

Racial Justice Taskforce Meeting

July 31, 2020/1:30pm

Participants:

Administrators

Jessica Cobb, Director, Prison Education
Monica Green, President
Tenisha James, Dean, Student Services
Sam Lee, VP, Academic Affairs
Antonio Muniz, Asst. Director Food Services
Gustavo Ocegüera, Dean of Grants
Kaneesha Tarrant, VP, Student Services

Faculty

Laura Adams, Associate Professor,
Psychology
Maria Adams, Assistant Professor, Early
Childhood Ed
Sarah Burnett, Professor, Early Childhood Ed
Dominique Hitchcock, Professor, Spanish
and French
Lisa Nelson, Professor, English

Judy Perry, Professor, CIS
Christopher Rios-Berrios, Associate
Professor, Psychology
Sigrid Williams, Assistant Professor,
Administration of Justice

Staff

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

Students

Shaun Leflore, Student

- Welcome
Monica opened the meeting at 1:32 pm

Resources shared:

- **Inside Higher Ed Article**
[Leveraging the Neuroscience of Now](#)
Mays Imad explores seven ways professors can help students thrive in class in times of trauma.
- @ONE provides an opportunity to explore humanizing the classroom online. They have a [3-day challenge](#) to learn more, they will provide verification of attendance we can use for FLEX.
- [Employing Equity-minded & Culturally Affirming Teaching Practices in Virtual Learning Communities-Notes 07-31-2020 from CORA webinar of March 26th featuring Dr. Luke Wood and Dr. Frank Harris](#)

II. Classified Professional Racial Justice Conversations – Arezoo Marashi
Goal of Classified Professional Development Committee is to offer PD on equity framework. Provide a safe space to classified staff to have conversations around these issues, Racial Justice (17 members participated) dialogue about personal experiences with the issue, history of BLM, seek to understand social justice. Follow up work with Dr. Green to secure seats to attend the Anti-racism workshop tomorrow. Committee is committed to continuing the work, bringing in experts, facilitating conversations, educating themselves to be sure they are fully supporting our students.

Dominique is participating a statewide effort with a focus on racial literacy. Charge of the institute is to provide tools to institutions statewide to ensure racial literacy is ongoing and accurate. Tools for professional development and assessing.

**Summer meetings scheduled through Aug 14

III. Implementation – Dominique Hitchcock

"Do not get lost in a sea of despair. Be hopeful, be optimistic. Our struggle is not the struggle of a day, a week, a month, or a year, it is the struggle of a lifetime. Never, ever be afraid to make some noise and get in good trouble, necessary trouble." John Lewis

a. 10-Point Plan to Address Anti-Blackness Brainstorm

Goals to inform students, faculty, staff, and the community of the history of racism connected to the community. Brainstorming session to review the 10-point plan, then breakout groups to begin addressing these.

1. Authentic Reconciliation to Address the Institutions History and Legacy of Racism
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 Inequality
9. Engage in Intrusive Outreach to Black Students When Racist Incidents Occur
10. Build a Culture of Commitment to Eliminating Anti-Blackness

What might be lacking is the first step before we go into the ten points. Still need the inquiry phase. These plans make a lot of assumptions. We need inquiry assessment and what we want to know as a taskforce before launching into solutions.

Suggestion to focus on Authentic Reconciliation to Address the Institutions History and Legacy of Racism. (Focus on 1, 2, 3, 4, 5, & 8) Inquiry and assessment, data gathering to drive the plans. Get information about our students, faculty, staff, and managers about their experiences. (Keep 7,9, 10 for implementation after the inquiry and assessment).

Best practices #10 can be implemented now. We need to be mindful that we need to be prepared with data. Present and inform the college community on the work this group has done. From there, the hope is to present mid-September.

To make impactful changes, we need evidence to get more people on board. Is it feasible to report on data early Sept.? Need both quantitative and qualitative data. The student voice is powerful.

We are a large group; can we delegate the work concurrently? #2&10 are critical to get started right away. Use research already presented as we continue to dig into the data for NC.

Conversations on data are in way indistinguishable, what are the ways that we are going use data that is different in the way equity is using it? There is overlap. We need to do better at focus groups, this is an area we to improve on, give voice to the numbers. Using the words equity and racism together is vital.

Suggestion to what does NC look like in 5 years, can we measure it? What does Anti-Blackness at Norco College, what are we talking about? This is something we need to ask students. Need to examine the campus racial climate.

Invite Umoja students to talk about what anti-blackness looks like. Racism is everywhere. The college developed a learning community based on the feedback from our black students. Goal to have as many faculty as possible complete the CORA certificate on teaching men of color. It is important to create a safe space for students to share their experiences without fear of retaliation. Suggestion to open the invitation to a student panel to all

students. Consult Sean Davis and Anita Bailey about the idea. We also need a broad representation of what students experience, record interviews. Suggestion for an open forum like those at La Sierra, the forums include the entire college community to talk about racism, allow students to share their experiences. InsideTrack focus groups were used to develop student success teams for the GP. The RP group may be available. We want to hear from students, but we need to ensure they feel safe.

Concerns were shared about addressing apathy towards the change that is needed. To address this concern, Monica expressed a commitment to #2. The colleges have a directive to address the gaps for African American students, particularly African American males.

Suggestion to retain an ombudsman to be available to meet with students, staff, faculty, and managers. Part of the job is a demonstrated commitment to equity for every faculty, staff, and manager. Hold people accountable in a meaningful way. Create accountability for Black students and a way to prove it.

Immediate action suggestions:

- Umoja Student Panel at FLEX
 - Black Lives Matter banner on campus
 - Suggestion for stipend for student participation to not exploit them
 - Train students to hold focus groups and pay them to do it
 - Mandatory trainings for faculty, staff, and managers
-
- Next meeting will discuss plan for fall and meeting schedule.
 - Next Meeting August 7, 2020
Meeting closed at 3:00pm