

## 10/24/23 Notes Equity and Antiracism Planning Council Agenda

Date: October 24, 2023 Time: 2:10-4:00 P.M.

Location: "<https://smccd.zoom.us/j/86830910489> and Building 9 Room 154"

### 1. Welcome to this Space

We would like to acknowledge that Cañada College sits on the traditional land of the Ramaytush (Rah-my-toosh) Ohlone (Oh-LOW-nee) peoples, and to pay respects to past elders and honor the present community. Long before Cañada College existed, this area was home to the Ramaytush Ohlone peoples who still have a presence in the bay today. Let us not forget the colonization of this land. Let us honor the people who have stewarded this land for generations, and let us honor the truth. (This land acknowledgement was co-created with students, Student Life, and Dr. Cordero from the Association of Ramaytush Ohlone). **Kiran**

EAPC MISSION: The mission of the Equity and Antiracism Planning Council is to disrupt and dismantle systemic racism and White supremacy for our college community in pursuit of equity, antiracism, justice and liberation.

**Timekeeper: Nimsi Garcia**

**Notetaker Karen Engel**

2. What have we done? Where to find minutes for 09/26/2023 meeting Kiran 1

### 3. Who's Here **Please mark any members who are absent:**

Classified - Gonzalo Arrizon here

Student - Ignacio Morales - here

Faculty at Large – Leonor Cabrera here

Classified - Mahitha Rao here

PRIE - Karen Engel here

Faculty - Counseling – Chris Rico - here

Classified -Nimsi Garcia here

Student - Phil Roidmaier - not present

Faculty at Large – Eddy Harris here

Faculty - ESL – Rebekah Taveau here

Tri-Chair + Administrator - Michiko Kealoha here

Administrator - Kathleen Sullivan-Torrez here

Classified - Alyssa Lucchini here

Faculty - English/Math – Yolanda Valenzuela not present

Tri-Chair + Faculty – Kiran Malavade here

Tri-Chair + Classified Staff – Krystal Martinez not present

**Guests:** Maria (from English faculty from Skyline), Chialin Hsieh, Chris Burns, Carlos Luna, Graham (ASCC), Manuel Alejandro Pérez

#### 4. What are we doing? Snapshot Agenda for 10/24:

- Community building
- Reports and Announcements
  - EAPC Related open announcements
  - Reviewing responses from Unpacking Anti-Blackness Event
  - Presentation of Umoja Demands and Initial discussion
- Group discussion:
  - Workgroup Report Outs
  - Abbreviated Update on Land Acknowledgement Concern
- New Business: December meeting discussion
- Open Forum and Feedback: Topics for next time

#### 5. Community Building      10 min                      Michiko

"This community building time has been intentionally created to provide areas for us to build understanding, connection, and learning with one another.

Groups of 2-3 people. 10 minutes for the activity is about 3-5 minutes to share per person.

**Question:** What affinity space(s)\* do/would you find comfort and validation in? Unpack your 'why' with your partner(s).

\*Affinity space= a space for people of a shared specific identity or commonality to gather together "

What are some community building questions you would like to see for future meetings?

Definition of Affinity Space: A space for people of a specific identify or commonality to gather together.

#### 6. Reports and Announcements

##### a.      **EAPC Related Announcements**                      All      7

This is a time to share upcoming equity and antiracism events, activities, and open learning opportunities that are coming up before the next EAPC on November 21.

- Sarah Harmon is working on the next ZTC/OER pathway acceleration funding opportunities (ECE, Math/Calculus re competency and equity-based grading). She is helping them apply for State grants and is highlighting this for other programs/folks in the future.

- Link to the CCCCO ZTC Acceleration Grant Plan slide deck:  
[https://smccd-my.sharepoint.com/:p:/g/personal/harmons\\_smccd\\_edu/EcnrcsUd-xVPk0X4ID3MCi0BG5EEdnipvWoQg4zTwP6tew?e=E8JPel](https://smccd-my.sharepoint.com/:p:/g/personal/harmons_smccd_edu/EcnrcsUd-xVPk0X4ID3MCi0BG5EEdnipvWoQg4zTwP6tew?e=E8JPel)

- David Eck, on behalf of Academic Senate, has set its goals and related work groups and would like to engage with EAPC on some of these:
  - Update program review questions, especially with respect to equity
  - Academic Probation language modification
- Kiran volunteered to work on update program review questions and to collaborate on Academic Probation language (she is hoping to create a workgroup for spring around supporting revisioning of this program)

b. **Reviewing the Unpacking Anti-Blackness Event Responses** All 15

Discussion: As we read the responses...

-What patterns do we see emerge?

-What feelings come up?

-What can EAPC do with this information?"

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:78e6365c-3de2-39ae-931a-4305d038f308>

- Perhaps this could happen more often, proactively, acknowledging the ongoing experience Black students and employees are having
- Re hiring faculty, can we help prepare our students and alumni for these positions and for careers in higher education generally?
- How can we recognize that some of us have on-going or lingering trauma from experiences with other employees
- Can we do this event from the student perspective? How can EAPC understand student experiences to inform our work

c. **Discussing Umoja Demands** Mahitha + Alyssa 25

Email sent on Monday, October 23 to Kim, Michiko, Manuel, Chialin, David, Gampi, Monica, Gerardo, Alex, Krystal, with cc to James, Ameer, Max, Hyla, Kat, Zorie, Jason, Elizabeth, Mahita, Alyssa, Lesly, Autumn, Kassie

**We have a number of questions:**

1. Why weren't the Umoja team and the Black Student Union included in the organizing of the Anti-Blackness event?
2. Why were the organizers of the Anti-Blackness event present at the event surprised that a Black person came to make sure that there wasn't only one Black person in the meeting?
3. Why weren't the organizers more intentional about making sure that more Black members of the Cañada community were present?
4. Why wasn't the timing of the Anti-Blackness event designed to allow more faculty—and in particular Umoja faculty—to attend?

5. What were the goals/action steps that came out of the Anti-Blackness meeting?
6. Anti-woke stickers were the first step; these things progress. How does the administration plan to interrupt the progression?
7. Why does it seem as if the administration will not take racist threats—such as the attack that happened over the summer, the anti-woke stickers in the library, and the sense that Black students have that they are not safe on campus—seriously until there is an incident that directly impacts them or the reputation of the campus as a whole?
8. Why doesn't the administration seem to intentionally care about the well-being of Black people by reaching out to key staff, faculty, administrators on campus when building anti-racist reporting practices in a timely manner?

**We also have several demands:**

1. A commitment not to publish the names of the victims of racist attacks and potentially expose them to additional attacks when we know that violence against Black people is a daily occurrence and that doxing its victims is a right-wing practice.
2. Email communications to call out hate directly, with the actual content of the email in the subject heading, e.g., “Addressing hate speech on campus” as opposed to “Addressing Stickers on campus”
3. The inclusion of the Umoja team and the BSU in planning events and campaigns countering anti-Blackness.
4. A transparent process through which micro- and macro-aggressions can be shared with a Black-identified individual and a community team chosen in consultation with Umoja, Black Student Union, and Black Students Matter Committee as well as immediate access (i.e., not a referral process that takes weeks) to trained mental health professionals to help them deal with the psychological and emotional impacts of the aggression.
5. A transparent series of progressive restorative steps for faculty, students, and staff who experience micro- or macro-aggressions that keeps community building central rather than a bureaucratic process (i.e., filling out a form or reporting to a single individual who may not be someone to whom they can relate) that resembles very closely other insensitive and off-putting institutional processes like CARES and Title IX reporting.
6. A transparent series of progressive restorative steps for faculty, students, and staff who commit micro- or macro-aggressions that keeps community building central rather than a bureaucratic process carried on in secret.
7. A rapid response to racist attacks, an extension of the period for which security camera footage is kept, and an assigned public safety point person (i.e., Zorie Gomez) for Umoja so that we can learn about incidents right away and prepare and protect our community.

We look forward to discussing these matters and creating solutions with you.

Council Members had self-reflection time to look at/complete this worksheet:

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:9fad2385-9e3a-327f-a62c-b8eb9ee97217>

Share out:

- Transparency in terms of what happen(s) for/to our students and faculty and staff can help us learn. Is it possible to do this while protecting anonymity, privacy?
- Shall we revisit the hiring process overall? How hiring committees are selected, run. There have been instances when people in the groups we are talking about have applied and not hired. What kind of work do we do to audit this process afterwards or help improve it overall?
- Existing systems for bias reporting and addressing microaggressions might need to be revisited - create something new? What we have now is not working because these things keep happening. Reactions after something happens could be paired with an event or training or something afterwards that could help us more visibly resolve, learn from the experience/episode. How can we be more proactive and bring more of our community along so these things do not happen in the first place.
- Let's continue the conversation next time and let's identify very concrete actions we can take that address at least one of these demands by next time.
  - We can set up an informal check-in to discuss this in two weeks (between meetings)
  - Folks can do homework and reflect on these demands on their own
  - We will prepare to come back next EAPC meeting to take action(s)

## 7. Group Discussion

- a. EAPC Workgroups Informing EAPC Goals: Discussion of EAPC Workgroups and SMART Goals All 25 min: Report out per group: 3-4 minutes

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:b6a5ed62-e29a-3ebe-8d17-7bba21048edd>

- Workgroup 1. EAPC Mission Revisioning

Workgroup looking for guidance:

- White supremacy v. "historic oppression in education"? (LC) we don't want to alienate people from our mission
- Response: this group was created so that we ensure we are embracing equity concerns for additional populations (LGBTQ+, differently abled, older students) - do we need to name every marginalized group? (KM)
- KM: please bring us a new version that we can all talk about and vote
- Suggestion - replace "and White supremacy for" with "within" so that we're not antagonizing anyone nor needing to mention every oppressed group
- MK: we're trying to dismantle oppressive systems, not just systemic racism? For example, accessibility

- MK: how can we hear from and heal from negative experiences? (Goal of EAPC?)
  - How can we do this inquiry - public safety? With a restorative justice activity to follow? Meet with our Umoja students
  - Public safety came to an Umoja class and discussed issues with students which helped to create trust.
- Workgroup 2. Classified Staff Reassign Time Equivalency for Participation in Participatory Governance
  - Workgroup 3. Equity Training 1.0
  - Workgroup 4. Equity Training 2.0 and Beyond
  - Workgroup 5. Community Building with Public Safety
  - Workgroup 6. Consistent Headshots for SMCCD Portal
  - Workgroup 7. EAPC / SEAP Committee
  - Workgroup 8. Contract Grading
- b. Land Acknowledgement Consistency--abbreviated update Michiko 2
- More and more events, meetings, groups, and community partners have asked our college about a land acknowledgement (as a very first initial action in decolonizing praxis).
- Action taken:** As of right now, we have posted the land acknowledgement we stated at the beginning of your meeting on the EAPC website since it is the one that students created in collaboration with Dr. Cordero of the Ramaytush Ohlone Tribe.
- Does anyone have any concerns about that step? If so, I can take it down until we have an actual discussion.**
- We can have a fuller discussion at a future meeting regarding whether or not we want to have one consistent land acknowledgement for the college, and if so, which one, and how to "'advertise' the one we are supporting.

