

# Racial Justice Taskforce Meeting Notes

November 6, 2020/1:30pm

## Participants:

### **Administrators**

Jessica Cobb, Director, Prison Education Program

Monica Green, President

Tenisha James, Dean, Student Services

Sam Lee, VP Academic Affairs

Antonio Muniz, Asst. Director, Food Services

Gustavo Ocegüera, Dean Grants & Equity

Kaneesha Tarrant, VP Student Services

### **Faculty**

Maria Adams, Assistant Professor, ECE

Courtney Buchanan, Assistant Professor, Anthropology

Araceli Covarrubias, Assistant Professor, Spanish

Norma Hernandez, Assistant Professor, Psychology

Ashlee Johnson, Instructor, Engineering

Kiandra Jimenez, Assistant Professor, English

Megan Lindeman, Assistant Professor, Art

Lisa Nelson, Professor, English

Edwin Romero Student Activities Coordinator

Judy Perry, Professor, Computer Science

### **Staff**

Natalie Aceves, Ed Advisor, Transfer Center

Charise Allingham, Admin Asst III, IE

Patricia Gill, STEM Services Developer

Ruth Jones-Santos, Student Success Coach

Denise Terrazas, Exec Admin Asst

Tanya Wilson, Admin Asst IV, SS

### **Students**

Korey Bynum

Deyvs Deshommes

Shaun Leflore

Heather Popp

- I. Welcome & Introductions  
Dr. Green opened the meeting at 1:37pm
- II. Survey Results (Norma Hernandez)  
Norma shared the quantitative and qualitative results of the student survey. (attached)
  - o Question on the number of Umoja students (13).
  - o Noted that this is not a random sample, cautioned again extrapolating this data as a representative sample of our population.
  - o Is there consistency in the non-replies? That has not been analyzed.
  - o The P values are less than .07 relaxed to .10
  - o Qualitative segment is very powerful the quantitative data is a jumping off point.
  - o Were the students asked about specific courses? No. There was no difference between students who were attending longer.

- Norma thanked for her work with the survey and for lending her expertise. This is not an academic study, we reached out to RP group to have them do this work, but the expense was \$60K.
- We want to make sure that this survey does not get lost, as the student voices are powerful.
- Will the complete survey results be shared with the workgroups? Yes.
- It is important for the group to decide how to present this data for maximum effect.
- The qualitative data is compelling and achieves the goal of lifting black voices. The quantitative results are worth sharing with some caveats as we must not treat the survey results as representative.
- Norma noted that the Likert responses in the survey did not always match student narrative responses.
- Question: Is there a different way to present this or is there a better way to frame this for the qualitative data. Should we move directly to the focus groups?
  - Most times, numbers do not move people. The voices of students are what is most effective. We need more of the student voice.
  - Student panels are very effective in FLEX activities. Norma reading the student responses was very powerful.
  - Another option is to have a video recording of students reading response.
  - The quantitative data can be very compelling as well so it was recommended there be a balance between the qualitative and quantitative data.
  - The qualitative data gives humanity to the numbers.
  - Strong reminder about the exhaustion of our black students and how taxing it is to tell their story.
- We have been doing a lot of survey of our students, it enough that one student feels this way. When calling students to take survey, a student commented on the offensiveness of using a tool, Survey Monkey, that has a monkey reference and the use of a more neutral tool in the future. We need to listen to our students and act on what we are hearing.
- It is heartbreaking to hear from our students that our students do not feel welcome or valued. How can we get student participation without taking them through the painful process of making them feel like they are different?
- Hearing that students are afraid to speak. Some students want to speak out, but do not have a platform.
- What do we plan to do with this information? What is the end goal?
  - Invite students to an open forum to have a conversation about race.
  - First have the students comfortable.

- Show students how to report incidents of discrimination. Discussed an information campaign.
    - From those conversations we hope to have a better idea of what we can do as a college.
  - Judy and Norma contacted students who indicated that they would like to contribute to future efforts, some expressed a strong desire to remain anonymous and some expressed an interest in private interviews.
  - Suggested appealing to our Black graduates as the fear of retribution is less. Students need to see action and that are listening and responding. It is frustrating to see that no meaningful action has been taken over a long period of time. We want students to have good experiences, a desire to return to the college, and not view their college experience as negative.
  - The data is telling us that there are concerns. What can we do to show that there is action from the information we have received?
  - There are several things discussed in group A, do we have a process in place and easy to use for reporting discrimination?
  - Group A also discussed forming something equivalent to the ALLY group indicating that this is a safe place to go.
  - We have grievance and complaint systems in place but we have not done a good job at making it an easy, well-known process and ensuring that people feel safe speaking out.
  - Please bring the information from today's meeting to the subgroups and come back and report at the December meeting.
  - Caution raised about isolating our Black students and creating student fatigue. We want to be sure to form solidarity among groups in our fight against racism.
  - Reminder: Screening and discussion on the film Within the Prison Within, November 12, 4:00-6:00pm Meeting ID 953 3075 0525.
  - Antonio has been working with district folks and HR for a streamlined reporting mechanism for reporting discrimination.
- Monica requested workgroup leaders provide a brief bulleted written report for the notes within the week to be included in the meeting notes.
  - a. Workgroup A – Lift Black Voices (#2)/Build a Culture of Commitment to Eliminate Anti-Blackness (#10)
  - b. Workgroup B – Critically Examine Student Conduct & Discipline Data (#4)/Address Anti-Blackness in Campus and School Policing (#5)

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

III. Local, Regional, and State Updates

[Moving Article](#) – the Danger/Harm of Bias (shared by an RJT member)

Next taskforce meeting – December 4, 2020

- Meeting closed at 3:15 pm