

Racial Justice Taskforce Meeting

August 7, 2020/1:30pm

Participants:

Administrators

* (c) Jessica Cobb, Director, Prison Education
* Monica Green, President
* (b) Tenisha James, Dean, Student Services
* (c) Sam Lee, VP, Academic Affairs
Antonio Muniz, Asst. Director Food Services
* (a) Gustavo Ocegüera, Dean of Grants
* (c) Jason Parks, Dean, Instruction
Kaneesha Tarrant, VP, Student Services

Faculty

* (b) Laura Adams, Associate Professor, Psychology
* (c) Maria Adams, Assistant Professor, Early Childhood Ed
* (b) Ruben Aguilar, Assistant Professor, Kinesiology
* (c) Courtney Buchanan, Assistant Professor, Anthropology
* (c) Sarah Burnett, Professor, Early Childhood
* (b) Ryan Hitch, Associate Professor, English

* (a) Dominique Hitchcock, Professor, Spanish and French
* (c) Lisa Nelson, Professor, English
* (a) Judy Perry, Professor, CIS
* (a) Christopher Rios-Berrios, Associate Professor, Psychology
* (b) Sigrid Williams, Assistant Professor, Administration of Justice

Staff

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

Students

* (a) Shaun Leflore, Student

*In attendance, workgroup attendance noted in parentheses

I. Welcome

Monica opened the meeting at 1:30 pm – Breakout Rooms finalized

Resource shared:

- **Explorations in Diversity. Examining the Complexities of Privilege, Discrimination, and Oppression 3rd Edition. By Anderson and Middleton. OXFORD press**

II. Across Racial Lines August 1 Webinar Debrief – Group shared takeaways

- Proper analysis then action
- Progress by confronting racist power; confront racist power structures

- Analysis of power – look at courses – motivated to start an ADT for Social Justice
- Cannot sit still in neutrality
- Look at the narrative of our institution – not what we say but what we do; Do we have mentoring and scholarship? Do we have haircare products in the bookstore that represent students? Hot sauce in cafeteria? Underrepresentation in faculty and other areas? We must understand where power is and how to affect change.
- What does allyship look like in equity and antiracist work? We have the opportunity to develop a training for what that means. Could be modeled off ALLY training or similar things. Something to think about for long term.
- Not looking for a bunch of “white martyrs”. What can you ‘actually’ do to dismantle racism? From the point of where you stand in your position? That’s a natural question that comes up ... There’s a taskforce developing a statewide equity institute.
- Trainings like this exist. We should tap into that before developing our own.
- Two more webinars coming up. Look for announcements coming in the future.

III. Teams Training

- Teams is where the 10-point plan is stored for editing
- Go to Office 365 through Norco College website or download app on desktop (this is easier).
- Click on the Teams tab (left button), go to “All Teams” to select Team site to enter
- Go to the Racial Justice Taskforce team. Under files is the 10-point plan. Once you click on it, you should be able to make modifications to it.

IV. 10-Point Plan Breakout Session – Small Workgroup Breakout Sessions

Questions guiding discussion include: What do we need to assess in order to act? What short term actions for this academic year? Other considerations?

Groups (membership noted on page 1):

- a. #2-Lift Black Voices/#10-Build a Culture of Commitment to Eliminate Anti-Blackness
- b. #4-Critically Examine Student Conduct & Discipline Data/#5-Address Anti-Blackness in Campus and School Policing
- c. #1-Acknowledge the Past and Revisit the History of Anti-Blackness/#3 Address Anti-Blackness in the Campus Culture

V. 10-Point Plan – Large Group Discussion

- a. #2-Lift Black Voices/#10-Build a Culture of Commitment to Eliminate Anti-Blackness
- We talked about uplifting voices on campus. In the classroom setting, we can talk about black lives, racism, microaggressions.
 - Gustavo mentioned an upcoming survey that's going to be conducted during the fall semester that'll capture campus climate. We'll have to wait for the results of this survey
 - We should create opportunities to hear from students several times over the semester. This could create an atmosphere to encourage survey participation rates. The format of how hearing from students should work is still up to debate, but we should push forward anyway.
 - Focus on alumni. Why did students leave? Also, balance between students who are very involved and students who are not. Balanced mix of testimonials is very important for this.
 - Looking for something similar to ALLY training and adapting it to make it ours.
 - We can look at health services, mental health services, and creating a questionnaire that focuses on racism and microaggressions.
 - How do we build culture of support? We start with allies. But it'll take much more than this.
 - About a culture of support – we have put together great programs over the years that provide great support. But my ongoing concern has been that we're not sharing what success they're having with the larger community. While I love our individual programs, this is a life that has to change.
 - The purpose isn't to get everyone on board but to change the system.
 - We're doing this to change lives for our black students. That doesn't mean that every single person needs to be on board. The change will be generated by smaller group and become institutional change.
 - We start with who's ready to go. Eventually, those that are open to change can be a part of it. Then, those are resistant, who might not change, will still be part of the new culture of support.
 - We might be wasting energy trying to get everyone on board.
 - Dominique will add content to 10-Point Plan in Teams
- b. #4-Critically Examine Student Conduct & Discipline Data/#5-Address Anti-Blackness in Campus and School Policing
- What we learned looking at the 10-point plan is that there's a lot of data that we do not know.

- We talked about not just looking at the students who were referred but the faculty who referred them and the academic impact on students who get referred.
- We also talked about looking at faculty who are not referring students and what they're doing to maintain a learning environment.
- We also talked about looking at police data, BIRT data, and so on. Once we look at that data, then we think we can talk to students, faculty, and more, to get qualitative data. There's really a need for a lot more information and data on all sides.
- We need to normalize advocates for students.
- Ryan will add content to 10-Point Plan in Teams

c. #1-Acknowledge the Past and Revisit the History of Anti-Blackness/#3 Address Anti-Blackness in the Campus Culture

- We discussed on two levels: individual faculty level but also adding courses to the curriculum.
- We talked about a project to reach out to the faculty to ask how anti-blackness is being addressed in the classroom.
- We talked about maybe approaching the UMOJA group as a project they might want to take on.
- We talked about the need for an ombudsman who can go around and be the voice who works to mediate (not punishment).
- We talked about trainings and scenarios.
- Continuing to recruit at the L.A. Job Fair.
- We really focused on addressing anti-blackness.
- Courtney working on finding a few sites for my archeology classes in the Norco College region. Part of her work has to do with local history, uncovering the history of where we are. As an archeologist, Courtney is interested in the stories that are not written down. Courtney has been focusing on indigenous people and can include Black people as well. Also, as the Honors Coordinator, Courtney can talk to faculty about what is happening in their classrooms.
- We talked quite a bit about trying to tap into existing data. Also, kind of seeing if HR can share with us, without violating confidentiality, examples of racism happening with students, faculty, and staff. We can also survey faculty to get more in-depth information.
- Councilman Bash has done a history of Lake Norconian
- Courtney encouraged individuals native to area to reach out to her.
- Don Williamson in Corona who is a local historian and has done presentations on the history of racism locally.

- In the Saturday seminar the question was raised as to what does freedom in education look like. Point raised about the importance of infusing brown and black people into the curriculum.
- Courtney would like to get a community project going. Possibly UCR to create a pipeline.
- Alexis Gray was doing an oral history for a service learning project.
- Jason already added workgroup notes directly to the 10-Point Plan in Teams in purple font.

VI. Fall 2020 Meeting Schedule

- Both Monica and Denise will not be at the August 14 meeting
 - Suggest we schedule two meetings per month – one for the workgroups and one for the taskforce
 - Next meeting will be a workgroup meeting facilitated by Dominique and Tenisha
 - No meeting agenda needed for August 14 – Breakout Sessions for the three workgroups to work on action plans.
 - No meeting minutes needed for August 14 – workgroups will add directly to 10-Point Plan in the Teams site
- Next Meetings:

August 14, 2020 – Small workgroup breakout sessions – Work on Action Plan
September 4, 2020 – Taskforce meeting
 - Meeting closed at 3:00pm