TRUSTEE TOWNHALL SERIES

DEI IN ACTION:
CEO AND BOARD PARTNERSHIP TO ADVANCE DEI

ACTION
Welcome!

A Few Logistics…

 Chat:
   Introduce yourself and your district
   Chat your questions as we go along — we will address in Q&A segment

 Engage on Social Media
   #3CTinAction

 Short Survey at the end
Welcome

Ken Brown
Trustee El Camino
CCCT Board President

Dr. Byron Clift Breland
Chancellor San Jose-Evergreen
CEOCCC Board President
Agenda

- Joint DEI Resolution Update
- The “Why”
- Colleges Tell Their Stories
- Breakout Session Directions
- Breakout Session Debrief
- Wrap Up
- Future Events
- Resources
Presenters

Ken Brown  Dr. Byron Breland  Nan Gomez-Heitzeberg  Dr. Sharoni Little  Sue Chan

Dr. Dan Walden  Dr. Julius Sokenu  Tamara Coleman  Dr. Deborah Ikeda  Dr. Ray Ramirez  Adrienne Grey
Joint DEI Resolution Update

Nan Gomez-Heitzeberg
Trustee, Kern CCD
These Districts Adopted the Joint DEI Resolution

- Antelope Valley
- Cerritos
- Chabot-Las Positas
- College of the Redwoods
- Compton
- Contra Costa
- Cuesta
- El Camino
- Foothill-DeAnza
- Gavilan
- Grossmont-Cuyamaca
- Imperial Valley
- Lake Tahoe
- Los Angeles
- Los Rios
- Marin
- Monterey Peninsula
- Mt. San Jacinto
- North Orange
- Ohlone
- Palomar
- Pasadena
- Peralta
- Rio Hondo
- San Diego
- San Francisco
- San Joaquin Delta
- San Jose-Evergreen
- Santa Clarita
- Santa Monica
- Shasta-Tehama-Trinity
- Southwestern
- State Center
- Ventura
- Victor Valley
- West Valley-Mission
- Yuba
This is the “Why”
WHY?
How is *Every* Person Experiencing the College?
Do I *Really* Belong?
Do Others?
Can I Be My Authentic Self?
Other
Do You See Me?
Who’s Hiding in Plain Sight...?
Economic
Education
Housing
Health
Environmental
Political
Legal
Criminal Justice
Media
ALL I WANT FOR CHRISTMAS IS A CLEAN WHITE SCHOOL.
Brown v. Board of ED
Ruby Bridges
THE BELL CURVE
Intelligence and Class Structure in American Life

RICHARD J. HERRNSTEIN
CHARLES MURRAY
History

• 1901: College Entrance Examination Board founded.

• 1926: College Board has Carl Brigham, who worked on first IQ tests administered by the U.S Army, develop and administer first SAT tests to high school students.

Carl Brigham,
Professor of Psychology,
Princeton University
“History doesn’t repeat itself, *human beings* repeat history”
Diversity asks: “Who’s in the room?” “Are we an authentic reflection of the broader society?”

Inclusion asks: “Is this environment safe for everyone to feel like they belong?”

Justice challenges: “Whose academic and professional success is being sacrificed to maintain systems of oppression?”

Equity responds: “What conditions have we created that maintain certain groups as the perpetual majority/underrepresented?”

Dafina-Lazarus Steward
Diversity is a fact. 
Equity is a choice. 
Inclusion is an action. 
Belonging is an outcome.
Effective boards articulate and represent the public interest, establish a climate for learning and monitor the effectiveness of the institution.

Boards establish standards for this work through the policies created and approved.
Improve student outcomes, including closing achievement gaps, increasing degree and certificate attainment and transfers to four-year institutions, reducing excess unit accumulation by students, and securing gainful employment. . . . Colleges should simplify paths to educational goals and help students stay on those paths until completion.
We Are In This…….. Together
Colleges Tell Their Stories

Introduction:
Victor Valley College

Sue Chan
Trustee, Ohlone CCD
Diversity, Equity and Inclusion

PROGRESS REPORT
Victor Valley College District asserts that it is a student-centered learning organization that upholds the following core values:
Diversity, Equity & Inclusion

- **Excellence** – providing superior service and educational learning opportunities
- **Integrity** – guiding the college’s actions with an internally consistent framework of principles
- **Accessibility** – facilitating access to the college’s programs from other locations
- **Diversity** – valuing different points of view and contributions of all
- **Collaboration** – encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal
- **Innovation** – providing creative approaches to learning, problem solving and growth
DEI Time Line

➢ On June 9, 2020 – the Board passed Resolution NO. 20-11: SUPPORT AND SOLIDARITY AGAINST CIVIL RIGHTS VIOLATIONS in which the District stated that it will:

  • collaborate with its students, faculty, staff and community to advance local equality and justice activities;

  • continue to affirm and commit to support the guaranteed right of equal social opportunities, equal protection under the law.

  Passed 5:0 by the Governing Board

➢ On June 15, 2020 – Victor Valley College participated in the kick off of the USC Race and Equity Leadership Alliance.
DEI Time Line

- On June 23, 2020 – the Governing Board of Victor Valley College met to develop its 2020-2021 Board Goals.

- In August 2020 – the Board adopted five (5) Board Goals to focus on during the 2020-2021 academic year.

  Goal #5 reads as follows:
  “Nurture a Culture of Diversity, Equity and Inclusion in Accordance with California Community Colleges Chancellor’s Office.”

- In the fall of 2020 – the college was awarded the HISPANIC-SERVING INSTITUTIONS GRANT – Integrating Care and Guided Pathways to Improve Hispanic and Low-Income Student Success.
In November 2020– the Governing Board passed the Educational Master Plan (EMP). This Blueprint for Success is a five-year road map to position the college as a preeminent provider of postsecondary education in the High Desert region, San Bernardino County, state of California, and nation. The EMP contains the new, updated college vision statement.

**Vision**

Committed to equity and social justice, Victor Valley College will be the model of an innovative community college through exceptional student experiences that drive success, promote civic engagement, and meet community needs.
The college constructed its EMP around an equity-mindedness guiding paragon which framed all of the strategic priorities of the college using an Equity Imperative that serves as a beacon for Victor Valley College.

The Equity Imperative informs all efforts related to the EMP.

Furthermore, the Equity Imperative reflects VVC’s recognition of the need to identify and eliminate disparities in educational outcomes of students of color and undeserved, underrepresented populations.
On January 21, 2021- at the annual President’s evaluation, the Trustees agreed on his goal to establish a Diversity, Equity & Inclusion Committee and create a multi-cultural center on the campus.
On March 9, 2021- the District passed joint Resolution NO: 21-02 and reaffirmed:

- to support diversity in faculty and staff hiring and expect everyone to implement the District’s diversity initiatives and maintain a climate of respect, civility, anti-racism, and inclusion;

- to support and implement the recommendations from the California Community Colleges Chancellor’s Office Vision for Success Diversity, Equity and Inclusion Task Force report dated April 24, 2020, and to annually participate in implicit bias and cultural competency training;

- to publically review on an annual basis the District’s compliance with the California Education Code Equal Employment Opportunity standards and Chancellor’s Office Certification Form.
In the spring of 2021, the college formed the Diversity, Equity and Inclusion (DEI) Committee. The DEI Committee develops, implements, and monitors a plan to enhance and promote diversity, equity and inclusion on campus. The committee suggests strategies to encourage participation in the development and review of policies and practices that ensure diversity, equity and inclusion. The committee also encourages people of diverse backgrounds to participate in college activities and conducts training and educational activities associated with diversity, equity, inclusion and policy reform. The Committee is currently working on establishing a campus multicultural center which will celebrate all ethnicities, sexual orientations, and religions.

The college also established a Monthly Equity Hour Discussion to discuss disproportionately impacted student outcomes, retention and completion.
DEI Time Line

➤ In June 2021, at the special called Board meeting, the Trustees reported their progress on the DEI work.

The Board recognized it plays a critical role in the college’s Diversity, Equity and Inclusion work, and has formally reaffirmed its support and implementation of the recommendations from the California Community College Chancellor’s Office Vision for Success Diversity, Equity and Inclusion.

➤ On July 9-11, 2021 – the Board of Trustees and Superintendent/President worked with the leaders of the Associated Student Body as they formulated ASB goals for 2021-2022 academic year.

Goal # 2 reads as follows:
To increase student involvement and enrich the college experience, ASB Council supports the Superintendent/President’s 2021 goal of establishing a multicultural center which will celebrate all ethnicities, sexual orientations, and religions.
On July 14, 2021 - the Board approved to continue with their goal to Nurture a Culture of Diversity, Equity and Inclusion with emphasis on:

- supporting of diversity and staff hiring;
- implementing the District’s diversity initiatives and maintaining a climate of respect, civility, anti-racism, and inclusion;
- participating in implicit bias and cultural competency training;
- publicly reviewing on an annual basis the District’s compliance with the California Education Code Equal Employment Opportunity standards and Chancellor’s Office Certification Form.
Together VVC shines on the high desert community.
Colleges Tell Their Stories

Introduction:
Moorpark College

Sue Chan
Trustee, Ohlone CCD
Moorpark College

Dr. Julius Sokenu
President, Moorpark College

Tamara Coleman
English Professor, Moorpark College
Institutionalizing Diversity, Equity and Inclusion

Moorpark College
What we have done.

- Professional Development
- Conference Attendance
- Teaching Women & Men of Color Advocates
- Multicultural Day
- Veterans’ Outreach
- Bilingual Staffing
- A2MEND Charter
- HSI Status
Catalyst: Murder of George Floyd
June 2020

Townhall with Student Voices: Four themes emerged.

Diversify curriculum

Hiring BIPOC faculty and staff

Culturally Competent student services.

Opportunities for leadership and civic engagement on social/racial justice issues.
Campus Social Justice Efforts….

- Theme 1: Diversifying the Curriculum to include the history and culture of Black, Indigenous, LatinX, Asian and other People of Color.
- Theme 2: Hiring of Staff, faculty, and managers that represent the racial and ethnic diversity of our student population.
- Theme 3: Leadership on Racial Issues and Civic Engagement.
- Theme 4: Providing culturally responsive student services such as counseling, tutoring, mental health, etc.

*Reps from faculty, classified staff, management and students led each group.*
**Aligned work with local and state efforts.**

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Organizational Culture

VCCARA Goal: Problem- Our institutions uphold white supremacy by privileging practices, policies and cultural norms and attitudes that isolate and devalue the culture, practices and knowledge of BIPOC.

- Our institutions need to re-evaluate aspects of our culture (the symbols we use and what they represent, the rites and rituals we celebrate, the stories about who our heroes are and what it means to be successful, what gets rewarded, the power relationships we have in place and the language we use) with anti-racism in mind.
- Add anti-racist language to our mission and values statements.
- Create equity, diversity and inclusion visions that are clear, inspirational, measurable and attainable and include a commitment to anti-racist practices.
- Evaluate- Are programs and policies doing what they are actually supposed to do for BIPOC? If not, why not?

Moorpark College: Advance social justice, anti-racism, and anti-hate work:

- Revise mission statement to include language of equity and social justice.
- Use social Justice as a guiding “ethos” in strategic planning.
- Adopt BLM resolutions: Academic Senate and Associate Students.
- Build infrastructure and the leadership capacity to implement the goals.
- Analyze the impact of Distance Education on the success of marginalized student populations.
- Review policies and procedures to ensure student equity and success are indeed a priority in the virtual learning environment.
- Develop systems and practices to ensure our online academic, student services, and administrative services are designed to facilitate student equity and success.
Fall/Spring 2020-21

Opportunities to engage in the work:

- Fall Flex: work groups held sessions for people to join and develop goals.
- Work groups met regularly during the semester.
- Fall townhall and report out of the work of each group.
- Workgroups met several times with AS president and CS president and the executive leadership team.
- Hired a part-time DEI coordinator (faculty position)
- Joined the USC Race and Equity Alliance.
- PRT visits and recommendations.
- Social Justice theme embedded in the strategic planning retreat with a focus on planning with an “equity lens.”
- Cross campus collaboration to centralize professional development and use existing systems and structures to facilitate trainings and education on cultural competence, anti-bias, anti-racism for all campus employees at all levels. Example: PD committee, NFO, Staff Orientation, Teaching and Learning Center, First-year experience, Student activities.
End of Spring

Developed PRT Institutional Effectiveness plan with a focus on changing the campus culture.

Hiring full-time DEI Coordinator (faculty position)

Continued efforts to re-vamp professional development as a centralized campus effort with a focus on equity.

Held three-day Curriculum Summit to equitize the curriculum.
Breakout Session

Introduction:
Dr. Ray Ramirez

Dr. Deborah Ikeda
Trustee,
State Center CCD
Breakout Session

Moderator

Dr. Ray Ramirez
Director, Student Equity and Success
Fresno City College
ABOUT STATE CENTER COMMUNITY COLLEGE

State Center Community College District (SCCCD) currently includes four community colleges and two educational centers: Fresno City College, Reedley College, Clovis Community College, Madera Community College, Madera Community College at Oakhurst, and the Career and Technology Center. SCCCD serves approximately 1.7 million people across more than 5,500 square miles, including most of Fresno and Madera counties and parts of Kings and Tulare counties. We are committed to empowering our colleges in their efforts to promote exemplary educational opportunities and to provide safe, inclusive, and supportive learning environments leading to student success and global competitiveness which will transform our region.
Agenda

• Context Setting & Guidelines for Group Dialogue
• Breakout Activity # 1
• Equity-Mindedness
• Examples of Embedding Equity-Mindedness in Community College
• Reflecting Forward: Breakout Activity # 2
Guidelines for Group Dialogue

• This is intended to create and maintain an atmosphere of support where all participants feel safe to share their ideas
• Critique ideas, not individuals
• Listen actively and with an ear for understanding others’ views
• Respect one another’s opinions even if you don’t agree with them
• Confidentiality
• Be conscious of time
Twitter Engagement
@DrRayRamírez
Context Setting
Equity is a journey and not necessarily a destination.

- Dr. Estella Bensimon
Equity as a Journey...

- Every person is at a different point in their equity journey.
- Part of the equity journey is to be authentically and consistently equity-minded – with students and with colleagues.
- Critical reflection and consciousness.
"This equity journey begins with you - change must happen individually before it can happen collectively" (McNair, Bensimon & Malcolm-Piqueux, p.1 2020).
Breakout Activity #1

1) How important is racial equity to your college/district?
2) What are some examples of what your college/district is doing to redress racial inequities?

Instructions
• 8 minutes for each breakout room team to collectively discuss
• Each team needs to identify someone to take notes and someone to report out to the larger group
• 4 minutes for reporting out and synthesizing common themes to larger group/main room
Equity-Mindedness
According to Bensimon and colleagues, equity-mindedness refers to individuals who are:

- Evidence-based
- Race-conscious (in a positive and affirming manner and aware of the social and historical context of exclusionary practices in Higher Education)
- Institutionally focused (focused on what we have can do and not the students or community)
- Systemically aware
- Equity advancing

(Bensimon, Harris & Rueda 2012; Bensimon, Dowd & Witham, 2016)
Equity-Mindedness

Source: USC, Center for Urban Education
Three Competencies Conducive to Being Equity-Minded

BEING RACE-CONSCIOUS IN A CRITICAL WAY, AS OPPOSED TO COLOR-BLIND,

BEING COGNIZANT OF HOW RACISM IS PRODUCED THROUGH EVERYDAY PRACTICES, AND

HAVING THE COURAGE TO MAKE RACISM VISIBLE AND DISCUSSABLE

Source: from: AERA 2017: Social Justice in Education Award Lecture
Root Cause Analysis – The Concept

The Weed

Problem
Above the surface, obvious

The Root

Source
Below the surface, obscured

LANGUAGE:
- Contributing factors
- Underlying issues
- Drill down
- Root out
- Dig into
Persistent Racial Inequities in Community College

Equity Root Cause Analysis

Iniquities in policy, structure, & practice = racial outcome disparities

Source (below the surface, obscured)

- Institutional racism
- Color-blind/race-neutral policy and practice
- Student success for all dispositions and practice
- Hiring processes and procedures
- Deficit-minded notions/dispositions
- Eurocentric curriculum/curricula/learning materials
- Unconscious bias, racial microaggressions
- Lack of racial/ethnic representation among administrators, faculty and staff
Embedding equity requires community colleges to sew the concept of equity-mindedness (Bensimon, 2007) into the cultural fabric of the institution (i.e., mission, vision, language, program review, hiring practices, and on-boarding processes).

Equity-mindedness is not about remediating racially-minoritized students who are perceived as deficient, but about respecting their aspirations and struggles and changing existing policies, practices, and structures that are found to underserve them.

(Felix & Ramirez, 2020)
Reflection Question

Is racial equity and or equity-mindedness centered in your college/district mission, vision, core values and strategic plan?
“When people change their language without reflecting on the underlying philosophy, they promote what Paulo Freire called “verbiage”—words absent any supporting action. Talking the talk without walking the walk means that systems that need to be changed are discussed—often bemoaned—but not transformed (Manning, 2019).”
Examples of embedding equity-mindedness in community college
A Vignette of Fresno City College's Equity Journey

Centering equity-mindedness and anti-racism in the draft FCC mission, vision and core values

Programmatic & Departmental Approaches to Remediate Students

2015–2016

Campus Climate and Culture of Equity Mindedness

2016–2017

Remediate the College, Practices & Services to be Equity-Minded and Student-Centered

2018–2019

Promoting and Actualize Principles of Equity Mindedness and Social Justice as the Drivers to Transform Lives Through Education

2020–2022
Fresno City College Compendium of Diversity, Equity and Inclusion Efforts – Select Activities

- New Employee Equity Academy
- Ram Racial Equity Lab
- Equity-Minded Guided Pathways
- Equitizing Hiring Practices and Processes
- Equity Leadership Academy
- Academic Senate and Classified Senate Joint Resolution on Antiracism
- Equity-Mindedness and Anti-Racism Centered in Draft Mission, Vision and Core Values (strategic plan)
- Equity-Oriented Program Review
- Police Academy Taskforce
- Increasing Racial and Ethnic Diversity in the Associates Degree Nursing Program Taskforce
Breakout Activity #2
Board Roles & Responsibilities: An Overview (ACCT)

Effective boards form a cohesive group able to articulate and represent the public interest, establish a climate for learning and monitor the effectiveness of the institution. Boards of trustees do not do the work of their institutions; they establish standards for that work through the policies they create and approve.

Specific responsibilities are to:

• Act as a unit.
• Represent the community and serve the public good.
• Be visionary; think strategically.
• Establish policies to support the mission of the institution.
• Employ, evaluate and support the College President.
• Create a culture of evidence that monitors institutional performance.
Breakout Activity #2

Based on today’s presentation and discussion, what are some ways in which you can ensure principles of equity-mindedness are centered in the cultural and operational fabric (policies; mission and strategic plan; employ, evaluate and support chancellors/presidents) of your college/district? Also, what are some ways you as a CEO or trustee or member of the organization as a whole can promote principles of equity-mindedness?

Instructions

• 8 minutes for each breakout room team to collectively discuss

• Each team needs to identify someone to take notes and someone to report out to the larger group

• 4 minutes for reporting out and synthesizing common themes


Breakout Session
Debrief

Dr. Ray Ramirez
Director, Student Equity and Success
Fresno City College
Wrap Up

Adrienne Grey
Trustee,
West Valley-Mission CCD
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<td>Virtual</td>
<td>Sept 23, 2021</td>
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<td>San Diego</td>
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Prior Townhall Materials & Recording Links: 4/1/2021 5/20/2021

Additional Townhalls will be added as needed
DEI Call To Action Resources

Community College/Higher Ed Resources:
- **CCCCO DEI Resources**: ◆ Vision for Success DEI Task Force 2020 Report ◆ Chancellor’s 6/5/20 Call To Action letter, webinar and links ◆ Chancellor’s 11/9/20 Call To Action Update ◆ SAMPLE CC DISTRICT RESOLUTION: AFFIRMING COMMITMENT TO DIVERSITY, EQUITY AND INCLUSION ◆ DEI Glossary of Terms ◆ CCCCC Vision Resource Center
- **CCCT/CEOCCC Joint Resolution**: AFFIRMING OUR COMMITMENT TO STUDENT SUCCESS FOR BLACK & AA STUDENTS
- **Campaign For College Opportunity Study Reports**: ◆ Left Out ◆ State of Higher Ed for Black Californians ◆ Follow The Money
- **CA Governor’s Council For Post-Secondary Education**: Recovery With Equity
- **BOOK**: Sims/Taylor-Mendoza/Wallace/Conaway/Hotep Minding The Obligation Gap in Community Colleges and Beyond ◆ 5-Part Webinar Series
- **BOOK**: McNair/Bensimon/Malcom-Piqueux From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education

Anti-Racism/Racial Justice Self-Study:
- "How Studying Privilege Systems Can Strengthen Compassion": Peggy McIntosh at TEDxTimberlaneSchools
  - White Privilege: Unpacking the Invisible Knapsack - Peggy McIntosh
- **ARTICLE**: Cory Collins, What Is White Privilege, Really? Recognizing white privilege begins with truly understanding the term itself. Issue 60, Fall 2018
- **VIDEOS**: Robin DiAngelo ◆ Publications ◆ Media ◆ White Fragility Readers Guide
- **BOOKS**: Kendi, Ibram X. ◆ Stamped from the Beginning, 2017 ◆ How To Be An Antiracist, 2019
- **BOOK**: Wilkerson, Isabel ◆ Caste: The Origins of Our Discontents, 2020
Special Thanks

Presenters
Facilitators & Recorders
CCCCO Staff
CCLC Staff
CEO REIE Taskforce
Trustee DEI Workgroups
Townhall Planning Team
Thank You For Attending!