

# **SEEC SUMMIT ON D**IVERSITY, E**QUITY AND I**NCLUSION -- *DEI*********

**SOCIETAL EDUCATION FOR EQUITY CHALLENGE**



***May 14, 2021***

# **MT. SAC'S SEEC INITIATIVE**

- **DR. BILL SCROGGINS, PRESIDENT/CEO**

# REVIEW OF AGENDA

- **MOTIVATIONAL REMARKS:** *CLARENCE BANKS*
- **DO YOU KNOW? ...** *MT. SAC DEI FACTS*
- **TAKING STOCK:** *MT. SAC DEI INVENTORY*
- **UPDATE:** *EL CENTRO AND CENTER FOR BLACK CULTURE AND STUDENT SUCCESS*

# **OVERVIEW: MT. SAC DEI EFFORTS**

- **POD/PROFESSIONAL DEVELOPMENT AND TITLE V GRANT**
- **ETHNIC STUDIES UPDATE; “CURRICULUM AUDIT”**
- **RACIAL JUSTICE TASK FORCE**
- **CAMPUS EQUITY CLIMATE SURVEY**
- **EQUITY ALLIANCE E-CONVENINGS**

# **DEVELOPING AN INCLUSIVE CLASSROOM**

- **“9 ENCOUNTERS OF CLASSROOM RACISM”**

# STUDENT VOICES

- **“REAL LIFE EXAMPLES AT MT SAC:  
UNCONSCIOUS BIAS AND MORE”**

# **SMALL GROUP BREAK-OUTS**

- **THINGS YOU'VE LEARNED; THINGS YOU ARE DOING DIFFERENTLY**
- **DEI GAPS AT MT SAC**
- **RECOMMENDATIONS FOR NEXT STEPS**



# ROOM 1 – CHISA UYEKI, FACILITATOR

## THINGS YOU'VE LEARNED-

- WORDS HAVE AN IMPACT – POSITIVE AND NEGATIVE AND HAVE TO BE MINDFUL OF THAT
- SYSTEM NEEDS TO BE RELATABLE TO EVERYONE- IN TRYING TO COME UP WITH THE “BEST” PROGRAM/NAME, WE CAN LOSE THE STUDENTS. NEED TO RECOGNIZE THE HUMANITY OF STUDENTS AND SUPPORT THEM IN ACHIEVING THEIR GOALS.
- REFERRING STUDENTS WITH THEIR NAMES, KNOWING HOW TO PRONOUNCE THEIR NAMES- TRYING TO FIND THE BEST WAY TO HANDLE ALLOWING STUDENTS TO BE COMFORTABLE CHOOSING HOW TO BE NAMED
- FOLKS DON'T ALWAYS SPEAK UP ABOUT THEIR FEELINGS- PRACTICE ACTIVE LISTENING AND TAKE INITIATIVE TO SEEK THE INPUT THAT YOU NEED. SILENCE ISN'T ALWAYS AGREEMENT- GENDER PLAYS A ROLE IN ADDITION TO OTHER POWER DYNAMICS.
- PROVIDE MULTIPLE WAYS TO LEARN AND TO LISTEN
- NOT RELY ON BIPOC FOLKS TO TEACH- DO THE RESEARCH

## THINGS YOU ARE DOING DIFFERENTLY-

- SHOWING UP IS THE FIRST STEP- IT'S IMPORTANT- AND BE PRESENT AND CONSISTENT
- HAVE YOUR EARS OPEN AND BEING A BETTER LISTENER. (IF YOU ARE HAVING A CONVERSATION JUST TO TALK—THAT'S NOT A CONVERSATION).
- REFLECT ON WHAT YOU HEAR
- CONTINUE TO WORK ON IT- GET A SENSE OF WHAT OUR CONTRIBUTIONS CAN BE- BE THERE IN THE BEST WAY POSSIBLE
- ACCEPTING THAT WE DON'T KNOW EVERYTHING- WHEN WE ARE MET WITH CRITICISM BE ACCEPTING AND LISTENING- THAT'S OK, BUT NOT KNOWING CAN'T BE AN EXCUSE TO NOT ENGAGE.
- IMPOSTER SYNDROME- CONCERNS THAT WE'LL SHOW WHAT WE DON'T KNOW.



# BREAK OUT ROOM 1 CONT...

## RECOMMENDATIONS FOR NEXT STEPS-

- COMMITMENT TO SEEKING SOLUTION AND NOT HAVING TO HAVE ALL THE ANSWERS, NOT HAVING TO FEEL LIKE WE HAVE ALL THE ANSWERS
- SUPPORT AND ADVOCACY TO SUPPORT CONTRIBUTIONS, SPEAKING UP, AND BEING EMPOWERED
- DESIGN, EVALUATE, AND MAINTAINING A DEISA ORGANIZATIONAL CULTURE. NEED TO UNDERSTAND WHAT WE ARE DOING AND ARTICULATE IT SO THAT POTENTIAL STUDENTS AND EMPLOYEES UNDERSTAND WHO WE ARE AND WHAT OUR COMMITMENTS ARE.
- DEVELOP COMMON LANGUAGE AROUND DEISA
- FINDING THE SIMILARITIES AND NOT THE DIFFERENCES- AND BUILD ON THE SIMILARITIES
- BE AWARE OF DEFICIT MINDED APPROACHES, IMAGES, AND PERSPECTIVES AND HOW THEY ARE INGRAINED IN OUR CULTURE AND ADDRESS THESE TO MAKE CULTURAL CHANGE
- YES AND.. NOT NO BUT... (DATA ISN'T BETTER BECAUSE... [DEFICIT MINDED AROUND DATA])
- TAKE TIME FOR REFLECTION, PLANNING, CONSIDERATION, AND BROAD INPUT
- DON'T IGNORE- ENGAGE- MOVE TOWARDS SOLUTION AND ENGAGEMENT.

# **BREAKOUT ROOM 2 – VICTOR ROJAS, FACILITATOR**

## **WHAT HAVE WE LEARNED AND THINGS YOU ARE DOING DIFFERENTLY?**

- WORKING COLLECTIVELY
- TRYING TO DISPEL/LEAVE MY BIASES AT THE DOOR
- THAT WE (FACULTY) NEED TO BE MORE IN TUNE WITH THE NEEDS OF OUR STUDENTS
- WE NEED TO HAVE STUDENTS MORE INVOLVED IN CONVERSATIONS LIKE THIS

## **MAJOR ISSUES WE NEED TO FOCUS ON?**

- HIRING MORE FACULTY OF COLOR
- HIRING MORE SENIOR MANAGEMENT OF COLOR
- NEED FOR MORE DIVERSE REPRESENTATION IN FACULTY (ALL FORMS OF DIVERSITY)
- MORE FUNDING FOR THE TWO NEW CENTERS
- ELIMINATING FACULTY WHO ARE NOT STUDENT-CENTERED
- ELIMINATE STAFF WHO ARE NOT STUDENT-CENTERED

# BREAKOUT ROOM 2 CONT..

## RECOMMENDATION FOR NEXT STEPS?

- PUBLIC ACKNOWLEDGMENT IN WRITING OF MT. SAN ANTONIO COLLEGE'S PAST RACIST/DISCRIMINATORY TRANSGRESSIONS. NEEDS TO BE VISIBLE AND IN A PROMINENT PLACE ON CAMPUS. MAYBE A PLAQUE, PERMANENT DISPLAY, MONUMENT.
- HAVE AN OFFICIAL WRITTEN LAND ACKNOWLEDGEMENT PAYING RESPECT TO THE TONGVA AND KIZH PEOPLES.
- CREATE MORE SPACES FOR STUDENTS TO SHARE THEIR STORIES
- MAKE IT EASIER FOR OFFICERS IN STUDENT CLUBS
- MAKE OPPORTUNITIES FOR CONNECTIONS BETWEEN CLUBS
- HAVE THESE DEISA CONVERSATIONS AT DEPARTMENT LEVELS (ESPECIALLY IN THE ACADEMIC SIDE). MOST OF THE TIME IT'S SS WHO BRINGS FORTH THESE ISSUES
- REASSESS HOW WE ARE DOING MORE OFTEN
- WRITE DEISA INTO THE COLLEGE'S MISSION AND VISION STATEMENT
- HAVE SAFE SPACES FOR CONSERVATIVE VOICES

# BREAKOUT ROOM 3 – RENU KATOCH, FACILITATOR

## THINGS YOU'VE LEARNED; THINGS YOU ARE DOING DIFFERENTLY

- STUDENTS SOMETIME DO NOT FEEL COMFORTABLE TALKING TO A COUNSELOR BECAUSE OF THE LANGUAGE BARRIER. USING GOOGLE TRANSLATOR IS AN AMAZING WAY TO BE CONNECTED WITH STUDENTS AND THEY FEEL GRATEFUL THAT SOMEONE IS WILLING TO HELP THEM. THE GRATITUDE THEY EXPRESS ABOUT THE HELP IS VERY TOUCHING.
- STUDENTS IN ABE DON'T KNOW OR DO NOT FEEL LIKE MAKING AN APPOINTMENT TO SEE A COUNSELOR. OFTEN STUDENTS WHO HAVE BEEN MARGINALIZED BY THE SYSTEM DO NOT UNDERSTAND WHAT HAPPENS AT THESE APPOINTMENTS OR HAVE BEEN TREATED POORLY IN THE PAST BY AN UNCARING OR OVERBURDENED SYSTEM. EMBEDDED COUNSELING IS THE KEY IN REACHING THESE STUDENTS. WHERE COUNSELOR MAKE THEMSELVES AVAILABLE BEFORE OR AFTER THE CLASS TO CHECK IN WITH STUDENT BY GOING TO THE CLASS AND INFORMING THEM ABOUT RESOURCES LIKE FOOD PANTRY, CARES MONEY, CALFRESH, FRESH SUCCESS AND THE COUNSELING SERVICES. THAT PROMOTES EQUITY AND BRINGS EQUITY TO THE STUDENT.
- COLLABORATION AND COMMUNICATION BETWEEN INSTRUCTOR AND COUNSELOR HAS BEEN VERY SUCCESSFUL IN ABE TO MAKE SURE STUDENT NEEDS ARE BEING MET SO THEY CAN MEET THEIR EDUCATIONAL GOALS. THEY OFTEN SAY WE ARE THE FIRST PEOPLE TO BELIEVE IN THEM

# BREAKOUT ROOM 3 CONT..

## MAJOR ISSUES MT. SAC NEEDS TO FOCUS ON

- STUDENTS IN NONCREDIT ARE NOT ON THE DATA

## RECOMMENDATIONS FOR NEXT STEPS

- SWAY NEWSLETTER ON DATA UPDATE EXAMPLE HOW MANY STUDENTS' GRADUATED, NEW HIRES, HIGHLIGHTING STUDENTS, EMPLOYEES ETC. IF NOT MONTHLY MAYBE QUARTERLY.
- MORE ALLY TRAININGS.



# BREAKOUT ROOM 4 – CLARENCE BANKS, FACILITATOR

## THINGS YOU'VE LEARNED; THINGS YOU ARE DOING DIFFERENTLY

- IT STAFF ENCOURAGE TO MAKE SURE THE PERSON IS HEARD. TAKE THE TIME TO MAKE SURE THAT THE CONCERN OR ISSUE IS ADDRESSED. DO NOT BE IN SUCH A HURRY TO GET THE PERSON OFF OF THE PHONE. STAFF MAY NEED TO TRANSFER TO ANOTHER NON-IT DEPARTMENT FOR ASSISTANCE. AS A RESULT, CALL LENGTH INCREASED, BUT SO HAS THE POSITIVE REVIEWS.

## MAJOR ISSUES MT. SAC NEEDS TO FOCUS ON

- HOW TO GET IT STAFF INTERESTED IN DEI? HOW TO GET STAFF TO ENGAGE? TO BRIDGE THE PRACTICAL GAP- USING OUR POSITION AS STAFF IN IT TO HELP STUDENTS, STAFF, AND MANAGERS IN A RESPECTFUL, EQUITABLE WAY
- ASK QUESTIONS. LISTEN TO EMPLOYEE AND STUDENT'S NEEDS
- TO REFORM OUR DINING SYSTEM. PUT MORE VARIETY IN VENDING MACHINES, BEYOND FOOD ITEMS, HAVE MORE OPTIONS- CULTURAL FRIDAYS, COOK TO ORDER, ETC, FOOD IS TOO EXPENSIVE, NEED MORE OPTIONS
- NEED PLAN B, FREE FEMININE PRODUCTS, AND OTHER THINGS WE KNOW STUDENTS NEED



# BREAKOUT ROOM 4 CONT..

## RECOMMENDATIONS FOR NEXT STEPS

- COMMITTEES OVERSEEING DINING NEEDS
- MEET MORE TO DEVELOP STRATEGIES TO ADDRESS FOOD NEEDS ON CAMPUS
- FIND THOSE STUDENTS WHO DROPPED OUT
- CLEAR ABOUT WHO WE ARE TRYING TO HELP
- TRACK THE STUDENTS WHO HAVE LEFT MT. SAC, SURVEY THEM, AND FIND OUT HOW WE CAN IMPROVE.
- NEED MULTI-PRONGED APPROACH
- MOVE GETTING PERSONNEL AND SUSTAINED BUDGET AT A FASTER PACE

# BREAKOUT ROOM 5 – ABE ALI, FACILITATOR

## WHAT DID WE LEARN?

- THE FACE OF “UNDOCUMENTED” IMMIGRANT IS DIVERSE. WE DON’T JUST COME FROM SOUTH OF THE BORDER.
- TO BE MORE COGNIZANT OF WHAT CULTURAL EXAMPLES WE USE IN OUR COURSES AND TO FIND SPACES TO SEEK SUPPORT AND FEEDBACK IN PROVIDING AN EQUITY MINDED CURRICULUM.

## WHAT CAN WE FOCUS ON AT MT. SAC?

- ASSESS BIAS IN SCREENING COMMITTEE DECISION MAKING FOR FACULTY
- LOOK INTO QUALIFICATION BIAS TOWARDS PARTICULAR INSTITUTIONS OF HIGHER LEARNING BEING GIVEN PREFERENCE
- PRESENT DATA DRIVEN FINDINGS OF BIAS PRACTICES IN SCREENING COMMITTEES FOR TENURE TRACK FACULTY SEARCHES
- FIND BETTER WAYS TO EFFECTIVELY COLLABORATE WITH VARIOUS CONSTITUENCY GROUPS TO REACH OUR COMMON CAUSE TO BE INCLUSIVE.

# BREAKOUT ROOM 6 – ROSA ACENCIO, FACILITATOR

## THINGS YOU'VE LEARNED; THINGS YOU ARE DOING DIFFERENTLY

- RESOURCES FOR STUDENTS – JUST ASK, COUNSELING, TUTORING – COME FROM A CULTURE OF NOT ASKING FOR HELP.
- FACULTY TRY TO SHARE STUDENT RESOURCES – LINKS IN CANVAS
- FAIRNESS IN CLASSROOMS AND WHAT THAT MEANS – FLEXIBILITY, MEETING THE NEEDS OF THE STUDENT, LEAD WITH COMPASSION AND UNDERSTANDING
- CAUTIOUS OF WHAT WE SAY – BEING THE ONLY ONE THAT LOOKS LIKE ME IN THE ROOM. LEADERS SPEAK ABOUT CHANGE BUT PERPETUATING PAST PRACTICES ECHO WHAT WAS SAID PREVIOUSLY – MEET STUDENTS WHERE THEY ARE
- MEANINGFUL FOR STUDENTS TO MAKE CONNECTIONS
- ENDEMIC SYSTEMS PERPETUAL THE SYSTEM

## RECOMMENDATIONS FOR NEXT STEPS

- REFLECTIVE PRACTICES FOR PROGRAMS AND SERVICES – SIMILAR TO EPIE
- SELF-REFLECTIONS, ACCOUNTABILITY, MANDATED TRAININGS
- STUDENTS' PERSPECTIVE – ANONYMOUS REPORTING
- SAFE SPACES TO ADDRESS CONCERNS ABOUT FACULTY OR STAFF
- INCLUDE/EDUCATE THOSE NOT IN THE ROOM
- DIVERSITY AMONG FACULTY