

EXPANDING AND INSPIRING EQUITY WORK IN THE CALIFORNIA COMMUNITY COLLEGE SYSTEM

A Case Study from Mendocino College, Ukiah CA

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MENDOCINO COLLEGE



BACKGROUND

- Founded in 1972
- Located in Ukiah, CA, with 3 centers in surrounding communities
- An HSI serving 6500 students annually
- 41 percent of students from historically underserved populations

Equity work is a central focus at Mendocino College.

(and a growing part of this work is being lead by Classified)



HISTORY OF EQUITY WORK

- History of student support programs
- HSI designation in 2013 - awarded an HSI grant in 2016
- Expanded grant funding for special programs
- Intro to CUE* in Spring 2015
- Faculty focused projects
- Additional trainings in Implicit Bias, etc.
- Decision to expand equity work to Classified staff – Fall 2015

* Center for Urban Education



CENTER FOR URBAN EDUCATION AT USC

[HTTPS://CUE.USC.EDU/](https://cue.usc.edu/)

Our Mission

The Center for Urban Education leads race conscious research and develops tools that help institutions of higher education produce equity for racially minoritized students.



The image shows a screenshot of the Center for Urban Education website. The top navigation bar is dark red with white text. On the left, it says "Center for Urban Education". On the right, it features the USC University of Southern California logo. Below the navigation bar, there is a horizontal menu with links: "Equity and Student Success", "From the Director's Desk", "Research", "Publications", "Tools", "Policy", "Events & Presentations", "About", "Search", and a magnifying glass icon. Below the navigation bar is a large banner image showing a classroom scene with a hand raised. Overlaid on the bottom right of the banner is a dark red box with yellow text that reads: "The Equity-Minded Teaching Institute", "JUNE 4-5, 2018", "Los Angeles, California", and "Click Here to Register".

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CUE-RELATED CLASSIFIED PROJECTS

- Textbook Purchasing Assistance
- Faculty Grade Submission Timeliness
- Campus, Student Services, Library Signage
- Work Study Program Expansion
- Creating a Homework Hub & FAQ Web Page for Answers to Common Student Questions



CUE EQUITY PROJECT FOCUS - EXAMPLE

TEXTBOOK PURCHASING ASSISTANCE

GOAL: Better understand how Foundation book vouchers are distributed and used

1. DATA:

1. Who gets them? By race and ethnicity
2. What are the criteria?
3. What is the process?
4. How does it map to the campus equity goals?

2. OTHER IDEAS:

1. Promote information on how to buy discounted books
2. Place an advisor near the bookstore at the start of the semester to coach students in which book purchases to prioritize, and which to lease



CUE PROJECT FOCUS

TEXTBOOK PURCHASING ASSISTANCE

PROGRESS: A team made up of library staff, Foundation personnel, financial aid, and other departmental reps met and implemented multiple steps toward a more equitable book purchasing environment. These include:

- Expansion of the current lending library in the College library to include shelf copies of most textbooks for both in-library use and for loans for the full semester.
- Outreach to faculty to assist in getting multiple shelf copies of textbooks
- Inclusion of books and technology from various student assistance programs like HEP, First Year Institute, Academic Pathways to Excellence, and others, including Chromebooks and graphic calculators for short-term and semester-long loans.
- Initial steps toward expansion of lending library to the three other College centers through inter-library loan system.
- Initial talks with our bookstore to better coordinate both purchasing and communication of problems in getting correct versions of textbooks.
- Planning toward development of a web-based central information repository on all things textbook related.
- Plans to increase outreach to school alumni for focused buy-back programs.
- Long-term plans to support implementation of the Open Textbook program, and other funding sources to achieve a textbook cost of zero for all students.



RESULTS

- Tens of thousands of dollars from multiple funding sources invested in new textbooks for loan
- Inclusion of Chromebooks™ and graphing calculators
- Increase in shelf copies from instructors
- Expansion to other centers
- All loan items catalogued in interlibrary system
- Overall increased visibility of textbook assistance



SUCCESSSES AND CHALLENGES

- Projects change based upon environment, key players, budget, and unforeseen circumstances.
- Constant diligence to ensure adaptations to projects never stray from serving students and equity goals.
- Projects are accelerated as often as they are stalled – have heart!
- Every project is an opportunity to embed and develop an equity mindset – continuous improvement!



LESSONS LEARNED

- All diversity and inclusiveness work must include a shared commitment and leadership from all stakeholders – administration/faculty/classified
- Budget is key – real priorities require real funding
- Iterative projects require renewal funding and longer leadership focus

Specifically for Classified:

- We hold often untapped potential and insight, yet often don't have a part in the design of practices and procedures
- Dedication amongst all stakeholders key to maintain momentum and morale
- Continue deepening the process: Implicit bias and microaggressions are pervasive and undermine the most well-intentioned work



WORKING WITH CUE

- Bring broad experience from over 100 two- and four-year institutions
- Utilize their Equity Scorecard™ process
- Contract-based work
- Onsite and ongoing support

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CONCLUSIONS

- The value of equity work – opportunities to create and expand sense of relevance within our offices and our campuses
- Very real and immediate student benefits
- Importance of solid guidance
- Student success – our primary goal!



THANK YOU!

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Bonus Slide

Lending Library Update

Equity = 366 Books • 8 Calculators • 21 Chrome Books

FYI = 50 Chromebooks

EOPS = 420 Books • 4 Calculators

The departments provide student ID numbers each semester of those that qualify for the program.

Students are able to check out at least two books per semester and return the 3 week of class to see if textbooks are still available for checkout purposes. Hoping to provide each student with time to check out a book if needed.

There is a “Reserve” Library at each of the centers and the Ukiah Campus. Students can check out a textbook for at least an hour to read and review. If there is not a student waiting to use the book the check out can last longer.

