# CAPTAIN'S CHAT

February 22, 2024
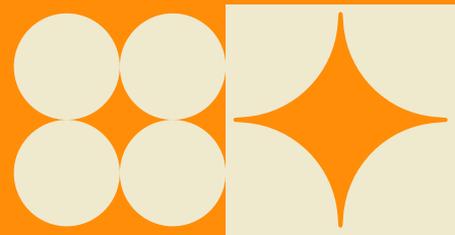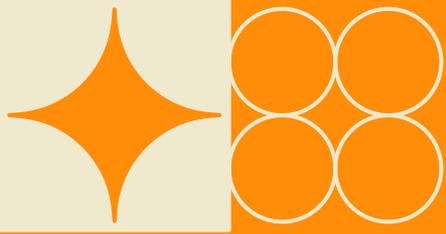
Ventura College
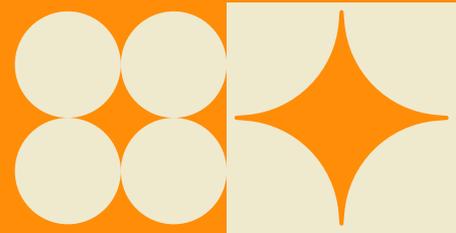
# 2024-25 Governor's Education Budget Proposal

- State Deficit - $38 Billion

- Total CCC Budget

  - Avoids cuts for now

- COLA 0.76% Applied to

  - General Fund*

  - Categorical Programs: EOPS, CARE, DSPS, CalWORKs

- No COLA for

  - SEAP, SWP, NextUp, Basic Needs, MESA, Mental Health, Rising Scholars, HHIP, Dreamers & Veterans Resources, LGBTQ Support, State Academic Senate
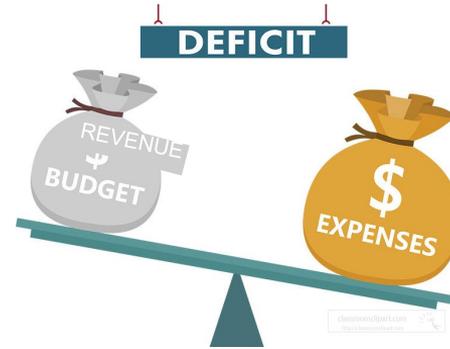
# SCFF Calculation

- Base Funding - 70% Part
    - College Size (Small, Medium or Large)
    - 3-Year Average Credit FTES*
    - CY FTES for Dual Enrollment, Non-Credit, and CDCP
- Supplemental Funding - 20% Part
    - Count of PELL, CCPG, AB540 Students
- Success Metric Funding - 10% Part
    - 3-Year Average Success Data*

- *3-Year Averages consist of data from Current Year (CY), Prior Year (PY), and Prior Prior Year (PPY)

# Three Funding Possibilities

- Student Centered Funding Formula (SCFF)
  - 70% Enrollment (based on college size and overall FTES)
  - 20% Low Income Enrollment (based on Pell Grant, Promise Grant, and AB540 FTES)
  - 10% Student Success (many metrics, higher rates paid for low-income student success)
- Stability
  - The previous year's calculated SCFF funding plus COLA
- Hold Harmless
  - 2017-18 calculated revenue, plus COLA for each subsequent year

# Emergency Conditions Allowance

▶ Emergency Conditions Allowance (ECA) was an op-in program that allowed districts to continue to be funded at pre-pandemic (2019-2020) FTES for the 2022-23 year, and to have those protections removed one year at a time beginning 2023-24

▶ ECA Protections on funded FTES expire one year at a time for the 3-year average used to determine funding.

   ▶ This year's (2023-24) Calculation: 2023-24 uses actual 2023-24 FTES, ECA Protected FTES for the Prior Year (2022-23), and ECA Protected FTES for the Prior Prior Year (2021-22).

   ▶ Next year's (2024-25) Calculation: 2024-25 uses actual 2024-25 FTES, Prior Year uses actual 2023-24 FTES, Prior Prior Year uses ECA Protected FTES (for 2022-23).

▶ The 2024-25 Stability Funding calculation would use the 2023-24 Calculation + COLA.

# 2024-25 Expectations

- ▶ Overall Funding for the District and Ventura College in FY 2024-25 will decline compared to FY 2023-24.

  - ▶ Decline due to pandemic enrollment declines.

  - ▶ Revenue decline was expected and planned for.

  - ▶ Too soon to determine full impact.

  - ▶ Revenue Decline is anticipated to be within the amount we have been preparing for the last couple of years.

# Information Timeline

▶ 2023-24 P1 Apportionment Report – End of February

▶ Campus Budget Development – March – April

▶ Governor's May Revise – Mid May

▶ State Budget Finalized by June 30, 2024

▶ Adoption Budget Development Completed in July

▶ District Budget Adopted by BOT by Sept 15, 2024

# Questions?

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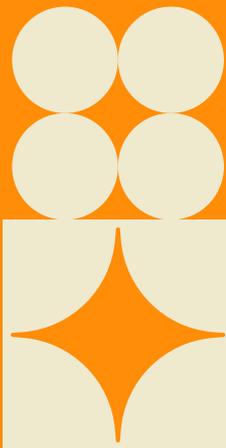
# Update on Vision and Values

Phillip Briggs
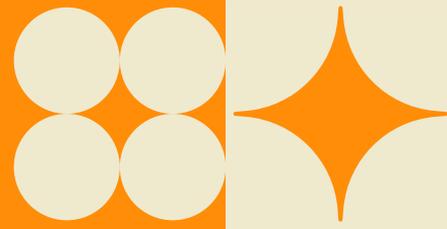
# What is a Mission? What is a Vision?

- Mission: reason or purpose for VC's existence

- Vision: aspirational view of what we want VC to be in the future

- Values: core beliefs and guiding principles that guide us towards vision

- Mission, Vision, and Values are periodically reviewed and updated

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# VC's Mission

Ventura College places students at the center of their learning experience, supporting them in achieving their personal, academic, and career goals in an anti-racist, liberating, and inclusive environment.  The College is an open access educational institution that supports our diverse community, helping them transform their own lives by offering degrees, certificates, transfer, and workforce preparation opportunities.

# Mission and Vision Update

- Mission and Vision workgroup

  - Jesus Vega, Dean

  - Dan Clark, Academic Senate President

  - April Montes, Classified Senate President

  - Adrienne Arguijo, Grant Director

  - David Carlander, Faculty

  - Deanna Hall, Faculty

  - Erin Askar, Classified Senate

  - Jimmy Walker, Faculty

  - Matthew Moore, Classified

  - Rocio Hernandez, Faculty

# Mission and Vision Update Timeline

- Mission was approved in spring 2022

- Nov 2022 – Vision/Values town halls held in person and virtually

- Spring 2023 – Workgroup met twice a month to review feedback, and develop a draft

- May 2023 – Draft was created and then disseminated to participatory governance committees

At Ventura College we believe that students come first, and everything else follows.  As a Hispanic Serving Institution (HSI), we are committed to serving our community through:

Collaboration: Build trusting relationships that enhance the quality of services	provided to our students and community.

Equity Mindedness: Support students and employees from diverse and intersectional backgrounds in achieving their educational and career goals.

Cultural Responsiveness: Embrace the intersecting ethnic, racial, gender, sexual	orientation, age, language, religious, physical/intellectual ability, and socioeconomic identities represented in our community.

Social Justice: Stand for social justice and anti-racism in our institution's policies,	curriculum, and practices.

Community: Foster and enrich a deeper sense of connection across

# Hispanic Serving Institution (HSI)

- U.S. Dept of Education designation for eligible institutions of higher education with full-time equivalent enrollment of at least 25 percent Hispanic students

- In Fall 2023, 65% of VC students were Hispanic

- Focus is on effectively serving our students and empowering underserved populations

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# Next Steps

- Workgroup will reconvene and review feedback

- Draft will go to participatory governance committees

# Questions, Comments, Feedback?

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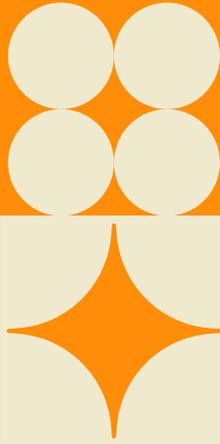
# Ventura College

# Equity Landscape Analysis

**RSSC**
SHOW UP. DIFFERENTLY.



June | 2022

Prepared for:
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Ventura College

Prepared by
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RSS Consulting
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## Introduction

The puzzle of student "achievement or opportunity" gaps is one that plagues higher education throughout the nation. Committed educators engage different strategies and frameworks in an effort to close the gaps. Practices often focus on meeting the needs of students with a tendency to address what is characterized as student deficits – what they lack to be successful in the academy. Consequently, many of the practices are geared toward "fixing" the student and getting them ready for college level work. Strategies such as intrusive counseling, tutoring, mental health services, services to address basic needs, remedial/basic skills initiatives, and mentoring are employed. All of the commonly used strategies are especially useful and important approaches to supporting student success. However, two things are often missing from the approach to eliminating the disparities that can be predicted by race: institutional practices, policies and procedures that produce the disparity and intervention in the space where students spend over eighty percent of their time on our campuses, the classroom. As a result, efforts to disrupt inequity often tinker around the edges and miss the mark of disrupting inequity.

Ventura College has attempted to take on a more comprehensive approach. There are multiple projects, initiatives, and structures in place to support diversity, equity, inclusion and belonging (DEIB). Often prompted by different circumstances, (Student Equity Plan compliance, Statewide Call to Action, Guided Pathways Initiative, Basic Skills Initiative, Strong Workforce compliance, Associate Degree Transfer (ADT) requirements, licensing agency requirements, categorical funding stream terms and conditions, grant requirements, federal and state law requirements, state regulation requirements, or specific (often racialized) incidents that occur on the college campus). College faculty, staff, and administrators create a multitude of well-intentioned responses that often result in disconnected approaches that fall short of changing the disparities and leave in place, the structures that produce and sustain the disparities that are predictable by race.

## Methodology

This document provides descriptions of multiple committees, initiatives and projects dedicated to advancing diversity, equity, inclusion and belonging at Ventura College. Available committee handbooks, agendas, minutes, websites, reports, statements, and plans were reviewed for DEIB overlap, duplication and gaps. Many of the minutes, agendas, and reports for various committees were not available to the public. While some were available on the college website, many of the links were either not live or lead to an error page. Some of the documents were provided by individuals on the committees or individuals who had access to the committee documents.

The public presentation of equity and anti-racism at Ventura College was reviewed including:

- The college website
- Mission, Vision, and Values Statements
- The President's regular communication to the College (Message in a Bottle)
- Board of Trustee commitment statements
- President's commitment statement(s)
- The Academic Senate Equity Resolution
- The Associated Students of Ventura College commitment statement
- Published social justice resources

The Social Justice, Inclusion, Diversity and Equity (SIDE) Advisory Group to the President was convened to participate in a facilitated landscape brainstorming session. In this session, participants were asked to name all of the current DEI Initiatives or efforts at Ventura College. They identified the person, group or committee working on the initiative. They were asked to recommend ways to connect the work to avoid duplication and working at cross purposes.

Faculty and administrators in key project or committee leadership roles were interviewed. Here we primarily focused on the initiatives that emerged repeatedly in the brainstorming session or on the website. The three primary committees focused on DEIB are the Student Success Committee (SSC)  referred to in the handbook and on the website as the Student Equity Achievement (SEA) Committee, Diversity in Culture (DIC) Taskforce and the Guided Pathways Committee (GPC).

## Scale of Equity Engagement

VENTURA COLLEGE is in the process of considering all aspects of the institution to achieve its goals and commitment to student success and to disrupting inequity that produces outcomes and experiences that can be predicted by race. As we considered the available information, we considered where initiatives might fit on a scale of equity engagement. It is important to emphasize that the stages within the Scale of Engagement are not intended to be linear. All of the stages are important and help the College define a comprehensive approach to diversity, equity, inclusion and belonging. Indeed having various aspects of the institution be at distinct stages, a complete picture of overall transformation can be achieved.

## Scale of Equity Engagement

| Silence — Equity Intentionality | Symbolic Celebratory Equity | Equity Awareness Consciousness | Transformational Equity | Systemic Equity Action & Accountability |
|---|---|---|---|---|
| • Not explicitly considered<br>• Suppresses diversity<br>• Emphasizes sameness<br>• A-historical, a-political<br>• Subscribes to equality philosophy<br>• Not Aware of Any Existing Structural Racism<br>• Maintains dominant framework as neutral | • Cultural celebrations (Fun, Fashion, Food, Entertainment)<br>• Commitment statements by board and exec leadership, constituent groups<br>• Reflected in Mission, Vision, Values<br>• Open with land Acknowledgements and other rituals<br>• Attention to mascots, building names or other symbols | • Equity projects and initiatives<br>• Professional development activities – typically one-offs<br>• Affinity groups<br>• Equity additive approach<br>• Centrality and normativity of white culture and dominant framework maintained | • Changed hiring processes<br>• Changed curriculum design, content, pedagogy, and processes<br>• Audited and changed policies and practices that result in race gaps<br>• Changed power holders<br>• Decision-making based on disaggregated data by race | • Comprehensive DEI Framework<br>• Thoroughly integrated in operations and processes<br>• Accountability measures in place<br>• It is part of the identity of the institution<br>• Glaringly visible<br>• Continuously asks, "What role does race play in this issue?"<br>• Reflection and evaluation for ongoing continuous improvement based on community need |

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## Scale of Equity Engagement

| Silence — Equity Intentionality | Symbolic Celebratory Equity | Equity Awareness Consciousness | Transformational Equity | Systemic Equity Action & Accountability |
|---|---|---|---|---|
| • Student Success Committee | • Diversity in Culture | • Professional Development<br>• SIDE | • Guided Pathways Committee | |

## Findings

The committees that explicitly focus on diversity, equity, inclusion, and belonging are the Student Equity and Achievement Committee (formerly the Student Success Committee), Student Equity and Achievement Committee and the Guided Pathways Committee, SIDE Advisory Group (now named President's Advisory Group on Equity – PAGE) and Diversity in Culture Taskforce. Each of these committees has a distinct charge with some overlap.

## Student Equity and Achievement committee (formerly SSC)Scale of Engagement: Silent-Equity Intentionality

The Student Success Committee (SSC) was renamed Student Equity and Achievement Committee is described as an operational committee.  Because the committee was renamed, some members of the college use the terms interchangeably. (When asked for clarification between the committees, several respondents either were not sure or did not know the if there was a difference between the groups, or the evolution of the committee.)  The scope of the committee's responsibility includes student success, equity/racial equity, and related initiatives. The charge of the committee explicitly states that the role and responsibility of the committee to align efforts and approach the work using a cohesive strategy. The charge emphasizes ongoing evaluation and the vital role of data and information sharing in the strategy. A review of the available minutes and agendas revealed attention to the funding of programs and projects. We were able to find little discussions, decisions, or recommendations about student success. It appeared to be the space where members were preoccupied with or focused on what programs, projects or persons received funding allocations.

The effectiveness of the committee is not readily evident. We were unable to locate evidence of the committee meeting its goals/charge. Perhaps because of the intense focus on resource allocation, in a review of the agendas and minutes over several years, one is not able to find evidence of the committee meeting any set goals or the charge. The minutes were not available for the discussion on the workgroups, but that seemed to be a space where the work was focused on student outcomes (access, transfer, Fall to Spring retention, and completion.)

*Scale of Engagement:* We assessed this group's work at the Silence: Equity Intentionality stage of the Scale of Engagement. Though the group is charged with addressing inequity, it does not appear to interrogate the structures that create inequity. The primary focus on resource allocation misses the mark and opportunity to create necessary changes.

## Guided Pathways Committee  Scale of Engagement:  Transformational Equity

The Guided Pathways Committee (GPC) is described as an operational committee that focuses on Guided Pathways. In its charge and implementation, the committee focuses on "…leveraging existing initiatives and programs such as (but not limited to): the Student Success and Support Program (SSSP), Basic Skills Initiative/Basic Skills Student Outcomes and Transformation Program (BSI/BSSOT), Equity Planning (Student Equity/SE), Strong Workforce Program (SWF).

Other committees in the governance structure address DEIB in a small way. When the Budget Resource Committee considers program review requests, it is charged with providing analysis of resources to support social justice and equity, among other things. It is not clear to what extent this is actually implemented. The Faculty Professional Development Committee is charged with fostering opportunities for faculty growth and development – "opportunities designed to promote and practice better inclusivity and diversity…"  Brainstorming session participants offered that there is a need for greater communication and awareness of programing and that apathy and district parameters detract from the effectiveness of the work.

None of the committees have an explicit focus on campus climate and culture or innovative methods for cultivating a safe, equitable and inclusive campus environment. The direct connection to the achievement of the Strategic Plan and the Educational Master Plan is not apparent in the review of any of the agendas, available minutes of the committees.

Except the Guided Pathways Committee, the committees do not emphasize the work to disrupt inequity and address structural barriers/racism (educational policies, board policies, curriculum processes, hiring processes, operational procedures). Though not explicitly in the narrative of anti-racism, the Guided Pathways Committee evidences a focus on structures – mapping and sequencing curriculum, integrating services, and using data to see loss points. Of the documents available, Guided Pathways appears to be the prominent academic and service strategy for changing student outcomes – however, as is appropriate, the scope is comprehensive in its reach (AB 705, curriculum, majors' organization, degree requirements, etc.) but limited in addressing climate, culture, employment opportunities, diversity retention efforts, and racial safety and comfort for people of color.

*Scale of Engagement:* We assessed this group's work at the Transformational Equity stage on the Scale of Engagement. Implementing Guided Pathways is a substantial and structured effort to address the student's experience and journey toward their educational goal. In doing so, the initiative involves changing college and curriculum processes and interrogating data, disaggregated by race, to make evidence-based decisions in design and processes. Changes in overall college processes, curriculum processes, data use and habits of inquiry are hallmarks of transformational equity efforts.

## SIDE Advisory Group Scale of Engagement: Equity Awareness and Consciousness

The newly formed Social Justice, Inclusion, Diversity and Equity (SIDE) Advisory Group to the President (now called President's Advisory Group on Equity – PAGE) has an overarching charge focused on creating and maintaining a campus climate of inclusion

and belonging. This group's charge includes strategies that get to the structural issues that create and perpetuate inequity. It incorporates integrating planning in the work. This group does not address specific student outcomes strategies such as the student equity plan and guided pathways, so there is no overlap there beyond the regular diversity, equity and inclusion factors that impact students' experiences. This group is just getting formed and does not have an existing record of work.

VENTURA COLLEGE developed a college plan (Be on the SIDE of Antiracism) that contains multiple initiatives and actions steps. The initiatives are a mix of individual tasks such as "Share with campus the personal president goals" and overarching goals such as "Develop shared understandings and definitions." Teasing out the goals of the plan and considering the timelines indicated, there are some goals that would be considered SMART (specific, measurable, actionable, realistic, and timely) goals. The scope of the plan includes impacting college culture, curriculum, representation, policies, practices, and people throughout the College. Yet, this most comprehensive effort appears to be, as its name suggests, "on the side," separate from an overall comprehensive strategy or framework. It is not apparently integrated with other efforts, nor does it serve as a vanguard of the College's DEIB efforts when it is positioned to do so.

SIDE President's Advisory Group sees value in redefining its vision and desired outcomes. A first step has been to rethink the name of the group to address some of the unintended negative connotation associated with SIDE. The group has begun to transition to President's Advisory Group on Equity (PAGE). While many efforts of the campus are presented herein, the next step for PAGE is to continue collecting and cataloguing all of the campus efforts toward diversity, equity, inclusion and belonging in order to have a clear understanding of what exists, what is needed and how to get there (vision and desired outcomes).

*Scale of Engagement:* We assessed this groups work at the Equity Awareness and Consciousness stage of the Scale of Engagement. SIDE (now PAGE) is a robust effort that is approaching the work in a systematic way. The plan lays out various projects and initiatives to address different issues. It incorporates professional development and leans into the resources of existing affinity groups.

## Diversity in Culture Taskforce Scale of Engagement: Symbolic, Celebratory Equity

The Diversity In Culture Taskforce grew out of a 2016 small grant led by a faculty member. The charge of the DIC Taskforce is to organize the annual festival. The overall efforts/goals of the Diversity In Culture festival is to create a culture of inclusion and belonging, increase cultural fluency and literacy, build community, and give voice to address current societal situations and conditions.

The grant for the DIC festival ended in 2017, thus the organizers sought funding in various places. At one point, the Student Equity Achievement committee supported the efforts with funding, but it no longer does so. The annual festival produced by this committee appears to be one of the most visible DEI efforts at the college and as of recent, of the district. Now an initiative that crosses the entire district, the collaboration is reflected on the announcements and outreach materials about the festival. The festival has been held on site, virtually, and will now be held in a hybrid fashion, whereby some components are on site, and some are available virtually.

The festival is broadly though not formally connected to other efforts at the College. For example, there is some coordination with the professional development committee because the organizer of the festival happened to be involved in professional development at one time. The organizer of the festival also connected to student efforts such as student groups and activities such as student poetry slams to cultivate student engagement and buy-in.

The DIC Taskforce  administers annual surveys to ascertain the quality of the work and the interests of the college community. They branched out in their work and as of last year, began to work with their sister colleges, Moorpark College  and Oxnard College.

*Scale of Engagement:* We assessed this groups work at the Symbolic/Celebratory stage on the Scale of Engagement. The annual event, in and of itself, is a celebration. It is important to acknowledge the importance of this work and the way it supports the College in fully engaging at all stages of the Scale of Engagement with its content.

## Additional Efforts

There are additional efforts dedicated to DEIB at the college, district, and county level. At the college level, a social justice resources page contains a mixture of initiatives (One Book-One Campus) and regular student services offerings that are reconceptualized as social justice resources.  For example, the link to "graduation" is a social justice resource.  For many who adhere to the liberatory nature of education and education as a practice of freedom, it is easy to understand why the page that tells students how to navigate the commencement process is considered a social justice resource. However it is not clear how this link can and will change the disparity of student outcomes and experiences that can be predicted by race…unless the effort includes an audit of commencement processes that marginalize and exclude students with multiple intersecting identities. Still the work is valuable and can be leveraged in a comprehensive Diversity, Equity, Inclusion and Belonging Framework, should the college decide to create one.

The Ventura College mission statement  and guiding principles are explicit in the commitment to DEIB and social justice.  They serve as a foundation for more in-depth

work because they represent the commitment VENTURA COLLEGE makes to the public – a commitment for which the college can and should hold itself accountable The Ventura College Strategic Plan explicitly aims to close the equity gaps in every single goal and objective. This solid foundation can be leveraged to integrate DEIB into every college operation and processes, including integrated planning and resource allocation.

The faculty have been engaged in the cultural curriculum audits.  The Faculty Professional Development Committee plays a role in supporting faculty development to do this type of work, yet the effort is not connected to an overall strategy. DEIB is a small part of the faculty professional development infrastructure – most of faculty development is not framed in a way to intentionally disrupt equity.

The Faculty Academy is a peer-support, cohort based professional development project focused on improving instruction with a "…focus on equity mindedness anti-biased practices in the classroom". It was recognized by the California Community Colleges Board of Governors as an Exemplary Program. It is not integrated in a comprehensive equity plan.

Participants in the brainstorming session reported a Classified Senate initiative, Caring Campus. We were unable to find any evidence of the Caring Campus initiative. Beyond demonstrating respect for diversity, the Classified Senate Commitments did not include any commitments related to student success and/or diversity, equity, inclusion and belonging. Participants in the brainstorming session described it as a series of weekly get togethers with a "caring coach."  The focus was on communications and student handoffs, but there was a struggle with implementation. The focus shifted from attention to student inequity to an inequity of classified release time and the lack of compensation.

Multiple commitment to equity and anti-racism statements and resolutions from the Ventura County Community College District (VCCCD) Board of Trustees, Ventura College Foundation, Ventura College President, The Associated Students of Ventura College and Ventura College Academic Senate are posted.  The Board of Trustees passed Resolution 2021-02 affirming their commitment to DEI.  The President's statements against Anti-Black Racism and Anti-Asian racism are released in the "Message in a Bottle" publication. The Academic Senate's resolution in support for Black Lives is posted on the college website. None are integrated into a comprehensive DEIB framework. They remain to be aligned with the mindset of the College (college culture), the narrative of the organization (public representation), the practices, policies, and procedures (curriculum, hiring, grading, and administrative services) of the college, resource allocation, and the systems of evaluation and accountability of the college (program review, employee evaluation).

At the district level, the Equal Employment Opportunity (EEO) Advisory Committee operates to advise the EEO Officer and District on the EEO Plan and to support EEO policies and procedures. The plan is a regular compliance-based plan that addresses equality but not equity. It does not address screening and hiring practices that result in the disparity of the community served and the demographics of the employees where the overwhelming majority of the workforce is white.

To incentivize a commitment to DEI, VCCCD features a Faculty/Staff Diversity Mini-Grant Program, offering the opportunity for faculty and staff to propose events or projects that "…strengthen the VCCCD long-term commitment to diversity and inclusion".  The district is on the right track with strategies that incentivize and support innovation and creativity. Yet the design and structure of the program is lacking. There is an extensive application process, requiring the development of a strong conceptual framework, at least a three-member team, evidence of broad applicability, and broad impact, with clear specific goals and a plan for assessing learning and the submission of a final report all for not more than $1,000. The level of requirement for this tiny bit of money is at the same level required by grants with funding of hundreds of thousands of dollars, while millions of dollars are spent on practices that perpetuate inequity requiring little or no plan, evaluation, or accountability. A notable example is the millions of dollars colleges spend on math instruction while across the nation, in Ventura County Community College District, and at Ventura College, the faculty and staff are not successful with at least half of the students – and if that outcome data is disaggregated by race, the results are even more dire and predictable by race.

VCCCD also requires participants in the screening and hiring process to complete the training. We were not able to assess the nature or effectiveness of the training. If it is like typical, web-based training requiring the participant to click through and complete the review of the slide deck, it may not have an impact on participant's ability to engage in fair and effective hiring practices. If it is deep and robust andhas a track record of effectiveness, the College could build upon, leverage, or incorporate the efforts. Based on the feedback from interview respondents, the latter may not be the best characterization of the training.

There is also DEIB work at the county level that can be leveraged to build a comprehensive diversity and equity framework at Ventura College. The Ventura County Colleges Anti-Racism Alliance (VCCARA) is a group of colleges and universities in the county that is dedicated to "…eradicating structural racism at institutions of higher education in Ventura County."  The goals and priorities are comprehensive, substantial, and rather sophisticated from a racial literacy perspective. Still, the reports reveal the structural administration/faculty tensions often common in colleges and universities –

seeming to be very faculty focused and anti-administration – which detracts from the college being able to fully endorse or engage the efforts.

It is difficult to find, in all of VCCARA's acknowledgement of racism in the organizational culture and practices, an acknowledgment of faculty's consistent inability to teach Black and Brown students as well as they teach White students. The goals instead reflect that the unwelcome environment, not the pedagogy, sequencing, lack of culturally relevant curriculum, grading practices, and white dominant frameworks as prevailing frameworks of instruction.

It misses calling out the centrality and normativity of whiteness in the academy, instruction, and services. This impression may be off, as it comes from a small amount of information gathered in the interviews and the published newsletter. The newsletter was sent to me by a member of the college community. I was not successful in finding any online presence of the organization beyond being included in other organizational reports (i.e. academic senate minutes or college event announcements).

## Recommendations

- Using the SIDE Advisory Group and the SIDE Plan as a foundation, establish a DEIB Council responsible for an overarching and comprehensive DEIB framework that addresses multiple domains including:
    a. Communications
    b. Curriculum content, practices, and pedagogy
    c. Hiring and retention practices and professional development
    d. College Culture
    e. Representation and Community Relations
    f. Student outcomes and experiences, data production and consumption for decision-making planning, services adjustments, and instructional modifications
    g. Recommendations on the allocation of resources to execute a comprehensive DEIB framework plan

- Continue to workshop the name of the advisory group. Consider the connotation and messaging of the name. Consider the impact on messaging and culture development. VCC is leaning toward President's Advisory Group on Equity (PAGE). Ask for feedback on what it means to different cultural groups. For example, PAGE may be received as meaning a collective understanding, starting from a common place (on the same page), being included in the overall structure (one of a

collection), being a model (take a page out of …), a noteworthy event (page in history), or a source of knowledge and information (in the pages of science).

- Combine the Guided Pathways Committee and Student Equity and Achievement (formerly SSE) Committee to address institutional processes structures and services and focus squarely on student access and completion. Move the responsibility for resource allocation recommendation to a broader more comprehensive council or committee as recommended above.

- Focus the Professional Development Coordinating Council on leading the constituency groups in developing and implementing a comprehensive, cohesive professional development strategy that:

    a. Integrates equity throughout its processes.
    b. Weaves horizontal threads (content that goes across all professional development efforts such racial and equity literacy, data interrogation) with vertical threads (content that builds upon previous content to minimize "one off" professional development activities for achieving equity).

- Incorporate the Diversity in Culture project in the overarching professional development infrastructure and institutionalize the funding of the project.

- Create a President's Equity Innovation Fund that incentivizes innovative strategies – avoiding the barriers of tedious, over burdensome application criteria.


--------------*End*---------------------