

**DRAFT 2**

**Napa Valley College**  
**Diversity Task Force Plan and Recommendations**

**November 12, 2001**

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# Diversity Task Force Plan and Recommendations

## Background

In 1989, the Board of Trustees of the Napa Valley Community District passed Board Policy 1130, Faculty and Staff Diversity Plan, Policy, and Regulations. Mandated by Title 5, the plan was to ensure equal employment opportunity, promote diversity, and achieve representation of qualified members of historically underrepresented groups. The plan focused on employment issues, including recruitment, hiring, and promotion as well as unlawful discrimination complaint procedures.

During the spring of 1999, there was campus-wide discussion on broadening the Faculty and Staff Diversity Plan beyond employment and unlawful discrimination complaint procedures to include campus-wide education and training. At the time, there were six groups besides the Faculty and Staff Diversity Committee working to promote diversity. There was a great deal of overlap and duplication in the work of these groups, which resulted in fragmentation and confusion in the diversity efforts.

Dr. Diane Woodruff and board liaison Dr. Luc Janssens met with three committees working on diversity issues: Faculty and Staff Diversity Committee, the Not in Our College Committee, and the Diversity Development Committee. The purpose of these meetings was to solicit recommendations on how to breathe new life into the college's commitment to diversity and to celebrate the strengths diversity brings to the campus. There was strong agreement among the three committees that a new task force would help generate energy and focus attention on the valuing of diversity. It was also agreed that the Faculty and Staff Diversity Committee would continue to address compliance issues in employment and discrimination.

## The Charge of the Task Force

The new Diversity Task Force was charged with creating a plan to provide recommendations to: a) foster a climate at the college in which there is a proactive commitment to diversity as a basic value of the college; b) enhance the values and consciousness of faculty, staff and students so that diversity is a cherished ideal of the institution; and c) coordinate education and training and new staff orientation efforts related to diversity.

## **Definition of Diversity**

The Diversity Task Force was charged with addressing diversity in its broadest sense: race, ethnicity, gender, disability, culture, religion, sexual orientation, learning styles, socioeconomic status, physical stature, age and national origin. The Diversity Task Force remains open to the possibility that further expansion of the definition of diversity will occur as it continues its work.

## **Composition of the Task Force**

The composition of the task force was initially set at three representatives from each campus constituent group (classified, administrative/confidential, faculty, and students) as well as a board liaison. The aim was to obtain representation from the diverse groups that comprise the campus community. Once three members were sent forward from each group, the composition of the entire task force was assessed. In order for the composition of the task force to more closely reflect the composition of the campus population, each group sent an additional representative, which raised the membership on the task force to sixteen. The president of the college is the chair of the task force, and there is a liaison representative from the board of trustees who has educational and experiential expertise in the area of multiculturalism. The members of the task force appear in Appendix 1.

## **The Forums**

From the outset, a strong commitment was made by members of the task force to a very inclusive process. The need to provide students, faculty, staff and the community an opportunity to make comments and recommendations to the task force translated into four forums held in February -April of 2000. The purpose of these forums was to provide an opportunity for the Napa Valley College Diversity Task Force to listen to forum participants in order to gain a greater understanding of the issues. Individuals were encouraged to share a range of experiences and viewpoints related to diversity. The diversity issues deemed appropriate for discussion at the forums were issues at the institutional level rather than the individual level. Two additional forums were held in May, 2001, after release of a preliminary Diversity Task Force Plan and Recommendations to solicit further input and feedback from constituent groups.

## **Questionnaires**

Because the Diversity Task Force wanted to hear from everyone, including individuals who were unable to attend a forum or who did not want to speak in public to the task force, a brief questionnaire was developed. It was widely distributed on campus, available in the cafeteria, bookstore, faculty offices, and library. Faculty were also encouraged to distribute the questionnaire in their classes. Additionally, members of the diversity task force set up a table in the quad to distribute the questionnaires and speak informally to students. A special, locked mailbox was set up for the return of these

questionnaires to the task force. Forty-four questionnaires were received and reviewed by the task force. While the forty-four questionnaires received may seem like a relatively small number, it should be remembered that they were distributed as an option for individuals who were not able or did not elect to speak at the forums.

## **Statement of the problem**

### **The Need for Change**

What emerged most clearly from the forums and questionnaires was a shared desire to make Napa Valley College a model college community with respect to diversity. There was consensus that the first step in actualizing that dream is the acknowledgment that we are not there yet and our society has demonstrated a history of resistance to this change.

As the Diversity Task Force engaged in its discussion, several themes were repeated by members of the task force. First, we need to identify specific areas in which the college and/or its employees have fallen short of our goals of embracing diversity. We must recognize that many individuals of diverse backgrounds feel a sense of urgency regarding the need for change, and clear, empathetic responses are most appropriate. We believe that decisions which affect individuals must be made with input from those individuals. Self-knowledge will be an ally in all our diversity efforts.

### **The Need for a Plan**

There are many reasons to develop a diversity plan for Napa Valley College. The first and foremost reason is that we believe that it is incumbent upon individuals and institutions in our society to be ethical and fair. Guided by principles of democracy, the community college was established to provide access to higher education for everyone. In order to ensure open access and full participation in the college experience for all individuals, the college believes that diversity issues must be honestly explored and appreciated. This means fairness to everyone and discrimination towards no one. The recommendations in this diversity plan are a product of our commitment to doing what is ethical, right and just, in addition to what is required by law.

A comprehensive diversity plan can provide structure for all our diversity efforts, help us set realistic goals, enable the college to monitor progress, and ensure accountability. This vision includes integrating the plan into the planning process, coordinating the work of the Diversity Task Force with the work of the Faculty and Staff Diversity Committee, and presenting reports to the NVC Board of Trustees are envisioned. Creating a strong link with the Strategic Plan will ensure support for the elements of the plan and, at the same time, weave the implementation of the Diversity Plan into the fabric of college-wide planning in a meaningful fashion.

This plan and its recommendations may initially focus on the differences among individuals and the importance of recognizing and respecting these differences. However, the Task Force believes that, once people recognize, accept, and respect these

differences, they are more able to see the profound commonalities among all people. For example, while women in various cultures lead different lives, the experience of being female has strong similarities, regardless of culture. One of the goals of diversity efforts on the Napa Valley College campus will be an understanding of how much we share as human beings. Celebrating the differences among people should not eclipse a basic awareness of the profound commonalities among all people.

## **The Development of the Plan**

The first stage in the development of the plan was to consolidate input from the forums and questionnaires in an organized fashion. Natural categories of suggestions and comments emerged from the forums and responses to the questionnaires. The large amount of feedback from all participants was grouped into several categories. Every effort was made to ensure that a complete representation of all input was reflected in these consolidations. The components of the plan include:

- Community Component
- Courses and Curriculum Component
- Education and Training Component
- Student Support Component
- Implementation Component

Issues related to hiring/recruitment and compliance with Title 5 of the State of California Education Code have been addressed in the recently revised Faculty and Staff Diversity Plan and are therefore not addressed in this plan.

## **Community Component**

### **Philosophy**

Napa Valley College is a community college and, in that sense, an extension of the community it serves. That community is very diverse and likely to become even more diverse in the future. The Diversity Task Force believes that to fulfill its mission and obligation to the community, the college must first clearly assess the complex diversity of our student population and the surrounding community.

The Diversity Task Force believes that the college should be a leader in the Napa Valley community. The college is an invaluable academic, social, cultural, and professional resource and should be the first place the community looks for expertise in these areas. The thrust of the task force's work is aimed at establishing the college as an exemplary leader and resource on diversity issues.

The Diversity Task Force believes in the importance of education to enlighten and facilitate progress in all areas related to diversity. For education to be effective, it must

be ongoing, honest, and accurately represent the facts that make up our collective history. When education meets these standards, new attitudes can supplant old prejudices, and harmony among people develops naturally. Exploring the rich historical connections between and among groups can provide the basis to heal old wounds and build strong, new partnerships.

The college has an obligation to encourage individual voices in the community to speak out, listen carefully to those voices, and then bring them together to promote the true richness of diversity. This requires building an atmosphere of respect and trust. The college should solicit advice from leaders in the community who are already involved in diversity efforts. Community groups should be empowered to identify and/or train leaders to effectively represent their perspectives.

In a spirit of inclusion and openness, the college should continually evaluate its work on diversity issues. An advisory committee with broad representation from the community could be established to provide regular feedback to the college regarding all its efforts related to diversity.

## **Recommendations**

**Recommendation 1: Include the community in college diversity activities and events.**

**Rationale:** Inviting and facilitating meaningful community participation in college activities is fundamental to the mission of a “community” college. Activities which focus on diversity would be particularly enriched by inclusion of the perspectives and histories of individuals from the community. Interaction among students, faculty, staff, trustees, and community members builds partnerships attitude and deepens the awareness that the college belongs to the community. Additionally, integrating the diversity efforts of the college and community would reduce redundancy in the parallel efforts currently existing in education, business/industry, and the community.

**Recommendation 2: Promote, support, and attend community events that promote diversity.**

**Rationale:** When the community has an event related to diversity, the college should support it whenever possible. Sending representatives from the college communicates the college’s shared, active commitment to diversity as well as its commitment to the community. It demonstrates respect for the community group hosting the event and creates good will in the community. When attending community events, college staff should make an effort to speak or participate as a member of the college staff to establish a college presence at the event.

**Recommendation 3: Provide leadership in diversity from pre-school through K-12.**

**Rationale:** As the institution of higher education in the valley, the college has many faculty and staff who have strong educational backgrounds and experience in areas related to diversity issues, as well as expertise related to specific diverse populations. The college should assume a leadership role in providing educational resources—both in response to requests from the community and proactively. College leadership efforts would encourage greater collaboration between educators in K-12 and higher education and build the reputation of the college in the community.

#### **Recommendation 4: Develop a Napa Valley College Speakers Series**

**Rationale:** As an educational institution, the college is committed to showcasing diverse cultures, ideas, and events to the campus community. Over the years, individual faculty members and various college groups have invited distinguished speakers to campus to enrich the learning environment. The Diversity Task Force believes that formalizing and expanding this practice would further enhance campus life and support college diversity efforts. As students explore career and life options, inspirational speakers expose them to the complexities of the world outside the college environment and to the importance of their decisions, personally and globally.

Formalizing a Napa Valley College speaker series would have the additional benefit of attracting the community to the college campus, thereby strengthening the bond between college and community. A consistent time and place for lectures/speakers would make it more likely community members would regularly attend these events. Scheduling some of these lectures in the evening would permit those student who work during the day to participate. Scheduling the speaker series during college hour would provide that consistency. Respecting college hour by not scheduling classes during that time would enable more students to attend the speaker series. An additional benefit to the series would be the interaction between students and community members attending the event.

Awarding credit to students for attending and participating in a speaker series will accomplish several important things. First, awarding credit validates the college's belief that attending an event of this nature is a learning experience for students that has great educational worth. Second, awarding credit will increase student participation. It is always regrettable when outstanding speakers come to the campus only to face a small turnout. The greater the participation of students, the more educationally valuable the experience will be for everyone. When the college develops a reputation for bringing not only excellent speakers, but many students as well as community members to these events, it will be easier to attract new and returning speakers to the college.

#### **Recommendation 5: Develop a diversity institute for the community.**

**Rationale:** A Diversity Institute would be a comprehensive education and training center to provide a centralized location where the community could meet its diversity needs. Through research, the institute could provide an accurate description of the diversity in our community and articulate its great contributions to the Napa Valley. The institute

could also address the challenges in expanding opportunities for individuals from diverse backgrounds and provide creative options that have proven effective. Promoting a positive, community-wide dialogue and increasing cultural knowledge and sensitivity would be paramount among the goals of the institute. Visiting nearby colleges which may have diversity institutes would be helpful in the early stages of planning.

The implementation of this recommendation will require the development of appropriate leadership expertise in the area of diversity and, of course, significant funding. The task force was inspired to consider a diversity institute as an option for the future in spite of the challenges it represents. There has already been significant interest from the community in the idea of an institute, including offers of help to raise \$10 million in funding. Additionally, as the Napa Valley is an extremely popular tourist destination, it is easily conceivable that a diversity institute in the valley would attract participants from across the country –and could produce its own revenue. The use of the Upper Valley Campus was also mentioned as a possible site for the institute, requiring no additional immediate investment for construction.

## **Courses and Curriculum Component**

### **Philosophy**

We believe that Napa Valley College, as an educational institution, has a responsibility to provide a curriculum that reflects the diversity of our world. For this reason, we believe that it is educationally sound to infuse diversity into our existing courses and to create new courses to develop a broader, comprehensive curriculum related to diversity issues.

By addressing diversity issues within each discipline, students in all areas of study will have the benefit of learning about the experiences, perspectives and contributions of our diverse populations. We believe that infusing diversity into the curriculum will make students from all groups feel more welcome in the academic setting and more represented in the subject matter. This will create a stronger college community where dialogue is open, honest, exciting, and inclusive.

Furthering the goal of diversity in our classrooms and on our campus requires a commitment of effort, ingenuity, and resources. The college will provide all possible support to implement the recommendations related to a diverse curriculum. In particular, the college is committed to professional development opportunities for faculty and staff in order to build their expertise in the area of diversity.

We believe that the goals and recommendations the Diversity Task Force has set forth in the curriculum component are critical to the overall success of the Diversity Plan. To fully realize these goals, great care and attention will be required to ensure that

curriculum of the highest quality is developed. This effort must include exploring current, valid research in the field and participation of experts in the field as needed.

While the Diversity Task Force believes that a major thrust of the college's diversity efforts will be education and training, including the development of new courses and the revision of old courses, it is neither the intent nor the wish of the Diversity Task Force to supplant the role of faculty in the area of curriculum development. The Diversity Task Force respects the primacy of the faculty's role in the development and approval of curriculum, as established by AB 1725. Rather, it is hoped that the emphasis placed on curriculum in this plan will focus attention on the primary role of classroom faculty in the educational process and the development of new curriculum.

Any curriculum developed on the basis of the recommendations outlined by the Diversity Task Force Plan will necessarily go through all stages of curriculum development, including: a) a course proposal is written by a full-time faculty member; b) the proposed course is then approved by the appropriate division chairperson; c) the course proposal is subsequently approved by Vice President, Instruction; and d) the course is brought forward to the Curriculum for input and approval. After comments from Curriculum Committee Members are included, the course goes before the committee for a second read and final approval by the full Curriculum Committee. Because curriculum approval is a mutual agreement item, the new course then goes through the Mutual Agreement process, consisting of final sign-off by a) the college president; b) the Vice President, Instruction; and d) the Academic Senate First Vice President. Final approval is given by the Board of Trustees.

The task force believes that faculty must be supported in their development of exciting, new courses and the revitalization of existing courses to meet the needs of our evolving student population. Additionally, the Diversity Task Force is pleased that the Academic Senate has been supportive of the work of the Diversity Task Force. (cite supports)

### **What Currently Exists**

The curriculum component of the Diversity Plan builds on diversity efforts that have been ongoing at the college for many years—both at the individual faculty member level and at the institutional level. It is important to acknowledge the earlier efforts of faculty which resulted in establishing the Multicultural/Gender Studies Requirement—for the A.A. degree in 1995 and, most recently, the A.S. degree requirement in Fall, 2000. The addition of the Multicultural/Gender Studies Requirement to the A.A. and A.S. degrees conveys the college's commitment to the value of diversity in the curriculum.

It is also important to recognize the pioneering efforts of individual faculty members who have worked diligently for years to infuse diversity into the courses they teach. Faculty should be acknowledged for taking on the challenge of developing new courses to meet the specific requirements of the Napa Valley College Multicultural/Gender Studies Requirement. Excellent multicultural courses have been taught for years by faculty members who, through their own personal commitment to diversity, have developed and

refined courses that are sensitive to diversity issues. In addition, many instructors have embraced diversity in their classrooms by engaging their students in multicultural/gender experiences, including theater events, guest lecturers, and focused readings. All these efforts have laid the foundation upon which current and future diversity efforts rest.

## **Recommendations**

### **Recommendation 6: Support the infusion of diversity throughout the Napa Valley College curriculum.**

**Rationale:** The Diversity Task Force believes it is possible to infuse diversity in most, if not all, courses in the curriculum. In order to accomplish this goal, the Diversity Task Force recommends that the faculty within specific divisions consider diversity issues as part of the systematic course review process, with regard to content and instructional methodology.

### **Recommendation 7: Create new, transfer-level courses to provide concentrated study of single-focus groups, as well as other under-represented groups, e.g., Asian Studies, Filipino Studies, African-American Studies, Chicano/Latino Studies, Native-American Studies.**

**Rationale:** Because Western educational systems historically have been based on a male/Eurocentric model, often to the exclusion of the contributions of women and various other cultural groups, it is critical to increase our range of courses to provide a broader scope of curricula. Students should have access to courses that focus in depth on specific cultural groups. For example, offering courses in history or literature that focus on African American, Filipino, Chicano/Latino, Native Americans, Asian-American, gay/lesbian, disabled, women, and other specific groups will provide students greater opportunity to learn about their own cultures and the cultures of others.

The benefits of in-depth courses are many, including the empowerment of students who, for perhaps the first time in their lives, have an opportunity to study their own cultures and experiences. These courses could also contribute to greater retention and persistence rates among students who have historically felt neglected by our educational system.

It should be noted that the recommendation of new single-focus courses is not in conflict with the current Multi-Cultural and Gender Studies Requirement. It is not the intention of this recommendation 7 to change this requirement, and it is understood that single-focus courses will not satisfy this requirement. However, one of the primary justifications for the development of new curricula is community need. In virtually every forum held during the development of the plan, the task force heard from individuals requesting the development of single-focus courses. Issues of enrollment, which have been a problem for single-focus courses in the past, have been addressed in Recommendation 8. In acknowledgement of the change which has occurred demographically in our student population and the college's commitment to responsiveness to change, the task force embraces the notion the single-focus courses

may be successful now. As a further caution, it should also be noted that the 298 course option could be used to test the viability of single-focus courses.

**Recommendation 8: Carefully schedule and promote diversity courses to ensure adequate enrollment.**

**Rationale:** It is critical to work carefully to ensure that new diversity courses have every chance to attract the maximum number of students. It would be disheartening for students to plan to take one of these courses only to have the course canceled for low enrollment. To that end, institutional support will be provided in all areas possible. Division chairs will work together so that in-depth diversity courses are not offered at the same time as other multi-cultural/gender studies courses in order to avoid competing for the same students and causing low enrollment. Careful scheduling of courses will keep other conflicts at a minimum. To ensure adequate enrollments, courses may or may not be offered every semester.

The Office of Instruction will work with counselors and scheduling staff to inform students which courses will be offered in future semesters. The college will make every effort to widely publicize the new courses, including newspapers, radio, website, and a feature article in the Schedule of Classes. While it is hoped that the new, in-depth courses will have strong enrollments, they will be given special consideration before cancellation similar to that given other courses which meet specified criteria.

**Recommendation 9: Work with the community in recruitment, outreach, and support of the diversity courses.**

**Rationale:** As the community voiced strong support of new diversity courses, it is important to keep the community informed of the progress towards meeting its requests and needs. A systematic method of informing specific populations that courses of possible interest to them are now being offered should be developed; this will increase goodwill in the community and at the same time bring students to the courses. Close work with the NVC's high school liaison counselor, community relations officer and other college staff working in an outreach capacity will help ensure that both students and the community are aware of the college's efforts related to diversity and encourage ongoing input from the community. Offering the courses at various sites, including the high schools and the Upper Valley Campus will draw new student populations. It will also be important to work closely with community leaders, including personnel from the Unified School District, Napa State Hospital and the Chambers of Commerce of surrounding cities and other organizations and groups to help advertise the new courses.

**Recommendation 10: Faculty who are developing new diversity courses, the articulation officer, and the Curriculum Committee should all work together to ensure single focus diversity courses will transfer to other institutions.**

**Rationale:** Transferability of the single-focus diversity courses is critical, because students are far more likely to take courses which transfer to four-year institutions. To ensure this transferability, the articulation officer has important responsibilities:

- 1) In the process of course development, the articulation officer should work closely with the course author to ensure the course will meet transferability standards, both to the CSU and UC systems whenever possible.
- 2) The articulation officer will work with transfer institutions to ensure that new single-focus diversity courses are accepted for transfer. When necessary, the articulation officer will strongly advocate for transferability in working with the transfer institutions.

Counselors will alert students to new single-focus diversity courses that both interest them and satisfy specific requirements.

**Recommendation 11: Recruit and hire and/or train part-time and full-time faculty to teach diversity courses. Qualified Napa Valley College faculty could start teaching courses as soon as they are part of the approved curriculum.**

**Rationale:** Instructors who teach the new diversity courses must be well-prepared to teach rigorous, high quality courses. Whenever possible, faculty who have demonstrated expertise and experience with the course content should be recruited and hired. They could be qualified part-time or full-time faculty already working at Napa Valley College or faculty who may be teaching similar courses at other community colleges. Adequate training should be provided to full-time faculty members who want to prepare themselves to teach diversity courses. As new courses are added to the curriculum, full-time faculty may be hired to teach these courses. No diversity course should be offered unless a well-qualified instructor can be found to teach the class. The Diversity Task Force is interested in building a history of offering only outstanding diversity courses.

**Recommendation 12: Use the 298 course option to fast-track new curricula.** (The option allows a course to be offered twice without going through the full, new curriculum approval process. If the course is found to be viable, it then goes to the full approval process established by the Curriculum Committee).

**Rationale:** The timely invigoration of the curriculum with diversity is a high priority. While careful development of the curriculum is of the utmost importance, the task force is committed to hastening the process when possible. The 298 fast-track option allows courses to be tested for viability prior to being included in the permanent curriculum. This protects the integrity of the curriculum while allowing innovation and experimentation with new courses.

**Recommendation 13: Provide incentives for faculty to develop new curricula and re-invigorate existing curricula.**

**Rationale:** The development of new courses and the periodic revision of currently existing courses are important responsibilities of faculty. Faculty should be supported in a variety of ways. Some options include: a) encouraging faculty to develop new courses and/or revise existing courses as part of salary advancement projects or sabbaticals; b) providing stipends and staff development money; c) requesting the

Faculty Association encourage step advancements that diversify the curriculum in their areas.

## **Education and Training Component**

### **Philosophy**

Members of the Diversity Task Force share the belief that education and training for faculty, staff, students, the Board of Trustees, and the community must be a critical component of the Diversity Plan. This belief was expressed with great consistency by forum participants, respondents to the questionnaires, as well as by groups and individuals in the college community.

The task force distinguishes between education and training, and its preference for “education” reflects the broader and more fundamental approach it believes is necessary to address the large issues of diversity. It includes honest discourse and the willingness to examine our beliefs and ignorance. Because the ongoing education will often be delivered in workshops and seminars, the term “training” is descriptive and will also be used.

Our communication must be open-minded, respectful, empathetic, and sensitive. We believe that society has not provided us a framework to embrace diversity in a way that is healthy and productive for all its members. As an educational institution, Napa Valley College is committed to education as an agent of change –not just for students, but for all faculty, college staff, the governing board of the college, and the community. Recommendations related to the education of the community are discussed in the community component.

### **Recommendations**

**Recommendation 15: Diversity education should be ongoing for all constituent groups: students, faculty, classified staff, administrative/ confidential staff, and the Board of Trustees.**

**Rationale:** One-time education and training is insufficient to alter deeply held biases or promote cultural proficiencies. Various aspects of diversity need to be stressed on an ongoing basis. Employees would benefit from up-to-date training which addresses the constantly changing nature of higher education and evolving demographics of our student population. An ongoing commitment to diversity also provides an avenue for continued community involvement and input.

The various training workshops and activities should follow a developmental sequencing for maximum effectiveness. A deliberate, well-organized plan will avoid duplication of

effort, ineffective use of resources, and negative or apathetic responses of those receiving training.

**Recommendation 16: To augment the training expertise on campus, diversity education should be provided by outside consultants hired for their competencies and experience in specific areas of diversity training.**

**Rationale:** Outside consultants can be very effective in bringing successful diversity models to the campus to inspire staff and re-invigorate our diversity efforts. It is also important to respect and use the expertise within the college, and it is cost-effective to do so. Individuals on campus who already possess the necessary skills and competencies to provide diversity training will be encouraged to do so. The Diversity Task Force will screen potential trainers but will also call on experts to assess prospective trainers. The task force will also work closely with the Staff Development Committee and the Faculty and Staff Diversity Committee on training efforts.

**Recommendation 17: Diversity education must be inclusive, addressing diversity in its broadest sense, including race, ethnicity, gender, disability, culture, religion, sexual orientation, learning styles, socioeconomic status, age, physical stature, and national origin.**

**Rationale:** Most of us have direct personal experience with one or two aspects of diversity e.g., race, gender, ethnicity, and are thus more aware of and sensitive to the issues associated with these areas. Very few of us have direct personal experience and knowledge of issues related to all of the above areas. Even within groups, there is diversity of understanding and experience. It is important to provide education and training in all areas to increase our awareness and sensitivity to all aspects of diversity.

**Recommendation 18: The Board of Trustees, college president, supervisors and instructors must communicate their support of diversity education as a central value of Napa Valley College so that all staff feel supported in pursuing these opportunities.**

**Rationale:** In the past, some staff have been reluctant to attend training because they have not heard clearly from the district or from the supervisor that the training is considered valuable and beneficial to their work at Napa Valley College. Strong support from the district and supervisors validates the importance of the education/training so that the employee feels free to attend the training. Student Services and Instruction will help facilitate the process. The campus college hour provides one option for scheduling diversity training and education.

**Recommendation 19: Incentives should be offered to faculty, staff, and students for participation in education and training related to diversity issues.**

**Rationale:** Faculty and staff trained in diversity issues are more valuable to the institution for having participated in education/training efforts. Faculty would be more

prepared to create a multicultural curriculum and infuse revised courses with the values of diversity. Staff who participate in training efforts will reflect the values of diversity in their jobs and in their interactions with students and other staff. Incentives are a positive way to promote change. Incentives may vary as appropriate for members of different constituent groups, but participation in diversity training and education should be recognized for members of all groups. Some options for incentives to be explored are step increases, continuing education units, overtime pay, payment upon completion of specified number of units, inclusion of training in the evaluation process, and social events. Creative methods of funding incentives should be explored, including applying for grants.

## **Student Services Component**

### **Philosophy**

It is our belief that every student who comes to Napa Valley College has the ability to succeed and to achieve his or her full potential. Student services are an integral part of the learning environment at Napa Valley College, and they can make the critical difference between students achieving or falling short of their goals. Taking advantage of the many resources available at the college can help students earn better grades and speed their progress towards the educational goals they have selected.

Napa Valley College student services reflect our belief in the importance of positive personal contact. The power of one-to-one interaction that is respectful, empathetic, and based on trust has been demonstrated to help students make the most of their educational careers. We are committed to providing the best service possible with honesty, openness, caring, devotion, protection, and empathy to all our students, leaving no one behind and giving our best efforts regardless of race, ethnicity, gender, disability, culture, religion, sexual orientation, or economic status.

The Diversity Task Force is mindful that even the best student services programs cannot be effective if students do not utilize the services. The college is committed to helping students discover all the services available to them. Students will be encouraged to become acquainted with faculty, counselors, and staff to help them access services, including helping them take responsibility for asking for the assistance they need. While some programs target particular student populations and student needs, Napa Valley College is committed to inclusiveness, which allows students to experience the rich rewards of diversity. Because so many of our students have families and jobs, it is important to provide support that addresses needs of working students and parent-students.

Careful planning and regular evaluation are critical to the college's efforts to provide student services that meet the varied and changing needs of our diverse student population. We believe that it is imperative to include the college community and the community at large in the planning process. In order to continue to improve services,

students and the community will regularly evaluate the adequacy of our programs and share their ideas of how we can improve service and access. In addition to feedback from students, data will be collected and analyzed to evaluate how well we are serving our diverse student population. This should include comparing the diversity of students who transfer to four-year institutions to the overall student population. Our goal is that students from all backgrounds will be equally likely to transfer and succeed at their transfer institutions. Likewise, students from all backgrounds should be equally likely to succeed in our two-year occupational programs.

### **What Currently Exists**

The student support component of the Diversity Plan builds on the diversity efforts that have been ongoing within student services for many years. These efforts are reflected in the diversity of the student services staff, which is the most diverse on campus, and the demographics of our student body in the 2000-2001 academic years. Over the past 25 years, NVC's campus community has become more diverse than Napa County and has reached a 60/40 percent breakdown of majority and New Majority students. The benefits to the campus community from this increased diversity in students, faculty, and staff are significant and long-lasting. New programs have been developed to help students overcome obstacles to classroom success so that they can attain their educational goals. To this end, the college has a full financial aid program, a childcare program, services for the physically, mentally, and learning disabled, and counseling/advising services for undecided, re-entry, career seeking, and transfer students.

Specialized college programs provide intensive service to low-income and educationally disadvantaged students on campus through EOPS, Student Support Services, the Women's Resource and Action Program, Workability III, and Disabled Students Programs and Services. NVC also offers two specialized programs in the Napa Valley Unified School District to improve college awareness and graduation rates of low-income, first-generation college students: pre-college Talent Search and Upward Bound. In addition, the college's Counseling Division conducts an outreach program to all the high schools in the district, and by, invitation, to high schools outside of the district boundaries. NVC also provides college counseling and advising services on high school campuses.

Efforts to serve all students who express an interest in attending NVC are coordinated through both the non-credit matriculation program and the credit matriculation program. These state-mandated programs are designed to help students achieve their goals through coordinated admissions, assessment, orientation, advising, and follow-up activities. Approximately 1455 students were processed through this system in 1999-2000. Follow-up occurs throughout the semester as students seek more information, assistance in their educational plans, and access to services that can help them overcome academic problems. In the course of 1999-2000, over 4500 counseling contacts were made at all of the counseling locations on campus. In our current system, unless students are part of a specialized program, they may see whomever they wish for assistance.

It is important to recognize the efforts of staff over the years to create a more welcoming atmosphere for students who choose to enroll in classes at NVC. These efforts—along with the increased number of both diverse and bilingual staff—have enabled the college to increase the number of New Majority students on campus. This increased diversity creates a rich experience which has enhanced student growth and development in that area. In addition, student activity programs on diversity, staff training, and other campus events have increased our awareness and understanding of ethnic, racial, gender, and disability issues. Through these conversations and the desire to better serve all students on campus, we have laid the foundation to broaden our community outreach efforts, expand campus services, and intensify our support for New Majority students within the overall goal of success for all students who enroll at NVC.

## **Recommendations**

### **Recommendation 20: Develop/formalize a student mentoring program.**

**Rationale:** Making connections with other students has been shown to be a significant factor in retention, persistence, and overall success. It provides a personal support system for students who may need additional assistance to achieve their potential. Mentors can refer new students to various campus services. They can support fellow students by answering their questions and encouraging them to do well. Since mentors are students themselves, they can set a good example for their peers regarding study habits, and consistent attendance.

There are many informal instances of student mentoring on the campus, but there is no formalized student mentoring program which students can access easily. Formalizing a peer-mentoring program would ensure the quality of the service peer mentors provide. It may include training for peer mentors to improve their mentoring skills and may also include compensation for mentors. Formalizing a mentoring program validates its importance, makes the program more visible on campus, and increases the number of students using the service. When students interact more fully with each other, campus life is enriched.

### **Recommendation 21: Develop activities to increase formal and informal contact between students, faculty, and staff.**

**Rationale:** One of the great strengths of a community college is that students have a greater opportunity to interact with faculty and staff members than is often the case at four-year institutions. One-to-one interaction with a faculty member can be a strong, positive influence for students from diverse backgrounds. While faculty already interact with students in the classroom and during office hours, the college should structure additional opportunities to broaden the scope of meaningful interaction with faculty and staff. Some possibilities to explore include: expanding or adapting the information table concept to extend throughout the semester, professor-student lunches, brown bag lunches, and mixers.

**Recommendation 22: Expand the contact students have with counselors.**

**Rationale:** The size of the counseling staff in relation to the number of NVC students who need counseling services has always been a factor in the amount and nature of counseling Napa College has been able to provide for students. The college has been limited to academic advising, rather than more in-depth counseling that some students need. The Diversity Task Force believes that creative ways of augmenting counseling opportunities and/or restructuring counseling services should be explored. Some suggestions under discussion include: offering more guidance courses and college success courses so that students have more time with counseling staff; experiment with new orientation formats; explore the Website as a method of providing information that has previously come from counselors.

**Recommendation 23: Develop counseling services that will meet the needs of students with psychological disorders.**

**Rationale:** Currently, the college community is faced with a significant number of students who are suffering from psychological disorders. Faculty and staff are confronted with students who disrupt their classes, who may be a danger to themselves or others, and who are disassociating or hallucinating. What are the rights of these students? What are our responsibilities to this population of students? What are the rights of other students in the class? And what are the rights and responsibilities of faculty and staff?

As the college community begins to look more and more like the community at large, we must anticipate the same problems seen in society. Our definition of diversity should be broad enough to cover the most nontraditional students. Among those are problems associated with psychological disorders. At any given time, 16-17 percent of the population suffers from psychological disorders.

At present, which counseling services should be provided by the Counseling Division are under discussion. In the future, NVC should find ways of addressing those complex needs. Whether NVC hires a mental health professional with the appropriate credential and/or licensure or contracts with a local agency to provide short-term services, we believe that this segment of our campus community must be served. Early identification of students who are having difficulty would help prevent some of the crises that are so difficult for the student as well as faculty and staff, and providing resources to this end would be productive. In addition to hiring or contracting, some basic crisis intervention training should be provided for counselors and other frontline personnel. Everyone on campus should have some training in knowing how to address an emergency situation. The more likely someone is to be involved, the more extensive the training should be. The District must provide adequate insurance coverage and protection for those providing this service to students.

It is not the intention of the college that Napa Valley College counselors function as therapists. Most of our counselors do not have the extensive training required, nor could the existing staff support such an expanded definition of counselor responsibilities. However, there is a growing awareness of the large number of students who need help

from this kind of professional. The college believes we need to address this need in order to serve a growing population of at-risk students.”

It cannot be over-emphasized that it is not only students with psychological disorders who need support from the college. The safety and welfare of college faculty and staff who come in contact with these students are equally important. Students who are in psychological difficulty often present extremely challenging problems for faculty and staff who are trying to work with them. Faculty have additional issues to cope with when a student is jeopardizing the classroom learning experience for other students. A student with a psychological disorder can also treat a faculty or staff member in a manner that can be very upsetting and threatening. It is the intent of the college that these employees are protected to the fullest extent and that they receive the broadest range of support from the college. Additionally, some of our students are out in the community in clinical agencies (for example, health occupations students). The college has a legal and ethical obligation to patients and the clinical agencies to ensure that students placed in these facilities are healthy—physically and mentally. The services of a professional trained and experienced in helping individuals with psychological disorders would be an invaluable asset in all the above situations.

**Recommendation 24: Work with the community in recruitment, outreach and support of future diversity students.**

**Rationale:** Several years ago, Napa Valley College staff worked on a Student Equity plan. The purpose of the student equity plan was to enroll students from our surrounding communities in equal or greater percentages as described in census reports, especially from historically protected groups. Per the Student Equity Plan, the percentage of students who achieve their educational goals, whether it is a degree or certificate, should equal at least 70% of those who originally enrolled. In order to achieve this goal of reflecting our surrounding community, it is proposed that NVC hire, with community input, additional outreach specialists from the community who would work in American Canyon and in the Upper Valley to recruit new majority students. In order to be effective recruiters, the outreach specialists should reflect the community in which they will be recruiting and should relate extremely well to young people. These specialists would be located in the identified communities and would work with community leaders, educators at the local schools, religious leaders, and others. The outreach specialists will promote the value of education and identify the means to pursue higher education through information on financial aid, special programs, counseling, career and transfer services, re-entry services and special services for the physically and mentally challenged. The specialists would also survey the community on educational interests and desired instructional programs for their area.

**Recommendation 25: Develop and implement a modified Talent search program to serve any at-risk high school student in the district.**

**Rationale:** The success of the Talent Search Program for pre-college, low income, first generation college students has provided a model which can be replicated to serve

students who may be at risk and under prepared for higher education but are not from low income families. Utilizing the key components of the TRIO programs, the college could utilize district resources and partner with various community organizations to create a program to serve all students in the district. Students who currently do not meet particular federal requirements for inclusion in Talent Search would be served by this expansion. Program participants would need to meet requirements of a modified TRIO program designed to strengthen math and English skills, college success skills, and build self-esteem. This program would include tutoring, peer mentoring, and the tours of the campus. Utilizing community leaders as the core members of an advisory committee would help build communication and understanding of the needs of the target communities. Through these efforts, the college would improve the various percentages of new majority attendance at NVC. Not only would the college have visible presence in the target communities, it would be actively involved in the success of students who may believe that they could not advance into higher education at Napa Valley College. Students in these programs will also have the benefit of developing relationships with students with backgrounds different from their own.

**Recommendation 26: Explore with the Academic Senate, the Matriculation Steering Committee, and the Counseling Division the inclusion of a college success program as a “strongly encouraged” entry course for all first-year students at NVC.**

**Rationale:** Currently, the matriculation program requires all first-time students at NVC to go through assessment in reading, writing, math and college success factor inventory. The counselors utilize the assessment results during required orientations. Students also learn about college services, procedures, and first-semester course placement. A concern arises about the effectiveness of the orientation, which processes over 900 students a semester in a 90- to 120-minute session. A college success course of one to three units could help students understand the various requirements of being a successful college student, address student skill issues, and how to conduct a career exploration. The importance of exploration for students should be supported in this course, acknowledging that students should not be expected to make educational and career decisions before they are ready. The counselor would have a greater opportunity to assist students in addressing other barriers to their success and enable them to fully utilize the educational opportunities at NVC. The course should include a model on diversity issues to assist new students with the changing demographics of the campus. Counselors would be the instructors in these programs and build links to other instructional programs and student service on campus. The program would serve as the beginning of the learning community for new students on campus and be a way to integrate students to understand the different backgrounds and richness of the diverse students on our campus. The proposed new counselors to be hired for 2001-02 will also complement this effort: Transfer counselor and DP&S/WIII Counselor.

**Recommendation 27: Provide support to Student Activities to expand campus events outside the classroom that will foster greater understanding of diversity issues.**

**Rationale:** The Student Activities program has provided, on a limited basis through the ASB, various events on campus that increase student interaction with diversity. Events that have been partially or wholly supported include: Multicultural Week, Black History Month, Women's History Month, Native American Gathering, and various speakers on a variety of topics. Support to club and student body events enlivens the campus and creates an opportunity for diverse students to come together in enjoyable campus events. These events would be planned by club members supported by faculty/staff advisors. Special events sponsored by divisions and general student activities are planned by the Coordinator of Student Life.

**Recommendation 28: Expand the early alert program for high-risk students identified through the college success factors inventory.**

**Rationale:** The Transfer Center has piloted the Early Alert Program for the past two years that reaches out to students who exhibit high-risk tendencies during the first three weeks of the semester. The premise behind this program is that students who are identified as lacking the identified student success skills should be contacted early in the semester to help them seek appropriate tutoring or other assistance that will help them to be successful on campus and prevent early withdrawal. This program would be under the auspices of the Counseling Division and would include a student-mentoring program. Many students who have been assisted in the Early Alert Program conducted in the Transfer Center were New Majority students. This would also be another means to inform students of financial aid and special services for the physically and mentally challenged, address educational planning and identify common interests of the students with a select student mentor on campus.

**Recommendation 29: Increase the on-campus marketing and advertising of student services and student support services.**

**Rationale:** There are many developed student services and support services on campus as noted in the section: What Currently Exists. Based on the comments received by students, staff and community members, there is a lack of knowledge of these services, where they are located and hours of operation. Beginning in the coming academic year, student services should increase the information provided to students on these services through campus contact, booths during ASB events, mailers, table tents in the cafeteria, mid-semester informational workshops at all hours of the day, notices for faculty to distribute to students in class, class presentations on services, and improved information delivery during the orientation and registration process. This past semester, Financial Aid did several of these on-campus marketing efforts and increased the numbers in EOPS and financial aid applications. This effort could be replicated for all services and would increase utilization by both New Majority students as well as all students on campus.

**Recommendation 30: Make concerted efforts to infuse various languages and cultures into the ongoing operations of the college.**

“It is important that the college respond to the rapidly changing demographics in the State of California and at the college. Currently, Napa Valley College has large numbers of students of Hispanic and Filipino backgrounds. The college will investigate various meaningful ways to incorporate these languages and cultures into the ongoing operations of the college. As efforts are made to hire bilingual staff and train current staff to speak Spanish to whatever extent is feasible, the college will explore such events as “Speak Spanish Day,” or “Speak Tagalog Day.” For staff members who are not bilingual, efforts of this kind will familiarize staff with enough Spanish to greet students, make them feel welcome, and effectively direct them to bilingual assistance.

**Recommendation 31: Develop a faculty-to-faculty mentoring program for new faculty as well training for the entire faculty to help them understand learning styles and effective methods for teaching students with learning disabilities.**

**Rationale:** There is a great deal of information on the subject of learning disabilities and learning styles that would greatly benefit instructors who are teaching students who have some form of learning disability or learning style that makes traditional teaching ineffective. Much of this information has been recently developed and was never included in the training faculty members received. Faculty also need to be familiarized with the legal requirements of accommodating students with disabilities.

## **IMPLEMENTATION COMPONENT**

### **Philosophy**

The most critical factor in the successful implementation of the Diversity Task Force Plan is involvement—involvement of trustees, students, faculty and staff, as well as the broader community. It is the responsibility of everyone on campus to contribute to the success of the college’s diversity efforts as outlined in the plan.

The Diversity Task Force believes that the implementation of the diversity plan must be carried out with positive energy and a proactive, enthusiastic attitude. Because of the breadth and depth of the recommendations in the plan, it is important that we do not lose sight of the overriding goal of the college’s diversity efforts. When obstacles are confronted, a problem-solving approach will be invaluable.

The task force believes that one of the ways the college demonstrates its commitment to diversity is through the allocation of college resources. While the many recommendations included in the Diversity Task Force Plan require significant funds for implementation, funding should not become an insurmountable obstacle to full implementation of the plan. Patience will be required as recommendations are phased in

over time. While we will necessarily work reasonably within the constraints of fiscal resources, the feeling of momentum and urgency of diversity efforts will not be sacrificed. Rather, finding a balance between priorities for which funding is required and priorities which do not require fiscal resources will allow us to continually advance progress on the issues.

It cannot be over-emphasized that the implementation of the recommendations in the plan will fully respect current college policies and processes which govern implementation of all other of the college's goals, including: including the planning and budget process; the curriculum process; the shared governance process; and the negotiations process.

The Diversity Task Force Plan and Recommendations were developed as a vision of the college as a model community with regards to diversity. Therefore, many recommendations were made that will put a demand on college resources, including financial, facilities, and faculty and staff time and commitment. Recommendations were developed without reference to how expensive or difficult they may be to implement.

The task force believes that working closely together to fully realize the goals set forth in the diversity plan will have great direct and tangential benefits to students, faculty, and staff. The issues discussed when diversity is fully addressed are often personal and sometimes difficult. The understanding which is developed throughout this process can only strengthen the relationships among students, faculty, and staff. The powerful effect of this educational experience will be significant and long lasting. The college will become an even greater asset to the community as it faces the challenges and celebrates the strengths that diversity brings with it. It is the conviction of the task force that implementation of the recommendations in the diversity plan will enable the campus community and the community at large to experience the richness of diversity as something to be valued and protected.

## **Recommendations**

### **Recommendation 32: The recommendations included in the Diversity Task Force Plan will be prioritized and phased in over time.**

Because the recommendations included in the Diversity Task Force Plan are extensive, and some will require significant resources for implementation, it will be impossible to implement all the recommendations at one time. Implementation will need to occur in stages over time.

There has already been agreement among members of the task force, as well as from forum participants, that among the first priorities will be the hiring of a diversity coordinator. While there was also widespread agreement that no diversity coordinator should take responsibility for the health of diversity on the Napa Valley College campus,

the task is so large and important, it needs to have a staff member's full attention. However, this position may not be filled until the new president is hired because of the importance of an excellent working relationship between the president and the diversity coordinator.

Another of the highest priorities mentioned by the task force and forum participants is the training of staff. It is critical that staff share a baseline understanding of the issues surrounding diversity so that all efforts that follow will be maximized.

**Recommendation 33: Develop publicity practices that support the goals of diversity and clearly communicate the college's positive intentions.**

It is extremely important that the all college publicity reflect the college's goal of valuing and welcoming diversity. This includes all publications, including catalogs, Schedule of Classes, brochures, etc.; the college website, articles/ads in newspapers and on radio/television. When preparing these various kinds of publicity, care will be given to represent the diversity at the college. Photographs will include diverse students and staff so that students from all backgrounds feel welcome and comfortable in the college setting.

**Recommendation 34: Create a new position for a diversity coordinator.**

**Rationale:** Because the recommendations put forth in the plan are far-reaching, the task force believes the college should develop a full-time position responsible for coordinating the college's diversity efforts and implementing this diversity plan as well as the Faculty and Staff Diversity Plan. The individual hired would necessarily have broad experience and overriding commitment to diversity work. Working with the president and the campus community to prioritize the recommendations in the diversity plan would be one of the first tasks the coordinator should address.

The diversity coordinator should also assume the responsibilities of the compliance functions in the Faculty and Staff Diversity Plan. The diversity coordinator should report to the president of the college and be hired by the new president so that they can work effectively together to provide necessary leadership.

**Recommendation 35: Aggressively and systematically seek alternative sources of funding to augment the resources provided by the general fund to implement the recommendations set forth in the plan.**

**Rationale:** The goals set forth in the Diversity Task Force Plan and Recommendations, like all other campus needs, will be funded through the college's planning and budget process. However, because it would be difficult to fund all the recommendations in the diversity plan entirely by the general fund, the task force believes the college should aggressively seek out alternative and creative funding sources to fund some of the recommendations in the plan. An example of an alternative funding model is the Women's Speakers Series entitled "Women's Rights as Human Rights," which was

funded through a community donation managed by the Foundation. It will also be important to examine how we currently do business and evaluate the possible reallocation of existing resources. Because the importance of understanding and embracing diversity is critical to the health of our society, the task force is optimistic that there are many funding opportunities available to enterprising educational institutions.

**Recommendation 36: Establish measurable, incremental goals to gauge the college's progress related to diversity.**

**Rationale:** The effectiveness of the college's diversity efforts will be carefully monitored. In order to effectively assess effectiveness, the task force will look for change that is concrete and measurable. This information will be used to continually modify and improve the college's diversity efforts as well as to justify expenditures and apply for new funding.

**Recommendation 37: The Diversity Task Force should continue to oversee the progress of the college's diversity efforts.**

**Rationale:** The Diversity Task Force is a committed group of individuals from every constituency at the college, which has worked effectively together for the last two years. It should continue to function as an advisory body in the college's diversity efforts. Membership on the committee should rotate in the future, with care taken to ensure equal representation from each constituent group, to give more of the campus community an opportunity to be closely involved in the diversity work of the college. The change would also provide the opportunity for new ideas and renewed energy. If possible, current members of the task force will continue to serve through the transition of a new president, new diversity coordinator, and in the initial stages of implementation of the plan to provide continuity and support. Thereafter, individuals may serve three-year terms on a staggered basis. Continued training will be provided for task force members.

Further consideration may also be given to combining the functions of the two committees, the Diversity Task Force and the Faculty and Staff Diversity Committee, addressing educational and compliance issues respectively.

**Recommendation 38: Develop an entrepreneurial approach in the implementation of the diversity plan.**

**Rationale:** The Diversity Task Force is enthusiastic and optimistic about what Napa Valley College can accomplish in the campus community and beyond. Because it is the aim of the task force that Napa Valley College become a model institution related to diversity, it also believes the college will have something very important to share beyond our campus. The task force anticipates the opportunity to partially fund the college's diversity work through creative, high quality programs that could be marketed to other colleges and communities. Consideration should be given to hosting workshops and conferences similar to the Napa Valley Writers' Conference, including attracting visiting

scholars and experts to participate. The Upper Valley Campus could be utilized effectively as an attractive site for such events.

**Recommendation 39: Establish training as the first priority in the implementation phase.**

**Rationale:** Training would ensure that college faculty and staff would start "on the same page." It would provide a common language and a foundation for the work which will follow and help foster a shared commitment to the common goal.

**Recommendation 40: Develop a sign and/or logo for the college's revitalized diversity efforts that would replace the "Not in Our College" signs.**

To effectively communicate the spirit of the college's revitalized diversity efforts, it will be important to develop a sign and/or logo. While the "Not in Our College" signs were important in the college's anti-hate crimes efforts, the task force has heard from several individuals that there was confusion and misunderstanding of those signs. A new sign and/or logo should communicate a clear, positive, inclusive message and would replace "Not in Our College" signs.