

ACADEMIC COMMITTEE FOR EQUITY & SUCCESS (ACES)

Agenda Sept, 22, 2020 **NOTES**

[Past Agendas \(Meeting notes\)](#)

[ACES Mission Statement](#) [ACES Website](#) [ACES Membership List](#)

2:15-4:15pm **ZOOM:** <https://smccd.zoom.us/j/91991018999>

Outcome Goals:

- Share updates on equity programming
- Discuss ACES role as a shared governance committee and in supporting the college antiracism framework and strategic focus and new directions
- Share key learning from webinars/readings/other training addressing anti-Black racism

2:15-2:25 (5-10 mins)	Greetings and Overview of Agenda Zoom Logistics: <ul style="list-style-type: none">● Chat: David Reed will monitor the chat. Please click “raise hand” or put a note in chat if you are waiting to speak. Feel free to put questions/comments/encouragement in the chat.● Notetakers: Alison and Valeria - Notes link● Time Keepers: Chris and David-please set phone alarm	Rebekah David
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<p>2:25-2:35 (10 mins)</p>	<p>Announcements/Updates:</p> <ul style="list-style-type: none"> ● Welcome New Director of DRC, Bettina Lee ● Work done last semester: Equity Work Multi-Media Gallery <ul style="list-style-type: none"> ○ get caught-up on work from last year ● Updated ACES site with Mission, activities, reading list: https://canadacollege.edu/aces/index.php <ul style="list-style-type: none"> ○ New materials have been added ● Activism Workshop Series: 9/17 Success, 10/8, 10/14 <ul style="list-style-type: none"> ○ 9/17 Workshop very successful. 96 participants. ○ Next even: Getting your vote & voice out, 10/8. ○ Bridging the Gap from Art to Action - District-wide event with special guests. ● Multicultural Center Committee - need ACES members to join <ul style="list-style-type: none"> ○ Building 9 location has been put forward. <ul style="list-style-type: none"> ○ VP Robinson posted the plans in the Chat. ● ASCC: rep. For ACES is TBA. Student Senate Video Blast <ul style="list-style-type: none"> ○ No student rep for ACES yet due to schedule 	<p>Rebekah Michiko</p>
	<ul style="list-style-type: none"> ○ Students collecting reviews, materials recommendations still. Please submit. ○ Dr. Robinson: Multicultural center - located in building 9 ○ Presentation on potential location for 	

2:35-3:00pm
(25 minutes)

3-3:15pm
(10-15 mins)

To consider as we plan our focus for academic year and beyond:

1. ACES [Mission and Goals](#)
 - a. This is something we may want to return to in light of new info, new PBC guidelines, & anti-racist focus. We should consider being more explicit about our commitment to antiracist work.
2. Our [Participatory Governance](#) role as defined by PBC
 - a. [Student Educational Achievement Plan \(SEAP\)](#) 3. Think bigger: [College Plans](#) 2:39-3:15 of video



This represents a new shift for ACES - or a shift back more to what we did before and away from always being the actors

4. Shift in focus on assessing where equity is in these plans and monitoring how equity gaps are being addressed
5. [Anti-racism framework](#)
6. New leadership to address urgent and critical work of antiracism and equity
 - a. VP Perez will be taking over as admin co-coordinator for ACES providing extra “voltage” for this important work. David Reed will step-down as co-coordinator, but continue involvement. **This shift will take place in the middle of October 2020**
 - b. We have commitments to both equity and anti-racism.
 - c. **Antiracism alignment that we are seeking for this collage and in order to not lose it**
 - i. **Keep in mind that antiracism and equity are not the same, but go hand in hand**

Rebekah
brief
overview

David-
Update

Manuel

Karen
Diva
Rebekah

Valenzuela

- Don't have to be experts in racism. Need to be willing to learn and to be humble. To be part of the learning community.

Perez

- We all have something to contribute from our respective departments
- Taskforce should be a taskforce of inquiry and shared expertise
- PBC discussion to collect everyone's ideas based on feedback given
- Document as a statement if anything should be considered. Not as a question

Engel

- Effort to do work as a campus
- ACES work with other parts of campus as well as PBC to ensure that the work is getting done.
- Propensity that the more important category of issue is student equity and outcomes.

Rico

- **Converting commitments into questions**

Comments and questions

What questions, comments, and recommendations on the Antiracism framework?

- [Summary of retreat key ideas and work](#) (Diva)
 - [College Plans](#) - [slides](#) and [notes](#) from retreat.
- [Anti-racism Framework](#) from PBC 9/2, Definition, Commitment, Areas
- [Anti-racism Framework Operational Plan](#) from PBC 9/2 (pp.5, 6, 23-24)

- Work sc : <https://canadacollege.edu/antiracism/index.php>
 - Framework is currently circulating through participatory governance groups.
 - Need feedback on commitments and also the “how” - how do we do this? Proposal: task force framework & proposed membership. Comments & Questions --
 - What is the time commitment & other expectations for Task Force participants?
 - Will the outside expert be the facilitator?
 - Another consideration: roles of Task Force participants and the role that ACES has had / will have. How will these two groups interact? Will the Task Force inform or guide ACES work?
 - Important to let Task Force participants know they do not have to be “experts”. Must have humility & willingness to learn & work side-by-side with others to learn together.
 - Task Force to create a framework for the work to happen.
 - Other feedback that has been proposed: Task Force of inquiry & shared expertise. Task Force of experts. Suggestion: turn comments into recommendations - speak your heart.
 - PBC will be compiling and sorting the feedback, Oct. 7 (confirm).

- Equity and anti-racism overlap but they are not the same thing. Anti-racism framework is focused on the institution, what do we do as a college? ACES will review plans and take recommendations to PBC as a college-wide planning body that lends its expertise to these issues. There will be some overlap w/TF. Task Force is still evolving -a leadership group helping to channel resources & expertise to the work. Amplifying momentum & helping to define and expand the scope of work
- Proposed starting point: convert the commitments into guiding questions.
- Next step: look at Mission Statement & Goals next ACES meeting. Are they explicit enough?

Transition/buffer time

3:15-4:05
(50 mins)



Share key take-aways from learning about anti-Black racism 1-4 minutes per person.

1. [Candice](#)

- a. Lots of webinars, lectures, events. You cannot be anti-racist at work and anti-black at home. Personal work is also required.
- b. Can't only focus on the present or plan for the future without also reckoning with the past.
- c. Need consistent ongoing support (Task Force) for professional and personal development. ACES will help to identify priorities? (Karen)

d. [Candice](#)

- i. **This work is going to be two pronged to be able to move the needle to move our institution into an antiracism direction. This work involves doing personal work as well. Can't do the work and then think different at home.**
- ii. **We can't only focus on the present. We need to reckon with our past as well. To avoid bringing any process that holds racist ideas within it.**
- iii. **Getting our ideas and moving now with action**
- iv. **Ensuring we have a consistent curriculum for both personal and professional**

e. Rebekah: [Addressing Anti-Blackness on Campus: Implications for Educators and Institutions" Webinar](#)

- i. **Stanback Stroud framework: Framework for addressing multiple domains.**
- ii. **ACES can do pieces of the framework for addressing Anti-Black Racism**
- iii. **Importance of being explicit about the commitment to anti-black racism and anti racism**
- iv. **Lift Black Voices: successes and role**

Various
ACES
Members

(All:
Please
put any
comments
In the
chat)

models

1. Should not end at slavery, also uplift with role models

2. Rebekah: [Addressing Anti-Blackness on Campus:](#)

[Implications for Educators and Institutions” Webinar](#)

a. Lots of webinars & conversations. This webinar is filled with take-aways, incl. Need for a framework that addresses multiple domains. How do we sustain momentum in the long term? Ten-point plan that acknowledges racist history and lifts black voices. Engage in intrusive outreach when racist incidents occur.

3. [Yolanda Questions](#)

- a. Questions framed by Yolanda in response to the Webinar. It is important to have clear policies & be proactive with good follow-up. Need safe places. How do we create a “culture of commitment”? Importance of professional learning.
- b. (David) ACES has a role to play to help establish these priorities.
- c. (Rebekah) Recommendation: ACES to PBC: we need a clear response plan for racist incidents & clear commitment / statement on free speech.
- d. (Mahitha) Also need to address lasting effects w/ for example mentoring, counseling, or further education for others about microaggressions.
- e. Proposal is to discuss this further in our next meeting.

4. Michiko

a.

5. Mary

a. Importance of unpacking our biases & doing the work to reflect on our own place & privilege.

b. Image to be shared as part of anti-racist resources. (See chat)

6. [Mahitha](#)

a. The Addressing Anti-Blackness Webinar was important and actionable. Social Justice Workshop Series = questions to explore to center black voices. It's not just asking the questions, we need to build community and trust first. Then, we can address more difficult topics. This led to the workshop series. Small things are important - being available & facilitating access with drop-in hours. Self-care. Elections de-brief.

7. Alison (See Notes from Valeria)

- a. **Article of a Black medical student and her classroom experiences. As the only Black student, she essentially had to leave her blackness at the door. Be careful not to intimidate and not bring up race. Brings up the idea that identity matters. The big question isL How do we disrupt white space?**
- b. **USC center for education**
- c. **How to: concrete ideas for classrooms to establish norms**
- d. **Race conscious data and early interventions students funds of knowledge and what they bring into the classroom. How do we amplify those and connect to the curriculum.**
 - **Alison will share these webinars. - Book list to share**

More details from Valeria to merged in these notes:

- a. **Addressing anti-blackness into the ACES mission**
- b. **We need to draw the line regarding free speech. If someone is threatened we have to be more proactive as an institution and follow through with consequences.**

- c. **Have a safe space for employees as well to address issues as well.**
- d. **Students may not be able to identify institutional racism, but they can identify when they are being discriminated against/hate crime addressed to them.**
 - i. **Need a policy when this situation happens.**
 - ii. **Convince students that school is a safe space and we have a policy and follow up**
 - iii. **We need a long term follow up plan. Need to have a mentor or counselor**

2. Michiko

a.

3. Mary

a. **Unpacking where your bias is and white supremacy. Reflection is important. The difficult dialogue what do we need to unpack and unlearn what we have learned. Becoming Anti-Racist diagram (Fear zone, learning zone, and growth zone)**

<https://www.surgeryredesign.com/current>

4. [Mahitha](#)

a. **Addressing Anti-blackness workshop: Addressed generational trauma. Well laid out workshop**

b. **Engaging all in the form of a Social Justice Workshop Series in July. Discussing different ways of activism.**

c. **Not about being the expert, but being there to support students**

d. **Reporting system. Being available**

e. **Translating drop in hours to online**

f. **New workshops ahead such as Latinx households, and self care.**

5. Diva

a.

6. Chris

a. **Addressed 6 areas. Chancellor Oakley called for our CCC system to strategize and take action and he called for action across six key areas:**

i. **1. A System wide review of law enforcement officers and first responder training and curriculum.**

ii. **2. Campus leaders must host open dialogue and address campus climate.**

- iii. 3. Campuses must audit classroom climate and create an action plan to create inclusive classrooms and antiracism curriculum.
- iv. 4. District Boards need to review and update Equity plans with urgency.
- v. 5. Shorten the time frame for the full implementation of the Diversity, Equity and Inclusion Integration Plan.
- vi. 6. Engage in the Vision Resource Center “Community Colleges for Change.”

7. Michael

8. Alison

- a. Article of a Black medical student and her classroom experiences. She essentially had to leave her blackness at the door. Be careful not to intimidate and not bring up race. Brings up the idea that identity matters. How do we disrupt white space.
- b. USC center for education
- c. How to cocreate ideas for classrooms to establish norms
- d. Race conscious data and early interventions students funds of knowledge and that they bring into the classroom how do we amplify

those and connect to the curriculum.

- Alison will share these webinars. -

Book list to share

<p>4:10-4:15pm (5 minutes)</p>	<p><u>Concluding comments/Next steps</u> Next ACES Meetings 2:15-4:15pm: Oct. 27, Nov. 24, Dec. 15 - please mark your calendars, respond to invite or let Rebekah know if you did not get it. Separate Zoom links are in each of the calendar invites.</p> <ul style="list-style-type: none"> - ACES will continue to do the same work we've been doing, but now we will be bringing recommendations to PBC & they will help identify & allocate resources.** 	<p>Rebekah</p>
<p>4:15pm</p>	<p>Adjourn</p>	

****Items we want to discuss next meetings:**

- 1. Being more explicit about anti-racism in ACES Mission and Goals**
- 2. Revising the template per PBC guidelines**
- 3. Karen Engel and I looking at equity in plans and reporting back**
- 4. Clear policy on hate speech**
- 5. Proactive system for responding in a person way to any racist incidents**
- 6. Digital divide and economic/COVID-19 and how it is negatively impacting ESL students**