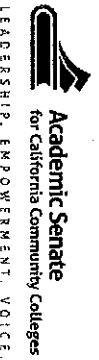


12



The Stanback-Stroud Diversity Award Application

Please limit responses to 200 words per question (including supplemental support or evidence).

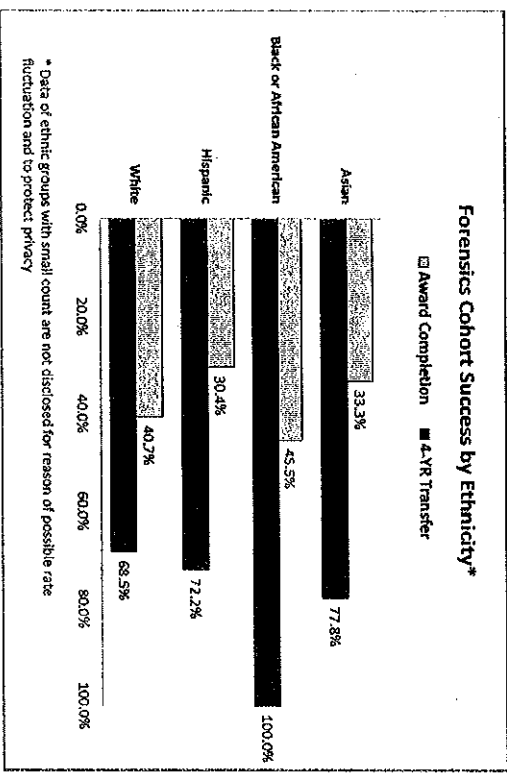
<p>Describe your efforts to create an inclusive and supportive campus climate.</p>	<p>It is an honor to be asked to prepare this document. My work over the years involves ongoing collaboration with many outstanding individuals to whom the initiatives I describe could not be possible.</p> <p>I strongly believe that climate is fostered by meaningful communication. To improve awareness of the challenges faced by our undocumented students, in 2007 I co-wrote and produced an original, full-length play entitled <i>Woke Up In America</i>. The cast for the performance (on our school's performing arts center main stage) included multiple undocumented students, and the performance sparked a campus-wide dialogue about the need for the Dream Act and better local support. In 2008 our school started the IDEAS club for undocumented students, and I later helped them write their personal stories into sharable monologues. I was honored to receive the Adelante California Award from a Latino rights organization at USC for my work in support of undocumented students.</p> <p>In 2009 I initiated an annual Black History Month Speech Contest which provides scholarship awards for student participants while also educating hundreds of members of our campus community about the accomplishments of African Americans. Our contest judges are drawn from across the college to ensure that our leadership is a part of this initiative.</p> <p>Over the years, I have worked hard to bring LGBT voices to campus through our speaker's series, theater performances, and even at major public events. I was told that our 2012 commencement speaker, whom I nominated, was the first person to ever utter the word "gay" at graduation in the history of our college. It was an important moment.</p>
<p>What effective teaching and learning strategies have you implemented?</p>	<p>Culture is, happily, a part of every course I teach because I teach in the field of communication. I've had thousands of students over the years complete my "Cultural Artifact Informative Speech" or scour over outstanding Native American poetry by Joy Harjo as they learn to interpret verse. In 2005, my year-long sabbatical project specifically addressed improvement of teaching and learning strategies to enhance cultural competence. This work yielded our intercultural communication course, along with an array of learning experiences.</p> <p>One of my favorite ethnographic-based activities is my <i>dining in the dark</i> experience in which students experience an entire three-hour session in complete darkness (including a meal service) to experience the world of the visually impaired. Students also complete a semester-long project in which they spend significant time in unfamiliar ethnic or religious surroundings and then speak and write about their experiences.</p> <p>Of course, some simple teaching and learning strategies can make a big difference for diverse student populations. My work to improve my own awareness of diverse, contemporary culture led to the creation of a professional development session and training tool to help others do the same. I was pleased to share that work with some of my colleagues at an ASCCC plenary session. I also speak regularly at our school's new faculty seminar and share strategies to help faculty adapt to diverse learning styles and improve the climate in their classrooms for our diverse student population.</p>

Describe activities that have facilitated student access, retention, and success.

As co-chair of our school's Student Success Council, I convened our school's first ever student success summit, bringing together people from all constituent groups to explore ways to improve equitable success among all our students. Among our chief findings was the need to measure student success in terms of each student's own goals and dreams, not just State measures.

That said, I am deeply frustrated by inequities in degree and transfer achievement by students of color. When I first saw the data early in my career, I made it a personal mission to change those outcomes. As a forensics director I made sure that our program (with its limited resources) had a culture of success through informative sessions, guest speakers, counselor partnerships, and one-on-one interventions with failing students. I instituted a program to involve parents, friends and family and connected current students with relatable previous students now completing their four-year degrees. Anecdotally I knew it was working, but last year I asked for a formal study dating back to 1997 and learned that it was more successful than I ever dreamed. Our students of color outperformed other students and tripled the success of our general student population (see chart below). It brought me to tears to see that our African American students, representing 9.6% of our forensics students, have a 100% transfer rate since 1997. One of those students just got a full-time faculty position at a nearby community college. In fact, six of my former students of color are now faculty members in the CCC system. I am pleased that the model for studying our program's student success is now being used by other campus programs.

*Supplemental Support or Evidence (optional): *Complete report available upon request.*



In 2009, I spearheaded an effort to create one the first multi-disciplinary learning labs on our campus blending both sign language and speech disciplines under one roof. Now in it's fourth year, Speech and Sign Success Center (SSSC) serves as a campus hub for sign language instruction and deaf culture.

Describe activities that have fostered student engagement in campus life.

In 2003 I worked with a colleague and three former students to create a stage production to spur dialogue about race and ethnicity on college campuses. The work, usually abbreviated to N*W*C, explores the impact of racial slurs on the life of three young men of color. The show toured to over 150 colleges and universities in 41 different states and was the featured performance at the 2007 National Conference on Race and Ethnicity. It was especially powerful to bring the performance to our campus with the leadership of our own student life officers and co-sponsoring clubs. Hundreds of students turned out to participate in such a relatable experience. *New York Times* story about N*W*C can be found at http://theater.nytimes.com/2007/06/09/theater/09race.html?_r=0

Engaging LGBT students on our campus has always been challenging due to so few "out" faculty and leaders on campus, so bringing in guest speakers to discuss LGBT issues is important to engage student population. In 2009 I was able to convince MTV President and LOGO Founder Brian Graden to speak on our campus about building a successful career as an "out" executive in American business. It led to meaningful campus dialogue and the creation of a special LGBT scholarship award.

2-3

Nomination
documents

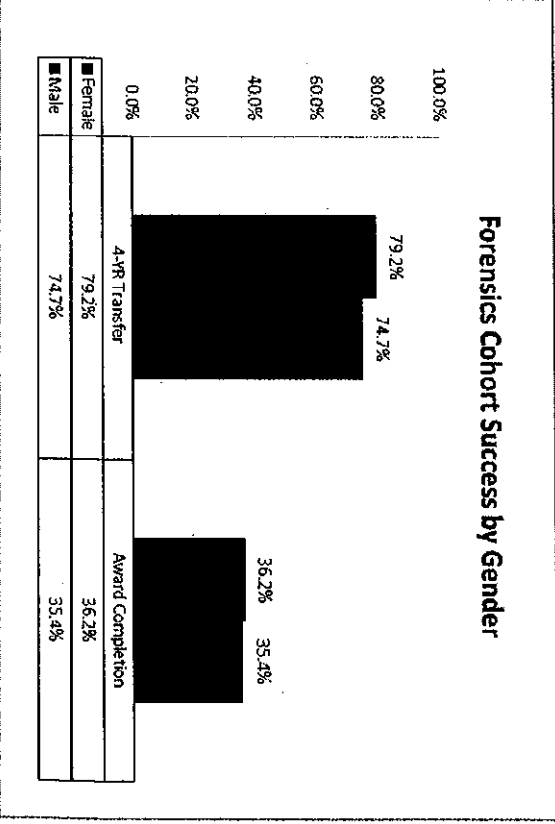
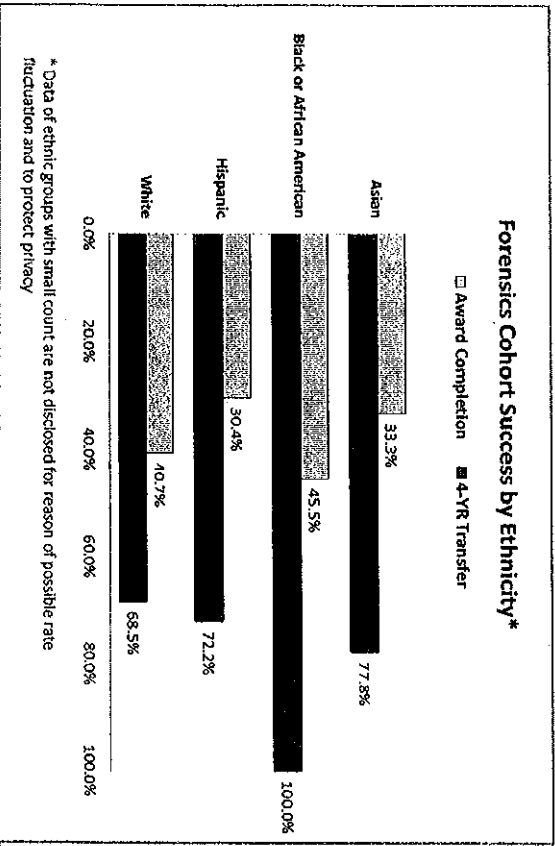
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Quick View of Forensics Program Success

This study identified 229 Forensics Program students from 1997 to 2011 as cohort and tracked their success in transferring to four-year institutions and in degree/certificate completion. Forensics cohort students were more likely to be female of Hispanic, White, or Asian ethnic groups. Upon entering the college, majority of cohort students tested in AWE were placed into higher level English Writing courses (ENGL68-47.4% or ENGL1A-28.9%) by their initial test. Details of the study are available in a separate report.

Highlights of Findings

- The overall transfer rate of Forensics cohort to four-year institution is 77.3%. Three fourths of all cohort transfers were to instate public institutions with 40.7% to CSUs and 35.6% to UCs.
- Female Forensics students have higher transfer rate than male students.
- All African American Forensics cohort students in this study transferred to a 4-year college/university.
- The overall degree/certificate completion rate of the Forensics cohort is 35.8%. African American cohort students have the highest award completion rate (45.5%) among all known ethnic groups.
- The overall average Cumulative GPA of Forensics transferred students is 3.29.
- The average completed credit unit of Forensics transferred students at Mt.SAC is 80.5.



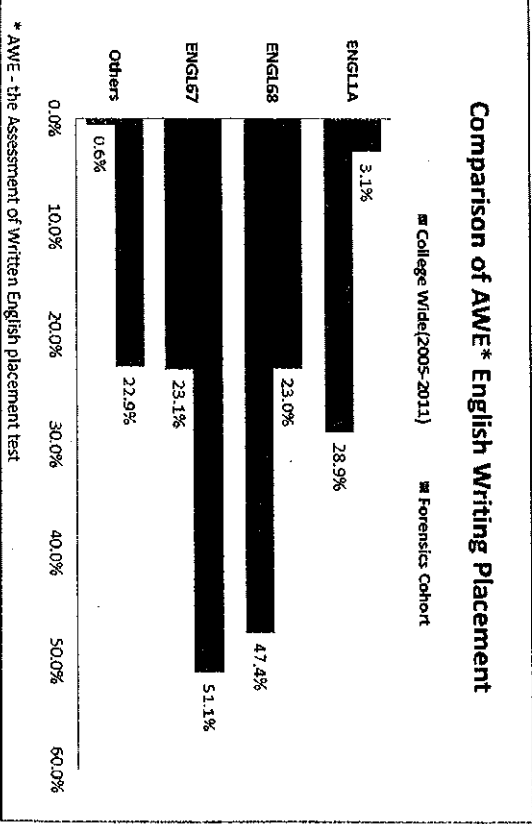
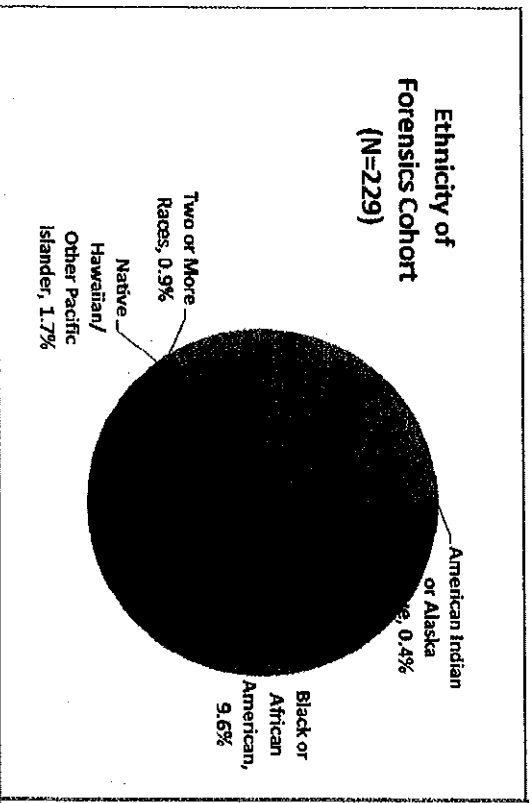
Forensics Program Success		Year	Year	Year	Year	Year	Year	Year	Year	Year	Year	Year	Year	Year	Total	
Study		9798	9899	9900	0001	0102	0203	0304	0405	0506	0607	0708	0809	0910	1011	
Cohort Selection	#Met Course Enrollment Criteria	11	16	13	22	18	14	23	13	17	17	27	18	22	31	262
	#Excluded			1		3			1	2		2		6*	18*	32
	Final Cohort Count	11	16	12	22	15	14	23	12	15	17	25	18	16	13	229
Success	#Transferred to 4 YR**	7	12	12	16	13	12	19	8	11	15	19	11	12	10	177
	Transfer Rate%	63.3	75.0	100.0	72.7	86.7	85.7	82.6	66.7	73.3	88.2	76.0	61.1	75.0	76.9	77.3
	#Earned AA AS Degree/Certificate	5	8	9	6	7	3	10	3	5	7	8	5	2	4	82
	Completion Rate%	45.5	50.0	75.0	27.3	46.7	21.4	43.5	25.0	33.3	41.2	32.0	27.8	12.5	30.8	35.8

Data sources - BANNER data and the National Student Clearinghouse database

*Higher number being excluded is largely due to more students in these cohort years still continue at

**Transfer information is limited by data availability from the National Student Clearinghouse database

in the current term of fall 2011



February 1, 2013

Dear Selection Committee,

I am writing to nominate a dear friend and colleague of mine for the Stanback-Stroud Diversity Award. This outstanding individual has embraced the principle of diversity in her personal and professional lives, and has worked tirelessly to make our campus one that recognizes and celebrates our diverse student population. Her outstanding initiatives have come in academic programs, creative outlets, and giving a voice to underrepresented students on our campus.

As the chair of our department, this nominee led an initiative to bring greater diversity to our department and campus curriculum. Through her leadership, we were one of the first CCC's to write and offer an **Intercultural Communication Course** and an honors version of the course. Her **2005 sabbatical project focused on developing inventive multicultural learning activities** for both of these courses. These courses became the impetus behind the creation of an **Intercultural Studies emphasis AA degree**, led by the efforts of this nominee, as well as an AA-T degree. As a result of her efforts in curriculum, nearly 200 students benefit from instruction in intercultural communication each year.

Her other academic initiatives include the creation of the **Black History Month Speech Contest**. Currently in its fifth year, the contest provides a forum for hundreds of students, campus leaders, and community members to learn about and celebrate African-American history in a public forum. *This semester alone*, nearly 200 students researched, wrote, and spoke about significant leaders, events, and movements in African-American history.

This nominee has contributed tirelessly to the academic success of African-American students on our campus. She organized the first ever off-campus **retreat for our college's African-American student success program** where participants developed a mission, values, goals, and student learning outcomes. She also served as a program **mentor** for four years. Since the program's creation, it has served hundreds of African-American students on campus, contributing to a campus-wide improvement in African-American student engagement and success.

Perhaps the most significant academic contributions of this individual occurred in her decade-plus tenure as Director of Forensics. Not only did she recruit and serve as a mentor to a group of highly diverse students, she actively encouraged them to pursue degree completion and transfer as part of their educational goals. As a result, **a 2012 longitudinal study of forensics team students revealed that degree and transfer achievement was more than double the college's average - Latino students succeeded at a 76% rate with African-American students having a stunning 100% transfer success rate over a twelve-year period**. As a colleague of this individual during this time, I can confidently say these success rates are directly linked to the recruitment, mentoring and support of this nominee. She's not just teaching students how to be good speakers, she's helping them become successful students and citizens.

This individual is also the most creative person I know. So it should be no surprise to you that she has used her creativity to promote diversity. In 2004, **she co-wrote and directed N*W*C** – an original play based on the lives of three students of color from the college. This instructor made sure the play could be performed numerous times on our campus at no cost to students. It was also featured at the National Conference on Race and Ethnicity, and toured college campuses across the country for six years – reaching over 100,000 students and creating a dialogue on issues of race in America.

She also co-wrote and directed the play **Woke Up in America**, an original full-length script based on the lives of our college's undocumented student and recently wrote and directed, **it gets better**, which addresses the issue of bullying of LGBT youth, and includes extensive community outreach and education programs. Her creative effort will reach thousands of students and community members across the country in the coming months, promoting tolerance and acceptance of LGBT youth.

Her work with the LGBT community goes even further. She successfully brought Jimmy Nguyen, a Vietnamese-American LGBT alumnus, to campus as alumni of the year. He also became the **first commencement speaker in college history to discuss sexual orientation at commencement**. She coordinated **MTV President Brian Graden's** guest lecture on campus – delivered to 250 students – where he talked about his experiences being “out” in Hollywood – personally and professionally. She has also facilitated **internships** for our students with LGBT organizations, including the LA Latino International Film Festival, and the Gay Men's Chorus of Los Angeles.

And that's just the *really* creative stuff. This nominee has **dedicated her life and education to giving underrepresented students a voice**. In her Oral Interpretation of Literature class students perform literature from racial and sexual minorities. Students under her tutelage in forensics speak passionately about issues pertaining to disability access in college, Asians trapped by the 'model minority' stereotype, or (in 2002!) why America needs to elect a Black president.

In my 15 years of college teaching experience, I've found that many on our campus pay requisite lip service to diversity. But the individual I nominate today translates words into *action*, and does so at a deeply personal level. Our minority students feel a level of comfort around her that is nearly unparalleled, because they can tell she cares about them and wants them to succeed. Students confide in her – be it that they're homeless, struggling with their religion, undocumented, or gay – because she listens, rather than lectures, and puts the student's well-being above all else. I hope you will recognize this dedicated, deserving educator with the 2013 Stanback-Stroud Diversity Award.

Professor of Communication/Director of Forensics

March 1, 2013

Dear Stanback-Stroud Selection Committee:

Our college's candidate for your 2013 award is a campus and community leader in advancing student equity and promoting the value of diversity. Rather than specializing in work for a single student population, this person's career reflects a consistent series of high-impact projects and programs that enhance the experience of African-American Asian-American, Latino, LGBT, and deaf students while making the campus climate more open for all individuals.

This faculty member employs an understanding of communication principles to significantly enhance our campus climate in the area of cultural awareness with programs like our Black History Speech Contest. This faculty member has also brought a consistent program of speakers and performances to campus for many years, including Kashif Powell and his work, "The Jena 6 Project" and commencement speaker Jimmy Nguyen who conveyed his personal story of immigration from Vietnam and living as an openly LGBT community college student with more than two thousand students and community members at our 2011 commencement ceremony.

As a writer and director of theater projects, this faculty member has collaborated extensively with our students to create and share works with our campus community. An original play about the Dream Act, *Woke Up in America*, was composed based on the real-life stories of our students. It was performed on our main performing arts center stage with a cast that included several undocumented students. This faculty member is perhaps best-known for collaborating on the work known as *N*W*C*, also based on the lives of our students. This play about the experiences of three men of color was staged three times on our campus, accompanied each time by discussion forums about race and ethnicity issues facing college students. Many faculty in disciplines across the campus designed learning activities related to the performance. *N*W*C* was also the subject of this faculty member's successful 2005 sabbatical project that also led to the development of an intercultural communication course and an A.A. degree with an emphasis in intercultural studies.

One of our nationally recognized student groups on campus is our forensics team, which this faculty member led for more than a decade. While the team brought home six national titles during that time, the achievement of students in transfer and degree attainment is perhaps more notable. A longitudinal study of student success in the program (one of the first programs on our campus to conduct such a study) revealed transfer rates of over 70% for each of the three major minority groups (Hispanic, African-American, and Asian-American). This faculty member encourages diversity within this program through creative recruiting efforts that include special information sessions for students in our African-American Student Success Program. To increase transfer, this faculty member brings back previous students each year to meet with current students and to help them set goals - she has even set up an alumni network so as to help students achieve their ongoing goals.

This faculty member has also served as the faculty coordinator of the Speech and Sign Success Center, a first-of-its-kind learning assistance center that she also helped to develop. The Center brings together our sign language and interpreting students with speech students in a shared learning lab which focuses on improving communication skills. The SSSC has also become a vital place for learning about and appreciating deaf culture on our campus.

When she was my Vice President and co-chair of our Student Preparation and Success Council, this individual conceived of and coordinated the faculty effort for our first-ever "Student Success Summit" in March, 2011. The two-day event drew 75 participants representing students, staff, faculty and managers from across the college to address student success issues. During her opening presentation for the summit, this individual asked participants to consider an important question as we began our work of improving student success: "Can we really say we have student success if it isn't *equitable* success?" The work of participants at our summit led to the campus-wide adoption of a Student Success Plan in spring 2012.

As the recent chair of our Academic Senate's Study Abroad Task Force, this faculty member fought aggressively to maintain funding for international student travel opportunities despite the budget crisis and led the creation of a study abroad plan to ensure ongoing opportunities for cultural enrichment through student (and faculty) experiences outside the local community.

There are many on our campus who share this faculty member's commitment to diversity, and some contribute to enhancing diversity in notable ways. Still, this faculty member is remarkable in the breadth of her contributions. Pick any disadvantaged group on our campus, and it's likely that she has made a positive impact. I heartily recommend her for the 2013 Stanback-Stroud Diversity Award.

President, Academic Senate

February 20, 2013

Dear Stanbeck-Stroud Selection Committee Members:

As an undocumented student at _____ the Speech and Forensics team was the single most important activity in my academic development. I did not begin wanting to be a “speech geek,” so it speaks volumes to how welcoming the program was to all students under this professor’s leadership. I was in immigration naturalization limbo at the time, so I didn’t know how long I would be in community college.

The forensics program was surprisingly diverse – possibly the most diverse team in the nation. I didn’t know it then, but this diversity helped me achieve a full education. It exposed me to different nationalities, ethnicities and people with different sexual orientation. It helped me see others as human beings and not just as others – something I had been a victim of but failed to recognize when I was the perpetrator. With this professor’s help, I wrote a national award winning speech on the need to fix our current immigration system.

In forensics, this professor was not only the head speech coach; she was also our school counselor and life coach. She religiously checked on our grades and made sure we were in constant contact with all of our professors. She led the campaign of making sure every student was on the right track to transfer – bringing in past students who had succeeded (many of whom actually looked like me) and even going as far as helping with transfer applications. Every single person on my team transferred to a four-year school. It was expected of us.

I received my green card and got admitted to the UCLA School of Theater, Film & Television – along with several of my teammates who got into UC Berkeley, USC – and many got scholarships for out-of-state schools. After we left, this professor would follow up with us regularly to make sure we were doing okay at our new schools. This is unlike the programs eager to move students along and then find out those same students don’t succeed because they don’t have the same support group that got them there in the first place.

During one of her personal follow-up phone calls, I reached out for help to turn my award winning speech into a theater production. She agreed and suggested that I include two other fellow _____ forensics alumni who were also at UCLA facing the same problems as people of color as I was. Together we all wrote a forensics Reader’s Theater that made its debut at the American’s Readers Theater Championships. This 20-minute performance went on to become the 90-minute play, *N*GGER WETB*CK CH*NK*.

*N*W*C*, as it is often known, was written by three of our team's forensics alumni of color, a forensics volunteer coach and this professor. The show itself went from being a student production at UCLA, to having a professional run at the Los Angeles Theatre Center to getting signed to a national tour in just three months. In fact, we had to cut the LA-run short so that we could all graduate from UCLA: something our parents and this professor insisted we do.

We have since toured the nation for 6 years having performed in over 40 states and for over 100,000 people – including several powerful performances back on our own community college campus – arranged by this professor. At most universities and performing art centers we tour to we are also asked to teach master classes on race and ethnicity where we give public workshops and utilize the communication skills that we first learned in our forensics program. These residencies, along with post-show Q&As and a lot of media outreach and interviews are only successful because of our collective backgrounds as public speakers.

This professor coached me into being a great public speaker, mentored me into being a good writer and empowered me to come out of the undocumented closet. She cares more than any other professor I have ever met about her students and goes out of her way to support them outside of the classroom. Over the years she has given me many gifts, but the greatest of all has been the gift of speech. I am honored to recommend her for this award.

Manager, LA Latino International Film Festival
Writer/Associate Director, CBS Diversity Showcase