

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT'S ANTI-RACISM COUNCIL



Policy & Procedure | Curriculum | EEOC



CHANCELLOR'S OPENING REMARKS

Mike Claire



Anti-Blackness

Anti-blackness describes the inability to recognize black humanity. It captures the reality that the kind of violence that saturates black life is not based on any specific thing a black person — better described as “a person who has been racialized black” — did. The violence we experience isn’t tied to any particular transgression. It’s gratuitous and unrelenting...(kihana ross-vakil, Northwestern University)

O | **POLICIES & PROCEDURES**

Tabitha Conaway-College of San Mateo | Cheryl Johnson – Skyline College
Jamillah Moore-Cañada College | Manuel A. Pérez-Cañada College
Jackie Santizo-College of San Mateo



ACTIVITY I

WHAT IS A POLICY AND WHAT IS A PROCEDURE?

Policy

A set of general guidelines that outline the organization's plan for tackling an issue. Policies communicate the connection between the organization's vision and values and its day-to-day operations.

Procedure

A procedure explains a specific action plan for carrying out a policy. Procedures tell employees how to deal with a situation and when.



WHY THIS MATTERS



- The importance of Policies & Procedures in Antiracism requires us to examine these processes in an equity-minded way. We must approach policies and procedures in a way that requires us to be race-conscious (as opposed to colorblind) in an affirmative sense. We must ensure that our policies, procedures and practice do not result in further traumatizing and/or marginalizing Black, Indigenous, and People of Color communities.
- The policies and procedures of SMCCCD must assume the responsibility for the elimination of inequality and increased access along race, ethnicity and gender lines, to name just a few identities.

FOCUS AREAS

1. **Radically reimagine** how we reconnect to antiracism
2. **Disrupt** structural **barriers**
3. **Root out** systemic, institutionalized **anti-Black** and other forms of **racism**
4. Create a culture of equity with a **lens of antiracism**



ACTIVITY 2

RADICALLY REIMAGINE



If we radically reimagine, disrupt, and root out racism & anti-Blackness . . .

. . . then we must look critically at our foundations & our documents.

PHASE I

- We examined our District's Mission/Vision/Values/Commitments
- The Center for Urban Education (CUE) analysis of Student Equity Plans, uses a framework of terminology (e.g., equity, equity minded, inquiry, race consciousness).





THIS IS A PROCESS...

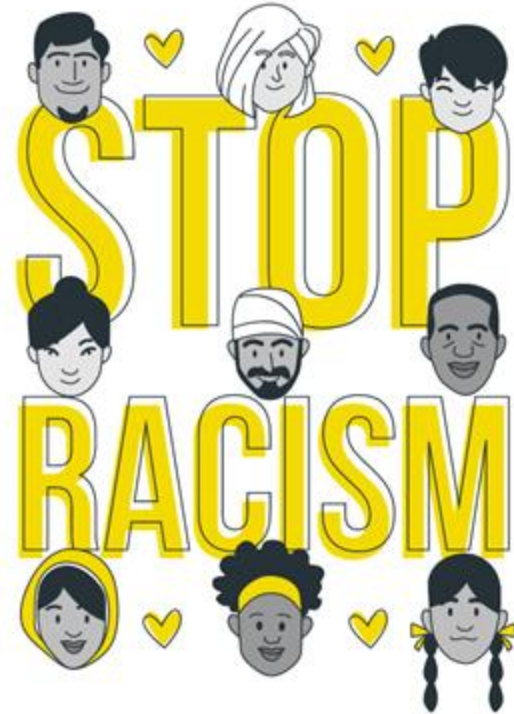


We need your insights around these issues, and we hope you'll share your thoughts, and suggest activities.

We're not there yet, anti-racism work is ongoing work with no end point. We all have a role to play in this fight for racial justice.

WHAT WE'VE STARTED...

- We're working on creating a shared language and terminology that we all use collectively across the district. A common language, as CUE states is how we frame our work and discussions about anti-racism.
- As stated earlier looking at the vision/mission, etc. For the district.
- Do we need a district-wide review of our processes related to equity & anti-racism work?





ACTIVITY 3

02 CRITICAL INQUIRY OF CURRICULUM: ANTI-RACIST LENS

Natalie Alizaga – Cañada College | Mike Claire – SMCCCD | Malathi Iyengar – College of San Mateo | Nicole Porter – Skyline College | Kristi Ridgway – College of San Mateo | Bianca Rowden-Quince – Skyline College | Rebekah Sidman-Taveau – Cañada College

SMCCCD STRATEGIC GOALS

Success, Equity, and Social Justice

Success, equity, and social justice for our students are long standing goals of the San Mateo County Community College District and are the overarching themes of the District's Strategic Plan.



OVERVIEW

- Areas of curriculum are we inquiring about
- Why Curriculum and what does it entail?
- Critical Inquiry Lens
- Ensuring our curriculum practices become wholly anti-racist
- Opportunities to engage



WHY CURRICULUM?

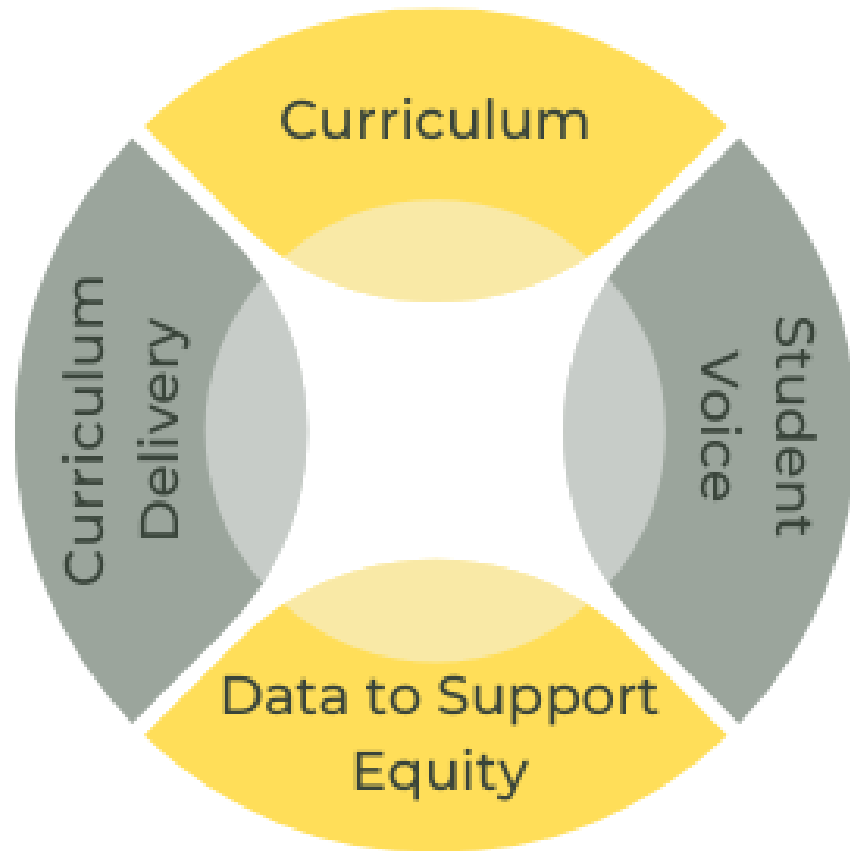


- Classroom is where students spend the most time
- CUE Review calls for more faculty involvement, professional development on racial equity classroom (CUE, 2021)
- Faculty need to foster: Intellectual Engagement & Sense of Belonging
- Remediate cultures and practices

Wood, L. J., Harris, F., III, & White, K. (2015)



AREAS OF INQUIRY



LENS OF CRITICAL INQUIRY

Critical Race Theory

(Solorzano, Ceja, & Yosso, 2000; McCoy & Rodricks, 2015)

- mode of analysis
- rooted in legal scholarship
- recognizes inequitable distributions of power and resources in our society.
- challenges Eurocentric values and prevailing systems of oppression

Culturally Responsive Teaching

(Ladson-Billings, 1994)

- builds on critical race theory.
- recognizes the importance of leveraging students' cultural assets in all aspects of learning.
- honors, respects, supports, and creates safe places for students

CURRICULUM IN ACTION

Curriculum Inventory work
Anti-racism curriculum audits
Engaging Student Voice



AREAS OF CURRICULUM INQUIRY

Curriculum Development

- Course Outline of Record currency/relevance
- Syllabus Language
- Course materials & texts
- Scholarship (guest scholars, research talks, performances, workshops)
- Evaluation processes and procedures

Critical Action for Instructors

- Critical reflective practice
- Ownership of curriculum delivery and development
- Classroom Equity Data Inquiry
- Faculty choice of course materials (OER/ZTC)
- Approach to facilitation
- Fostering community/belonging

SUPPORTING ANTIRACIST CURRICULUM

- Student Experience/Voices
- Data to Support Critical Inquiry
- Advocate for funding (spending=values)





OPPORTUNITIES TO ENGAGE



Individually...

What steps toward embedding anti-racism into your curriculum have you taken?

Collectively

What support do you and your colleagues need to help you move forward in this work?



ACTIVITY I

INPUT ON OPPORTUNITIES TO ENGAGE



NEXT STEPS...



Map out what we have

Confer with colleagues across the district

Prioritize

Advocate for filling in gaps

03 EQUAL EMPLOYMENT OPPORTUNITY (EEOC)

Kim Lopez- College of San Mateo | Dr. Melissa Moreno – Skyline College
Dr. Jeremiah Sims – College of San Mateo | Ariela Villalpando – Cañada College
Diva Ward – Educational Services District Office | Lezlee Ware – Cañada College
Clair Yeo-Sugajski – Skyline College | Cynthia Avalos – District Office HR

Antiracist Growth Mindset Progression Chart

Antiracist Growth Mindset Positionality	Associated Characteristics and Phrases	
Resisters/Deniers	Playing the race card Playing the victim, victim mentality <u>Culture of poverty</u>	“Get Over It” <u>Meritocracy</u>
Ambivalent Acknowledgers	“Well, I never owned slaves.” “That’s messed up, but that’s just the way it is” “What am I supposed to do about it?”	“It was 400 years ago; look at (insert other peoples of color)” “I have BIPOC friends.” “All lives matter”
Sympathetic Acknowledgers	<u>Association with racism/inequity is largely depersonalized”</u> <u>Peoples victimized by inequity also depersonalized”</u>	<u>Do not see inequity as systemic.</u> <u>Do not see racialized peoples as individuals.</u>
Empathic Acknowledgers	“I feel your pain.” “I can imagine/ understand why you feel what you feel.”	“I get it.” <u>More concerned about individual acts of racism than systemic racism</u>
Justice-Advancing Change Agents	<u>May still be experiential distance, however, they emotionally, empathically, and philosophically understand that solidarity is necessary in order to overthrow systems of oppression.</u>	<u>Understand that oppression is a problem, morally wrong and must be stamped out, regardless of personal experience. Impelled by a love of people and/or a love of justice.</u>



ACTIVITY I

Where Do You Fall in Advancing Equity on Your Campus?

“I Know How To Do This”

I Have Been Working Toward Equity On Several Fronts and I Have Had Some Success!

“I’m Interested”

I Realize How Important My Role Is In This Work!

“I’m Starting To Get It”

I Would Like To Learn More about Equity-Advancing Work!



ACTIVITY 2

Where Do You Fall in Advancing Equity on Your Campus?

Applied Equity Practitioner

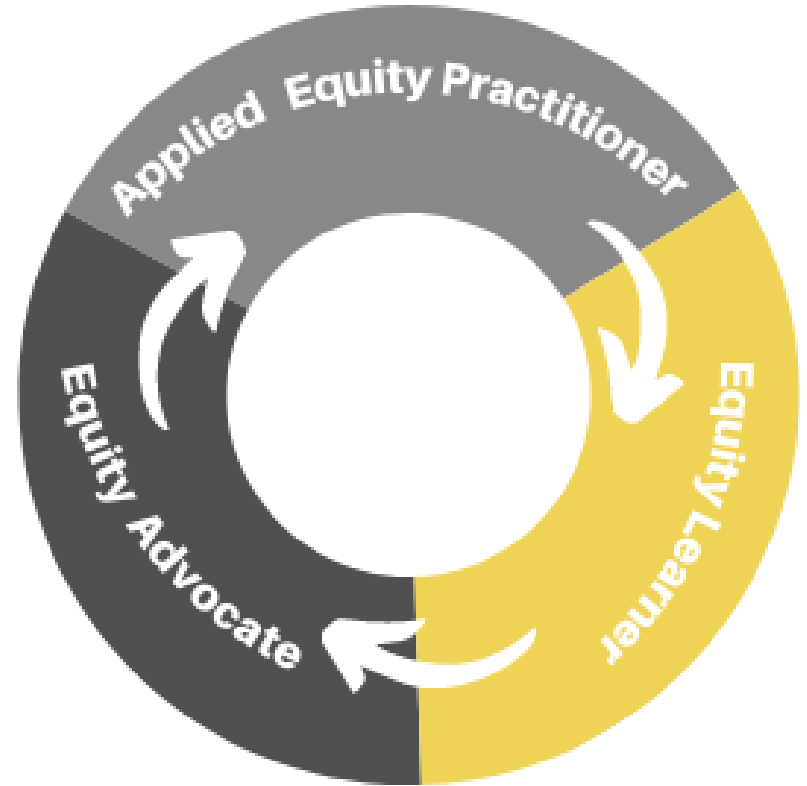
- Committed to and conversant in praxis of anti-racist and equity-centered principles and has demonstrated the ability to apply these principles in order to address and redress social injustice. Has a grasp on the whole and can zero in on the root of the problem.

Equity Learner

- I am working to better understand both the importance of equity work and how to begin questioning previous unquestioned (idiosyncratic) racialized/gendered/classicist worldviews.

Equity Advocate

- Working towards a deeper understanding of antiracism and equity and is ready to take action. Is ready or has already begun stepping outside of their comfort zone to confront inequality and injustice.



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Initiative in Diversity, Equity, Antiracism and Leadership

IDEAL LEARNING

What is Ideal?

The Initiative in Diversity, Equity, Antiracism and Leadership (IDEAL) is a comprehensive district wide professional development program.

- IDEAL addresses a wide-range of topics related to equity and justice and walks us through three levels of learning
- IDEAL supports all three campuses and the district office which are undergirded by a common goal to respectfully serve our students and be supportive colleagues
- IDEAL advances the pursuit of justice as the connective tissue that binds us together with the mission of the district. IDEAL supports our desire to become more equity-advancing and better versed in applying an antiracist lens to our individual and collective work.

3 Levels of Learning

Foundational Level 1

1.1: Defining Racism and Equity in Higher Education and the California Community Colleges Deconstructing Macro Aggressions, Demystifying Racialized Capitalism

1.2: Historical Overview of Race in America, Black Lives Matter, History of Whiteness, White Supremacy, Power, Privilege and Oppression

1.3: Raising Our Cultural Intelligence by Coming to Terms with our Differences, Cultural Humility

1.4: Understanding How Campus Climate Impacts Student Learning

1.5: Micro Aggressions, Implicit Bias, and Accountability

Specialty Level 2

2.1: Understanding LGBTQIA Identities in the Workplace and Beyond

2.2: Assessing Your Own Pedagogy Using an Anti-Racist Lens and How it Informs SLO's

2.3: Challenging Islamophobia Gaps

2.4: Closing Racial Equity Gaps

2.5: Understanding Issues Facing our Disproportionately Impacted Students

2.6: Breaking the Glass Ceiling: Making the Case for Gender and Women's Equity

2.7: Understanding Religions and Religious Behavior

2.8: Dreamers Immigrant & Undocumented Reality

Practitioner Level 3

3.1: Becoming Anti-Racist and A Social Justice Change Agent and Engaging in Equity Audits

3.2: Facilitating Challenging Conversations & Facing Your Own Fragility

3.3: Establishing Equity in the Workplace from the Top Levels Down

3.4: Working Towards Creating Inclusive Spaces and Showing Authentic Care

3.5: Learning Into Action Capstone Project

3.6: Homegrown Activism! I Want to Get Involved Capstone Project

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3.6: Sign Me Up! I Want to Get Involved Capstone Project



San Mateo County Community College District
Initiative in Diversity, Equity, Antiracism and
Leadership

EEOC Timeline & Next Steps

Q & A