

Racial Justice Taskforce Meeting

June 26, 2020/1:30pm

Participants:

Administrators

Jessica Cobb, Director, Prison Education
Hortencia Cuevas, Director, TRiO
Tenisha James, Dean, Student Services
Monica Green, President
Debra Mustain, Dean, WDCR

Christopher Rios Berrios, Associate Faculty,
Psychology
Judy Perry, Professor, Computer Science
Sigrid Williams, Assistant Professor,
Administration of Justice

Faculty

Courtney Buchanan, Assistant Professor,
Anthropology
Sarah Burnett, Professor, Early Childhood Ed
Araceli Covarrubias, Associate Faculty,
Spanish
Ryan Hitch, Associate Faculty, English
Lisa Nelson, Professor, English
Dominique Hitchcock, Professor, Spanish &
French

Staff

Natalie Aceves, Ed Advisor, Transfer Center
Charise Allingham, Admin Asst III, IE
Patricia Gill, STEM Services Developer
Ruth Jones, Student Success Coach
Arezoo Marashi, SI Coordinator
Denise Terrazas, Exec Admin Asst
Tanya Wilson, Admin Asst IV, SS

Students

Gerardo Devora, Student
Shaun Leflore, Student

- I. Welcome & Introductions
Monica opened the meeting at 1:31 pm
- II. 20-min video – [the danger of the single story](#)
- III. Norm Setting (Discussion held for next meeting)
- IV. Leading Conversation on Race – Christopher Rios Berrios
 - Christopher Rios Berrios began the conversation by sharing his story
 - Others in the group shared their stories
 - Recommendations – as an institution, none of the characters resonated with her, when we have our history class, there is a portion of history that we don't talk about K-12 is failing our students in this area.
 - Pre-requisite for American/African American History
 - How to have these conversations at the kitchen table
 - Culture class for researchers and in the Psychology field

- Everyone wants to be heard but we need to ask ourselves if we are really listening.
- History – historical archeologist, colonist roots of our disciplines, we are at the point where we need to address curriculum. There is a feeling about addressing whitewashed history in our curriculum.
- Textbook publishers have a monopoly on how textbooks are written and produced.
- Help for faculty about having a conversation with publishers about content that we want to see included. As faculty, we have power in this area.

V. Self-Assessment Survey Development – Courtney Buchanan

- Self-Reflective, how are you going to dismantle the systems of the racism, Conditions of Campus Climate, and resources for white people who are at the beginning of this journey.
- Courtney shared some examples for discussion of which type of assessment. Student questions can be adopted for Norco College.
- Self-assessment for this group to better understand one another to better work together. We are part of the leadership alliance, year one is a student survey, followed by faculty, and staff/management in subsequent years.
- Socialized into the white norms, questions on self-reflection and lots of links to different types of resources, specific to faculty and classroom norms.
- White Ally Resource – Kathy O’Bear resources on self-awareness and how to engage in conversations.
- Examine your socialization experience handouts – self-examination of our own culture identities, maybe this work can be done in smaller groups. This might be a good starting point. Build a sense of community and consensus between all of us. Likes the positive approach which is very individualized.
- **Ask taskforce members to review those questions we feel like we can answer from the sheet presented, likes the idea of pairing up, see the value of understanding each other with the larger group. Will include the iceberg and have some examples to share at the next meeting.**
- Focus on one or two that are difficult to answer. To share with the larger group. Suggestion to get together one on one, or in breakout groups before the next meeting.
- After this great discussion, can we summarize how we are moving forward?
 - Self-Assessment within this group
 - Move towards the 10 points to see if the groups adopt that and then decide who works on what. There are short-term and long-term groups.

- Solidify the goal to come up with strategies to meet that goal. End of the summer we should have an action plan, responsibilities, and directions.
- We do have a center on campus, but we need to advocate for more space.
- Determine deliverables.
- See how Anti-Blackness aligns with our current
- Encourage to do your own homework, this is your problem now.
- Continue the conversations – white people do not talk about race.
- Keep our students in mind, we need to see some actions. Really trying to get more students involved, hearing their voice, and seeing what they bring to the table.

- Cultural iceberg tool is another good starting point.
- Group discussion on culture vs. race, white culture, assimilation, and code switching.
- The faculty should include all variety of cultures and backgrounds for examples of successful people who have made it.

VI. CCCCCO Report and Recommendations for Improving Black and African American Student Outcomes (Discussion held for next meeting; report on [website](#))

VII. 10-Point Plan to address Anti-Blackness – Dominique Hitchcock

1. ACKNOWLEDGE THE PAST & REVISIT THE HISTORY OF ANTI-BLACKNESS
2. LIFT BLACK VOICES
3. ADDRESS ANTI-BLACKNESS IN THE CAMPUS CULTURE
4. CRITICALLY EXAMINE STUDENT CONDUCT & DISCIPLINE DATA
5. ADDRESS ANTI-BLACKNESS IN CAMPUS AND SCHOOL POLICING
6. DEVISE A COMPREHENSIVE STRATEGY FOR ADDRESSING ANTI-BLACKNESS
7. ESTABLISH A BLACK RESOURCE CENTER
8. DISAGGREGATE STUDENT SUCCESS DATA TO REVEAL HIDDEN PATTERNS OF RACIAL INEQUITY
9. ENGAGE IN INTRUSIVE OUTREACH TO BLACK STUDENTS WHEN RACIST INCIDENTS OCCUR

10. BUILD A CULTURE OF COMMITMENT TO ELIMINATING ANTI-BLACKNESS

- CORA free [webinar](#) – shared the 10-point plan, not all points apply to us. This might be a good starting point to adopt a direction, and breakdown into subgroups. How we can assess ourselves and institution and change the student experience at NC.
- Don't want to detract from the anti-blackness, ancestral lands, might include the indigenous people, and others displaced by white settlers' colonies.
- Classroom activities and engagement approaches are welcome.
 - i. Teacher training
 - ii. Meal sharing – sharing something personal and invite them to share something personal about themselves.
 - iii. Creating a safe space within the classroom
 - iv. Look at vulnerability in our own lives and the role of the professor
 - v. Positive affirmation in the classroom
- [How to be an anti-racist](#) webinar with Dr. Ibram Kendi – July 20 @ 7:00pm
- 5-week class on Black Minds Matter – will share with the group

VIII. Good of the Order

IX. Next Meeting July 10

- Meeting closed at 3:31pm