



**Students Tell it
Like it is: Using
Student Voices to
Inform Equity
Practices**

Hello!

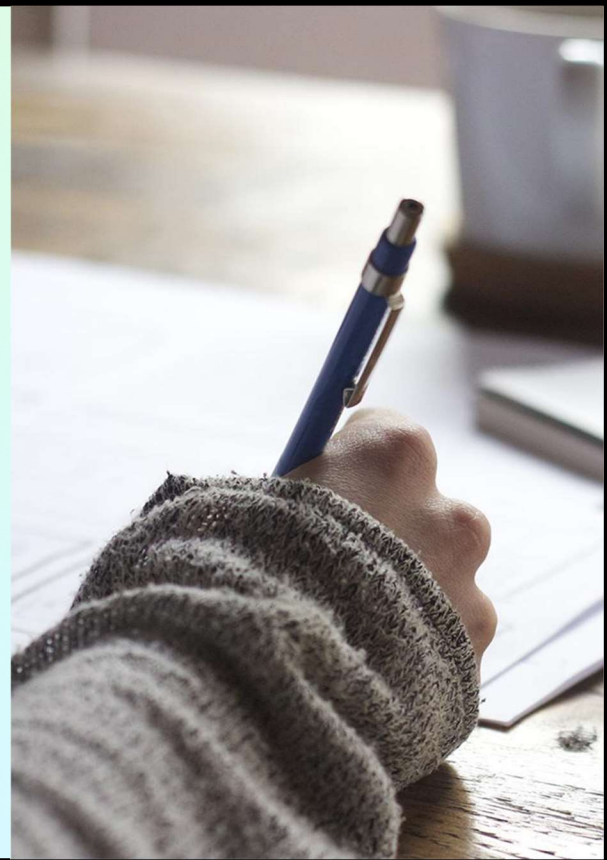
**We are Robert Gomez, Sonia
Torres & Caleb Ulrich**


We work at Chaffey College
You can reach us at:

Robert.gomez@chaffey.edu

Sonia.torres@chaffey.edu

Caleb.ulrich@chaffey.edu





**Why are
we here
today?**

- We want to serve students the best we can
- Interviewed students from various populations
- DSPS, Lavender Coalition, Undocumented, Cannabis Education Club, other students
- Recorded, analyzed and summarized
- Major themes from interviews & what you can do



**Students tell it
like it is...**

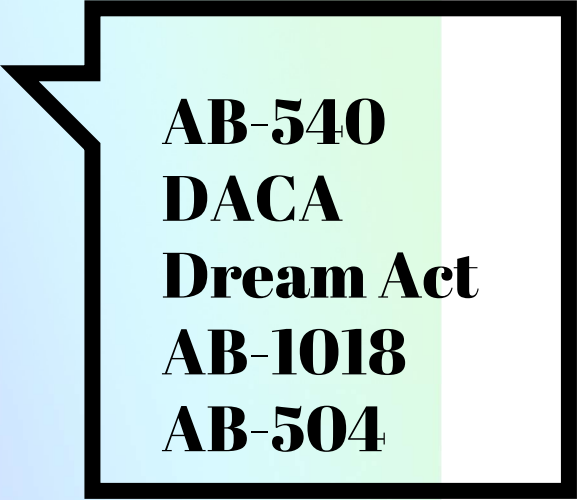


**From these
interviews
emerged 3
themes...**



1.
**Knowledge of
Policies & Resources**

Staff need to know what's going on.



AB-540
DACA
Dream Act
AB-1018
AB-504

- When staff are not aware, students suffer
- Small differences can make a difference
- High School diploma vs. Transcripts
- Student services especially need this
- Ask your managers and leadership what's going on!
- We are here to serve students and we need the institution to supply us with what we need to do so.



**We all need
to have the
same story**

- Each department needs to have the same information:
 - “**They** told me to come here,” “Well, nobody told me”
- This is a problem
- We need to talk between departments
- Especially Admissions, Financial Aid and other gate keeper areas.



2.

Be Explicit

Black, Latino, Gay, Transgender, Veteran, Bisexual,
Latinx, Asian, Disabled, Homeless. Whatever
population it is: SAY IT!



**“We serve
all
students” is
not good
enough.**

- Students need to know that you are here for them *specifically*
- Gay students need to hear you're here for gay students
- Disabled students need to know you're here for disabled students
- You can't leave anything implied
- Students interpret that silence as indifference or hostility



Be Explicit!
A recent
example:

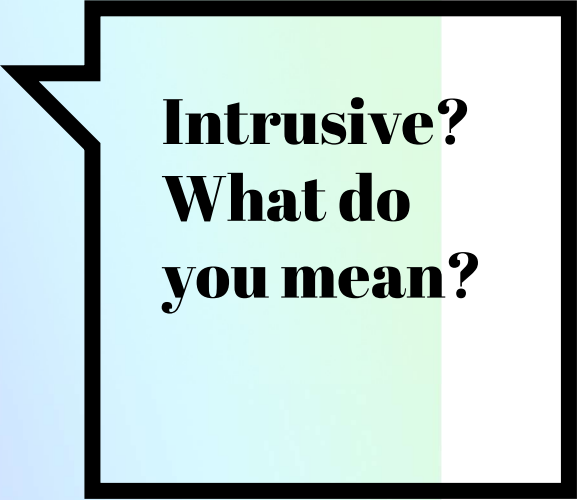
- Some students are sex workers; it's a valid profession; they deserve safety & respect as a laborer of any industry does
- A flyer for resources for these individuals was produced
- Staff were hesitant to talk about these issues
- Students who are sex workers need to know they have allies; this is not known if staff remain silent



3.

Be Intrusive

Sure, we always say students are welcome, but what efforts do **we** make to include them?



**Intrusive?
What do
you mean?**

- Don't wait for students to approach you; approach them
- Check with college policies and reach out to students
- Even saying hi to them outside of your office is huge
- Student workers: remember they're still students! Offer to help.

Activity time!

Take 5 minutes and talk to someone near you about your finances: income, debt, savings, etc.
We'll share out afterwards.



**DPS: Not all
disabilities
are visible**

- How many of you panicked at the thought of talking about your finances?
- Some students feel the same way simply asking for help
- Be Intrusive! Be Proactive!



**Now some major
takeaways.**

(From the students)



Don't lose your spark

Never forget why you started working at a college.

Words have power

“The word ‘illegal’ hurts us on a deeper level.”



You have power!

You can shut down
harmful conversations

Thanks!

Any questions?

Robert.gomez@chaffey.edu

Sonia.torres@chaffey.edu

Caleb.ulrich@chaffey.edu



Chaffey  College

SUPPORTING EQUITY MINDEDNESS AT YOUR COLLEGE

BE KNOWLEDGEABLE ABOUT POLICIES, LAWS & RESOURCES

- Professional development is crucial. Whoever oversees professional development should provide a _____ College 101 that informs staff about different departments and college policies
- Figure out what laws and resources are relevant to your student population: Ask about your student population. Do they work? Full or part-time? Are they homeless or housing insecure? Are they food insecure? Do they help support families? Once you know **who** they are, you can begin looking for resources.
- Learn the difference between AB-540, DACA and the Dream Act. Correct others who may use them interchangeably. Students who get the wrong information could be compromised.
- Remember, serving students is our job and to our job well, we need the proper tools. Management should be investing in this.

BE EXPLICIT

- Don't be afraid and encourage others to say specific names of various populations: Black, Asian, Gay, Transgender, Disabled, Latinx, Veteran, Lesbian, Bisexual, Foster youth.
- Print out signs that say you serve these students and be intentional about naming them. Place these signs in visible places where you know you can. If you work closely with deans or department heads and have a good working relationship with them, ask if you can place these signs all over the department and if they can promote the signs among their staff and faculty.
- If you work closely with faculty, find your allies and encourage them to list these specific groups as part of their diversity/multicultural/inclusion/equity statements in their syllabi.
- If you are unsure of how to address a student, ask! Transgender and gender diverse students are typically grateful for this.
- Use email signatures as an opportunity to share preferred pronouns (she/her/hers, he/him/his, they/them/theirs, etc).
- Draw visibility to your allyship: wear buttons or ribbons that display your solidarity with a specific population
- However, use caution if you want to ask about one's ethnicity; wait for it to come up in conversation naturally, should it come up at all. Don't ask just to ask. *Better yet, don't ask at all.* Never ask: "Where are you from? No, but where are you *really* from?"

BE INTRUSIVE

- Don't wait for or even expect students to come to you.
- Advocate for them at committee meetings: Rather than saying students should come and are welcome to come, go and find students to ask for their opinion. It's easy to say students are welcome, it's harder to go out and actively seek their opinions.
- Check with your college's policy on student incentives. Students typically appreciate food or anything free.
- Check with your college's policy on contacting students. Email them with information on upcoming events or policy changes in your department.
- Student government is not enough. These students are typically self-selecting and more likely to go out and seek information on their own anyway. Most students won't do this.
- Exit surveys for students. Work with your research department to get surveys to improve service. Don't be afraid to get real.

RESOURCES

- Disabled Students: <http://www.nccsonline.org/>
- HACU (Hispanic Association of Colleges & Universities): <http://hacu.net>
- Foster Youth: <http://www.cacollegepathways.org/find-campus-support-programs/foster-youth-success-initiative-fysi/>
- UC Davis LGBTQIA resource center: <http://lgbtqia.ucdavis.edu/>
- Undocumented Students: "Red cards": <https://www.ilrc.org/red-cards>
- US Department of Veterans Affairs: Veterans: benefits.va.gov/gibill/non_va_resources.asp