#REALCOLLEGECALIFORNIA

BASIC NEEDS SUMMIT

Fostering Resiliency During A Pandemic

SAVE THE DATE

Friday, December 4  
9:30 a.m. – 2:00 p.m.

KEYNOTE SPEAKER
Soledad O’Brien
Broadcast Journalist

Register online at www.ccleague.org/2020BasicNeedsSummit
Presenters

Linda Wah
Trustee, Pasadena Area

Meredith Brown
Trustee, Peralta

Mayra Cruz
Trustee, San Jose- Evergreen

Adrienne Grey
Trustee, West Valley-Mission

Nan Gomez- Heitzeberg
Trustee, Kern

Mark Evilsizer
Trustee, Palomar

Brigitte Davila
Trustee, San Francisco

Cindi Napoli-Abela Reiss
Trustee, Peralta
Logistics

• Please name yourself with your college/district on the participant list
• Use the chat box for questions. We’ll have Q&A time at the end
• Remember to unmute yourself during participation activities, e.g., breakout groups
Outcomes

- Learn the scope and priority of DEI statewide work and your role as trustee
- Establish a common language
- Foster engagement through examples and receive your feedback
- Provide takeaways for you to advance DEI locally
• On a scale of 1-5, How would you describe your understanding of DEI?

  1 - none,
  2 - very little,
  3 - somewhat,
  4 - quite a bit,
  5 - a lot

• On a scale of 1-5, How would you describe your board’s understanding of DEI?
Outcomes

• Learn the scope and priority of DEI statewide work and your role as trustee
• Establish a common language
• Foster engagement through examples and receive your feedback
• Provide takeaways for you to advance DEI locally
DEI statewide work and your role as trustee

- Let’s look at the data
### Statewide Student Demographics

<table>
<thead>
<tr>
<th>STUDENT INFORMATION</th>
<th>(view historical trend)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>2,376,406</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>53.6%</td>
</tr>
<tr>
<td>Male</td>
<td>45.2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.2%</td>
</tr>
<tr>
<td><strong>Ethnicity/Race</strong></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>6.1%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>11.5%</td>
</tr>
<tr>
<td>Filipino</td>
<td>2.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>43.6%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.4%</td>
</tr>
<tr>
<td>White</td>
<td>26.4%</td>
</tr>
<tr>
<td>Two or more Races</td>
<td>3.7%</td>
</tr>
<tr>
<td>Unknown</td>
<td>5.0%</td>
</tr>
</tbody>
</table>
Under-Represented Minority* Percentages by Student and Employee Types
First-Time Hires and First-Time Students
Fall Terms 2006 - 2017

*Under-Represented Minority: Black, Hispanic, Native American, and Pacific Islander

Source: California Community Colleges Chancellor's Office, COMIS, May 2018
In 2017, the ratio for tenured Underrepresented Minority (URM) faculty to URM students was 21% to 51%. That means that only 1 in 5 tenured faculty are underrepresented minorities while 1 in every 2 students are underrepresented minorities.

Employees that provide direct instruction do not reflect the diversity of the students who they serve.
Employees that provide direct instruction do not reflect the diversity of the students they serve

![Image of a table showing the racial and ethnic underrepresentation of employees providing direct instruction from 2006 to 2017. The table includes columns for Employee Type (Tenure-Track, Adjunct, Educational Administrators), and rows for each year from 2006 to 2017, with percentages for each year. The table shows a consistent increase in representation over the years for Tenure-Track and Adjunct roles, with Educational Administrators maintaining a stable percentage.]
Who are the leaders of the California Community Colleges?

Gender and Career Progress
- CEOs: 38% Male, 62% Female
- Administrators: 46% Male, 54% Female
- Faculty: 46% Male, 54% Female

Ethnicity and Career Progress
- CEOs: 34% Nonwhite, 66% White
- Administrators: 46% Nonwhite, 55% White
- Faculty: 37% Nonwhite, 63% White

Data from 2014

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Close the Gap

- Though half of California community college students identify as Black, Indigenous, People of Color
- Faculty and staff racial and ethnic diversity remain relatively homogenous
- Gaps persist among the colleges where only 48% of students who enter a community college complete a degree, certificate, or transfer to a four-year university after six years.

Vision for Success, Diversity, Equity and Inclusion Task Force, 2020 California Community College Chancellor’s Office
Aligning Resources & Programs to Put Students First

**Tools**
- Policy Connections
- Fiscal Reform
- Program Alignment & Support

**Guided Pathways**
- Clarify Path
- Enter Path
- Stay on Path
- Ensure Learning

**Goals**
- Increase Certificates & Degrees
- Increase Transfer to CSU & UC
- Decrease Units to Complete
- Increase Employment in Field of Study
- Close Equity Gaps
- Close Regional Achievement Gaps

**Our Students & Communities**

**Policy Connections**
Examples include Equitable Placement (A8/705), Associate Degrees for Transfer, California Promise, and regulatory reforms.

**Fiscal Reform**
Examples include Student Centered Funding Formula, Guided Pathways allocations, and Student Equity and Achievement Program.

**Program Alignment & Support**
Examples include Strong Workforce Program, Student Success Metrics, Vision Resource Center, investment in faculty and staff, regional support, and local board goals.
DEI statewide work and your role as trustee

• OK, we’ve seen the data

• so...

• Why now?
California Community Colleges Call to Action

1. Systemwide review of police and first responder training and curriculum. (ASCCC, CTE Deans and Faculty, SS CCC)

2. Campus leaders host open dialogue and address campus climate. (CEO’s, District Leaders, Campus Police, CSSO’s and their Student leaders)

3. Campuses audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum. (Faculty, CIO’s, CSSO’s, ASCCC, SS CCC)

4. District Boards review and update your Equity plans with urgency. (Chancellor’s Office, All Campus Leaders, and District Trustees)

5. Shorten the time for the full implementation of the DEI Integration Plan (DEI Implementation Workgroup, Consultation Council and Chancellor’s Office)

Equity Framework

Personally, individuals practice self-awareness and equity-mindedness; making a commitment to equitable educational practices; learning to recognize & combat personal biases.

College policies, practices, processes, curricula and structures actualize success for disproportionately impacted and marginalized populations.

Administrators, faculty & staff utilize equity-based practices to effectively support and actualize success for disproportionately impacted and marginalized populations.

Personal Equity

Professional Equity

Institutional Equity
Equity is our Integration Framework

• The **Vision for Success** is our foundation, our strategic mission with clear goals and commitments.

• The **2020-21 Priorities** and **DEI Integration Plan** are actions to change institutional structures.

• The **Call to Action** responds to a moment in time and directs individuals to action that will advance the **Vision for Success**.
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Proposed DEI Activities</th>
<th>Vision for Success Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use data to understand present and future local workforce needs.</td>
<td>Requires recordkeeping of hiring process decisions to allow for specialized statistical analysis of key hiring to measure impact and progress towards increasing the diversity of faculty and staff (classified and administrators). (Tier 1)</td>
<td>Commitment #2</td>
</tr>
<tr>
<td><strong>Group 1</strong></td>
<td></td>
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<tr>
<td>Diversify representation in search committees with members of diverse educational background, gender, and ethnicity.</td>
<td>Districts and colleges, Association of Chief Human Resource Officers (ACHRO), Academic Senate for California Community Colleges (ASCCC), and Chief Instructional Officers (CIO’s) to develop guidance on including staff from other disciplines, departments, divisions, etc. on hiring and screening committees. (Tier 1)</td>
<td>Commitment #5</td>
</tr>
<tr>
<td></td>
<td>Districts and colleges to revise their policies and procedures every 5 years and include cross-functional staff in hiring and screening committees (i.e. including staff from other disciplines, departments, divisions, classified staff, etc.). (Tier 2)</td>
<td>Commitment #7</td>
</tr>
<tr>
<td><strong>Group 1</strong></td>
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<tr>
<td>Adopt a diversity mission as part of each college/district’s mission statement.</td>
<td>Local boards to adopt a statement on diversity, equity, and inclusion publicly. (Tier 2)</td>
<td>Commitment #5</td>
</tr>
<tr>
<td><strong>Group 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Require local boards to publicly review Equal Employment Opportunity (EEO) plans as an action item and encourage local boards to review progress towards activities associated with their district EEO plans.</td>
<td>Districts and colleges to adopt EEO plans as an action item in a public meeting. (Tier 1)</td>
<td>Commitment #4</td>
</tr>
<tr>
<td><strong>Group 2</strong></td>
<td></td>
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<tr>
<td>Celebrate the diversity of the California Community College System.</td>
<td>CCLC, Student Senate for California Community Colleges (SSCCC), ASCCC, ACHRO, and Chief Business Officers (CBO) to publicize the accomplishments of our system by adopting a multi-cultural awareness week. (Tier 1)</td>
<td>Commitment #5</td>
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## CCCT DEI Integration Workgroup Strategies & Activities

<table>
<thead>
<tr>
<th>Strategy</th>
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<tbody>
<tr>
<td>Design professional development workshops to increase knowledge and understanding of cultural competency and diversity.</td>
</tr>
<tr>
<td>Provide faculty and staff (classified and administrators) mentoring opportunities at colleges.</td>
</tr>
<tr>
<td>Elevate the work of community college system associations and external organizations that provide mentoring and professional development to diverse populations.</td>
</tr>
<tr>
<td>Conduct exit interviews of faculty who leave.</td>
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<tr>
<td>Encourage and facilitate dialogue between ASCCC and Administration on faculty evaluation processes to demonstrate continued commitment to diversity.</td>
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<table>
<thead>
<tr>
<th>Proposed DEI Activities</th>
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<tbody>
<tr>
<td>ASCCC, ACHRO, and CCLC to develop a series of modules on cultural humility, equity, diversity, and inclusion. (Tier 1)</td>
</tr>
<tr>
<td>ASCCC and CCLC collaborate to educate districts, colleges, trustees, and CEO’s on the impact of mentoring programs. (Tier 1)</td>
</tr>
<tr>
<td>CCCC align requirements to the Rice Awards and allow system non-profit associations to nominate community college stakeholders (i.e. faculty, administrators, staff (classified) and students). CCCC collaborate with the ASCCC, CCLC, ACHRO, and unions to facilitate this dialogue at statewide conferences. (Tier 1)</td>
</tr>
<tr>
<td>Districts and colleges to collect data about those exit interviews to inform strategies for improving retention. (Tier 1)</td>
</tr>
<tr>
<td>California Community Colleges Chancellor’s Office (CCCCO) collaborate with the ASCCC, CCLC, ACHRO, and unions to facilitate this dialogue at statewide conferences. (Tier 1)</td>
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<thead>
<tr>
<th>Vision for Success Alignment</th>
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<tbody>
<tr>
<td>Commitment #2</td>
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<tr>
<td>Commitment #3</td>
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<td>Commitment #5</td>
</tr>
<tr>
<td>Commitment #5</td>
</tr>
<tr>
<td>Commitment #3</td>
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</table>
# CCCT DEI Integration Workgroups

**Steering Committee:** Meredith Brown, Brigitte Davila, Mark Evilsizer, Adrienne Grey, Linda Wah

<table>
<thead>
<tr>
<th>Group 1: Workforce Data &amp; Diversity Hiring</th>
<th>Co-Chairs</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Debbie Ikeda, Mayra Cruz, Sue Chan</td>
<td>Barbara Calhoun, David Ramirez, Debbie Ikeda, Ludmyrna Lopez, Maria Alegria, Marisa Perez, Mayra Cruz, Mike Fong, Sue Chan, Vicki Gordon</td>
</tr>
<tr>
<td><strong>Coach:</strong> Adrienne Grey / Meredith Brown</td>
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<table>
<thead>
<tr>
<th>Group 2: Mission Statement &amp; EEO Plans &amp; Celebrate Diversity</th>
<th>Co-Chairs</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISSION:</td>
<td>Sally Biggin, Vicki Gordon</td>
<td></td>
</tr>
<tr>
<td><strong>Coach:</strong> Adrienne Grey / Brigitte Davila</td>
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<thead>
<tr>
<th>Group 3: Professional Development &amp; Mentoring (Internal/External)</th>
<th>Co-Chairs</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Char Bland, Bernardo M. Perez</td>
<td>Alex Davis, Bernardo M. Perez, Char Bland, Dorothy Battenfeld, Jose Alcala, Maggie Fishman, Shari Light, Tammy Silver, Yvette Davis, Zeke Hernandez</td>
</tr>
<tr>
<td><strong>Coach:</strong> Mark Evilsizer</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 4: Exit Interviews &amp; Faculty Evaluations</th>
<th>Co-Chairs</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cindi Abella-Napoli Reiss, Stephan Castellanos</td>
<td>Alex Randolph, Cindi Abella-Napoli Reiss, Colleen Mullery, Janet Rivera, Jewellian Johnson, Linda Wah, Loren Stein, Nitasha Sawhney, Stephan Castellanos</td>
</tr>
<tr>
<td><strong>Coach:</strong> Linda Wah</td>
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</tbody>
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Outcomes

• Learn the scope and priority of DEI statewide work and your role as trustee
• **Establish a common language**
• Foster engagement through examples and receive your feedback
• Provide takeaways for you to advance DEI locally
What do Trustees have in common?

You may have become a Trustee to:

- Ensure Student Success and Completion
- Ensure Your District Serves Your Communities
- Ensure Strong Fiscal Health to Accomplish These Goals
Establishing a Common Language

Begins with Common Definitions

1. bias
2. diversity
3. equity (including the difference between equality and equity)
4. inclusion
5. equity-minded
Participant Guidelines:
• Each Group will have 1 word to define/explore.
• Time Limit: 5 minutes – Time is limited, so every minute will count.
• Goal: Engage everyone, keep the dialogue moving, respect viewpoints.
Welcome Back!
Bias: Is an inclination, feeling, or opinion, especially one that is preconceived or unreasoned. Biases are unreasonably negative feelings, preferences, or opinions about a social group. It is grounded in stereotypes and prejudices.
Diversity: The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.
Equality: The condition under which every individual is treated in the same way, and is granted the same access, rights, and responsibilities, regardless of their individual differences. People who support equality believe that different circumstances and identities should not prescribe social disadvantage; therefore, equality is the elimination of this disadvantage.

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 inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people.
Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.
**Equity-Minded**: Is a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.
Outcomes

• Learn the scope and priority of DEI statewide work and your role as trustee
• Establish a common language
• Foster engagement through examples and receive your feedback
• Provide takeaways for you to advance DEI locally
You might think of changing your name to sound more American. You may not be aware, but your name sounds very offensive in my language and is very difficult to pronounce. You would fit in better with everyone now that you’re in America.

-- or --

I think it’s so important that we help our Black and Latino students succeed. It’s too bad so many of the young women get pregnant early and have to drop out. I wish their parents would teach them the value
Courageous College shall provide a sustainable and accessible environment where we support and encourage student possibilities by building on the vibrancy of Anytown and where we are guided by the principles of inclusiveness, integrity, innovation, creativity, and quality.
A subcommittee of Courageous College board members is reviewing the budget for opportunities to provide remote learning equipment – laptops and wifi hotspots – to students. In discussing needs-based criteria for students to qualify, one board member suggests a lottery system in order to keep things fair for everyone. Discussion ensues.
The updated EEO Plan is coming to the Board in 2 months. In the past, the EEO Plan has come forward as an action item with little or no discussion. In order to effectively implement the Vision for Success and with Diversity, Equity and Inclusion statewide work, Boards will need to review their own processes, procedures and practices. The Board can utilize this agenda item to ensure that widespread input is built into their decisions and district processes.
The Board of Trustees of Courageous College established budget principles/priorities for the academic year. The principles include affirming a student focused approach that values equity, diversity, inclusion and social justice, and uses data to inform decisions. The Board is committed to evaluating resource allocation, partnerships, strategic investments and support to students and community that accounts for the following:

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?

2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the obligation gap?

3. How does the investment or resource allocation advance opportunities for historically underserved students and communities?

4. What are the barriers to more equitable outcomes?

5. How have you intentionally involved stakeholders who are also members of the communities affected by the investment or resource allocation?

6. How do you validate your assessment in (1), (2) and (3)?
Outcomes

- Learn the scope and priority of DEI statewide work and your role as trustee
- Establish a common language
- Foster engagement through examples and receive your feedback
- Provide takeaways for you to advance DEI locally
What Trustees Can Do

As the ultimate proprietors of power, you can lead this work

• Interrogate and transform policies and practices
• Institute climate assessments and curricular audits
• Establish DEI-informed standards of curricular excellence and instructional effectiveness
• Establish actionable standards of professional conduct around the equity framework
What Trustees Can Do

As the ultimate proprietors of power, you can lead this work

• Incorporate into institutional vision, mission, and strategic plans
• Align budgets with these priorities
• Use funding to incentivize change
• Establish recognition and awards opportunities
• Incorporate into marketing and messaging
Board-specific Actions to address systemic inequities

Create: Create an Equity-Minded Board and Institution

Review: Review all policy through an equity lens

Monitor & Evaluate: Monitor and Evaluate College progress on equity goals

Evaluate: Annually evaluate Board leadership, effectiveness and continuous improvement on Diversity, Equity and Inclusion Goals
As you see yourself in larger student success context - we encourage you to wear your equity lenses and engage in a mode of hyperfocus on the student. When putting on your equity lenses, you can evaluate daily tasks and see how they are impacting student achievement. The goal is to streamline, prioritize, and focus our work on the tasks that best supports student achievement.

The questions below serve as a guide to critically reassess your own practices and move the focus to search for solutions within your locus of control. We encourage you to do this exercise individually or within teams.

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Deeper Reflection</th>
<th>Your Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) What are some of the ‘red lights’ that you see in your work?</td>
<td>What is the problem we are trying to solve with the work in question? Who am I trying to help? How does this work meet students’ actual needs? (Create Awareness)</td>
<td></td>
</tr>
<tr>
<td>2) How would you change those ‘red lights’ into ‘yellow lights’?</td>
<td>Why does this matter? How does this impact student achievement? How do we amplify what is supporting student achievement and reduce/remove what it does not? You can lean on data and student feedback to understand what is going on. (Reflection and Praxis)</td>
<td></td>
</tr>
<tr>
<td>3) How do you know something is a ‘green light’?</td>
<td>What do you do? What is your locus of control (as an individual, team, committee)? How are you moving forward and building momentum/commitment? How are you ensuring that whatever you are doing is having a positive impact on students/communities (Action and Evaluation)</td>
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</table>
Be Curious

• Has the board prioritized equity through a multifaceted college Diversity, Equity and Inclusion Plan that includes the board and all departments throughout the institution?

• Does the diversity of faculty, staff and administration reflect the diversity of the students the college serves?

• Does the board receive and monitor annual DEI/Equity reports on student demographics, community stakeholders, college partnerships, etc.

• Do the board and the college provide the campus and community evidence of achieving its diversity, equity and inclusion goals and publish and celebrate milestones?
Be Curious

- Do the Mission Statement, Vision, Core Values specifically include broad and inclusive (multifaceted) DEI language?
- Does the board allocate resources based on student data through an equity lens? Are sufficient resources aligned with the board’s and the college’s equity goals for underserved students?
- Do all relevant board and college policies and college procedures reflect diversity, equity and inclusion fully, including sexual orientation, gender identity or incarceration status?
Strategies to lead change:

• **Develop broad policies** about eliminating barriers to access, success and completion in all college departments and programs.

• **Provide diversity training** specifically for college search committees, and, if using a search firm, select one with a proven track record of providing diverse qualified candidates.

• **Disaggregate data** – To do this well, boards need a more mindful, systemic approach to data collection and analysis. The data need to be disaggregated so that boards better understand student demographics in their colleges and can proactively remove barriers for underserved students and others.
# Monocultural to Multicultural to Anti-Racist to Anti-Racist Multicultural

Racial and Cultural Differences Seen as Deficits ➞ Tolerant of Racial and Cultural Differences ➞ Racial and Cultural Differences Seen as Assets

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<tbody>
<tr>
<td>Intentionally and publicly excludes or segregates African Americans, Native Americans, Latinos, and Asian Americans</td>
<td>Tolerant of a limited number of “token” People of Color and members from other social identity groups allowed in with “proper” perspective and credentials. May still secretly limit or exclude People of Color in contradiction to public policies</td>
<td>Makes official policy pronouncements regarding multicultural diversity. Sees itself as “non-racist” institution with open doors to People of Color. Carries out intentional inclusiveness efforts, recruiting “someone of color” on committees or office staff. Expanding view of diversity includes other socially oppressed groups. <strong>But...</strong> &quot;Not those who make waves&quot; Little or no contextual change in culture, policies, and decision making</td>
<td>Grows understanding of racism as barrier to effective diversity. Develops analysis of systemic racism. Sponsors programs of anti-racism training. New consciousness of institutionalized white power and privilege. Develops intentional identity as an &quot;anti-racist&quot; institution. Begins to develop accountability to racially oppressed communities. Increasing commitment to dismantle racism and eliminate inherent white advantage. Actively recruits and promotes members of groups have been historically denied access and opportunity. <strong>But...</strong> Institutional structures and culture that maintain white power and privilege still intact and relatively untouched</td>
<td>Commits to process of intentional institutional restructuring, based upon anti-racist analysis and identity. Audits and restructures all aspects of institutional life to ensure full participation of People of Color, including their worldview, culture, and lifestyles. Implements structures, policies and practices with inclusive decision making and other forms of power sharing on all levels of the institutions life and work. Commits to struggle to dismantle racism in the wider community, and builds clear lines of accountability to racially oppressed communities. Anti-racist multicultural diversity becomes an institutionalized asset. Redefines and rebuilds all relationships and activities in society, based on anti-racist commitments</td>
<td>Future vision of an institution and wider community that has overcome systemic racism and all other forms of oppression. Institution's life reflects full participation and shared power with diverse racial, cultural and economic groups in determining its mission, structure, constituency, policies and practices. Members across all identity groups are full participants in decisions that shape the institution, and inclusion of diverse cultures, lifestyles, and interests. A sense of restored community and mutual caring. Allies with others in combating all forms of social oppression. Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations.</td>
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© Crossroads Ministry, Chicago, IL: Adapted from original concept by Bailey Jackson and Rita Hardiman, and further developed by Andrea Avazian and Ronice Branding; further adapted by Melia LaCour, PSES, D.
“When I dare to be powerful—to use my strength in the service of my vision, then it becomes less and less important whether I am afraid.”

AUDRE LORDE
February 18, 1934 - November 17, 1992
Please enter questions in the chat window. We will follow up with answers for any questions we can’t address in the time allotted today.
Trustee Call To Action
Key Resources

1. **Project Implicit**: A variety of Implicit Bias Self-Tests

2. "How Studying Privilege Systems Can Strengthen Compassion": Peggy McIntosh at TEDxTimberlaneSchools

   **White Privilege: Unpacking the Invisible Knapsack** - Peggy McIntosh

   **ARTICLE**: Cory Collins.

3. **What Is White Privilege, Really?**
   Recognizing white privilege begins with truly understanding the term itself. Issue 60, Fall 2018


   Robin DiAngelo: **Publications** Media **White Fragility Readers Guide**

   ➔ Start with this 20-minute introductory video, **Deconstructing White Privilege**


7. **BOOK and 5-PART WEBINAR SERIES**: **Minding The Obligation Gap in Community Colleges and Beyond**
Thank You and Happy Landings!

Courageous Governance