Highline College Institutional Effectiveness Department Report

2020-2021

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| **Department information** | |
| Department name | Center for Cultural & Inclusive Excellence |
| Date this report was completed | July 24, 2020 |
| Staff who contributed to this report | Beatriz ‘Betty’ Vera, Edwina Fui, Geomarc Panelo & Doris Martinez |
| Department Mission statement  (if applicable) | The Center for Cultural & Inclusive Excellence provides transformative leadership in creating a learning environment that is equitable, inclusive, and celebrates all identities. In commitment to increasing social consciousness, the Center for Cultural & Inclusive Excellence educates through a diversity and social justice lens, empowers students as social change agents, and dismantles institutional oppression. |

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| **Taking stock of 2019-2020** |
| **Describe 2-5 major accomplishments for 2019-2020. For each accomplishment, identify the related objective or indicator from the Mission Fulfillment Report (MFR), and describe the evidence you used assess this accomplishment** |
| **Establishing a new department name and identity as the Center for Cultural & Inclusive Excellence (CCIE)**  In May 2019, Multicultural Affairs was granted the opportunity to change its department name. Inspired by our Unit pillars, Core Theme 2, and the MCA mission statement, we created a department name that is progressive and aligns with centering our enriching and evolving cultural diversity as an institution. The term *Inclusive Excellence* is an action-oriented approach in working with equity, diversity, and inclusive centered lens. Debuting in September 2019, the Center for Cultural & Inclusive Excellence has intentionally branded itself to create an identity separate from our sibling counterpart, Center for Leadership & Service (CLS), that are co-located in the same office suite. The Highline College community often confused MCA programming, initiatives, and staff as CLS. Through a new logo, social media messaging, classroom visits, etc., the CCIE professional staff focused on maintaining the essence and legacy of MCA while also moving forward into a new era of leadership and collective work.  Core Themes:  Core theme 1- Obj. 1 (1.1,1.3)  Core theme 2- Obj. 1 (1.1 & 1.2) Obj. 2 (2.1.)  Core theme 3- Obj. 3 (3.1)  Core theme 4- Obj. 1  **16th Annual Faculty & Staff of Color and Allies Reception honoring Noory Kim**  Founded by the Faculty and Staff of Color Group in partnership with HC Executive Team and CCIE, the Faculty & Staff of Color and Allies Reception is the inaugural event of Opening Week in which faculty and staff gather in community to center our continued commitment to equity, diversity, and inclusion. With over 200 faculty and staff in attendance, our CLS & CCIE team honored the life and legacy of former CLS team member, and Highline Alumni Noory Kim, who passed away a few weeks before the event. Noory was an integral part of EDI efforts at Highline College, including hosting the Reception numerous times. With the Reception serving as a community space, it was fitting to honor Noory’s legacy through a sound bowl ceremony and moment of silence, serving as a healing space for our community in mourning.  Core Themes:  Core theme 2- Obj. 4 (4.2)  Core theme 3- Obj. 2  Core theme 4- Obj. 1  **Launch of CCIE Peer Mentorship and Service Learning Initiatives**  In fall 2019, CCIE launched the Peer Mentorship Program that provides Highline College students with peer-to-peer mentorship to support with academic, social, and college resources to increase student retention. Students enrolled in the program were matched with mentors who have attended college for at least 3 quarters and serve as additional support for their student mentees. The program also has a service-learning component that allows students to serve and connect with local organizations in our surrounding communities.  Core Themes:  Core theme 1- Obj. 1 (1.1,1.3)  Core theme 2- Obj. 1 (1.1, 1.2) Obj. 2 (2.1.)  Core theme 3- Obj. 2  **Curating CCIE’s first virtual signature week experience- Unity through Diversity 2020: Reclaiming Education, Honoring Resilience**  Established in 1998, Unity through Diversity Week (Unity Week) is an educational programming series that focuses on exploring and celebrating the rich intersections of identities within our global community through workshops, lectures, and performances. Due to the COVID-19 global pandemic, our planning committee voted to continue with plans for Unity Week and explore a virtual format and promote it to our communities at large, including out WA CTCs. Unity Weeks generally hosts 8-10 events throughout the week. With the pandemic, the team made adjustments by reducing the lineup to 4 events and connecting with local and national leaders that would bring our theme to life via Zoom Webinar. From activist Rosa Clemente to EDI educator/mentor Eileen Yoshina, our community actively engaged in conversations reclaiming education through their cultural background and history.  Core Themes:  Core theme 1- Obj. 1 (1.1,1.3)  Core theme 2- Obj. 1 (1.1 & 1.2) Obj. 2 (2.1.)  Core theme 3-Obj. 2(2.1,2.2) Obj. 3 (3.1) |
| **Department strengths** |
| * Professional staff dedicated to empowering student leaders through an equity centered framework * Continued campus collaborations and partnerships with new initiatives and CCIE signature programming * Responsible usage of S&A funds for student programming and department initiatives * Alignment and partnership with the Center for Leadership & Service * Campus presence in various institutional campus committees to provide EDI lens and perspective |
| **Department challenges** |
| * Student engagement in virtual programming and office hours * Promoting CCIE offerings to HC evening and weekend student populations * Recruitment for student conferences (Students of Color Conference & Qtopia) |
| **Areas you would like to improve** |
| * Increase engagement with identity-based student organizations * Develop an assessment plan to effectively critique and review CCIE programs and initiatives * Enhance communication with prospective students * Provide additional leadership/curriculum-based programming for students to develop a greater understanding of social justice based concepts |
| **2020 - 2021 work plan development** |
| **Goals:** Identify 3-6 goals for your department for 2020-2021. Each goal should be associated with the core theme objective or indicator that best relates to the desired outcome of your work. In parentheses after each of your goals, describe the evidence you plan to use to assess the achievement of that goal.  Not every objective or indicator will have an associated goal from your department, and you are welcome to delete the Core Themes/Objectives/Indicators that are NOT directly related to your goals for 2020-2021. |
| 1. Develop an assessment plan to effectively critique and review CCIE programs and initiatives    1. Assess student knowledge of EDI concepts (Core theme 1, obj. 2) 2. Provide additional leadership/curriculum-based programming for students to develop a greater understanding of social justice based concepts (Core theme 2, obj. 1, 1.1,1.2,1.3, obj. 2)    1. Enhance service-learning education opportunities    2. Teach-ins facilitated by CCIE staff (i.e., new-formed Living Room Talk series) 3. Increase intentional outreach to greater serve diverse HC student populations including evening, ABE/ESL, high school completion program students, etc. (Core theme 3) |

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| **Suggestions to improve this report or process** |
| At this time, I do not have any feedback. |