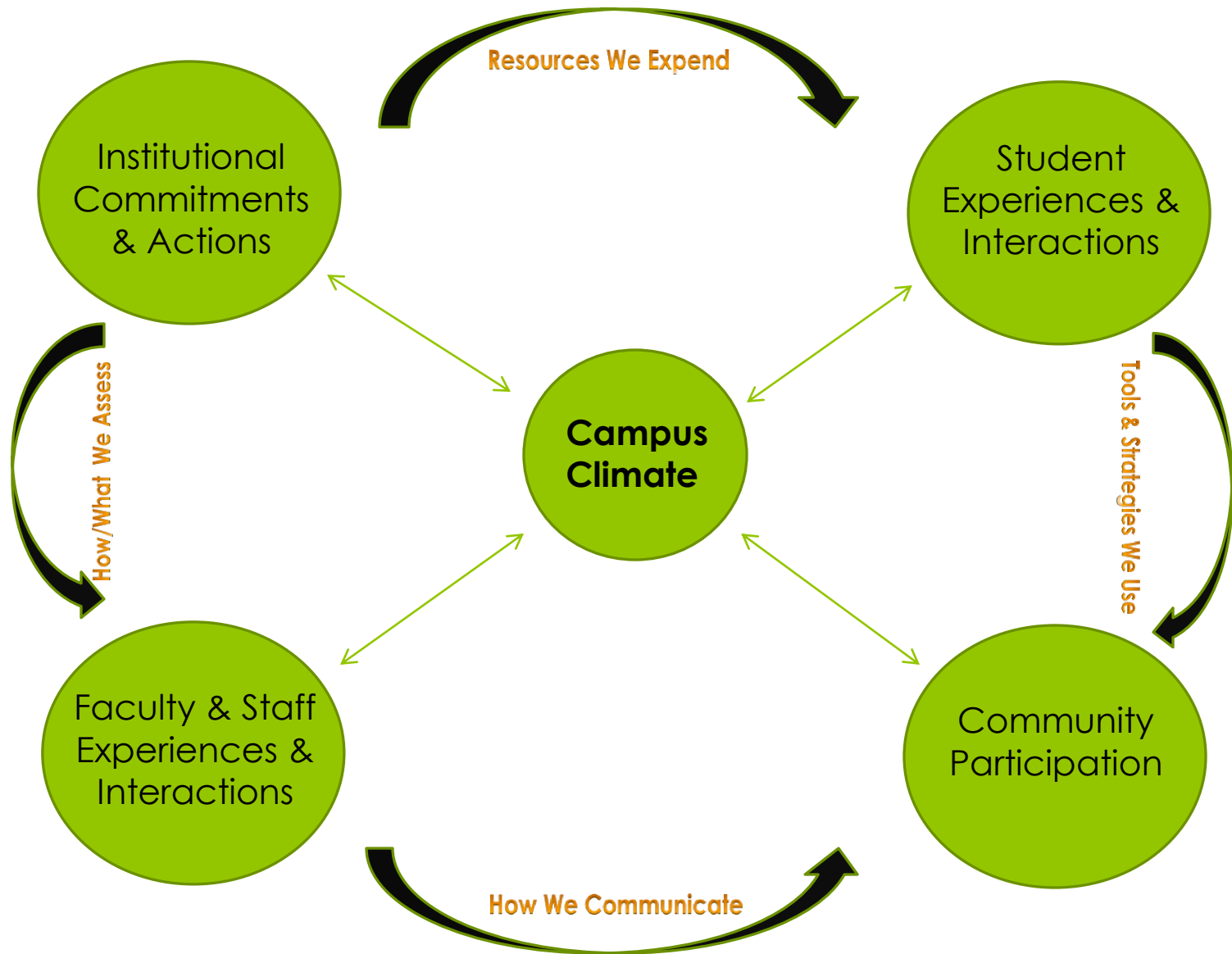
At San Diego Mesa College

Post-NCORE Wish Lists & Reflections
June 2015

❑ Support for Integrating Diversity, Inclusion & Equity **Policies** into the Fabric of the College at all Levels

❑ Support for Implementing Data-Driven **Programs**, which Align with Diversity, Inclusion & Equity Goals

❑ Support for a Full-time **Leadership** Position in Diversity, Inclusion & Equity

❑ Support for Initiating Campus Climate **Assessments** which are Inclusive & Lead to Strategic Action

What we Have

+

What we Give

MAKES A DIFFERENCE!

- ❑ **Money**

- ❑ **Personnel**

- ❑ **Time**

- ❑ **Facilities**

❑ Student Clubs & Organizations are **Well-Informed** about the Importance of Diversity, Inclusion & Equity

❑ Students Feel Welcomed, Respected & **Included** on Campus

❑ Students Actively **Participate** in & Share in the Coordination of Diversity, Inclusion & Equity Activities on Campus

❑ Students Have Adequate Opportunities to **Tell Their Stories** & Learn From Others in Ways that are Affirming, both Inside & Outside the Classroom

CAMPUS CLIMATE SURVEYS

Are . . .
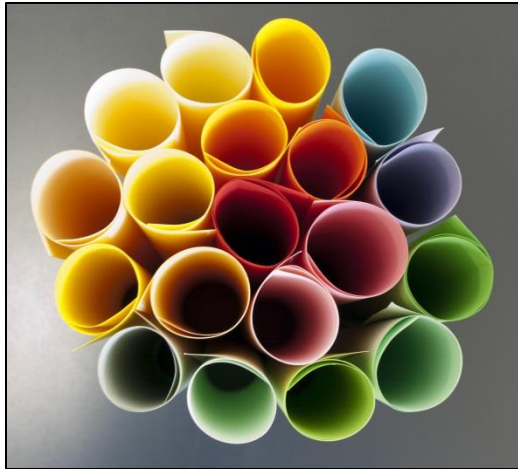
- ❑ Developed by the Campus Researcher

- ❑ Vetted by Students, Faculty & Staff

- ❑ Geared Toward Students, Faculty & Staff as Participants

- ❑ Designed to Assure Anonymity

- ❑ Selected in part for the Ease of Applying the Data into Action Plans

❑ Faculty & Staff are **Well Informed** about the Importance of Diversity, Inclusion & Equity

❑ Faculty & Staff Feel Welcomed, **Respected** & Included on Campus

❑ Faculty & Staff Actively Participate in & **Share** in the Coordination of Diversity, Inclusion & Equity Activities

❑ Faculty & Staff Have Adequate Opportunities to Tell Their Stories & **Learn From Others** in Ways that are Affirming, both Inside & Outside the Classroom

LET US COUNT THE WAYS. . .

❑ Via Verbal Exchange with Individuals *(Sharing, Listening, Learning)*

❑ Via Feedback *(Constructive Criticism, Letters, Notes, Essays, Position Papers)*

❑ Via Presentations Before Groups *(Meetings, Lectures, Flex Workshops)*

❑ Via Media *(Movies, Radio, TV, Internet E-mail, Websites, Blogs, Social Media)*

❑ Via Printed Materials *(Cards, Posters, Flyers, Newsletters, Books, Mags.)*

❑ Via Interactions With Others *(Activities, Games, Exercises)*

❑ Via Body Language *(Non-Verbal Expressions, Gestures)*

❑ Via Music, Art, Literature, Drama, Spoken Word

❑ Our Campus has kept the San Diego Community **Well-Informed** about Diversity, Inclusion & Equity Efforts on Campus

❑ Community Members Feel **Welcomed**, Respected & Included on Campus

❑ Community Members **Actively Participate** in Diversity, Inclusion & Equity Activities on Campus

❑ Community Members are **Reflected in the Diversity of Faculty & Staff** in the Same Ratios as in the Community

TOOLS

- [ ] An Inclusive Language Campaign
- [ ] Bio Posters for Students & Staff
- [ ] Other Opportunities to Share Our Stories
- [ ] The Privilege Walk & Other Interactive Exercises
- [ ] A Vocabulary Development Initiative
- [ ] A 20-Day Diversity & Inclusion Self Development Experience
- [ ] Dialogues on Racism, Classism, Sexism, Ageism, Etc.
- [ ] Replicate the Award-Winning Valencia "Bridges" Program

STRATEGIES

- [ ] Design Fall Convocation as a Call to Action for Diversity, Inclusion & Equity
- [ ] Establish Partnerships with Interested Constituents On & Off Campus
- [ ] Create a Cross-Discipline Diversity & Inclusion Presentation to Share Broadly
- [ ] Apply for Grant Monies to Fund Diversity, Inclusion & Equity Efforts
- [ ] Work towards the Hire of a Full-time Diversity & Inclusion Director