CCC Sisters:

Thank you for coordinating the open forum via Zoom. *"Race, Being Black in America and What Institutions in Higher Education Can do as an Ally"* are conversations that absolutely need to be had. The call for action that was shared via **#THEFORGOTTEN** are valid and our experiences are real. Our voices need to continue to be heard, and change is necessary.

In preparation for the open forum, I have personally ventured out to learn about the systems/programs Cedar Crest has in place, and what the administration should consider in order to improve upon those. The students who come after us shall not have to endure implicit biases, racism, and more.

I look forward to joining you all, and I hope that we can approach this conversation from a place of unity rather than division. Below are some questions and suggestions that I urge you to consider. I have also shared this document with the CCC administration.

Warm regards,

Rena C. Pacheco

Rena Pacheco, 12'

Call for Action

Restructure the Diversity and Inclusion Council:

- This is an opportunity to include an Alumnae Director as a Volunteer Council Member. They can serve as the liaison between alumni and CCC. This individual will be responsible for disseminating a monthly newsletter or some form of communication to alumni, holding a virtual town hall (quarterly) to discuss student/alumni concerns, etc.
- Consider other members of the college (faculty, staff, & students) who are representative of ALL students on campus. Is there a member on the council who identifies as a person of color or Black? I did not see one listed when I researched all of the members, but please correct me if this is inaccurate.

June 5, 2020

Call for Action via # THEFORGOTTEN

In terms of the agenda items which were outlined in the **#THEFORGOTTEN** post.

1a. Courses for Faculty and Students:

Staff & Faculty Diversity Development Program
- Can you please elaborate on these programs? It is my understanding that they are not mandatory.
- Do you have a list of faculty who have participated in the training programs that are offered, specifically the Diversity Module entitled **Our CCC Diversity Community** (60 min)?
- How can this specific module be improved upon or extended to address implicit bias, racism, race relations in America, etc.? I would also like to note this module is the shortest of all the modules that are offered.
- What format is this module offered in (online, in-person, hybrid)?
- Who is the instructor for this module?
- **Suggestion:** If a **mandatory faculty training course** is revised and created on an online platform, faculty will have more flexibility in terms of completing the course within the span of a month prior to new student arrival on campus.
- **Suggestion:** If this is not feasible, at least 1 faculty member (department chair or faculty) from each department who is not scheduled to teach shall make a commitment to attend an in-person module as a method of training. After completion of the course, faculty shall also be responsible for presenting this information to their peers as an agenda item during their regularly scheduled department meeting.

First Year Seminar Topic for Students
- What topics have been previously discussed during the First Year Seminar?
- How can we coordinate a FY Seminar course dedicated to Racism, Diversity and LGBTQ issues?
- **Suggestion:** Coordinate with Andrea Barker, Director of First and Second Year Experience to structure a course focused on Racism, Diversity and LGBTQ issues. How can a faculty representative from each department participate in the FY Seminar to demonstrate that faculty are in support of diversity and inclusion initiatives?

June 5, 2020

1b. Events:

The Center for Diversity and Inclusion **(CDI)**
- What types of events have already been hosted?
- How often are events hosted?
- Does the center partner with other groups on campus?
- When events are held at the other LVAIC schools, has CDI marketed these events to the CCC community?
- **Suggestion: The 2019-2020 Inclusion Advocates** shall work with **Tatiana Diaz, Director of Diversity & Inclusion and the council** to plan, advertise, and execute quarterly events for students of color to feel welcomed. Whether that be virtual, in-person, roundtable events, opportunities to connect with alumni of color, etc. - the incoming students of color need that additional emotional support and they need to see successful people who look like them. Encourage event planners to seek out different areas of campus to coordinate events that may be in-person (post COVID-19).

2. Safe Space
These are a list of resources for students who may potentially mourn or experience anxieties related to tragedies or injustices that people of color might endure. **How can we improve upon these? Where can other spaces be created? How will you communicate these resources so that students may appropriately access them?**

1. **Health and Counseling Services**
2. **The Center for Diversity and Inclusion** **(CDI)**
3. **Support or Advocacy**

- Refer them to the **Health and Counseling Services.** Services are free of charge for all traditional resident and commuter students. **What about SAGE students?** This service may need to be highlighted during the first year experience. Also keep in mind that students of color may be hesitant to seek out this type of counseling.
- Refer them to **The Center for Diversity and Inclusion (CDI).** Tatiana Diaz or another member of the council can triage their concerns or requests for help and guide the student to a proper resource. These students should not be forced to mourn alone, but if they prefer to, is there another space on campus that will be more adequate?
- Encourage students to connect with a **Support or Advocacy** group on campus. They may feel more inclined and comfortable speaking with a peer. How can the **Student Diversity Council** be trained to handle such matters? Are they capable of offering this type of service to a student in need?

3. Bias Response

Faculty have full course loads and cannot and should not be held responsible for counseling students, but they should be considerate and competent (hence a mandatory training course). If they are knowledgeable about specific resources on campus, they can navigate the students in that direction. Make sure they know which direction to point the students to.

Suggestion: If/when a student addresses a race-related issue with faculty, the faculty member shall promptly guide that student to the appropriate resources accessible to them.

In terms of the Bias Policy and Response:
- How can we improve upon the policy and Bias Response form that are already available via the links below?
  - **Bias Response Policy**
  - **Bias Incident Report Form**

- **The 2016-19 Bias Response Team Report** includes data on the types of incidents and reports that have been filed.
  - **The report shows that in FY 18-19, the alleged offenders were identified in the report as Faculty 62% (23).**
  - **Reported race related incidents also slightly increased by 2% from FY 17-18 to FY 18-19.**

- Who does the bias incidence response team consists of?
- When a bias incident report is filed, what happens next? What is the rate of informal resolution? Have any formal hearings around race-related issues been held?
- Section **VI Community Standards for Social Conduct** in the **Student Handbook**

4. Policing

CCC Campus Police published the **Annual Security and Fire Safety Report** which shares the **CEDAR CREST COLLEGE'S ANNUAL DISCLOSURE OF CRIME** on page 39.
- **There are no statistics available in regard to race and criminal offense. Can you please provide us with those statistics?**
  - Race & Liquor law violations
  - Race & Drug abuse violations
  - Race of the 3 individuals involved in the total unfounded crimes in 2018.
- In the report, no hate crimes have been reported.

5. **Office of Institutional Research**

The Enrollment Data and Student Outcomes Data reports do not include statistics in regard to race. I had a difficult time locating the following reports that can provide an overview of race Can you please provide some clarity on the following in relation to race? Is there a FACTBOOK that can be readily made available to us?

- Finance Packages
- Admissions and Enrollment (Enrollment Data)
- Scholarships
- Grants Vs Loans
- Graduation and Retention Rate (Student Outcomes Data)
  - Some institutions are offering bridge programs to facilitate academic success for students of color. Has CCC had any discussions about such programs?