



SOCIAL JUSTICE & EQUITY TASK FORCE CHARTER

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Overview

West Hills College Lemoore has a reputation for being relentless in the pursuit of student success. We are known for being student-centered, innovative, creative, and supportive of our students and each other. Although we should be proud of the many accomplishments our students and our institution has achieved, we must remain diligent in our pursuit of personal and institutional growth and improvement.

Recent events have sparked national and global conversations about systematic and structural inequities and racism that have long plagued our nation and our communities. It is time for WHCL to look inward at our own thoughts, bias, actions, and inactions as well as the College's institutional policies, procedures, practices, and structures that have perpetuated racism and inequity. It is only through education, reflection, open-dialogue, humbleness, humility, a willingness to learn, and respect for each other that we gain an understanding of the inequities that exist. Once we achieve that understanding, it is there that we can pursue our ultimate goal—to act as anti-racists in the pursuit of social justice and equity for all of the College's students, faculty, staff, and community.

This work will require campus-wide input, participation, and dialogue. Therefore, the President has called for a *Social Justice and Equity Task Force* to be convened with the following purpose:

Task Force Objective

The *Social Justice and Equity Task Force's* **purpose** is rooted in **WHCL's North Star—student learning and achievement**. The Task Force's **primary objective** is to create a culture that is inclusive, equity-minded, anti-racist, and one where students, staff, and the community feel welcome, safe, important, supported and able to achieve their personal and academic goals.

Task Force Responsibilities

1. Participate in professional development opportunities to gain an understanding of the history of race in the United States, social justice education, and anti-racism
2. Conduct research through literature (books, white papers, peer-reviewed articles, and other education-related materials), webinars, videos (Ted Talks, etc.), and best practices from institutions of higher education and communities of practice (A2Mend, Umoja, Puente, etc.)
3. Seek and listen to the voices of both students and the community
4. Engage in dialogue and personal reflection to better understand our personal responsibilities as well as the College's responsibility in this work
5. Use WHCL's North Star to 1) build on existing initiatives and strategies and 2) to use analyzed data to inform decisions and recommendations
6. Make recommendations to the College, District, and community, which may include changes to the structure, policies, procedures, practices, supports, and organizational framework.

Task Force Deliverables

1. An inventory of existing policies and practices that support the Task Force's primary objective

2. A set of recommendations where the College needs to improve or expand efforts to support the Task Force's primary objective

Values

- Anti-Racism
- Diversity
- Inclusivity
- Respect
- Personal and professional growth

The following value from the West Hills College Lemoore Planning and Governance Manual is fundamental to the Task Force's work:

Diversity

"West Hills College Lemoore values diversity and inclusion and believes that a diverse campus and community is an enriched campus and community. The college is committed to the recruitment and retention of a diverse campus staff and student population, one that mirrors the community we serve and believes this will prepare students for global engagement and success. Furthermore, the college is committed to a practice of equity and anti-racism, which requires consistent identification and upending of racist policies and practices and replaces them with ones that foster equity between racial groups" (WHCL).

Membership

The Task Force must include representation from all constituent groups including full and part-time faculty, classified staff, students, and administrators. Anyone interested in participating is encouraged and welcome to participate.

Chairs

The Task Force will have three tri-chairs:

- College President
- Academic Senate President
- Classified Representative

Subgroups

Keeping the Task Force's [purpose](#) in mind, sub-groups will focus on the Task Force's [deliverables](#) as they relate to specific functions or areas of the College and District. The inventories from each of the sub-groups will be combined into one document and presented to the College President or Chancellor as applicable. Sub groups may include but are not limited to:

- Professional development
- Student Equity Plan
- Board Policies & Administrative Procedures
- Marketing

- Hiring Recruitment and Retention Practices
- Teaching and Learning
- Data Collection and Analysis (i.e. Focus Groups, student success data, equity, reports, etc.)
- Student Life/Support/Guided Pathways
- Vision for Success Plan
- Grants

Definitions

Ally

“Person in a dominant position of power actively working in solidarity with individuals that do not hold that same power or they do not share a social identity with to end oppressive systems and practices, in the context of racial justice, allyship often refers to White people working to end the systemic oppression of people of color” (California Community College Chancellor's Office).

Anti-Racist

“A person who actively opposes racism and the unfair treatment of people who belong to other races. They recognize that all racial groups are equal (i.e. nothing inherently superior or inferior about specific racial groups) and that racist policies have caused racial inequities. They also understand that racism is pervasive and has been embedded into all societal structures. An anti-racist challenges the values, structures, policies, and behaviors that perpetuate systemic racism” (California Community College Chancellor's Office).

Anti-Racism

“A powerful collection of anti-racist policies that lead to racial equity and are substantiated by anti-racist ideas. Practicing anti-racism requires constantly identifying, challenging, and upending existing racist policies to replace them with anti-racist policies [and practices] that foster equity between racial groups” (California Community College Chancellor's Office).

Equity

“The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people” (California Community College Chancellor's Office).

Racial Justice

“The systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. Racial justice—or racial equity—goes beyond ‘anti-racism’. It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures” (California Community College Chancellor's Office).

Social Justice

“Social justice education includes a vision of society in which the distribution of resources is equitable, and all members are physically and psychologically safe and secure. We envision a society in which individuals are both self-determining (able to develop their full capacities), and interdependent (capable of interacting democratically with others). Social justice involves actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole” (Sourcebook).

Task Force

According to the WHCL Planning and Governance Manual, a task force is a constituency-represented group created to address a special college-wide subject/issue and meets until the subject/issue is resolved (WHCL). Although task forces meet until the work is complete, that does not imply that the work of the task force will stop, but rather that the task force’s work will be sustained through the College’s processes, procedures, and other structures.

References

California Community College Chancellor's Office. "Leaders Nurturing an Anti-racist Campus Culture ." 19 August 2020. *California Community College Chancellor's Office Leaders Nurturing an Anti-racist Campus Culture Presentation*. Online. 20 August 2020.

Sourcebook, Teaching for Diversity and Social Justice: A. *Routledge*. 1996.

WHCL. "West Hills College Lemoore Planning and Governance Manual." 2019.