

Equity Minded Practitioners

July 2020

www.canyons.edu/equity



What does it mean to be equity minded practitioner?

- Overview of the EMP Workgroup/Background
- Examples of previous efforts and discussions
- Overview of what is currently underway



CANYONS COMPLETES

To be Equity-Minded in Education is to...

Acknowledge, and **empathize** with disparate life-experiences contributing to inequalities/gaps in educational outcomes.

Attribute those inequalities/gaps to unfair structural/political/environmental/ social/cultural/ historical practices and policies that have created barriers (deliberately or unintentionally) for individuals to improve their life opportunities through educational achievement.

Respond to these barriers with deliberate efforts to eliminate them, and co-create more fair and just higher education institutional policies and practices that account for disparate life-experiences and foster healthy inclusion **through inquiry, shared dialogue and reflection.**

STUDENT EQUITY

- Acceptance and empathy for differences in life-chances/opportunities.
- Link those differences to broad factors (external to the individual).
- Do something about it through engagement in discussion, calling-in and careful assessment.

Equity is the foundation for the Strategic Plan & *Canyons Completes*

We don't all start at the same place, some have built-in advantages and others have built-in disadvantages.

Predominantly White

Microaggressions

Implicit Bias

Disproportionate Remediation

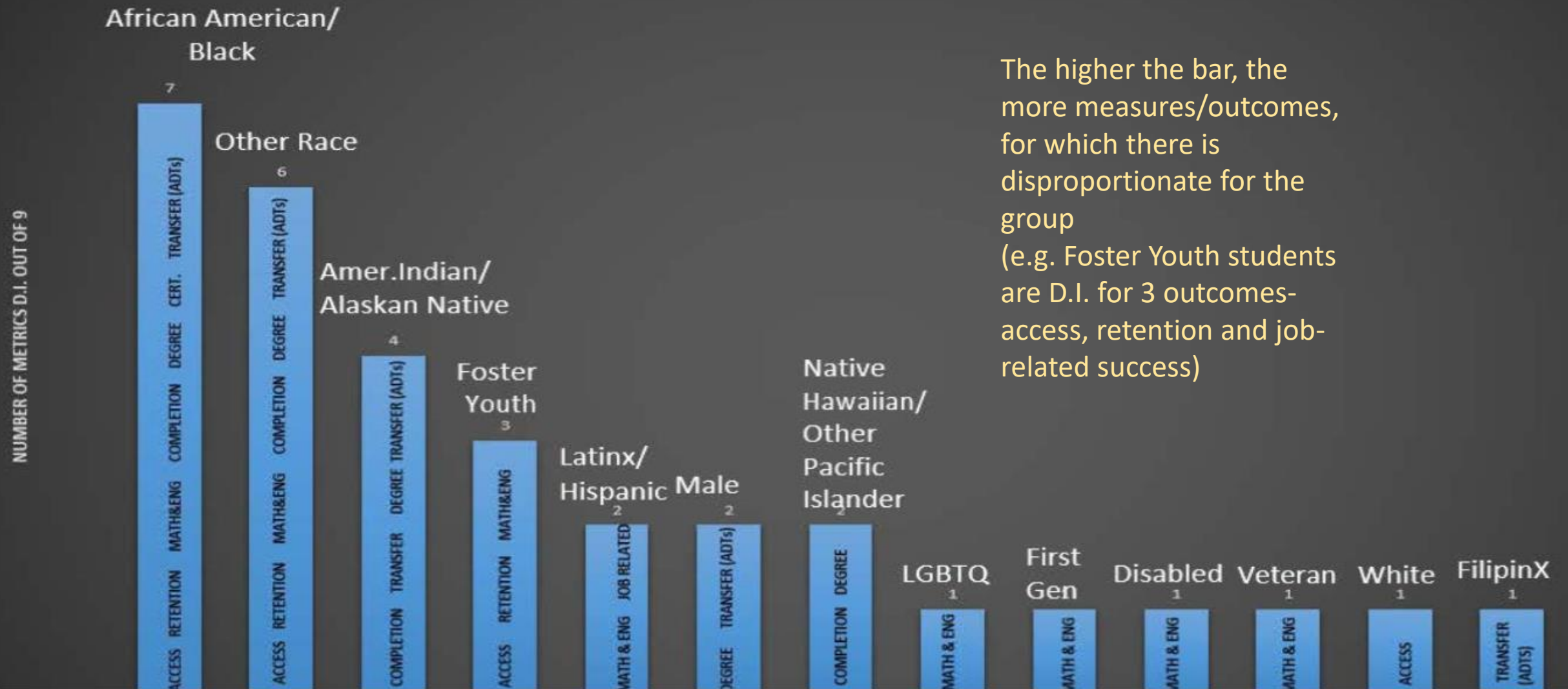
Predominantly Marginalized Racial/Ethnic Groups

Image presented by
Dr. Estela Bensimon,
CUE, at COC
Jan. 31, 2019

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SEA & LOCAL GOAL SETTING

Disproportionate Impact by Group across 9 metrics



PROPOSED CHANGES TO TITLE 5 REGARDING THE DIVERSITY, EQUITY, AND INCLUSION STATEMENT ADOPTION

CHAPTER 2.5 OF DIVISION 6 “Diversity, Equity, and Inclusion in the California Community Colleges”

Section 51200. Intent of the Board of Governors

It is the intent of the Board of Governors that the statement on Diversity, Equity, and Inclusion set forth in Section 51201 be the *official position of the Board of Governors and the California Community Colleges on their commitment to diversity and equity in fulfilling the system’s educational mission and that it should guide the administration of all programs in the California Community Colleges, consistent with all applicable state and federal laws and regulations.*

Accepting Public comments must be received by the Regulations Coordinator prior to 4:00 p.m. on **August 30, 2020**. If you have any questions, please contact the regulation coordinator at regcomments@cccco.edu

Section 51201. Statement on Diversity, Equity, and Inclusion in the California Community Colleges

(a) With the goal of ensuring the equal educational opportunity of all students, the California Community Colleges embrace diversity among students, faculty, staff and the communities we serve as an integral part of our history, a recognition of the complexity of our present state, and a call to action for a better future.

(b) Embracing diversity means that we must intentionally practice **acceptance, anti-racism, and respect towards one another** and understand that racism, discrimination, and prejudices create and sustain privileges for some while creating and sustaining disadvantages for others.

(c) In order to embrace diversity, we also acknowledge that institutional racism, discrimination, and biases exist and that our **goal is to eradicate these from our system**. Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe, inclusive, and anti-racist environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

(d) To advance our goals of diversity, equity, inclusion, and social justice for the success of students and employees, we must honor that each individual is unique and that our individual differences contribute to the ability of the colleges to prepare students on their educational journeys. **This requires that we develop and implement policies and procedures, encourage individual and systemic change, continually reflect on our efforts, and hold ourselves accountable for the results of our efforts in accomplishing our goals.** In service of these goals, the California Community Colleges are committed to fostering an anti-racist environment that offers equal opportunity for all.

(e) As a collective community of individual colleges, we are invested in cultivating and maintaining a climate where equity, anti-racism, and mutual respect are both intrinsic and explicit by valuing individuals and groups from all backgrounds, demographics, and experiences. Individual and group differences **can include, but are not limited to the following dimensions:** **race, ethnicity, national origin or ancestry, citizenship, immigration status, sex, gender, sexual orientation, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, political beliefs, religion, creed, military or veteran status, socioeconomic status, and any other basis protected by federal, state or local law or ordinance or regulation.**

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Equity Work

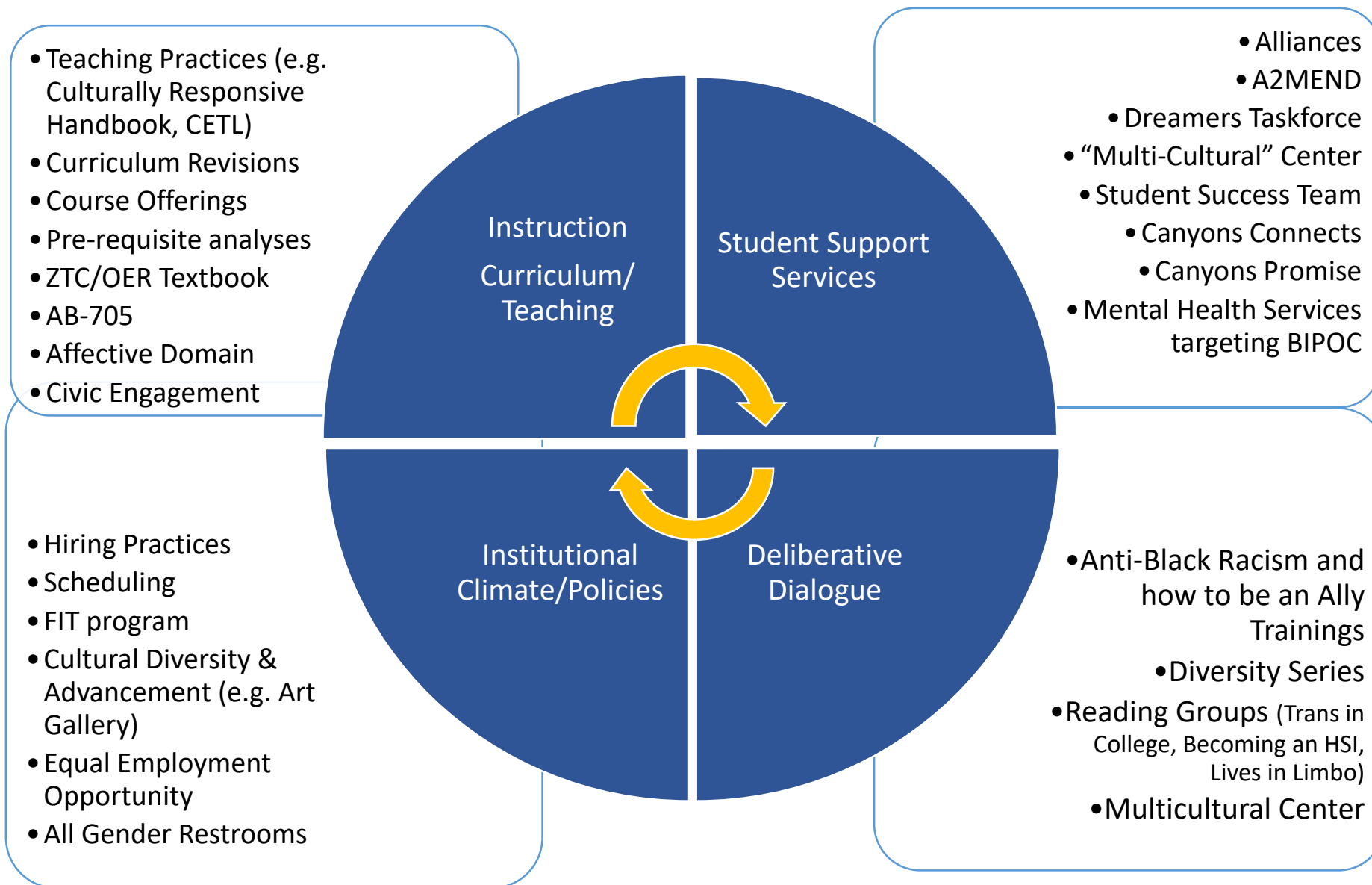
Happens on a spectrum of varying motivations and commitments---*how do we engage the varying levels?*

Requires collaboration, integration and coordination

- OER/ZTC
- Cultural Diversity & Advancement
- CETL

Promoting and coordinating each other's efforts to avoid duplication, have a broader reach, and maximize impact

Equity, Diversity & Inclusion Efforts



Equity Walks

USNEWS August 2019 **“How to Find an LGBT-Friendly College”**

LGBT students should look for gender-inclusive schools with strong anti-discrimination policies.

Gender Neutral/ All gender Restrooms

- Bathrooms are another important aspect of the physical environment for transgender and non-binary students. Many schools list bathroom policies online. If that policy is unavailable on the college website, students can check with an admissions officer ...

All Gender Restrooms

Location	Description
Student Center	Student Center behind Maker Space, Access is limited
Canyons Hall 1st Floor (2)	Canyons Hall, 1st Floor - Located near A&R/Bookstore side (Single-user);
	Canyons Hall, 1st Floor - Located near Financial Aid/Seco side (Single-user)
Canyons Hall 2nd Floor (2)	Canyons Hall, 2nd Floor - Located near Chancellor's Office/Seco Side (Single-user)
	Canyons Hall, 2nd Floor - Located near PIO/Bookstore side (Single-user)
LIBRARY 1st Floor	Library, 1st Floor - Circulation area (Single-user)
Hasley Hall	Hasley Hall, 3rd Floor (Multi-user)
Towsley	Outside Towsley Hall -Bungalows, Restroom 1 & 2 (Multi-user)



Boykin Remodel? UCEN? CCC?

Where are these currently planned for (Student Services? Science building?)

Is it possible to have a restroom put in near the automotive tech classrooms on the Canyon Country campus? Students shouldn't have to walk all the way to the Science Center. *Thank you, Ann Hamilton for offering to look into these!*

Examining Anti-Black Racism and Being a Better Ally Training

- Equity Podcast: Understanding Anti-Black Racism
- Recording are available at the EMP website www.canyons.edu/equity

Upcoming Podcasts will include a focus on teaching and faculty resources

Welcome!

Diversity, Equity and Inclusion coordinator,
Brandon Ashford

COLLEGE OF THE CANYONS AND IE(2) EQUITY PODCAST SERIES:

Understanding Anti-Black Racism

You are invited to join us for our first Equity Podcast, Understanding Anti-Black Racism. We will be discussing the historical context of systemic, institutional, and individual racism, and how terminology and language play a major role in our perception of these terms. The roundtable will include experience and expertise from some of our African American/Black COC students and employees.

Thursday, July 30, 2020

1:30 P.M. to 3:00 P.M.

Mark your calendar to attend this important event live at:

<https://cccconfer.zoom.us/j/99136122690>

[us/j/99136122690](https://cccconfer.zoom.us/j/99136122690)

The event will also be recorded and stored as a podcast for your convenient viewing at:

<https://www.canyons.edu/administration/ie2/equity/index.php>

[administration/ie2/equity/index.php](https://www.canyons.edu/administration/ie2/equity/index.php)

For further information, contact:

Flavio Medina-Martin, Director,
Diversity and Inclusion at
flavio.medina-martin@canyons.edu.

FLEX credit is available for all faculty. Please register online at <https://app.frontlineeducation.com>

- #225F

Diversity Talks Fall 2020 FLEX

#1: Dreamers 101 Training/August Retreat - #58F

Friday, August 14

10:30am – 12:00pm

#2: Outlining Microaggressions-#68F

Monday, August 17

12:30 – 1:30pm

#3: Can We Eliminate Our Bias?-#74F

Tuesday, August 18

9:00 – 10:30am

#4: How is “Culture” Defined at COC?-#78F

Tuesday, August 18

2:30 – 3:30pm

#5: Let’s Talk About Race-#79F

Tuesday, August 18

4:00 – 5:30pm

#6: Open Forum Talks on the Common Grounds/Multicultural Center-#84F

Wednesday, August 19

12:30 – 1:30pm

Come Learn About:

- ✓ Our Dreamers/Undocumented students
- ✓ Microaggressions in the classroom and in the workplace
- ✓ Ways of eliminating or challenging our biases
- ✓ Various ways “culture” is defined at COC
- ✓ Black Minds Matter-Let’s Talk about Race
- ✓ What is the Common Grounds/Multicultural and what type of programming will take place

Alliances

Current/Active



VALOR
Veteran's Alliance
Organization

**Autism
Social
Alliance**



Upcoming

Undocumented Student Alliance

Contacts: Esther Villegas-Sandoval & Marilyn Jimenez

Women/ Minoritized Students in STEM

Contact: Teresa Ciardi

One of our MESA students wants to start a "STEM without Borders" program/alliance/club...will be proposing from a students perspective on what they feel they need to be successful and what barriers they also are feeling need to be brought down. More info to come in future EMP mtgs

Upcoming FLEX Session on Alliances, What are they at COC?
Tuesday August 18th 11:30-12:30pm

A2MEND Charter

The A²MEND Mentor Program is still accepting applications!
Application deadline extended until August 31, 2020

Benefits include:

- Development of Personal Career, and Academic Skills and Goals
- Annual Scholarship Opportunities (Over \$400K Awarded)
- Leadership and Educational Training
- Cultural Excursions
- Meaningful Relationship with College Educators (Mentors)
- Establishing a Brotherhood with Other Mentees Across the California Community College System
- Invitation to A²MEND Annual Summit (All expenses paid)

Mentee Testimonial Links

https://www.youtube.com/watch?v=ujb7btEa_0E

Student Success Team Pilot

Partnering with African American/Black Alliance & A2MEND to provide support team consisting of counselors, faculty liaisons and other resource specialists for African American/Black students

Planning phase for virtual launch
Contact: Jasmine Ruys

The A2MEND Mentor Program

The African American Male Education Network and Development (A2MEND) Mentor Program provides support, guidance, professional development, and networking opportunities for professionals and students enrolled within the community college system. A2MEND mentees are assigned to an administrator who has demonstrated expertise, leadership and scholarship within the California Community College system, and are committed to the personal development, professional growth and academic success of African American males. Mentees also have the opportunity to network with other mentees and mentors within the program through personal and professional development programs and social activities offered through the program.

Goals and objectives of the A2MEND Mentor Program are to:

- Support the professional and educational development of African American male professionals and students within the California Community College system
- Create and maintain positive, professional relationships to increase the retention and persistence of African American male administrators, faculty and students in community colleges
- Establish a resource and referral network between and among mentors and mentees within the program

Responsibility of A2MEND Mentors

- Make a two-year commitment to professional mentees or to student mentees.
- Facilitate individual meetings and connect with mentees at least three times per term.
- Provide guidance and support to ensure the successful completion of mentees learning contracts (professional mentees) or academic progress reports (student mentees).
- Actively participate in the A2MEND Mentor Program by communicating regularly with their mentee(s), attend all programs/activities, and successfully fulfill program requirements.

Responsibility of A2MEND Student Mentees

- Make a two-year commitment as Student mentees.
- Connect with mentors at least three times per term
- Submit registration statement and grades every semester
- Actively participate in the A2MEND Mentor Program by communicating regularly with a mentor, attend all programs/activities, and successfully fulfill program requirements.

Dreamers/Undocumented Student Taskforce

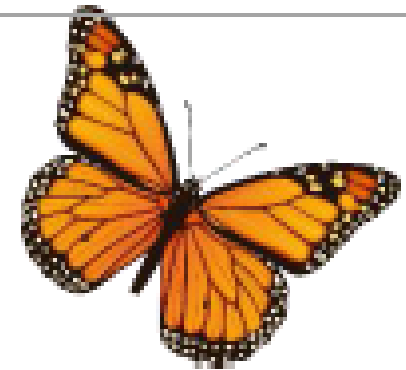
<https://www.canyons.edu/studentservices/enrollmentservices/dreamers/index.php>

- Resource Webinars (summer and Fall 2020)

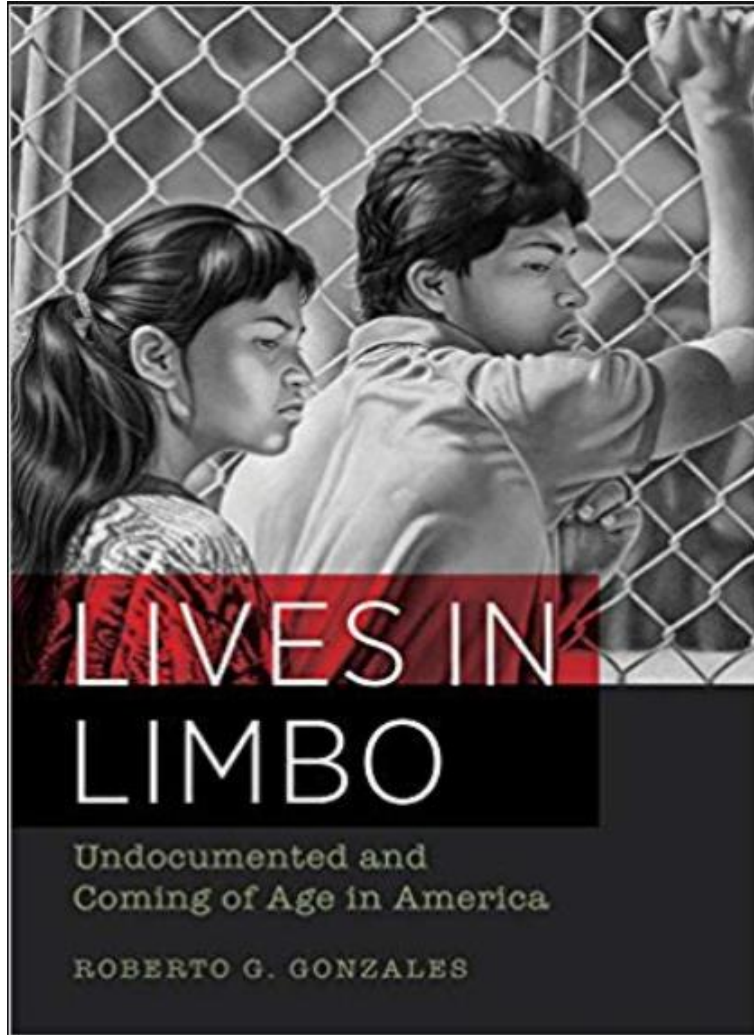
more info on website under “**EVENTS**”

Contacts:

Flavio Medina-Martin, Marilyn Jimenez and Esther Villegas-Sandoval



Reading Group



The reading group would be meeting from **noon to 1pm every other Friday, starting on September 18:**

Friday, September 18: Chapter 1 and 2

Friday, October 2: Chapters 3 and 4

Friday, October 16: Chapters 5 and 6

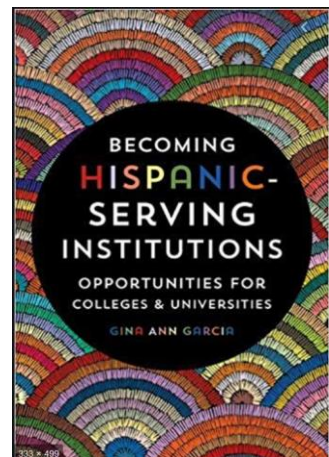
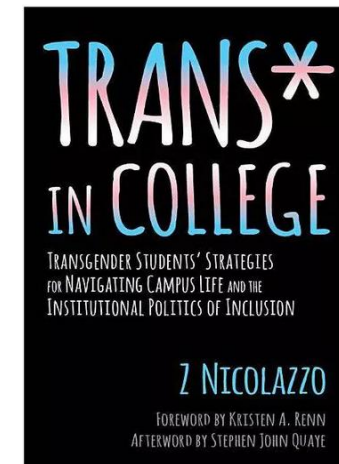
Friday, October 30: Chapters 7 and 8

Friday, November 6: Chapter 9 and wrap-up discussion



Contact: hernan.ramirez@canyons.edu or juan.buriel@canyons.edu

The books were purchased by Jasmine Ruys, so a big thanks to her!
Everyone is welcome to join



California Senate voted 30-5 to pass **Assembly Bill (AB) 1460**, a bill that requires all California State Universities (CSU) to implement a **three unit ethnic studies course as a requirement for graduation**.

Current Courses at COC

- Intro to Race and Ethnicity SOCI-106
- Introduction to Chicana/o Culture SOCI-107
- Introduction to African-American Literature -ENGL-270
- **The African American Experience in the U.S. Prior to 1877; 1877 to present - HIST-116 & HIST-117 (spring 2021)**
- Intro to LGBTQ+ Studies SOCI-130
- Sociology of Sexualities SOCI-230
- Human Sexuality PSYCH-230
- Psychology of Gender Roles PSYCH-235
- American Multicultural Literature ENGL-262
- Multiculturalism in the U. S. SOCI-105
- Intro Social Justice Studies SOCI-104
- Intercultural Communication COMS-256
- **Others?**

Non-credit options?
Build Certificate program?

Make lists available on EMP website, and add which requirements each course would meet.

(See catalog or Elumen for additional resource or description of courses)

Stanford study suggests academic benefits to ethnic studies courses 2016
<https://news.stanford.edu/news/2016/january/ethnic-studies-benefits-011216.html>

Center for Equity / “Multicultural Center”



Diversity Talks #6: Open Forum Talks on the Multicultural Center-#84F

Wednesday, August 19, 12:30 – 1:30pm

Contact: Jasmine Ruys

Equity Minded Practitioners

Jess Love, Debbie Morlett, Anthony Morris, Flavio Medina-Martin, Cindy Stephens & Preeta Saxena

Canyons Completes Workgroup & LEAP Solution Team 2019

HSI Campus-wide Campaign

U.S. Department of Education defines an HSI as an institution that has an enrollment of students that is at least 25% Hispanic. Makes institutions *eligible* for federal funds (e.g. Title V grants)

Not widely known at COC

Currently COC does not have a logo/branding

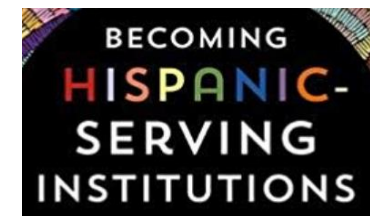
Opening the opportunity to students to create one and submit to the group.

If students are interested in designing, please contact

Contact: Vida.manzo@canyons.edu



Reading Group Share-out of Becoming HSI



Next steps? Fall planning

Participants and facilitator of various efforts

Doodle poll will be sent to determine meetings in fall (approx. once a month)



Hiring Practices

- EMP provides input on Diversity/EQUITY questions

Transportation for Students to attend conferences

D.I. groups are less likely to have access to transportation and if we want students to engage in events, explore ways of addressing this

LGBTQ data- who has access? How often is this collected?
How best to serve?

Digital Access?

Others?