



Journey to

Vision 2030:

Faculty Perspectives

ASCCC FALL
PLENARY SESSION

NOVEMBER 16-18, 2023 | HYBRID EVENT
WESTIN SOUTH COAST PLAZA, COSTA MESA

ACCJC Social Justice Policy and Enhancing Racial Equity in our Accreditation Work

Presenters



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Our Session Today

In June 2021, the Accrediting Commission for Community and Junior Colleges (ACCJC) released its Policy on Social Justice. Historically, institutions of higher learning have operated with firmly established policies and procedures that promote a climate of exclusion, racial inequity and racism towards Black, Indigenous, People of Color (BIPOC). **The ACCJC understands that issues around inclusion, diversity, equity and racism are deeply rooted within systemic racist structures and policies that support the very foundation of society.** Further, the Commission has determined that people of color have long been disadvantaged by the prejudice, discrimination and implicit biases inherent within higher education that white people have been able to benefit from. Our session today will focus our discussions on the new ACCJC Social Justice Policy and its potential impact on the California Community Colleges accreditation process.



Outline of Topics



- **Framing** our Session
- Review 2024 ACCJC Standards Tentative Implementation Timeline
- *A Walk Through* of the ACCJC Website Resources
 - Social Justice Policy (June 2021)
 - 2024 Standards (June 2023)
- Appreciative Inquiry (Ai)
- From Equity Talk to Equity Walk
- Example 2014 (Standard IV) to 2024 Standards (Standard IV)
- Interactive Activity (*time pending*): Review your local college mission (Standard I)
- Q & A



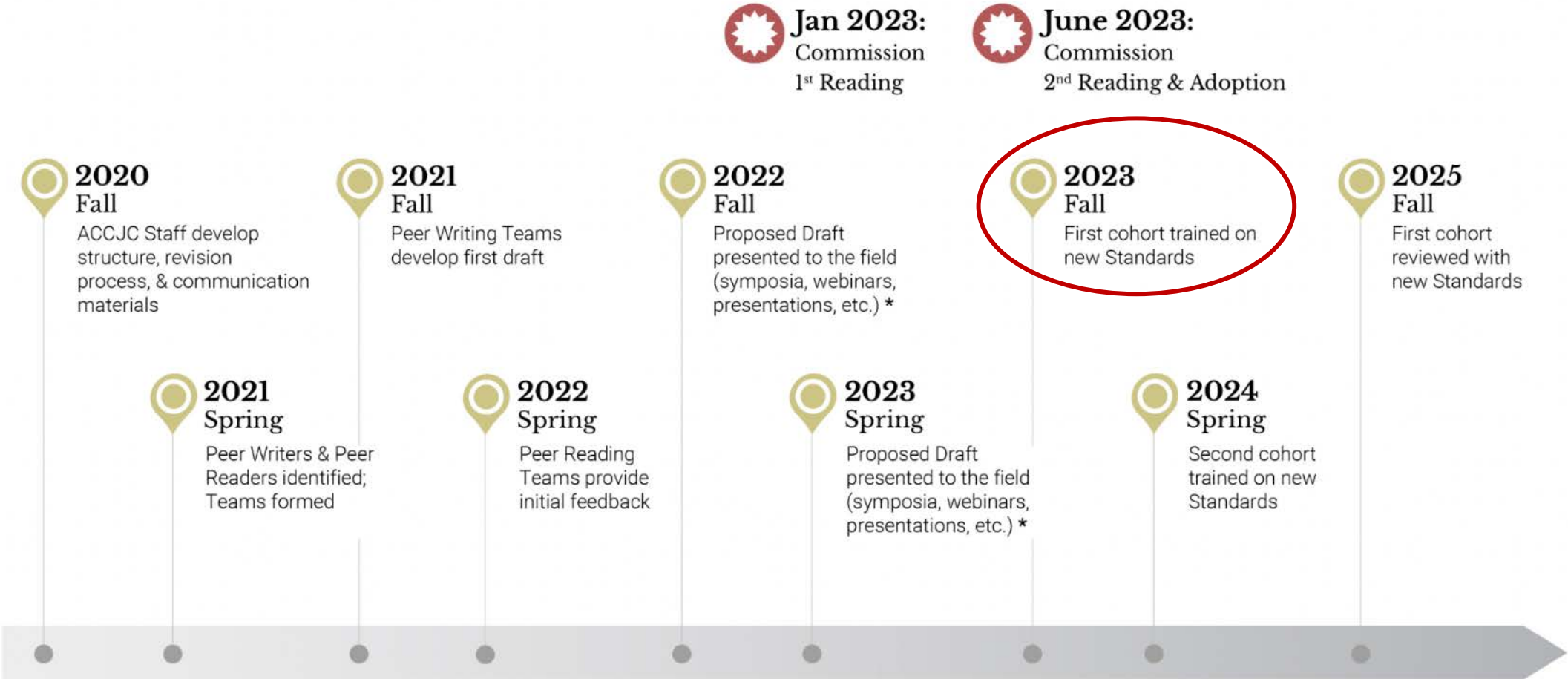
Framing our Session: Racial Equity and Justice in Higher Education Policy

Context-historic and unprecedented cultural shift and shock effected by two pandemics: COVID-19 and the agonizing endurance of white supremacy and state-sanctioned racial violence in the United States.

Prompted us to ask ourselves, "what, CAN, I/we do? Where, DO I/we, have the power to act?"

- Our interest for radical social/cultural change aligned/converged.
- We turned to one of our more far-reaching social institutions for the possibility of creating positive socio-cultural change





* Feedback from the field incorporated as appropriate for inclusion in subsequent draft.



ACCJC Standards Cohort 1 Pilot (Current Phase)

Current Phase: First Cohort Trained



A "Walk Through" of the ACCJC Website: Institutional Policies page scrolled down to Social Justice Policy

The screenshot displays the ACCJC website header and navigation menu. The ACCJC logo is on the left, with the text "ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES" and the tagline "Outcomes | Innovation | Improvement". A search bar is on the right. The navigation menu includes "ABOUT", "ACCREDITING COMMISSION", "DIRECTORY", "RESOURCES", "NEWS", "EVENTS", and "STANDARDS REVIEW". The main content area shows a list of policies with download icons. The "Social Justice" policy is highlighted with an orange background, and four orange arrows point to its download icon.

ACCJC
ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
Outcomes | Innovation | Improvement

Search...

ABOUT ACCREDITING COMMISSION DIRECTORY RESOURCES NEWS EVENTS
STANDARDS REVIEW

Role of Accreditation Liaison Officers download


Social Justice download

Statement on the Benefits of Accreditation download

Student and Public Complaints Against Institutions download



A "Walk Through" of the ACCJC Website: 1st and 2nd page of the Social Justice Policy

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|--|--|
|  <hr/> <p>Policy on Social Justice June 2021</p> <hr/> <p>Commission Commitment to Social Justice</p> <p>The Commission recognizes the moral necessity of promoting equity and diversity through its policies and practices, and creating a climate of inclusion and anti-racism among its membership. While issues of diversity encompass many historically marginalized groups, the pressing nature of racial inequity in higher education demands immediate attention. Therefore, the Commission's current commitment to promote equity, diversity, and foster inclusionary practices is rooted in its understanding of historical and systemic institutional racist structures and policies that exist in society, stemming from prejudice, discrimination, and implicit biases, which have benefited white people and disadvantaged people of color.</p> <p>Consistent with its mission to advance educational quality and student learning and achievement, the Commission is committed to applying its leadership, advocacy efforts, and position of influence to dismantle historical and institutional racism and eradicate educational inequities. To this end, the Commission will engage in anti-racist work by taking an equity minded approach to its Standards and the revision process leading to the 2024 Standards. In addition, the Commission will recruit more colleagues of color for peer review teams; recruit more colleagues of color to be Commissioners; and infuse anti-racism discussions into ACCJC's professional development programs through conferences, symposiums, and webinars for member colleges and for ACCJC staff and Commissioners.</p> <p>Commission Expectations for Representatives of the Commission</p> <p>The Commission expects that all individuals associated with the Commission, whether as Commissioners, peer review team members, consultants, administrative staff or other agency representatives, will embrace and carry forward this commitment to social justice, in all interactions; work effectively with people from diverse backgrounds and professional levels; and respect multiple perspectives to support the advancement of educational quality in the region.</p> | <ul style="list-style-type: none">• An institution's mission and goals reflect a commitment to meeting the educational needs of its students (Standard IA, Eligibility Requirement 6);• Provide data disaggregated and effective mechanisms to identify performance gaps, implement strategies to mitigate gaps, and engage in dialog on student equity (Standard IB, Eligibility Requirement 11 and 19);• Effective use of delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students (Standard IIA);• Learning outcomes on the ability to engage diverse perspectives (Standard IIA);• Providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method to assure equitable access (Standard IIC, Eligibility Requirement 15);• Promoting policies that support diverse personnel and assessment of employment equity and diversity (Standard IIIA);• An institution's mission and goals are the foundation for financial planning to meet the educational needs of its students (Standards IIID, Eligibility Requirement 18);• Policies and procedures for decision making roles and responsibilities to ensure appropriate consideration of relevant perspectives (Standard IVA);• Ethical and effective leadership throughout the organization guides the accomplishment of the mission and supports institutional effectiveness and improvement (Standard IVA, IVB, IVC). <p>The Commission is deeply committed to embracing the diversity of its member institutions in the context of their unique mission. It therefore requires member institutions to use data and evidence to inform practices to improve equity and expects that institutional policies and practices foster a sense of inclusion and belonging among its diverse stakeholders. While each institution will address in their own way the opportunities to improve educational equity, support diversity, and create a campus culture of inclusion, the Commission is dedicated to supporting institutions in their pursuit of educational excellence.</p> |
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ACCJC Policy on Social Justice Adopted June 2021

Overview of the Commission's Policy on Social Justice

- Evolution: From diversity to social justice
- Intention: Acknowledge & address structural inequities
- Alignment: Mission-appropriate interrogation of practices and outcomes

The Commission recognizes the moral necessity of promoting equity and diversity through its policies and practices as well as creating a climate of inclusion and anti-racism among its membership.



ACCJC Social Justice Policy and the 2024 Accreditation Standards

Overview of the Commission's Policy on Social Justice integration into the Accreditation Process

- Evolution: From Checklist to Appreciative Inquiry (Ai)
- Intention: From Dichotomous (Yes/No) to Data-Driven Introspective Analysis
- Alignment: Infuse Equity into College Mission – then appropriately interrogate institutional practices and outcomes within all standards.

The Commission recognizes the moral necessity of promoting equity and diversity through its policies and practices as well as creating a climate of inclusion and anti-racism among its membership.



Social Justice Principles Aligned to 2014 and 2024

| Social Justice Policy Principles | Aligning Standards |
|--|---|
| An institution's mission and goals reflect a commitment to meeting the educational needs of its students | 2014 Standard IA 2024 Standard 1.1-1.5 Eligibility Requirement 6 |
| Provide data disaggregated and effective mechanisms to identify performance gaps, implement strategies to mitigate gaps, and engage in dialog on student equity | 2014 Standard IB 2024 Standard 1.3 Eligibility Requirement 11 and 19 |
| Effective use of delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students | 2014 Standard IIA 2024 Standard 2.6-2.9 |
| Learning outcomes on the ability to engage diverse perspectives | 2014 Standard IIA 2024 Standard 2.3 |
| Providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method to assure equitable access | 2014 Standard IIC 2024 Standard 2.6, 2.7 Eligibility Requirement 15 |
| Promoting policies that support diverse personnel and assessment of employment equity and diversity | 2014 Standard IIIA 2024 Standard 3.1-3.3 |
| An institution's mission and goals are the foundation for financial planning to meet the educational needs of its students | 2014 Standards IIID 2024 Standard 3.4-3.7 Eligibility Requirement 18 |
| Policies and procedures for decision making roles and responsibilities to ensure appropriate consideration of relevant perspectives | 2014 Standard IVA 2024 Standard 4.1-4.3 |
| Ethical and effective leadership throughout the organization guides the accomplishment of the mission and supports institutional effectiveness and improvement | 2014 Standard IVA, IVB, IVC 2024 Standard 4.4-4.6 |



Conversation Starters at your Institution

- IDEAA Toolkit
- 5 R model
- Reflective Questions
- Cultural Humility Toolkit
- ***Appreciative Inquiry (Ai)***



Use Appreciative Inquiry (Ai) To Incorporate IDEAA & Social Justice Into Institutional Practices

Ask
Appreciative
Inquiry (Ai)
Questions
and Get Input
From All
Stakeholders



Appreciative Inquiry (Ai) questions

When you explore your boldest hopes and aspirations for this review/accreditation process, what is it that you/we ultimately want?

What do we do well in our equity work?

What can we learn from what we do well?

How do we build more on that in other areas?

What are the best aspirations for _____ in 5 years?

What have been the most equity and social justice-minded creative/valued experiences in your time at _____?

What were the conditions that made the experience possible?

If those experiences were to become the norm, how would _____ have to change?

What are our aspirational values?

If you could make three wishes that could potentially improve this community/group/organization to be more socially just, what would they be?

Where do we have SMART (specific, measurable, attainable, realistic, timely) equity goal achievements? How can we build more on that in other areas?

Tips: Praise and appreciation are an investment, not a cost...a ratio of 3-1 positive to critical comments will raise a person's sense of well-being, engagement, innovation, and creative insights.

Adapted from: <https://positivepsychology.com/appreciative-inquiry-process/>



Where may there be institutional processes, requirements, or practices that sustain systemic inequities and biases?

- Are assessments or appeals or review processes potentially culturally biased?
- Is there disproportionate participation/use of student services and supports? Is there a need for more targeted welcoming outreach to student populations who use resources at lower levels/rates than others?
- Are student conduct reports filed more often on students of certain races/ethnicities?
- Are employees of certain ethnicities/races/identities such as LGBTQ+ underrepresented in shared governance and campus committees?
- How deeply does the institution go into cultural humility work and addressing and repairing breakdowns around equity/race/identity issues/tensions?
- Do constituents feel safe naming/calling out such breakdowns? Are they supported when they do so?
- Does the institution invest in professional development and skillful facilitation around difficult conversations around equity at multiple levels of campus culture/structure?



From Equity Talk to Equity Walk

- Language matters
 - Shared language & definitions
 - Specific, clear, and direct v. ambiguous or coded language
- Real and full integration
- Interest convergence/alignment
- Systemic, structural, and institutional
 - Examine our education system
 - Disaggregate data—specificity and detail



What it could look like: A Sample of Mission Statement Revision

Mt. San Jacinto College offers quality, accessible, equitable, and innovative educational programs and services to students aspiring to achieve their academic, career and personal development goals.

We provide students a safe environment in which to pursue basic skills, career and general education pathways. Our programs lead to transfer, associate degrees and certificates, which meet workforce development needs in our diverse communities.

Our commitment to learning and achievement empowers students to enrich our communities and participate meaningfully in today's complex world.

Active, BOT Approved 2017



From Equity Talk to Equity Walk: Assuming an Ai lens for Accreditation Process

Adopt an Ai lens when reviewing and updating the college mission statement.

- Who are we?
- What is our purpose?
- What are our values?
- Who do we serve?
- How can we serve?

Fully integrate these elements into the mission statement.



What it could look like: A Sample of Mission Statement Revision

MSJC's **purpose** is to celebrate diversity, instill hope, and empower our students to transform their lives and those around them. We **provide** equity-minded education to combat systemic barriers, promote social mobility, and provide opportunities for educational advancement.

MSJC **offers** degrees and certifications for career and university preparation, as well as opportunities for lifelong learning and enrichment.

As a Hispanic-Serving Institution, we **serve** a diverse student population from various identities, cultures, socio-economic backgrounds, life experiences, abilities, and educational needs that represent our community. MSJC is **committed** to learning and achievement through inclusive and culturally affirming environments that celebrate student voices and create space for self-exploration and growth. We **encourage** self-advocacy, civic responsibility, and commitment to becoming ambassadors of change in our communities and our world.

2023 Fall Draft Mission Statement (with on-going revisions based on feedback)





Applying an Ai lens to Carefully and Critically Examine College Governance Structures (Standard IV)

Transforming a Hierarchical system into an Equity-Driven System

Student and Faculty Responsibility and Rights to Participate in College Governance

Student 9+1 (Title 5, §51023.7)

- 1) grading policies;
- 2) codes of student conduct;
- 3) academic disciplinary policies;
- 4) curriculum development;
- 5) courses or programs which should be initiated or discontinued;
- 6) processes for institutional planning and budget development;
- 7) standards and policies regarding student preparation and success;
- 8) student services planning and development;
- 9) student fees within the authority of the district to adopt; and
- +1) any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

Faculty 10+1 (Title 5, §53200)

- 1) Curriculum including establishing prerequisites and placing courses within disciplines
- 2) Degree and certificate requirements
- 3) Grading policies
- 4) Educational program development
- 5) Standards or policies regarding student preparation and success
- 6) District and college governance structures, as related to faculty roles
- 7) Faculty roles and involvement in accreditation processes, including self-study and annual reports
- 8) Policies for faculty professional development activities
- 9) Processes for program review
- 10) Processes for institutional planning and budget development
- +1) Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

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From Equity Talk to Equity Walk: Assume an Ai lens for Accreditation Process for college governance

Adopt an Ai lens when reviewing and updating the college governing structure.

- Does the structure guide the accomplishment of the mission? (SJP #8)
- Does the structure support institutional effectiveness and improvement in line with the mission? (SJP #9)
- Who is represented? Who is not represented? Who has designated authority?
- Does our structure ensure appropriate consideration of relevant perspectives?
 - How does our structure intentionally integrate student representatives?
 - Does our governing structure provoke positive climates where students feel safe to speak?
 - How does our structure intentionally integrate faculty, classified and admin?
 - Does our governing structure provoke positive climates where *ALL* constituents feel safe to speak?
- Where is the power represented in the structure?
- Could the distribution of power be adjusted to balance out decision-making across constituent groups?
- What changes could be made to the structure that will effectively perpetuate long-term alleviation of political and social disadvantages within our college community?
- How can our structure be improved to further support constituent involvement?
- How can our structure be adjusted to bring us more in line with our mission, vision and values?

Fully integrate these elements into the college governing structure.



Forward thinking Framework for 2024 Standards



WHAT DID WE DO?



WHAT WAS THE
OUTCOME?



WHAT DID WE
LEARN?



WHAT WILL WE DO
DIFFERENTLY?



Forward thinking Framework for Reflection 2024 Standards



WHAT WILL WE DO
DIFFERENTLY?



- Update BP/APs related to college governance and participation
 - Explicitly systemize roles and responsibilities of constituent groups in college governance
- Update structural design
 - Integrate principles of Social Justice Policy (2021) into the college governance structure
 - Redesign or eliminate hierarchical models
 - Balance power across governing councils
- Update college governance handbook
- Update Institutional Strategic Plans
- Update Senate Constitutions and Bylaws
- And more... :-)



Q & A

and some Closing Thoughts

References

ASCCC (2023, September 9). Introducing the 2024 Standards: Session 1. [Webinar Slide Archive](#)

ASCCC (2023). Student Senate for California Community Colleges. <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Student-Service/What-we-do/Student-Senate-for-California-Community-Colleges>

ASCCC IDEA Toolkit (2023). Cultural Humility. Retrieved from: <https://asccc.org/asccc-inclusion-diversity-equity-anti-racism-and-accessibility-ideaa-tools>

ACCJC Accreditation Standards Documents (2023) Repository. Retrieved from: <https://accjc.org/eligibility-requirements-standards-policies/#eligibility-requirements>

[ACCJC Policy on Social Justice](#)

[ACCJC Guide to Institutional Self-Evaluation, Improvement and Peer Review](#)

[ACCJC Standards Review Tentative Timeline](#)

[ACCJC Eligibility Requirements](#), Accreditation Standards, Institutional Policies, and Operational Policies

McNair, T. B., Bensimon, E. M., & Malcom-Piqueux, L. E. (2020). *From equity talk to equity walk: Expanding practitioner knowledge for racial justice in Higher Education*. Jossey-Bass, a Wiley Brand.

Lewis, S. (2021, August 19). [Reflecting, Healing, & Moving Forward. Zoom keynote](#) for the Diversity, Equity, and Cultural Competence Committee's (DEqCC's) [Cultural Competency Conference. Google Site.](#)



Other Resources to Support the Work: Conversation Starters at your Institution

- IDEAA Toolkit (see next slide)
- 5 R model (see next slide)
- Reflective Questions (see next slide)
- Appreciative Inquiry (Ai) (presented on slide 22)



First, Lay a Foundation of Trust-Building and a Campus Culture of Cultural Humility (ASCCC IDEAA Toolkit)

[IDEAA Resources](#): On asccc.org site, go to IDEAA Resources tab

ASCCC Cultural Humility Tool: *to help lay a foundation of approaching this work together from a place of cultural humility, a willingness to share vulnerabilities, avoiding “shaming/blaming,” build trust, and collaborate towards shared goal to how best to improve equity outcomes.*



As one would build trust, community, and safe space with students, do this with all participants of Program Review, Strategic Planning, & Accreditation Planning Work

Chairs/Facilitators/Leaders' "buy in" and participation and modeling trust-building and cultural humility sets the tone

- Begin meetings with brief "grounding/centering" practice like reminders of community agreements, breathing exercise, and check ins.
- Regular check-ins: "have we addressed all who may be impacted? Are there areas/voices who are not here? Who may need more support/encouragement/invitation to contribute/speak?"
- Be mindful to not have the work led just by the loudest &/or most frequent voices or contributors

5R's (adapted from Cultural Humility work in Health care Provider-Patient relationships)

- Reflection: approach every encounter with humility and understanding that there is always something to learn from everyone. **What to ask:** What did I learn from each person in that encounter?
- Respect: treat every person with the utmost respect and strive to preserve dignity at all times. **What to ask:** Did I treat everyone involved in that encounter respectfully?
- Regard: **What to ask:** Did unconscious biases drive this interaction?
- Relevant: **What to ask:** How was cultural humility relevant in this interaction?
- Resiliency: embody the practice of cultural humility to enhance personal resilience and global compassion. **What to ask:** How was my personal resiliency affected by this interaction?
- Adapted from [https://www.hospitalmedicine.org/practice-management/staffing/the-5-rs-of-cultural-humility/#:~:text=SHM%20developed%20the%205%20Rs,R%20\(R%20resiliency\)%20is%20intrinsic.](https://www.hospitalmedicine.org/practice-management/staffing/the-5-rs-of-cultural-humility/#:~:text=SHM%20developed%20the%205%20Rs,R%20(R%20resiliency)%20is%20intrinsic.)

