

## Virtual Spring 2021 Plenary – DRAFT OUTLINE for APPROVAL Feb 10 2021

**THEME:** Working Collectively: Transforming and Decolonizing Institutions

### WELCOME LETTER:

### LAND ACKNOWLEDGEMENT:

#### Thursday

7a – 8a: Morning Activity (Meet and Greet: coffee with new and experienced senate leaders?)

7a - 7p Caucus Zoom Rooms Open

- Black Caucus
- Latinx Caucus
- LGBTQIA+ Caucus
- Small or Rural College Caucus
- Womyn's Caucus
- Asian Pacific Islander Caucus

8:30a – 10:00a - General Session/ Welcome

- Adoption of the Procedures - Ginni
- Foundation President's Update - Silvester
- State of the Senate – Dolores

10:30 - 11:45a- Breakout 1 (5 sessions)

- Ujima: Looking Beyond Colonialistic Individualism Towards a More Collaborative and Culturally Responsive Model of Learning (Robert/Manuel)
- Breakout on all papers that will be adopted at Plenary (Sam, Carrie?)
- Academic Integrity and Noncredit, Pre-Transfer, and Continuing Education (Karen/Cheryl)
- Leveraging Resources: Partnerships with EOPs, Calworks, and Student Services (Silvester/LaTonya)
- Delegates and First-time Attendees (Stephanie and Res. Committee)

11:45a – 12:30p - LUNCH

12:30p – 2:00p – General Session 2

**TOPIC IDEA:** Level-Setting: What does it mean to Decolonize Institutions and how can this be Implemented Locally. (Idea from DEI Chairs meeting in January) – (Dolores/Cheryl/Manuel)

2:30p – 3:45p – Breakout 2 (5 sessions)

- Legislation and Budget (Ginni)

- Revisiting outcomes assessment as one means of ensuring learning (Sam/Michelle B.)
- **OERI Breakout Session (Michelle P.)**
- Senates and Students – Tips for working with your student orgs (Stephanie)
- Decolonizing our Institutions: Necessary Conversations with Intellectual Humility – this could be a follow up to the General Session (Mayra)

4:15p – 5:30p – Breakout 3 (5 sessions)

- MQ/Equivalency- assigning courses to disciplines (Julie/Carrie)
- **Review of Updated Governance Scenarios (David M.)**
- Revisiting the Promises of AB705: What the data tells us about AB705’s impact on success rates for students of color (Cheryl)
- The Economic Imperative: Diversity and the Changing Population (Manuel/Mayra)
- Expanding the Diversity of voices in Senates (Local and Statewide) (Michelle B.)

6:00p – 7:00p – Officers Open Forum

7:00p – 8:00p – Social Hour

## **Friday**

7a - 8a: Morning Activity

7a - 7p Caucus Zoom Rooms Open

- Black Caucus
- Latinx Caucus
- LGBTQIA+ Caucus
- Small or Rural College Caucus
- Womyn’s Caucus
- Asian Pacific Islander Caucus

9a – 10:30a - General Session 3

**TOPIC IDEA: Assessing Campus Climate and Culture (Michelle/Mayra)**

11:00 – 12:30p- Area Meetings

- Area A: Julie Oliver
- Area B: Karen Chow
- Area C: Robert Stewart
- Area D: LaTonya Parker

12:30p – 1:30p: LUNCH

1:30p – 2:45p – Breakout 4 (5 sessions)

- Equity Committees at CCCs: Best Practices and/or Challenges (Karen/Sam)
- Rethinking curriculum, instruction, student services and student support in Covid-19 and beyond (LaTonya)
- Leadership with Empathy: Inviting More Voices and Authentic Stories (Silvester)
- Guided Pathways Resources (Ginni)
- Senate constitution, by-laws, policies, and processes (Cheryl)

3:15p – 4:30p – Breakout 5 (5 sessions)

- Agendizing DEI for Your Senate Committees (Robert/Ginni)
- Decolonization & Equity in Remote Learning and Distance Education (Silvester)
- The Benefit of Equity Based Leadership (Carrie)
- Disciplines List 101 (Julie and S&P)
- Elections Voting (Wendy B.)

5:00p – 6:00p – Disciplines List Hearing

6:00p – 7:00p – Executive Committee Meeting

## **Saturday**

7a - 8a: Morning Activity

8a – 9a: Need help with Technology? Come to this session to get help before Resolution Voting begins!

9a - 12p - Resolution Voting

12p - 1p - Lunch

1:15p - 5p - Resolution Voting continues

**Glossary of Terms** – pulled from the California Community Colleges Chancellor’s Office Diversity, Equity, and Inclusion Glossary of Terms

**Anti-Racism:** A powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas. Practicing antiracism requires constantly identifying, challenging, and upending existing racist policies to replace them with antiracist policies that foster equity between racial groups.

**Cultural Change:** Refers to the stages of development or new patterns of culture that occur as a response to changing societal conditions. Within an organization, cultural change is a new method of operating and reorientation of one’s role and responsibilities in the organization.

Effective cultural change in an organization involves moving the organization toward a new vision or desired state. This change is influenced by many factors including effective leadership in all aspects of the change process, intentional alignment of structures, systems and policies with the new culture, ensuring staff and stakeholder participation, clear and frequent communication regarding the cultural change, obtaining feedback and evaluating progress, and managing any emotional response to the change.

**Cultural Competence:** Is the ability to honor and respect the beliefs, language, interpersonal styles and behaviors of those receiving and providing services. Individuals practicing cultural competency have knowledge of the intersectionality of social identities and the multiple axes of oppression that people from different racial, ethnic, and other minoritized groups face. Individuals striving to develop cultural competence recognize that it is a dynamic, on-going process that requires a long-term commitment to learning. In the context of education, cultural competence refers to the ability to successfully teach students who come from cultures other than one's own. It entails developing personal and interpersonal awareness and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills for effective cross-cultural teaching.

**Diversity:** The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.

**Equality:** The condition under which every individual is treated in the same way, and is granted the same access, rights, and responsibilities, regardless of their individual differences. People who support equality believe that different circumstances and identities should not prescribe social disadvantage; therefore, equality is the elimination of this disadvantage.

**Equity-Minded:** Is a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.

**Institutional Decolonization: PUT A DEFINITION HERE – the DEI Glossary did not have one.**

**Institutional Racism:** Particular and general instances of racial discrimination, inequality, exploitation, and domination in organizational or institutional contexts. While institutional racism can be overt (e.g., a firm with a formal policy of excluding applicants of a particular race), it is more often used to explain cases of disparate impact, where organizations or societies distribute more resources to one group than another without overtly racist intent (e.g., a firm with an informal policy of excluding applicants from a low income, minority neighborhood due to its reputation for gangs). The rules, processes, and opportunity structures that enable such disparate impacts are what constitute institutional racism (and variants such as 'structural racism', 'systemic racism', etc.).

**Racism:** Is the intentional or unintentional use of power to isolate, separate and exploit others on the basis of race. Racism refers to a variety of practices, beliefs, social relations, and phenomena that work to reproduce a racial hierarchy and social structure that yield superiority, power, and privilege for some, and discrimination and oppression for others. It can take several forms, including representational, ideological, discursive, interactional, institutional, structural, and systemic. Racism exists when ideas and assumptions about racial categories are used to justify and reproduce a racial hierarchy and racially structured society that unjustly limits access to resources, rights, and privileges on the basis of race.

**Structural Racism:** Is the normalization and legitimization of an array of dynamics historical, cultural, institutional and interpersonal that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system of White domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism all other forms of racism emerge from structural racism.