



Equity Minded Practitioners
March 24, 2021
www.canyons.edu/equity
Meeting Notes



Welcome

Updates/Announcements

- Cultural Diversity & Advancement Committee
 - Multiple events took place in February for Black History month (over 300 attendees)
 - There were several events offered for Women's History month during March.
 - Pamela Lewis spoke about the student exhibition and the ongoing contest for the art gallery show.
 - ASG gave an update to develop a multicultural week in April. Date to be determined.
 - April upcoming events: Sexual Assault Awareness, Celebrating Ramadan, Islam and Social Justice, Disabilities, Mindfulness/Activism.
 - International Students Program discussed how they are utilizing TikTok videos to showcase the importance of history.
- OER Mini-Grants Spring 2021
 - 13 proposals funded
 - 60,000 investment
 - \$1.9 million student savings in one year
 - Culturally Responsive Teaching/Anti-Racist pedagogy- leads to more student engagement and retention
- CETL- Culturally Responsive Teaching course at COC is ongoing and will be offered every semester.
- Action Steps Towards Antiracism Townhall for healthcare professions recap – Tammy Bathke
- Alliances/Mentoring program
 - African American Black Student alliance are forming success teams.
 - Alliance has a new vanity URL page: www.canyons.edu/alliances

Multicultural Center Presentation

- Special Thank You
 - Pamela Williams-Paez, Faculty Sociology
 - Brandon Ashford, DEI assistant
 - Flavio Medina Martin, Director, Diversity and Inclusion
 - Dr. Daylene Meuschke, Associate Vice President, IRPIE
 - Dr. Jasmine Ruys, Vice President, Student Services
 - Katie Coleman, Pamela Williams-Paez and Paul Wickline for raising the need for this type of space and drafting a proposal for

a Women's Center as part of the Program Review in Sociology which served as the foundation for this project.

- To the LEAP Solution team: Preeta Saxeena, Debbie Morlett, Anthony Morris, Flavio Medina-Martin, Cindy Stephens and Wes Lowe
- Multicultural Center launched on November 30, 2020
- Virtual opening had 82 attendees which consists of students, staff and administrators.
- The purpose of this center is to provide safe and brave space for historically minoritized and marginalized groups on campus with the goal of increased diversity, equity and inclusion.
- The vision is to: engage, encourage, empower, equip and enrich. To expand learning through civil discourse, engage listening, personal growth and discovery.
- The center's logo and branding represent diversity, growth and unity.
- Multiple events were created through different collaborations.
- MCC serves as the home to all of our COC Alliances
- Suggestions are welcome- keynote speaker, activism, activism, campus dialogues, event that brings awareness to the campus community

Lessons learned from Fall 2020 "Lives in Limbo" Reading Group

- Reading group met to discuss Lives in Limbo- Undocumented and Coming of Age in America by Roberto G. Gonzales (Author)
- Fostering sense of belonging for undocumented students.
- Students felt like a ghost in campus, not feeling they belong.
- Having a dedicated space and a sense of community-MCC
- Dreamers Together Taskforce compiled resources for undocumented students (see website for details)
- Mentorship program, undocumented student alumni and more activities through MCC are in progress.

Adult Reentry Alliance Group

- The Adult Reentry Alliance sent out a survey to students 25 and older returning to school.
- Canvas shell currently in progress.
- Website is updated with added student resources.
- Alliance for Previously Incarcerated Students forming and will be under the Adult Reentry Alliance umbrella.

- Key Club will be reinstated to provide different opportunities for adult reentry students and working families.

Possibility of speaker coming to campus to discuss anti-racism, white privilege, and more

- Examples: Angela Davis, Cornel West, Tim Wise, Cherrie Moraga
- Students initiated a need for speakers to visit the college and discuss anti-racism.
- Reach out to Faculty Professional Development budget for possible funding option.

Investment/Engagement in Equity-Minded Practice

1. Support on campus – securing organizational commitment
 - 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.
 - 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
 - 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
 - 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.
 - i. EX: COC already offers a CRT course through CETL. A separate racial literacy course could be designed and modeled after the CRT course.
- Explore opportunities/strategies to reach colleagues on the topic of equity
 - Creating a space or repository (ie, Canvas shell, handbook, etc) of resources focused on equitable practice, reflection, etc.
 - Reach out to Dean's council meetings for EMP presentation
 - Podcasts and webinars were launched to launch discussions of structural racism and equity.
 - Offer equity minded workshops during Professional Development FLEX week.

Open Dialogue

- Asian violence is on the rise, we need to address and show support towards the Asian community.
- David Andrus will discuss with Dr. Dianne VanHook for a rapid response and more repetitive work towards equity.

Next Meeting: Wednesday, April 21, 2021

Future Meeting: Wednesday, May 19, 2021