

CSM's Action Plan

CSM's Action Plan Preamble

In response to the racial inequities that were illuminated and exacerbated by state sanctioned racialized violence and COVID 19, respectively, CSM developed a plan of action to provide support to and for our Black, Indigenous and Other Peoples of Color (BIPOC) campus community. Initially, we wanted to be all-encompassing. However, we soon realized that our ambition far exceeded our resources. So, we decided to narrow our focus in order to increase our institutional effectiveness. A team, initially led by CSM's Management Council (MC), met to develop our institutional Statement of Solidarity (<https://collegeofsanmateo.edu/statements/solidarity.php>) and the concomitant Action Plan. The MC's work was then taken up by the Educational Equity Committee (EEC). The EEC spent Fall 2020 developing CSM's Action Plan.

After working through this for a full semester, we realized the central focus of our action plan inhered around expanding our Office of Equity (OoE). Our initial goal did not center the OoE. This work happened organically. Our stated goal was to conceptualize (and ultimately develop) an action plan that identified ways to create safe spaces for difficult and complex conversations around our institutional complicity in deeply embedded systemic/institutionalized inequity in our policies, practices, procedures and pedagogies. It became increasingly clear that our OoE with only one (full time) position since its inception in 2016, was not adequately equipped to function as an institutional hub for justice-centered work. Our Action Plan better equips our OoE to do this vital work. Now, more than ever, it is our belief that CSM's Office of Equity, working in concert with all of the constituent campus groups, is better positioned to create and curate safe spaces for generative, justice-centered conversations as well as spaces transformational, justice-centered work to continue (and/or begin in earnest).

This is our collective work: Every one of us has a role to play if we hope to achieve educational equity. This work is not easy, but it is necessary. We can do this—because we have to. Our students are depending on us to get this right. You are ready; we are ready. Let's get to work, together!

CSM Antiracism Action Plan

In our Statement of Solidarity (linked here) with our BIPOC Students and colleagues, we made an institutional commitment. We committed to doing better, to challenging white supremacy, anti-Blackness, misogyny, xenophobia, and homophobia, etc. We know that we cannot simply commit to justice with our words. We know that we have to demonstrate our commitment to radical, (racial) justice with our actions, too. Therefore, in order to act in good faith in honoring our commitment to working alongside and in solidarity with our BIPOC students and colleagues, we have developed the following CSM Antiracism Action Plan.

We are committed to creating an antiracist, equity-advancing educational environment for all of the students we serve. Collectively, we have been doing this work long enough to know that there is no singular plan that will eradicate, in one fell swoop, all of the deleterious manifestations of white supremacy, racialized capitalism and anti-Blackness embedded within our institutionalized policies and practices. No such plan exists. Nevertheless, we do feel that the actions listed below are integral if we hope to continue shifting our institutional culture towards real, palpable social (and racial) justice.

CSM Antiracism Action Plan	Start/Finish Date	EMP-1 Supporting Our Students' Aspirations	EMP-2 Creating Equitable Opportunities for All of Our StudentS	EMP-3 Committing to Progressive and Innovative Teaching and Learning	EMP-4 Building on a Tradition of Service to the Community	EMP-5 Enhancing a Culture of Participation and Communication
<i>EEC-1: Ethnic Studies Lecture Series (Approved)</i>	Fall 2021-ongoing	✓	✓	✓		✓
<i>EEC-2: Anti-Fascism Lecture Series (Approved)</i>	Spring 2022-ongoing	✓	✓	✓		
<i>EEC-3: Student Social Justice Conference (Approved)</i>	Spring 2022-ongoing	✓	✓	✓		✓
<i>EEC-4: Funding a full-time Staff Assistant for the Office of Equity (Approved-half time)</i>	Spring 2022-ongoing		✓		✓	
<i>EEC-5: Student Emergency Grants—SparkPoint (Ongoing discussion)</i>	Fall 2021-ongoing	✓	✓		✓	
<i>EEC-6: Personal Items Pantry (Ongoing discussion)</i>	Fall 2021-ongoing	✓	✓		✓	
<i>EEC-7: Equity PD Speaker Funds (Nixed)</i>	Fall 2021-ongoing	✓	✓	✓	✓	✓
<i>EEC-8: Compensation EEC Student Representatives</i>	Fall 2021-ongoing	✓	✓		✓	

(Approved—Student workers for Office of Equity)						
EEC-9: Six units of release time for faculty; and flexible funds to support classified staff for overtime for justice-centered work (Approved .02 FTE)	Spring 2022-ongoing	✓	✓	✓		✓
EEC-10: Hiring Adjunct Personal Counselor for the needs of Black Students (Umoja) (Approved half-time)	Spring 2022-ongoing	✓	✓	✓	✓	✓
EEC-11: Funding and sustaining for student-led equity initiatives (Approved)	Fall 2021-ongoing	✓	✓		✓	✓
EEC-12: E3, Skyline EI, IDEAL--onboarding, Implicit Title 9, ensure that all new (full and adjunct--pending compensation) faculty hires/admin hires complete 1 year of E3 or IDEAL Level 1 (Not CSM Specific)	Spring 2022 (Not, necessarily, funded by CSM)				✓	✓

EMP Priorities:

EMP-1. Supporting Our Students' Aspirations

EMP-2. Creating Equitable Opportunities for All of Our Students

EMP-3. Committing to Progressive and Innovative Teaching and Learning

EMP-4. Building on a Tradition of Service to the Community

EMP-5. Enhancing a Culture of Participation and Communication

EEC-Commitment to funding new and ongoing Equity programs for the Educational Equity Committee & Office of Equity which includes:

EEC-1. Ethnic Studies Lecture Series—Ethnic Studies Department + EEC Curriculum Subgroup [EMP-1,2,3]

EEC-2. Anti-Fascism Lecture Series — Ethnic Studies Department + EEC Curriculum Subgroup [EMP-1,2,3]

EEC-3. Student Social Justice Conference— Multicultural & Dream Center + EEC Programing Subgroup [EMP-1,2,3,5]

EEC-4. Funding a full-time Staff Assistant for the Office of Equity [EMP 5]

EEC-5. Student Emergency Grants—SparkPoint + EEC Basic Needs Subgroup [EMP - 1, 2, 4]

EEC-6. Personal Items Pantry—SparkPoint + EEC Basic Needs Subgroup [EMP 1, 2, 4]

EEC-7. Equity PD Speaker Funds—EEC [EMP 1, 3, 4, 5]

EEC-8. Compensation for Stipend for EEC Student Representatives—EEC [EMP 1, 2, 3, 5]

EEC-9. Work to secure 6 units of release time for faculty and flexible funds to support classified staff for overtime for justice-centered work (Spring 2022) [EMP 1, 2, 3]

EEC-10. Hiring (adjunct) Personal Counselor for the needs of Black Students (Umoja)—EEC [EMP 1,2]

EEC-11. Funding and sustaining for student-led equity initiatives (egie. Village, MCCDC, etc.)

EEC-12. E3, Skyline EI, IDEAL--onboarding, Implicit Title 9, ensure that all new (full and adjunct--pending compensation) faculty hires/admin hires complete 1 year of E3 or IDEAL Level 1 (Spring 2022)

CSM's Leadership-led Equity Audit

In addition to the actions delineated by the Educational Equity Committee, **CSM** plans to review institutionalized policies, practices, procedures, and pedagogies in order to illuminate and, subsequently, redesign the ways in which we have previously conceptualized college redesign. Put simply, we are committed to redesigning our college redesign. We want the work that we do, institutionally, to confront and transform policies, practices, procedures and pedagogies that are predicated on white supremacy and anti-Blackness. This will not happen overnight—schooling in this country is, by default, anti-Black. However, we will not waver. This work will not be successful if it is top-down. We have to work together as a campus community. We are truly stronger together.

CSM-1. Work alongside and in solidarity with students to provide ongoing opportunities for our Black, Indigenous, and People of Color (BIPOC) students to be heard and affirmed by doing X...

CSM-9. Ethnic Studies Graduation Requirement/degree—Ethnic Studies Department + EEC Curriculum Subgroup

CSM-2. Develop ongoing conversations and professional development (PD) for employees that implement best practices in Race, Equity, and Inclusion (REI) in order to be responsive to student needs;

CSM-3. Become conversant in employing an antiracist analytical lens to audit College policies, processes, practices, and pedagogies that encourage, empower, and equip BIPOC students to reach their fullest human and scholastic potential including hiring practices that promote the hiring of more employees of color and allies steeped in culturally-relevant pedagogy;

CSM-4. Build on areas of strength and identify new areas of opportunity to expand and increase support to our BIPOC students (Village, MCCDC, EOPS, etc.);

CSM-5. Monthly student forums to provide in person/Zoom updates on key actions and strategies (possibly last Thursday of the month?);

CSM-6. Hear from and respond to students on questions and/or concerns they have;

CSM-7. Reiterate to students our support through words and actions;

CSM-8. Review/audit our Educational Master Plan (EMP*)

DAC-Action Items: Work with SMCCD's District Antiracism Council to

DAC-1. Provide Districtwide Professional Development that centers antiracism: Executing Professional Development and then funding for Professional Development;

DAC-2. Work together with our sister colleges to ensure that our hiring practices as well as the districts hiring practices are justice-centered and fair;

DAC-3. Data: Reimagine data collection so that we, simultaneously, build on and amplify the voices of our BIPOC students and colleagues.

DAC-4. Create justice-centered processes that ensure transparency and accountability for the implementation of the above efforts;

DAC-5. Establish, lead and sustain communities of practice that serve as safe spaces for CSM and SMCCD to have brave conversations on effective practices in calling out and transforming the disproportionate impacts caused by white supremacy and anti-Blackness;

DAC-6. Lead communities of practice Professional Development Student Services & Faculty Learning community to – Faculty Inquiry Groups – Communities of Practice.

Commitments

We commit to speaking out against injustices, particularly when directed against minoritized groups like our Black, Indigenous, and People of Color. We commit to being transparent about the racial and other inequities that persist on campus so that we may take action to eradicate these inequities. We commit to working specifically in solidarity with our groups of disproportionately impacted students: Black, Latinx, Pacific Islander ... We commit to educating ourselves about how to be anti-racist and then to putting this knowledge into action. To this end, we pledge to:

We acknowledge that this work has just begun, that it is iterative, and that we do not have all of the answers, but that we cannot wait. We must act now.

We commit to challenging ourselves as a campus community and as individuals who each have different positions of influence so that we may grow in this journey together and persevere in creating an anti-racist college culture that pervades all of our policies, practices, and conversations.

The work will not be easy, but it is the right thing to do.

-Signed, CSM xxxxx

EMP Priorities:

1. Supporting Our Students' Aspirations
2. Creating Equitable Opportunities for All of Our Students
3. Committing to Progressive and Innovative Teaching and Learning
4. Building on a Tradition of Service to the Community
5. Enhancing a Culture of Participation and Communication