

**Senate Racial Justice Task Force  
Report & Recommendations  
May 11, 2021**

**Membership**

April Tellez, Chair	Naluce Manuela Ito Rocha	Briseida Ramirez Catalan
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**Method of Consultation:**

The task force held nine virtual meetings via Zoom. The group also collaborated using shared electronic documents on a Google Team Drive and exchanged email messages. The task force met on September 02, September 23, October 21, November 18, December 02, twice in winter intersession on January 13 and January 27, and twice during spring semester on March 03 and April 21.

Because there were a number of areas to address, the task force decided to break into subgroups. For six weeks, subgroups met, researched, and developed recommendations on subtopics. Then the Chair compiled the recommendations and the Task Force met two times as a group to finalize the recommendations and report.

**Background on the Task Force on Racial Justice:**

The Mt. SAC Academic Senate Black Lives Matter Resolution (2020-08) outlined four resolves which sought to affirm the lives of Black and Brown students and to address racial injustice. It states, "Resolved, we will seek to address institutional racism on our campus by supporting and facilitating professional development work related to race and other challenging topics, and invite faculty across disciplines and content areas to use resources that are inclusive of all of our diverse learners.."

**Racial Justice Task Force Recommendations to Academic Senate:**

To transform our college to be an anti-racist institution will require changes at all levels of the institution. As a Task Force of the Academic Senate these recommendations speak to academic and professional matters relating racial justice to student success, faculty professional development, and curriculum and instruction.

These recommendations, strategies, and tools are intended to meet the needs of our students, and move us all to become faculty who commit to becoming anti-racist educators. This requires an acknowledgement of the existence of **a system of** white supremacy and the racial injustices and inequities it has historically created and continues to create in our society. This requires an assessment of our own ideologies, our own biases, our own privileges, and our willingness to educate ourselves beyond our own lived experiences. We do not solely or primarily rely on BIPOC (Black, Indigenous, and People of Color) people to educate us. In order to commit to an antiracist campus and an antiracist society, we educate ourselves by increasing our own

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knowledge of race and diversity through accessing professional development, readings, engagement with communities of practice, and openly listening to BIPOC when they choose to share their testimonies and experiences. The following is a short list of significant resources illuminating and underscoring the importance of anti-racist pedagogies and providing concrete methodologies and readings to actively counter racism and racist narratives in the classroom: [Charleston Syllabus](#), [Academic Senate for California Community Colleges Decolonizing Your Syllabus](#), [Brown University: Effective Teaching is Anti-Racist Teaching](#).

**Recommendations:**

**I. RECRUITMENT, SEARCH, SELECTION, HIRING, and RETENTION:**

- 1) Support the design and advertisement of new faculty cohort hires that attract an applicant pool with a demonstrated record of research, teaching, mentorship, community engagement and/or service focused on Native Americans/Native Alaskans/Indigenous populations or African Americans/Black populations, or Latinx populations or Asian Americans/Pacific Islanders given that research shows cohort (called “cluster” hiring in the research) hiring to be one of the most impactful ways to build faculty diversity.<sup>1</sup> These faculty should be hired in disciplines that have limited representation from BIPOC faculty and faculty that demonstrate cultural competency to historically marginalized communities.
- 2) Take intentional action in the diversification of faculty using equity minded cohort hiring supported with mentoring.
- 3) Have every faculty search and selection committee on campus have no less than two BIPOC people.
- 4) Have a BIPOC voting member of the search and selection committee present at the second interview.

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<sup>1</sup> There are a number of publications on how cohort hires work to combat institutionalized racism in higher education. Please see the following:

*Cluster Hires of Tenure-Track Faculty to Support the African American Community*. San Diego State University. 2021.

[https://sacd.sdsu.edu/diversity-initiatives/aa-cluster-](https://sacd.sdsu.edu/diversity-initiatives/aa-cluster-hires#:~:text=Cluster%20Hires%20of%20Tenure%2DTrack%20Faculty%20to%20Support%20the%20African%20American%20community&text=In%20Spring%202020%2C%20the%20University,Inclusive%20Excellence%20(BIE)%20criteria)

[hires#:~:text=Cluster%20Hires%20of%20Tenure%2DTrack%20Faculty%20to%20Support%20the%20African%20American%20community&text=In%20Spring%202020%2C%20the%20University,Inclusive%20Excellence%20\(BIE\)%20criteria](https://sacd.sdsu.edu/diversity-initiatives/aa-cluster-hires#:~:text=Cluster%20Hires%20of%20Tenure%2DTrack%20Faculty%20to%20Support%20the%20African%20American%20community&text=In%20Spring%202020%2C%20the%20University,Inclusive%20Excellence%20(BIE)%20criteria).

“Cluster Hiring and Diversity: Hiring Faculty Around Interdisciplinary Themes Appears to Have a Positive Impact on Diversity and Scholarship, Research finds.” 2015.

<https://www.insidehighered.com/news/2015/05/01/new-report-says-cluster-hiring-can-lead-increased-faculty-diversity>

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**II. ANTI-RACIST TEACHING MODALITIES**

The Racial Justice Task Force recommends the following best practices in order to demonstrate a commitment to an anti-racist college campus at Mt. SAC:

- 1) Allow students to select readings or research topics that are connected to them on an ethnic, racial, or cultural level, and to select assignments that center on BIPOC individuals.
- 2) Design group discussions on race sensitive topics so that students are not singled out to speak for all people of their racial group.
- 3) Commit to learning all students' names the first week or soon thereafter, and learn to pronounce their names correctly without embarrassing them or having them feel reluctant to use a name that might be harder for you to pronounce.
  - a) Use tools to help properly pronounce students' names such as the NameCoach app in Canvas.
- 4) Treat each student as if you assume they are capable of succeeding on all of their assignments and your role is to support them in doing so.
- 5) Evaluate your classroom environment: What pictures, visuals, words, or posts do you have in your classroom? Do they represent multiple identities?
- 6) Take time to acknowledge and recognize BIPOC holidays - Black History Month, AAPI Month, Hispanic/Latinx Heritage Month, Cesar Chavez Day, Dolores Huerta Day, Indigenous Peoples' Day, etc.
- 7) As part of your work to create an anti-racist classroom, assess and acknowledge your own position and privilege, and recognize the role that it has played in your choice and presentation of materials, in your interactions with students, in your vernacular, and within pedagogical philosophies and approaches.<sup>2</sup>
- 8) Critically assess your own knowledge and limitations on race, racism, and anti-racism, and fill the gaps of knowledge. Start making changes in your teaching and classroom. Self-awareness is key, and it is vital to creating individual, classroom, and institutional change. Self-awareness also includes becoming aware of our own privileges, biases, and racist ideologies so that we do not unconsciously perpetrate white supremacy in our intention to be anti-racist.
- 9) Partner with and have conversations with other faculty that will help fill in racial learning gaps, while remaining open minded and respectful.
- 10) Recognize that BIPOC individuals are not ultimately responsible for filling in all of one's racial

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<sup>2</sup> For a thorough discussion on addressing one's own biases and prejudices in order to commit to an antiracist society, see Ilbram X. Kendi's *How to Be Antiracist*. Published 2019.

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knowledge gaps. Recognize that BIPOC individuals face very real and exhausting cultural taxation. Respect the time and the boundaries of BIPOC professors.<sup>3</sup>

- 11) Have conversations with colleagues and students about how to create an anti-racist classroom.
- 12) Agendize discussions of anti-racist teaching and practices in department meetings.
- 13) Attend professional development trainings centered on race, equity, and social justice.

**III. CAMPUS EVENTS: ANTI-RACISM LECTURES, SEMINARS, AND SYMPOSIUMS**

- 1) Collaborate with POD, Flex Day Planning Committee, Humanities and Social Sciences Division, Title V Coordinators to calendarize 'Anti-racism' series and introduce it at Fall Flex Day.
- 2) Recommend Faculty Professional Development Council (FPDC) support interested parties in organizing an annual spring anti-racism day/week.
- 3) Encourage the campus administration to reserve funds for annual events centered on anti-racism and diversity.

**IV. STUDENT AND FACULTY MENTAL HEALTH AND BASIC NEEDS**

- 1) Recognizing that racial trauma is part of mental health, and that BIPOC students are facing particular mental health issues that impact their ability to participate, the Academic Senate advocates for the use of the following:
  - a) **Student surveys** to understand: 1. Students' attitudes toward seeking help for mental health and basic needs; 2. Students' awareness of resources; 3. Students' perceptions of stigma around seeking help from various sources (e.g., self, classmates, family)
  - b) **Faculty and Staff survey** to understand: 1. Faculty/Staff attitudes and perceptions of stigma; 2. Awareness of resources; 3. Self-efficacy in discussing and referring students in regards to mental health and basic needs issues
- 2) **Evaluate** whether current **resources** are meeting student and faculty/staff needs, and **develop an intervention** based on survey research to increase willingness to seek help/decrease stigma.

**V. PROFESSIONAL DEVELOPMENT**

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<sup>3</sup> For more information on the reality of cultural taxation and its effects on BIPOC academics, see California Faculty Association's "The Cultural Taxation of Faculty of Color in the Academy." 2013.

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- 1) Faculty Professional Development Council (FPDC) will collaborate with and support the work of campus groups focused on racial justice and racial equity by offering assistance with promotion in faculty professional development newsletter; by featuring content on the Magic Mountie Podcasts; and by supporting Communities of Practice, book clubs, and FLEX Day presentation proposals.
- 2) Advocate for diversity, equity, inclusion, and anti-racism is integrated into the content of the New Faculty Seminar, Department Chair trainings, and New Faculty orientations.
- 3) Explore the introduction of a campus-wide badge system that will recognize faculty who teach from a lens of diversity and anti-racism.
- 4) To encourage participation in, and increase trainings related to racial justice and racial equity, recommend POD and FPDC support workshop developers through the Professional Growth Increment (PGI) approval process for their workshops.
- 5) Ask Senate leadership to advocate for funding to support trainings on anti-racism and anti-racist pedagogy and to have these trainings permanently added to the POD calendar, and be offered at minimum of once each regular semester.
- 6) Advocate for training opportunities and release time for faculty to infuse culturally relevant pedagogy, equity practices, and community service for African Americans/Black populations, Native Americans/Native Alaskans/Indigenous populations, Latinx populations, and Asian Americans and Pacific Islanders into the curriculum.

**VI. STUDENT RESOURCES AND SERVICES**

- 1) Collaborate with campus groups to explore and investigate developing systems, procedures, and institutions that address racial violence, racial inequities, microaggressions, and racial traumas and offer support to affected students and staff.
- 2) Advocate for collaboration between the Board of Trustees, the campus president, Instruction president, Administration, Student Services, and the DESIA coordinator to develop a Mt. SAC "Pledge to Antiracism" that will be made publicly available on the Mt. SAC homepage as well as printed on Student Services literature.
- 3) Request for all those involved in New Student Orientation to include Mt. SAC's Pledge to Antiracism in their messaging with students. Collaborate with New Student Orientation providers to develop strategies to address anti-racism, equity, and social justice and incorporate them into New Student Orientations.
- 4) Collaborate with the Instruction Team and Student Services Team to recommend methods by which all student service departments and instructional departments participate in anti-

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racism discussions.

- 5) Work with Administration to establish the means to offer support to \*those facing racism, microaggressions, exclusion, discrimination, etc. on campus.
- 6) Recommendation for administration to create a safe-center on campus with an ombudsperson hired to ensure the safety and security of all college students, staff, and faculty on campus.
- 7) Advocate for the creation of a widely distributed campus pamphlet discussing student services and instructional departments' commitment to anti-racism, along with an explanation of the help seeking process for any student facing racial violence, threats, racism, discrimination, exclusion, and microaggressions.

**VII. FACULTY EVALUATION**

- 1) Recommend **providing consultation** ~~collaborating~~ with the Faculty Association to develop a mandatory training for all **faculty evaluators** ~~members of tenure committees~~ which will include anti-bias, anti-racism, and equity-minded approaches to mentoring, supporting, and evaluating probationary faculty and tenured faculty.
- 2) Recommend **providing consultation** ~~collaborating~~ with the Faculty Association to explore the negotiation of cultural competence and equity, diversity, and anti-racism focused criteria into faculty evaluation processes.

**VIII. CAMPUS PLEDGES OF SUPPORT TO BIPOC COMMUNITIES**

- 1) Advocate for the Board of Trustees, College President, and the Director of Marketing and Communication to issue timely public statements in support of BIPOC communities after racial violence and hate crimes against BIPOC communities. In order to cement and execute our fundamental anti-racism, Mt. SAC campus must be a leader in condemning all forms of violence against BIPOC communities.
- 2) Recommend the development of a campus-wide advisory board to work with Marketing and Communication to support a campus commitment to highlighting events, holidays, issues, experiences, and people who embody the excellence found within our BIPOC communities. This is an important step in demonstrating our College's movement towards being an anti-racist institution.<sup>4</sup>

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<sup>4</sup> Positive images and highlighting of BIPOC excellence is an effective method to interrupt implicit bias as included in Kimberly Papillon, Esq.'s Mt. SAC Flex Day Presentation "The Neuroscience of Decision-Making in Higher Education," Feb. 22, 2019.

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**IX. DEISA ACADEMIC SENATE COORDINATOR**

- 1) Update the Senate Constitution to include a seat for a Diversity, Equity, Inclusion, Social Justice, and Anti-racism (DEISA) Coordinator to the Academic Senate Executive Board to facilitate communication among local faculty, the local senate (seat on SPEAC and Student Equity), and the Academic Senate for California Community Colleges (consider using Legislative Liaison as a model for building it into the constitution)
- 2) Development and maintenance of an online anti-racism “Resources” portal.
- 3) Advocate to administration to support LHE for faculty reassignment to support this position.

**X. INTERROGATE INSTITUTIONAL POLICIES, PROCEDURES, AND PROCESSES**

- 1) Recommend all Senate committees review APs and BPs with the lens of anti-racism and consideration of the equity impact on students, including considering data where available.

*Submitted by the RJTF May 11, 2021.*

*Approved by the Academic Senate May 13, 2021.*

*Amended and approved by Academic Senate June 3, 2021, amendments recorded by C. Uyeki and S. Nichols.*