

From: [Campus Announcements](#) on behalf of [Fowler, Kelly](#)
To: Announce-C@LISTSERV.MTSAC.EDU
Subject: [ANNOUNCE] Strategic Planning Priorities Listening Tour
Date: Friday, March 18, 2022 2:02:41 PM

Good afternoon,

You are cordially invited to participate in the Mt. SAC Strategic Planning Priorities Listening Tour! We are excited to announce the official listening tour focused on the six [strategic planning priorities](#). We will host a series of listening sessions for two days to gather your input and feedback regarding the goals and activities to support the six strategic planning priorities. These sessions will include members of the Institutional Effectiveness Committee to help guide these discussions and your participation. While we currently have started on the goals and objectives of our six strategic planning priorities, we want your insight to ensure comprehensive representation from all departments, divisions, and constituency groups. Below are the dates (and modality) of each listening tour session. We invite you to attend at least one session, but you can attend as many as you like! If you cannot participate in one of the listening sessions, we have also provided an online survey to capture your input and feedback—more information below.

VIRTUAL Listening Tour Dates and Times with [Zoom Link: 930 1525 4134](#)

- March 28, 10-11am (Monday)
- March 28, 5:30-6:30pm (Monday)
- March 29, 1-2p (Tuesday)

IN-PERSON Listening Tour Dates and Times at Founders Hall:

- March 28, 11a-12pm (Monday)
- March 28, 1-2pm (Monday)
- March 29, 4-5pm (Tuesday)

Listening Tour Online Survey

The [Mt. SAC Strategic Plan Priorities Listening Tour survey](#) will be open beginning Friday, March 18, through Friday, April 1. Starting today, anyone can provide feedback and input through this survey through April 1. If you are unable to attend one of the sessions above or would like to provide additional feedback, please take a minute or two to fill out this survey!

Once all feedback has been collected, the Office of Research and Institutional Effectiveness will initiate a process to organize the input and feedback from the listening sessions to be reviewed by the Institutional Effectiveness Committee. While all feedback will be reviewed, the Office of Research and Institutional Effectiveness will categorize all responses to find common themes that will inform the final goals to support the six strategic planning priorities. This work of review and alignment will be done in preparation for the Expanded President's Advisory Council meeting on April 27. More information and updates to come!

We are excited about the training opportunity and look forward to your participation! Please let me, [Patty Quinones](#), [Kristina Allende](#), or [Laura Martinez](#) know if you have any questions.

Thank you!

Kelly Fowler, Patty Quinones, Kristina Allende, and the Institutional Effectiveness Committee



Kelly Fowler

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2022 Mt. SAC Strategic Plan Survey

Q1 Dear Campus Community, You are cordially invited to participate in the Mt. SAC Strategic Plan Listening Tour! We are excited to announce the official listening tour focused on the six priorities of the Mt. SAC strategic plan. While we currently have a start on the goals and objectives of our six strategic planning priorities, we want your insight to ensure comprehensive representation from all departments and divisions.

During the course of this survey, you will be asked a few questions that will take a few minutes to complete. Participation is voluntary and you may exit the survey at any time. If you have questions or would like additional information about this study, please contact research@mtsac.edu.

Q2 What is your role on campus?

- ☐ Faculty (1)
- ☐ Management (3)
- ☐ Unit 262 (4)
- ☐ Unit 651 (5)
- ☐ Short-term (6)
- ☐ Student worker (7)

Page Break

Q3 Strategic Priority 1: Advance and foster an equitable, diverse, inclusive, just, and anti-racist campus culture that empowers our community to make positive change in society.

Q4 What are you or your department/program doing that supports strategic priority 1?

Q5 What are Mt. SAC's existing gap(s) in achieving this priority?

Q6 What can be done to address the gap(s)?

End of Block: Strategic Plan Priority 1

Start of Block: Strategic Plan Priority 2

Q7 Strategic Priority 2: Further develop, facilitate, and maintain a physically and emotionally safe and accessible campus environment.

Q8 What are you or your department/program doing that supports strategic priority 2?

Q9 What are Mt. SAC's existing gap(s) in achieving this priority?

Q10 What can be done to address the gap(s)?

End of Block: Strategic Plan Priority 2

Start of Block: Strategic Plan Priority 3

Q11 Strategic Priority 3: Develop and expand strategies for and communication about opportunities for students that support retention, persistence, and success.

Q12 What are you or your department/program doing that supports strategic priority 3?

Q13 What are Mt. SAC's existing gap(s) in achieving this priority?

Q14 What can be done to address the gap(s)?

End of Block: Strategic Plan Priority 3

Start of Block: Strategic Plan Priority 4

Q15 Priority 4: Effectively coordinate human, physical, technology, and financial resources to improve student accessibility, growth, and academic success.

Q16 What are you or your department/program doing that supports strategic priority 4?

Q17 What are Mt. SAC's existing gap(s) in achieving this priority?

Q18 What can be done to address the gap(s)?

End of Block: Strategic Plan Priority 4

Start of Block: Strategic Plan 5

Q19 Priority 5: Embed environmental, social, and economic sustainability into the work and decision-making processes of all areas of campus.

Q20 What are you or your department/program doing that supports strategic priority 5?

Q22 What are Mt. SAC's existing gap(s) in achieving this priority?

Q23 What can be done to address the gap(s)?

End of Block: Strategic Plan 5

Start of Block: Strategic Plan 6

Q24 Priority 6: Ensure open and authentic communication and coordination among stakeholders to support achievement of all college goals.

Q25 What are you or your department/program doing that supports strategic priority 6?

Q28 What are Mt. SAC's existing gap(s) in achieving this priority?

Q26 What can be done to address the gap(s)?

End of Block: Strategic Plan 6

| Diversity in hiring/revising hiring practices | PD on DEISA/Time and space /Goal 2 strategy | DATA/Goal 2 strategy | DEISA Instructional | What is DEISA/Goal 2 |
|--|---|---|---|--|
| * How we recruit. | * Negotiate significant time to learn and implement. | * Although data & identified equity gaps are available to the campus, still not accessed as much as it should be | Train faculty with skills to ensure classrooms are inclusive with a curriculum that is diverse, and anti-racist. | * We have talked about the importance of DEISA often over the past two years but we need to be more intentional with developing a campus culture that reflects DEISA. |
| * Equity gaps in hiring. | Provide DEISA based workshops, speakers and presentations to the campus community. | Critically examine student conduct data to determine if there is a disproportionate amount of specific student populations that are receiving student conduct referrals. | Conduct cultural curriculum audit of all courses | * Shared understanding & agreement about DEISA - the impacts & even reality of it |
| * Not getting a very diverse pool of job applicants | Professional Development series on how to be anti-racist -- can it be required? Sexual harassment training is required for some employees | * Continue to be intrusive about the data and equity gap/s presentation. Integrate data presentations to existing structure | * Pedagogical practices tend NOT to be equity centric on campus* More work on authentic assessment, formative assessment, and humanistic teaching practices | * DEISA/equity is a construct - it may be hard for faculty to conceptualize with specific examples and goals |
| Where are the gaps? * In hiring - we still see too few people of color - for example applying and, subsequently, being hired* | * More Holla-back training and its implementation when we see things that must change. | Our college needs to conduct a culture/climate assessment for all groups (faculty, staff, managers, and students) to get a baseline on where we are with gaps in achieving a DEISA-affirming culture. | Data literacy, how to develop equitable curriculum, how to grade equitably, and how to conduct equitable hiring searches | * It's a cultural mindset. We are a DEISA speaking institution, not a DEISA implementry institution. (We are making slight improvements) |
| * GAP = we need people who look like our students. | Dedicated time and resources for DEISA training. (DEISA day?) | Sharing evidence of the gaps. The absence of documented evidence of what every employee is doing to make positive change. | Curriculum Audit * Examine curriculum for bias issues and to promote equity | lots of talk; no action or evidence of progress or success, nor a common agreement on what diversity, equity and inclusion are or entail. It seems there are small pockets in every corner using the DEI or DEISA language, but these are not coordinated or comprehensive. There just seems like a general lack of leadership on this issue which leads to inconsistent/incohesive narratives on this priority. Systemic inequalities are really what needs to be addressed and that is not happening anywhere; yet. Hopefully traction is gained somewhere, sometime soon. |
| * Lack of understanding of evaluation criteria for rating applicants | More self-directed PD, on equity, for faculty and staff. Also advertise it better so we know about it in advance. | Simpler access to student data for all faculty. More regular campus share out of data. Once a month infographic for example. More actionable talk among all groups. To many folks can stay unengaged at this time. | * Cultural audits of departmental websites | |
| * DEISA training specific to & for all search & selection committee members | Mandatory training for all staff and faculty. | Normalize individual equity data by making it available on each person's portal. | * Audits of course textbooks & materials to check for bias | |
| Hire diverse and qualified faculty. (Retention, hiring practices) | Identify DEISA: under represented groups in college mission and require training | Local RIE data dashboard that looks at completion and SREF data for specific groups that are particularly impacted (eg a drill-down from the CCCO Success Scorecards); Equity-centered audits of course content and materials (like Long Beach's Cultural Audit); Mt. SAC-based Online Equity Coordinator (not a contractor from another college) | * Participation in Grant funding professional development is voluntary. Therefore there are gaps on participation. | |
| Create multi dimensional campaign to attract diverse faculty candidates. | * There could be more on campus promotions of opportunities to engage in events for equity. | Regular Infographics, easier access to data for all, regular town halls, list with suggestions about how issues can be addressed by departments, FLEX day presentations. | Support more grant or stipend based projects to create OER to replace textbooks. | |
| * Better advertising of open positions to include non-traditional avenues of communication. | | | | |
| * Train hiring committees in how to create scoring systems that prioritize concrete equity training/evidence applications. | | | | |
| * Increase pool of candidates that are diverse. | | | | |
| Interrogate practices and policies impacting the search, selection, hiring, and retention of faculty to make changes that will support sustainable diversification of the faculty, with particular consideration to racial and ethnic diversity. | | | | |
| guiding principle: Eliminate intrinsic bias from the faculty search, selection, hiring, and tenure process. | | | | |
| * Recruiting Events | | | | |
| * Reforming Hiring Practices | | | | |
| * Improve marketing of open positions to a broader range of outlets - to reach more POE and other diverse groups * | | | | |
| Expand hours and days of operations to improve access * | | | | |
| Increase equipment holdings lower cost of supplies - lottery, private donations, etc. | | | | |
| * HR can do recruiting events that reach out to a more diverse population.* Events on college campuses for minority groups, women | | | | |
| Walk the Walk & Talk the Talk - * Hiring a diverse workforce - challenge for our campus commit to change | | | | |
| * Include students on hiring committees or as some part of the hiring process | | | | |
| * Establishment of BIAS free evaluation criteria for each employee candidate pool | | | | |
| * Mandatory DEISA training for committee members | | | | |
| * Upfront clarity with all current, prospective & newly hired staff about our thoughtful approach to DEISA & "STICK TO IT" be consistent | | | | |
| Develop plans for retaining minoritized groups among employees, e.g., faculty of color who are in their probationary period; managers of color; staff of color; etc. to ensure they feel included, empowered, and full of agency to contribute to the success of this college. Hiring them is one thing; retaining them and ensuring they thrive is also important. | | | | |
| One thought that has crossed my mind for some of our students is that they have not experienced faculty that "look like them". Sometimes they may be the first to be encouraged to consider college faculty as a career. How might we build a pipeline in career exploration for a student who might want to become a math, biology, sociology, or history faculty? (just one example) | | | | |
| Diversify your faculty and leadership! When the college leadership physically resembles the past, it personifies stagnation, lack of imagination, and lack of desire to evolve and break from the "way things have always been done". This is true from the Board of Trustees on down through the faculty. CSEA 262 and the "blue collar union" are likely the most diverse groups on campus; i don't believe it is an accident that they both lack the unity, power, and voice to make an impact on the "shared governance" process. Systemic inequities are what got us here; they are the only thing that can get us out. If the fundamentals are flawed, the rest will follow. | | | | |

| Funding for DEISA | Accessibility |
|--|---|
| Appropriate funding sources to support Faculty attendance for equity focused mandatory trainings. | * We could do more to remove barriers to accessibility. |
| Institutional funding- Financial compensation for DEISA/data work (both those who host and facilitate as well as participate). | * Including disability and universal design in DEISA - need an intentional, intersectional approach |
| Improve consistent institutional funding, improved marketing, and additional researchers. | DEISA * Add accessibility as CCCCCO is now doing. Add UD and disability in conversations |
| Fund the DEISA Coordinator as recommended by the Racial Justice Task Force. | |
| | |
| * Marketing wants to do banners on the street light poles. They would show diverse individuals. Need Funding! | |

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|---|---|---|--|---|
| <p>* How we recruit.</p> <p>* Equity gaps in hiring.</p> <p>* Not getting a very diverse pool of job applicants</p> <p>Where are the gaps? * In hiring - we still see too few people of color - for example applying and, subsequently, being hired*</p> <p>* GAP = we need people who look like our students.</p> <p>* Lack of understanding of evaluation criteria for rating applicants</p> <p>* DEISA training specific to & for all search & selection committee members</p> <p>Hire diverse and qualified faculty. (Retention, hiring practices)</p> <p>Create multi dimensional campaign to attract diverse faculty candidates.</p> <p>* Better advertising of open positions to include non-traditional avenues of communication.</p> <p>* Train hiring committees in how to create scoring systems that prioritize concrete equity training/evidence applications.</p> <p>* Increase pool of candidates that are diverse.</p> <p>Interrogate practices and policies impacting the search, selection, hiring, and retention of faculty to make changes that will support sustainable diversification of the faculty, with particular consideration to racial and ethnic diversity.</p> <p>guiding principle: Eliminate intrinsic bias from the faculty search, selection, hiring, and tenure process.</p> <p>* Recruiting Events</p> <p>* Reforming Hiring Practices</p> <p>* Improve marketing of open positions to a broader range of outlets - to reach more POE and other diverse groups * Expand hours and days of operations to improve access * Increase equipment holdings lower cost of supplies - lottery, private donations, etc.</p> <p>* HR can do recruiting events that reach out to a more diverse population.* Events on college campuses for minority groups, women</p> <p>Walk the Walk & Talk the Talk - * Hiring a diverse workforce - challenge for our campus commit to change</p> <p>* Include students on hiring committees or as some part of the hiring process</p> <p>* Establishment of BIAS free evaluation criteria for each employee candidate pool</p> <p>* Mandatory DEISA training for committee members</p> <p>* Upfront clarity with all current, prospective & newly hired staff about our thoughtful approach to DEISA & "STICK TO IT" be consistent</p> <p>Develop plans for retaining minoritized groups among employees, e.g., faculty of color who are in their probationary period; managers of color; staff of color; etc. to ensure they feel included, empowered, and full of agency to contribute to the success of this college. Hiring them is one thing; retaining them and ensuring they thrive is also important.</p> <p>One thought that has crossed my mind for some of our students is that they have not experienced faculty that "look like them". Sometimes they may be the first to be encouraged to consider college faculty as a career. How might we build a pipeline in career exploration for a student who might want to become a math, biology, sociology, or history faculty? (just one example)</p> <p>Diversify your faculty and leadership! When the college leadership physically resembles the past, it personifies stagnation, lack of imagination, and lack of desire to evolve and break from the "way things have always been done". This is true from the Board of Trustees on down through the faculty. CSEA 262 and the "blue collar union" are likely the most diverse groups on campus; I don't believe it is an accident that they both lack the unity, power, and voice to make an impact on the "shared governance" process. Systemic inequities are what got us here; they are the only thing that can get us out. If the fundamentals are flawed, the rest will follow.</p> | <p>Priority 1: Advance and foster an equitable, diverse, inclusive, just, and anti-racist campus culture that empowers our community to make positive change in society.</p> | | | |
| | <p>Goal: Broad statement of what our institution would like to accomplish. What we want to accomplish at a broad level</p> | <p>Strategy: Broad method or approach for achieving the goal. High level plan the institution will follow to achieve the goal/s. How we will accomplish our goal</p> | <p>Activities: Specific activities that will be implemented to execute a strategy. Activities are actionable. Also answers the "how" but at a detailed level.</p> | <p>Objectives: Specific outcomes that define your goal. Are measurable and define how much improvement will take place. Often described in specific quantitative mmetrics. What we want to accomplish at a detailed level.</p> |
| | Goal | Strategy | Activities | Objectives |
| | | | 1) Include additional DEISA questions in interview protocols | |
| | | | 2) Revise application screening criteria | |
| | | 1.1 Embed DEISA practices in hiring committees | 3) Update APs related to hiring to include DEISA principles 4) Revise EEO training by infusing DEISA principles | |
| | | | 5) Provided additional training, beyond EEO training, to raise awareness of DEISA. | |
| | Increase employee diversity across all units, to reflect the student population. | | 1) Create a Grow Your Own (GYO) program to support employee career growth. | |
| | | 1.2 Improve recruitment and retention of diverse employees. | 2) Increase targetted recruitment efforts to include HSI, HBCU conferences, NCORE, etc. | |
| | | | 3) Cluster Hiring, support, and mentoring Prioritizing 4) Support racial, ethnic, diversity employee affinity groups | |
| | *Cluster hiring: process of hiring new employees in groups rather than individually | | | |