

Feedback on resolution (my thoughts: adding a whereas and resolved to include faculty professional development/ education/ support to make change)

Amy, I have long argued that it really won't matter what some one "learned" about some one else's food, literature, history, etc. if you don't re-teach the educators themselves how to think outside the one world paradigm institutionalized by our society to all people. If I were to add anything it would be to recognize the value and the need of variant world understandings and to make the TEACHERS learn them first. It is hard for "westernized" people (all, not just white males) to admit that the linear world view we have been brain washed with leads to hierarchies and stratification in our world and implicitly racism, sexism, classism and other forms of discrimination. So, add that all educators must be exposed to more than one way of thinking.

I'd like to share a few things that have been food for thought on my end and perhaps these are aligned with future senate discussions as we reinvent our institution in an anti-racist manner. The list below is meant to offer actionable ideas and tangible change. Forgive my ignorance and lack of engagement if some of these are already on-going.

- Should the College cultivate Growth-Mindset as part of the SBVC faculty values?
 - A collective form to support faculty values with on-going learning and thus cultivate habits of mind in our students too.
 - Admitting failure as a rallying call to action is part of this habit of mind
- Should we embrace as a college Gallup's Strengths as we create more community and self-efficacy?
 - Staff, Faculty, Students easily collaborate and grow together. A large effort to individualize the student/staff/faculty experiences. Being human with each other.
 - This is already used by Elaine Aikers' behavioral health team and a few isolated faculty (from what I know).
- Can we improve in areas of our budget to align with our curriculum and the academic success of our students of color?
 - Minimize the use of grant-funded programs for continuous needs in students of color. Instead use established/non-temporary funds for those programs. Use grants only for actual temporary needs.
- Can we align student-equity with faculty-equity?
 - Increase FT faculty; Reduce courses with PT faculty. Many of our students of color are taught by PT faculty. PT faculty teach at so many institutions that it is challenging to make the continuous commitment to our (ValleyCollege) students of color.
 - Hiring and tenure practices that aim to foster diverse faculty that perform evidence-based teaching
 - When hiring, should evidence-based teaching (& cross-curricular connections) be a desirable qualification regardless of discipline?
- Can we build urgency, measures of effectiveness, and self-reflection using data?
 - Hire enough personnel to support evidence-based decisions (Chaffey has 5 research analysts; Santa Rosa has 3; By having this – their effectiveness for the college is notable at least in their output on their websites; other Colleges have a Dean and Director for Institutional Research in addition 2 research analysts)

- Availability of data should be the start for discussions

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- Making data-driven decisions when self-reflecting at different levels of our College (Evidence-based decisions by deans, VPs, President, faculty, etc)
- Just to see others: <https://fact-book.santarosa.edu/credit-courses-grade-distribution>
- Should the College have a specific committee of Equity and Inclusion? (and not just within Enrollment management?).

Thank you and your team for earlier and upcoming efforts to improve our College.