

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>My hire in 1986, our campus did not have many historically underrepresented faculty and staff (staff), and I believed it was important for students to have staff who looked like them. I served as a co-chair of the Faculty and Staff Diversity committee from 1990-1994; my efforts included advertisement, recruitment, and hire of historically underrepresented faculty and staff.</p> <p>From 1986 - 1995, I was co-chair to the Affirmative Action committee (AAC) with a focus of staff training for hiring committees. As a result, within a decade, the hire of new, historically underrepresented staff numbers significantly increased.</p> <p>In early 1990's, I worked with a committee to adopt "Stop the Hate" the first, multifaceted college program to bring awareness of hate crimes, racism, and prejudice and create a safe and welcoming learning environment for students.</p> <p>During the late 1990's, I was a member of a small "roots organization" of staff who encouraged the college administration to adopt a robust and ambitious diversity plan. It was the work and perseverance of that small group which led to college adoption of a new diversity plan to serve as guide in professional development, hiring practices, campus climate, diverse curriculum, teaching/ learning practices, and equitable working and learning environments. The plan provided resources and support toward specified actions to promote college diversity initiatives and climate.</p>
<p><i>Supplemental Support or Evidence (optional):</i></p> <p>Accreditation Self Study report Diversity Plan Stop the Hate plan</p>	

<p>What effective teaching and learning strategies have you implemented?</p>	<p>Over a span of ten years, I have served as the Professional Development chair for the Academic Senate and provided leadership on collaborative learning, linked courses, distance learning, and assessment training. I served as the logistic chair for the Instructional Excellence committee, whose focus was classroom learning, assessment, and teaching strategies and practices. I was among the first faculty to develop and implement linked courses.</p> <p>From early 1990 to 2000, I have served as a representative from our division to the curriculum committee. I served on various sub-committees to research learning objectives and it outcomes as it relates to diverse populations. I assisted faculty to expand and include diverse curriculum to enrich student's goals of transfer or personal growth. I reviewed curriculum to ensure ADA guidelines for textbook/media compliance.</p> <p>In 1998-2000, I researched, developed new curriculum, and implemented a computer wellness program which provides students the ability to get a baseline of their physical fitness level. Since 2009, I have updated all pertinent curriculums to include division and student learning outcomes.</p> <p>From 2000-03, I served on a committee to restructure the current faculty evaluation process to a peer-assisted model focused on learning and teaching outcomes. From 2003-2006, I served as the Academic Senate second vice-president to oversee the management of college faculty evaluations.</p>
<p><i>Supplemental Support or Evidence (optional):</i> Academic Senate Curriculum committee Faculty Evaluation Process Curriculum committee</p>	

<p>Describe activities that have facilitated student access, retention, and success.</p>	<p>I served as the co-chair to a Title V grant, Student Success Program, and worked closely with the office of Research and planning to interpret quantitative and qualitative evidence of patterns which increased student's engagement, retention and success.</p> <p>In 2003-2006, I was elected by my peers as division chair. During this time, my focus became "access" in our division for the disabled. Our campus was granted a bond to include a new classroom designed for disabled students. From 1986, a strong growth in classes and faculty for the disabled occurred; classes tripled in size and number. During this time, I was given the opportunity to contribute my knowledge of ADA recommendation on numerous bond committees to renovate our facilities and design a new building.</p> <p>Since 1986, my focus has been to develop a high quality program and facility to serve disabled students. Currently, we have a state-of-the-art facility. Teaching and learning are cornerstone to our program. Student success, access and retention are measured each semester as we are required to have individual student plans and required to report MIS numbers.</p> <p>During most of my professional years at the college, I served as a member, executive member and CIG chair to the CAPED, an organization which serve disabled programs, and support student access, retention and transfer. I have served as a presenter on various topics focused on student achievement for the disabled.</p>
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Supplemental Support or Evidence (optional):
Title V
Instructional Council
Bond Measure Project and committee minutes
CAPED

4.2

<p>Describe activities that have fostered student engagement in campus life.</p>	<p>I have served as faculty chair for student organizations; in particular, I was the faculty chair for the Advancement & Enhancement Club, a club for disabled students. As faculty chair, I planned one major activity each semester to provide opportunities for students to travel and participate in snow skiing, road-racing, and swimming, scuba diving, river rafting, weight-lifting, and camping. We attended numerous events, such as a conference titled "<i>The Meaning of Racial Identity in the United States</i>", held in UC Riverside. The club also attended lectures which spoke about the challenges and successes of the disabled. This club continued over a span of fifteen years. The club participated in many campus and community events such as disabilities awareness month.</p> <p>For our older students, I fostered an environment to encourage accomplishments for each individual who had a debilitating physical limitation to regain their self-respect and dignity. Through participating and striving to regain the function and mobility they once cherished, our program supported and organized the first Senior Games!</p> <p>During the decade of the 1990 and the early years of the 2000, I served as a member and executive member of the California Latina Leadership Network. A student chapter was formed and continues to date. It was one of my greatest memories, to travel with students to the annual conference, and see their faces light up with appreciation and pride.</p>
<p>Supplemental Support or Evidence (optional):</p> <p>Associated Student Council Senior Center Latina Leadership Network</p>	
<p>Nomination documents</p>	

THE STANBACK-STROUD DIVERSITY AWARD

A statement from the nominator

As you consider nominees for the Stanback-Stroud Diversity Award, please include the following comments in support of this nominee's application.

The candidate began work as an adaptive physical education instructor in 1986. I participated as a member of her evaluation committee where it quickly became clear that she had a deep understanding and broad knowledge base in biology, physiological science, and exercise science. She displays superb bilingual, cross-cultural, as well as special needs communication skills, and does not work with students or staff on a "surface level".

In committee assignments and staff meetings, this nominee spoke about a vision for the adaptive physical education program in the broadest sense to include (but not limit): gender, race, cultural background, special needs students (i.e. mental, physical, and communication handicaps) and students with non-disabilities. This included open access to all. For the adaptive physical education program, she visualized a program where classes would reflect the substantial diversity of students that are present not only in the state of California and the United States, but the world. She talked about hiring staff that reflected and could relate to a diverse population as described above. As the nominee began to put her vision into effect, she hired staff and trained them to work efficiently with a diverse population of students (including students with special needs). Her outreach to recruit students for this adaptive physical education program began on and off campus through holding informal sessions. She worked with two hospitals in the area, other colleges, and disabled student services. She worked effectively with campus staff to provide ramps as well as student handicap parking.

As a member of her evaluation committee, I was able to evaluate this program. Since students were oblivious to my role, I was able to ask questions of them and take responses via questionnaire. When I spoke with students and staff, they reported that her teaching style was student-centered with superior knowledge of her profession. They continued to describe her as gentle but assertive, informative, supportive, culturally-sensitive, provided individual attention, had awareness of students' personal needs across cultures, sensitive to mental health and physical health needs, creative, highly intelligent, motivated, perceptive, mature, stable, and with a significant degree of integrity. Note that when the nominee began work, there was only one section of adaptive physical education class being offered. Currently there are six.

In 1989 academic year, this college created a dean level New Majority Affairs role intended to provide leadership for the identification and implementation of institutional strategies to: increase the retention, persistence, and success of the rapidly growing and projected majority status of the college's minority student population.

This nominee was requested to serve on a small, select NMA advisory group based upon her life experience, scholarly knowledge, demonstrated understanding, and vocal participations and commitments to institutional changes supporting minority student success. Her participatory input enabled the college

to obtain a 5 year Title III grant. This resulted in gains of 6-20 % retention, and success gains among all student groups with the greatest gains occurring for the three least successful minority groups: Native American, African American, and Mexican American/Latino students. The least successful group - African American - rose 20 percentage points.

She was requested to work with the Dean of Development and Planning and the Director of Research for dissemination of the student demographic trends and the Title III Success component grant findings. The nominee presented these findings to faculty and staff on the benefits of contemporary teaching and learning strategies, including linked courses and cooperative learning methods (now used by various college faculty). She served as an accreditation co-chair, and with the Dean of Development and Planning, made statewide presentations on an accreditation model to collaboratively work within the context of shared governance.

This nominee collaborated with a local area community business leader to initiate the first Latina Leadership Conference and was one of two college Latina faculty to join the Statewide Latina Leadership Network, serving as an annual conference co-chair and as the Northern Region representative. Based upon her doctoral work, she made a conference presentation on "The Educational Obstacles to Hispanic Student Success." And with a college colleague she created a Student Latina Leadership chapter, and found college resources to take Latina students to the annual LLN Conference.

With the Dean of Human Resources, she attended for a 5-6 year period the Northern and Southern college career conferences to increase the diversity of faculty and administrative applicants for college positions. She was a longtime and active member of the college's Affirmative Action Committee, later a member of the Human Resources Advisory Committees seeking to diversify college hiring outcomes, and co-presented with the HR Dean to college faculty and staff for recognition as well as elimination of personal bias in the hiring process.

In 1995, a committee was formed to develop a diversity requirement for graduation. The nominee served on this committee, and made significant contributions to create this requirement. She also participated in a campus-wide program called "Stop the Hate" to bring attention and awareness to hate crimes as well as prejudices, and was active in creating support and education for staff and students who had been involved and/or exposed to hate and prejudice.

The nominee participated in classes to improve and update her professional knowledge and understanding of the challenges of the student population, in which she currently instructs.

This nominee has made significant contributions to support inclusiveness and success for all students. She has a fine and updated understanding of current and future needs of the student population. She places students first, and thinks "student first" in all that she does in her employment. She captures and executes the spirit and knowledge needed to help all students to succeed, thus, I am nominating this candidate for the Stanback-Stroud Diversity Award.

March 1, 2013

Dear Members of the Stanback-Stroud Diversity Award Selection Committee,

I am writing in support of our college's candidate for the Stanback-Stroud Diversity Award. Over the past two decades, this faculty member has been steadfast in her dedication to expanding the college's diversity and inclusivity efforts. She has contributed to student success through her involvement in areas ranging from more inclusive hiring practices and professional development for faculty, to direct support of students both in her classes and through her leadership of several student organizations, to her work in the community.

Beginning in the 1990's, this faculty member focused on inclusive hiring practices and professional development in order to support faculty and staff diversity. She has served as co-chair of the Affirmative Action Committee, co-chair of the Faculty and Staff Diversity Committee and chair of the Professional Development Committee. As Second Vice President of the Academic Senate, she played a leadership role in the development and implementation of a peer-assisted faculty evaluation process which focused on learning and teaching outcomes assessment as part of the assessment. She also participated in the "Stop the Hate" program which the college adopted to raise awareness of bias incidents and develop appropriate responses.

This candidate also has contributed to success for diverse student populations in several significant areas. Within her discipline, she played a central role in developing access for disabled students. After taking courses to up-date her knowledge of ADA guidelines, she applied that knowledge as a member of bond committees working to renovate our facilities and build a new complex to better serve students. She also developed partnerships with Kaiser and other local physical therapy centers to encourage greater use of our facilities for community members.

This faculty member also has contributed to inclusivity and student success through her active participation in the Latina Leadership Network and CAPED, an organization for community colleges which serves disabled students. In 2003, she received the city's Hispanic Award, and she continues to coach and teach youth in the community, going so far as to provide scholarships for players who could not otherwise afford to participate.

On campus, this faculty member encourages student participation in campus life through a number of student organizations, but in particular as faculty chair for the Disabled Students Club.

In closing, we are nominating our colleague for the Stanback-Stroud Award in recognition of a career dedicated to contributing to an inclusive and supportive campus climate for all students, but in particular for new majority and disabled students, staff and faculty. Her efforts over the years have had a direct and positive impact on students, the campus and the community. After reviewing the supporting documents included in this packet, we hope you will agree that this faculty member personifies the values underlying this prestigious award.

Sincerely,

, Academic Senate President

THE STANBACK-STROUD DIVERSITY AWARD
(Letter of Support from a Student Enrolled in
Nominee's Adapted Physical Education Training Class)

To Whom It May Concern:

This letter is written on behalf of my Adaptive Physical Education (ADPE) classroom instructor at _____ a nominee for the Stanback-Stroud Diversity Award.

My name is _____. I am an eighty-two year old physically challenged student enrolled in her ADPE Class. On November 7, 2010 I suffered a stroke that hospitalized me for approximately a month. The stroke incapacitated my left side (left arm and hand), and impacted my balance, my gait, my speech and my mobility. Subsequent to my discharge from the hospital I was required to enroll in the Kaiser-Permanente (K-P) Outpatient Rehabilitation Clinic program where for three weeks I continued to receive speech, occupational and physical therapy initiated while in the hospital. After three weeks of additional therapy at the K-P Out-Patient Rehabilitation Clinic I was discharged and urged by the K-P Medical Team that treated me to continue with rehab therapy after my release from the clinic. They provided me with information as to several local rehab options I could contact, and that is how I became involved with her ADPE class. I might add that I enrolled in two other ADPE programs prior to enrolling in her class, and as such, I can personally attest to the quality of her classroom instructional efforts and activities when compared to the other programs I attended.

I can unequivocally state that the ADPE activities that I have been engaged in for the last two years under her supervision have been a God-send and of immense benefit to me. In particular the cardiovascular and weight training exercises have increased my levels of energy and stamina; this improved energy/stamina level has given me a psychological lift and has been influential in my being a little more utilitarian around the house. The weight training activities have toned my muscles and improved the strength in my arms and legs, and the

cardiovascular exercises have improved my lung capacity and have helped with my shortness of breath problem. In sum, the class has benefitted me greatly. Seen from an overall health perspective, the exercises have helped me considerably in maintaining normal blood pressure, blood sugar and cholesterol levels. I cannot overstate the important role that she has played in the overall general improvement of my physical health.

The following summarizes my rationale for strongly supporting her nomination: My ADPE instructor brings to the classroom a distinct and varied group of skill sets that have highly benefitted all of the students and supportive staff under her supervision. She has excellent bilingual and cross-cultural communications skills that enable her to interact with warmth and sensitivity with her diverse student populations. She is keenly aware of the individual and special needs of her students be they young or old, of similar or different ethnic/racial backgrounds, physically or emotionally challenged etc. She is quite knowledgeable with respect to the biological and physiological sciences, and their importance in developing optimum mental and physical health in her students. Finally, she possesses excellent leadership, managerial and organizational skills which enable her to effectively schedule, organize and carry out her ADPE instructional activities in close conjunction with her support staff personnel. Lastly, and most importantly, she epitomizes, in spirit and behavior, the true meaning of being 'inclusionary' and 'egalitarian'.

For the above stated reasons, I heartily support her nomination to receive The Stanback-Stroud Diversity Award and I strongly urge the Award Committee to give ' every consideration.

Respectfully,