



Dear Chaffey College Community:

For the last year Chaffey College has faced many challenges, but we have remained committed to the success of our students. This is important and at the core of what we do. The College, however, has also had experiences that have impacted our current climate and have revealed to us that we can do more to support our faculty, classified, and administrators, specifically those of color. Concerns have been raised to us in the form of conversations, anonymous letters, and even resolutions for change. Chaffey College is taking these matters seriously, and we are listening.

In light of these concerns, the College is committed to the following actions:

1. Representatives from the Executive Team will hold/facilitate a virtual/in-person town hall once a semester to report on the progress of these initiatives, and to create a space for continuing conversations on race and our institution. The first town hall will be in April 2021.
2. The College will retain an expert by May 2021 to assess and review equity practices in the recruitment, selection, orientation and retention of Chaffey College employees, as well as reviewing reporting practices for complaints and concerns. This person will also be gathering qualitative data from BIPOC faculty, classified, and administrators on their experiences with professional development at Chaffey. The College will also commit to fill future vacancies with professionals who have a demonstrated record of success working with individuals that resemble our student population. This will begin immediately.
3. The College is amplifying efforts related to AB 705 to ensure more equitable outcomes in transfer-level English and quantitative reasoning courses. Scheduling will reflect the effort to maximize transfer-level enrollments and support for students will be designed more intentionally to support economically-disadvantaged students and students of color. Efforts will be made to diversify instructional methodologies to better support these student communities in these gateway courses. This effort has begun.
4. The Curriculum Committee will incorporate an equitable materials review as part of course modification in order to promote the decolonization and diversification of the curriculum. This work is currently underway. In addition, all College deans will promote diversity, inclusion, and equity in programmatic planning processes. This includes streamlining scheduling offerings and simplifying options to minimize confusion and promote program success among all students, but especially first-generation students who need more clarity in their educational planning. This also includes promoting low and no-cost textbook options for students to minimize the cost barriers for students, especially in their first year of study. These efforts are currently underway.
5. The College is contracting with scholars Dr. Frank Harris and Dr. Luke Wood as consultants to help us begin working over the summer to develop and implement the following in fall 2021:
  - a. A campus climate survey for students, faculty, classified, and administrators.
  - b. A Men of Color Student Support Model that will aim to specifically improve our outreach, retention, and matriculation experiences for Black/Brown males. Over the past year, Chaffey College lost approximately 20 percent of our men of color. This equity gap is not only a result of the pandemic. Since 2015, 7.7 percent of our first-time, no prior college experience minority males earned a degree within five years. Approximately 14.2 percent of first-time, no prior college experience minority males transfer to a four-year institution within five years (14.2 percent of Black males and 10.5 of Latinx males).

6. The College will retain a professional by fall 2021 with mental health expertise to work in collaboration with Campus Police to further support response efforts and deescalate non-criminal incidents whenever possible. The College will also support efforts to review and modify curricula in Criminal Justice to promote equitable practices that better educate and prepare those students pursuing careers in law enforcement.
7. The Center for Culture and Social Justice will offer multiple opportunities for professional learning for students, faculty, classified and administrators in areas such as anti-Blackness, anti-immigration, promoting racial justice, including workshops on racism in education, racial battle fatigue, and equity-minded practices while incorporating intersectionality. The Faculty Success Center and BLOOM efforts will also partner on these efforts in order to increase engagement and participation. These efforts are already underway and will continue.
8. The President's Equity Council (PEC) will be assigned to develop "Principles of Community" that articulate our community's commitment to access, equity, inclusion, and diversity. The PEC will begin working on this in September 2021 with a recommendation for principles submitted to the Executive Team for review in January 2022.
9. Equity Programming and Support will organize an annual Conference on Black/Brown Minds and Mattering to provide a platform for Black/Brown students, faculty, classified, alumni, and community members to present scholarship, display their work, share ideas, and make connections. This symposium will begin spring 2022.
10. All of the efforts listed above will be incorporated into the College's Strategic Plan on Equity. This will help ensure accountability, allow for review and create opportunities to update/add additional objectives and tactics as needed in the future.

Indeed, there is much work to be done in order to provide our students, faculty, classified and administrators a space to thrive, flourish, and shine when they are learning, teaching, and working on our campuses. Chaffey College recognizes the many roles it has in the lives of so many and as leaders, we stand in solidarity with our communities of color, and want to be advocates for them. Such ambition calls us to be lights along the path for our students and each other.

While social unrest continues and it weighs on each of us, we ask you to focus on the work ahead and our commitment to get us to the places we need to be. Let us work together with mutual respect, trust, and kindness for our students and with one another.

**Henry D. Shannon, Ph.D.**

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