



Equity Minded Practitioners
April 21, 2021
www.canyons.edu/equity
Meeting Notes



Welcome

Updates/Announcements

- Cultural Diversity & Advancement Committee
 - Outlined events happening on month of April. All events are posted on our Multicultural Center site. Video recordings for past events are on the site for viewing.
 - We talked about the importance of delivering the message of what diversity is. The common thread is the students. How are we making our campus a more welcoming space? We need to bring everyone in the conversation to create spaces where students are heard and recognized.
- CETL
 - We are recruiting faculty to teach classes- IOI, Culturally Responsive Teaching and more.
 - Working on Humanizing the Online Experience course infused with CRT. Looking into funding resources.
- Dreamers Task Force
 - We applied for ASG funds to help support our campus efforts and events for 2021-22 academic year.
 - Mindfulness and Artivism event happening April 21st, 4- 5:30pm
 - Mental Health with Elizabeth Hernandez on May 7th, 11-12:15pm
- Alliances
 - Native American Indigenous Alliance, leads Wendy Trujillo and Angeli Francois. Open Informational Session scheduled for May 13th
 - Undocumented Student Alliance, leads Hernan Ramirez and Jessica Sanchez
 - Gender Sexuality Alliance and Trans Alliance will be attending LGBTQ Summit
 - Black Student Alliance meetings are being held regularly. There are a few dedicated counselors as part of their student success teams.
 - Valor are sending email check-ins for those not able to attend the meetings.
 - STEM Equity Alliance submitted an S-STEM grant which would include scholarships for underrepresented students and training for faculty on culturally responsive teaching and equitable practices. They are also busy with workshops, alumni panels and meetings.
- Discussing Campus Policing
 - Four-year institutions are having a dialogue on campus policing and reflecting on the role of police on campuses. There is a meeting on 4/21 at 6:00pm for open dialogue.



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Adult Reentry Alliance Group

- Connie and Liz Shaker are collecting additional information on how to structure the alliance.

Action Steps Towards Antiracism Townhall for Healthcare Professions

- Students from the fall event wanted to continue the conversation so another event was held during Black History month. The Black Student Alliance sponsored the webinar and had 7 panelists.
- A recent graduate spoke about a study on pain among the people of color.
- Panel members shared their experiences and discussed action steps

Possibility of Speaker Coming to Campus

- Speaker suggestions: Angela Davis, Cornell West, Ta-Nehisi Coates, Michael Eric Dyson, Regina Stanback Stroud and group of local practitioners

The Future of Student Basic Needs

- Panelists were discussing the importance of food pantry on campus. College of the Canyons are steps ahead with BaNC being available to our students.

Recap of Silence is Violence: Unpacking and Addressing Anti-AAPI Violence

- One of the major themes were proactively working beside each other. Higher education needs to take steps being past allies and following other colleges' leads. They discussed how our current system are centered in whiteness which is a recurring theme within this group and other campus as well.
- They spoke about Asian Americans and other immigrants are coming into US with American made stereotype. Pitting minorities against each other is a powerful tool for maintaining white supremacy.
- We cannot racialize injustices when it happens to us but rationalize it when it happens to someone else.
- We need to break the silence and speak up in behalf of the others.
- Presentation available on YouTube: Silence is Violence: Unpacking and Addressing Anti-AAPI Violence <https://www.youtube.com/watch?v=MUakUum57aw>
- Asian Americans Advancing Justice website advancingjustice-aajc.org

Review progress made on EMP's outline for upcoming project:

Investment/Engagement in Equity-Minded Practice

1. Support on campus – securing organizational commitment (Dianne Avery, Pamela Williams-Paez, Kathy Bakhit)

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- a. President
 - i. Providing equity assessment of current policies and initiatives and recommendations to embed racial equity
 - ii. Prioritize efforts to advance race equity and how that work connects to COC's mission, vision, and values
 - iii. Fund professional development in equity-mindedness, cultural humility, cultural relevant pedagogy, and anti-racism
 - iv. Provide regular campus wide updates to institutionalize the importance of DEI from the President on down.
- b. Academic Senate
 - i. Incorporating a racial equity focus in developmental resolutions focused on education reform
 - 1. EX: Anti-Racism resolution passed on 3/18/21
 - ii. Review and revise policies and procedures through an equity-driven framework, especially as they apply to program review and institutional planning and budget development
 - 1. Ex: Jason Burgdorfer and Rebecca Eikey are working on Program Review revisions to address equity
 - iii. Evaluate recruitment, hiring, and retention policies and procedures for faculty positions and the internal appointment processes of the academic senate through the lens of equity and any adopted action plan.
 - iv. Hold a series of discussions of structural racism and colorblind culture and address the topic of race consciousness, lifting the veil of white supremacy, danger of the good-bad racist binary, dilemma of dismantling the "master's house with the master's tools" and what this means for shared governance, and the need for calling-in culture.
 - v. Partner with administration and faculty collective bargaining leadership to transform faculty hiring, onboarding, evaluation, and tenure processes with an anti-racism focus (see 4a below).
 - vi. Consider the establishment of a Senate DEI Subcommittee to serve as the coordinating arm of the Senate with all campus wide DEI efforts.
 - vii. To enlist the assistance of external speakers and facilitators to create an effective framework for the Senate to address DEI and Call to Action matters.
 - viii. Address decolonization of curriculum.
 - ix. Partner with the community leaders and local high schools on DEI and Call to Action efforts.
- c. Board of Trustees
 - i. Regularly communicates about the work it is doing to reduce inequities and further racial justice
 - ii. Set goals and vision for this work with timeline and thinking about the future – what do we want to look and feel like 5 year from now with this effort?
 - iii. Serve as DEI and Call to Action liaisons to other community leaders and elected officials

2. Goals explicitly stated by race and ethnicity to improve retention, transfer, graduation, STEM participation, etc. (Collette Gibson, Amy Foote, Brandon Ashford, Teresa Ciardi)
 - a. Provide tools to set specific goals by race and ethnicity (e.g., increasing the rate of African American community college transfers from 20% to 40%).
 - i. Ex: Updated mission statement to include “transfer” goal
 - ii. Ex: Curriculum Chair, Lisa Hooper, created “Curriculum Cultural Competency Checklist” and suggestions for implementation and use
 - iii. Ex: Director of MESA, Amy Foote, applying for grant to embed culturally relevant teaching into STEM program and train faculty to be more culturally responsive
 - iv. Volunteer or make pledge to improve rates in specified classes
 - v. work with faculty and departments to create more CRT focused workshops by department
3. Deans and department chairs engaging faculty in the examination of course level data disaggregated by race and ethnicity (Desiree Goetting, Juan Buriel)
 - a. Practice viewing racial inequity as a structural problem (rather than a cultural problem attributed to minoritized populations) and provide the tools to dismantle structural barriers
4. Faculty, administrators, and staff are provided with evaluation tools, resources, and methods on meeting racial equity goals (Erin Delaney, Julie Johnson, SB Tucker)
 - a. Implement training modules for faculty and administrators who serve on faculty evaluation committees
 - i. EX: Rebecca’s sabbatical project
 - b. Self-evaluation/reflection: FLEX hours or stipends or?
 - i. Self-assessments
 1. an individual working on their own (independent project for FLEX? Or stipend?)
 2. a group of people using the self-assessment as a discussion tool in a workshop setting (department meeting?) Example: Transfer Access Self-Assessment Inventory for Two-Year Institutions
 3. Book club readings – White Fragility, and more
 - ii. Examine syllabi using Center for Urban Education tools and more
 - iii. Conduct classroom observations to understand interracial relations between instructors and students
 - iv. Structured, manageable interventions led by specified/trained CRT mentors at request of participant
 - c. Engage all college and district stakeholders—including full- and part-time faculty, students, staff, administrators, board members, and community—in critical conversations to shift ideologies to foster an equity-driven institution and support racial equity.
 - d. Provide organizational and transformational leadership faculty training and support and ongoing online faculty development, including racial literacy education.



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- i. EX: COC already offers a CRT course through CETL. A separate racial literacy course could be designed and modeled after the CRT course.

Open Dialogue

- With the verdict out on George Floyd's case, we still have a lot of work to do institutionally to change the content and policy.
- Dr. Dianne Van Hook sent out a message to the college reflecting on the verdict.

Equity Minded Practitioners Website: <https://www.canyons.edu/administration/ie2/equity/>

Next Meeting: Wednesday, May 19, 2021