

# Fostering Allyship and Community: Becoming an Anti- Racist Institution

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Local Senate Visit: Santa Rosa Junior  
College

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# Land Acknowledgement

We begin today by acknowledging that we are holding our gathering on the land of the Nisenan Nations, the location of the ASCCC Office on One Capitol Mall, Sacramento, and the Tongva/Gabrieleño Nations, where I am currently located in what is now called La Mirada, and the Yokuts Nation, where Stephanie is currently located in what is now called Fresno. We recognize the sovereign people who have lived and continue to live here. We recognize the Nisenan, Tongva, and Yokuts Nations and their spiritual connection to the ocean and the land as the first stewards and the traditional caretakers of these areas.

As we begin, we thank them for their strength, perseverance, and resistance. We also wish to acknowledge the other Indigenous Peoples who now call these areas their home, for their shared struggle to maintain their cultures, languages, worldview, and identities in our diverse cities.



# Today, we will . . .

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- Engage in a heart work activity—grab paper and pen/pencil
- Discuss community agreements
- Review SRJC mission and goals
- Review key definitions
- Engage in an antiracist journey Padlet activity
- Provide resources to continue your antiracism work

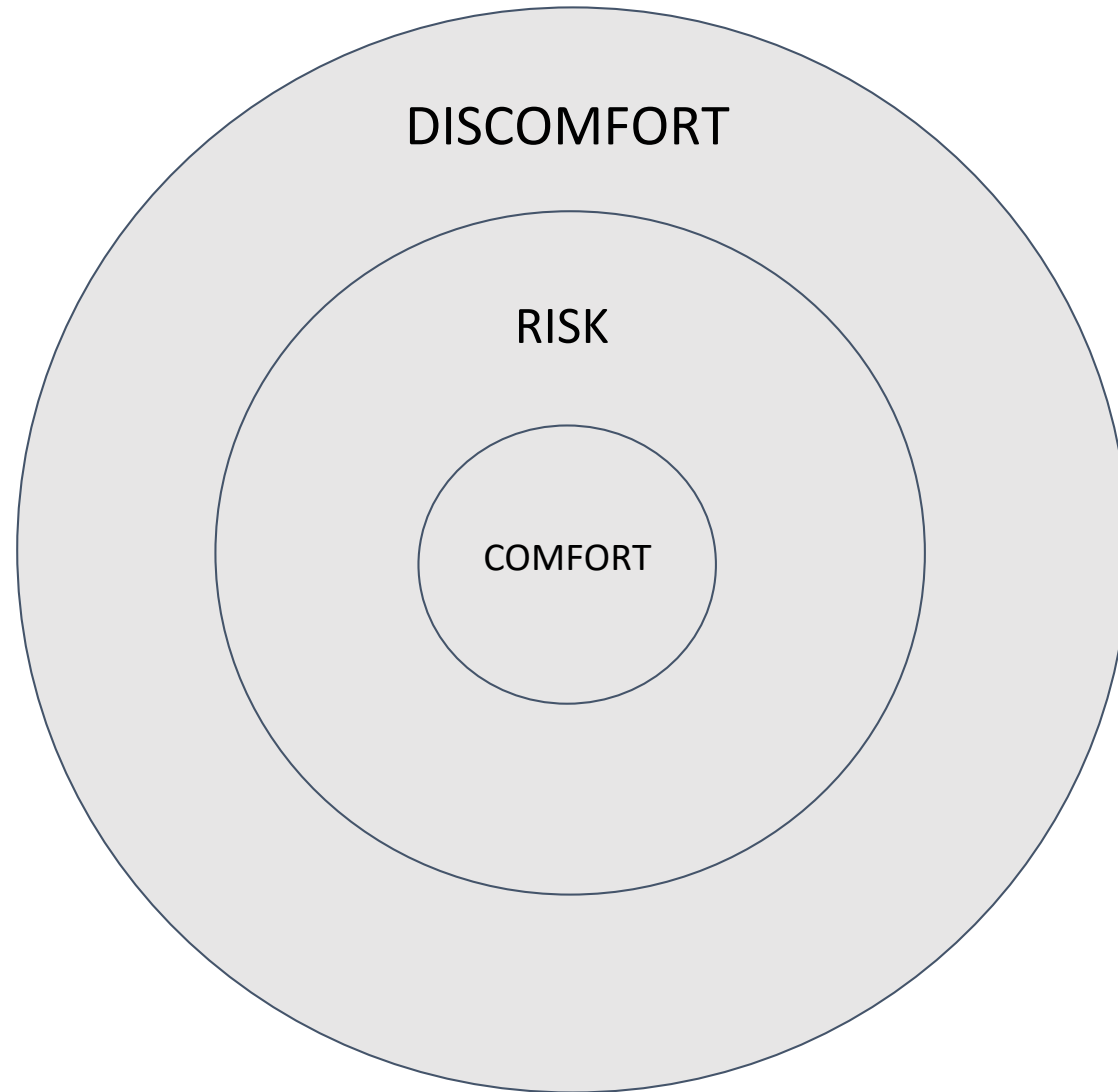
This is work of the HEART!



- Approach diversity, equity, inclusion, accessibility, and antiracism work with a lens of **empathy and humanity**
- **Self-awareness** is a skill and involves emotion
- We are imperfect people who will make mistakes:
  - Embrace “fallure” vs. failure
  - Seek positive “feedforward” vs. shaming feedback
- We are all responsible for **our own growth**
- No judgement or blame—rather, **open mindedness and care**



Concentric  
Circles:  
Where are  
you?





## COURAGEOUS CONVERSATION

COURAGEOUS CONVERSATION IS UTILIZING THE FOUR AGREEMENTS, SIX CONDITIONS, AND COMPASS IN ORDER TO ENGAGE, SUSTAIN, DEEPEN INTERRACIAL DIALOGUE ABOUT RACE!

### FOUR AGREEMENTS

1. Stay Engaged
2. Experience Discomfort
3. Speak Your Truth
4. Expect / Accept Non-Closure

### SIX CONDITIONS

1. Focus on Personal, Local and Immediate
2. Isolate Race
3. Normalize Social Construction & Multiple Perspectives
4. Monitor Agreements, Conditions and Establish Parameters
5. Use a "Working Definition" for Race
6. Examine the Presence and Role of "Whiteness"

### COMPASS



- Understand that antiracism is a journey
- Invest in creating community agreements
- Share a common language to support a productive conversation on race
- Create the conditions for a culture of antiracism
- Gain knowledge and basic tools for foundational action to combat structural racism

# Anti-racism as a Journey





SANTA ROSA JUNIOR COLLEGE

*Building on a Legacy of Excellence*

# Santa Rosa Junior College Mission

SRJC passionately **cultivates learning** through the creative, intellectual, physical, social, emotional, aesthetic and ethical development of **our diverse community**.

- We focus on student learning by preparing students for transfer; by providing responsive career and technical education; and by improving students' foundational skills.
- We provide a comprehensive range of student development programs and services that support student success and enrich student lives.
- We support the economic vitality, **social equity** and environmental stewardship of our region.
- We **promote personal and professional growth** and cultivate joy at work and in lifelong learning.
- We foster critical and reflective civic engagement and thoughtful participation in diverse local and global communities.
- We **regularly assess, self-reflect, adapt**, and continuously improve.



# SRJC Senate Goals



## 2020-2021

Strengthen **professional development** opportunities, specifically those **addressing anti-racism**, EDI, and cultural competency; hiring committee members' role in supporting the College's efforts to diversify the faculty; and other faculty-identified needs. (A. 5)

## 2021-2022

### Equity

- **Senate Equity Plan**
- **Annual Anti-racism Training for Senate**
- **Revisit BSU Demands from 2020-2021**

# Next, we will review . . .

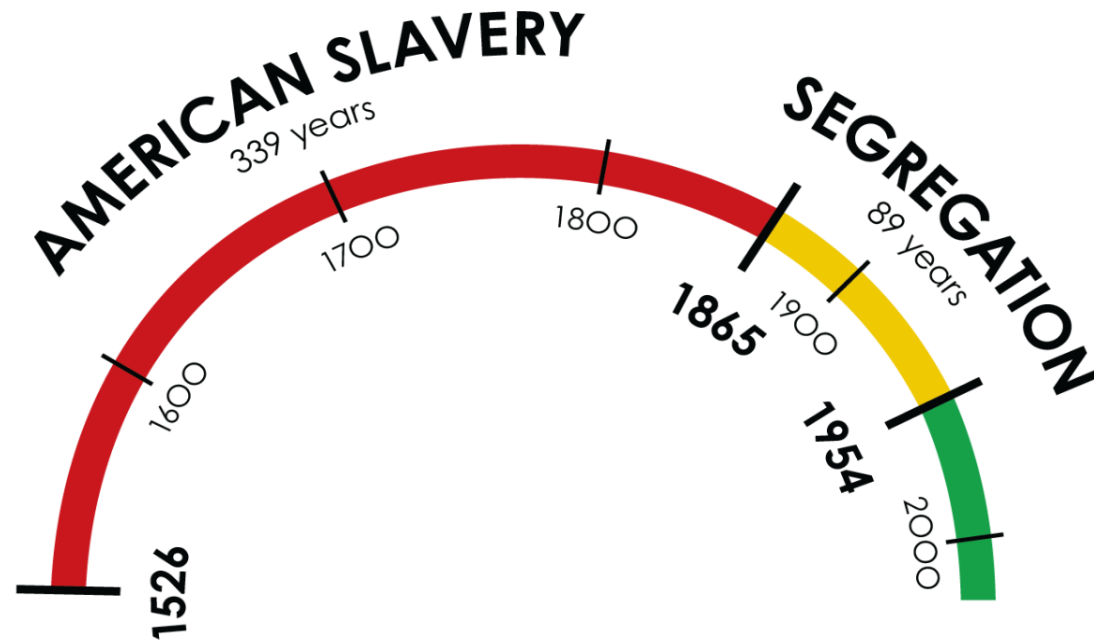
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- Definitions of racism and anti-racism
- Insidious nature of racism
- Building anti-racist structures



# We are not in a post-racial society!

- Timelines like below are misleading.
- Impacts of racism have not ended.
- The harm continues.



# The Language of Anti-Racism Education

## CCC DEI Glossary

What is race?

What is racism?

Forms of racism:

- Interpersonal Racism
- Internalized Racism
- Institutional Racism
- Structural Racialization

What is anti-racism?

What does it mean to be  
anti-racist?

What is racial justice?

# CCC DEI Glossary: Race

A **social construct that artificially divides people into distinct groups** based on characteristics such as physical appearance (particularly skin color), cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. **There are no distinctive genetic characteristics that truly distinguish between groups of people. Race presumes human worth and social status for the purpose of establishing and maintaining privilege and power.** Race is independent of ethnicity.

# CCC DEI Glossary: Racism

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.**

**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.

# CCC DEI Glossary: Institutional Racism

## Video: Impacts





CCC DEI  
Glossary:  
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



# CCC DEI Glossary: Anti-Racist

Person who **actively opposes racism and the unfair treatment of people who belong to other races**. They recognize that all racial groups are equal (i.e. nothing inherently superior or inferior about specific racial groups) and that racist policies have caused racial inequities. They also understand that racism is pervasive and has been embedded into all societal structures. An **anti-racist challenges the values, structures, policies, and behaviors that perpetuate systemic racism**, and they are also willing to admit the times in which they have been racist. **Persons are either anti-racist or racist**. Persons that say they are 'not a racist' are in denial that of the inequities and racial problems that exist

# CCC DEI Glossary: Racial Justice

The **systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all**. Racial justice or racial equity goes **beyond “anti-racism.”** It is not just the absence of discrimination and inequalities, but also the **presence of deliberate systems and supports** to achieve and sustain racial equity through **proactive and preventative measures**

“For the master’s tools will never dismantle the master’s house. They may allow us to temporarily beat him at his own game, but they will never enable us to bring about genuine change. Racism and homophobia are real conditions of all our lives in this place and time. I urge each one of us here to reach down into that deep place of knowledge inside herself and touch that terror and loathing of any difference that lives here. See whose face it wears. Then the personal as the political can begin to illuminate all our choices.”

—*Audre Lorde*

## The Insidious Nature of Racism

# Beginning of the insidious nature of racism

Racism is infused into all societal policy, laws, structures, media and culture.

It is difficult to tear apart these structures while we are rooted in and benefit from it.

## Defining Anti-Racism Education

*“In a racist society it is not enough to be non-racist, we must be anti-racist.”*

–Angela Davis

"Anti-racism is the **active process of identifying and eliminating racism** by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably."

- NAC International Perspectives: Women and Global Solidarity

**Anti-racism examines the power imbalances** between racialized people and non-racialized/white people. These imbalances play out in the form of **unearned privileges that white people benefit from and racialized people do not**

-[McIntosh, 1988](#); See definition of [White Privilege/White-Skin Privilege](#)

Anti-racism is the practice of **identifying, challenging, and changing the values, structures and behaviors that perpetuate systemic racism**

-Ontario Anti-Racism Secretariat

# Acknowledgement and Action

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- Racism is dynamic and ever-changing.
- Structural racialization is a system of social structures that produces and reproduces cumulative, durable, race-based inequalities.
- The critical aspect of racism that we must address today is the accumulation and incorporation of long-standing racialized practices into all of our social, economic, and educational structures.



# How do we work to dismantle racism at our colleges?

“Calling in” campus equity leaders

Infusing DEIA into curriculum and learning spaces

Working outside of campus governance structures but in cooperation with them

Dealing with our own challenges while not traumatizing or taxing students and still being accountable to them

Accountability to people of color

Other suggestions?





# Let's Jot That Down

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Up next . . . PADLET



What are the next steps in your personal anti-racism journey?

What are the next steps in your college's anti-racism journey?

How will you contribute to college efforts?

<https://padlet.com/stephaniecurry/o1ohsfxrozjs8nv6>



# Anti-Racism Practice

The dismantling of structural racism requires we acknowledge our role and our stake in these structures and roles.

Suggestion for daily reflection or journaling practice:

What have I done today to either uphold or dismantle the racist structures that surround me?  
Consider using the concentric circles.





# Curriculum Design and Implementation

- Making it real and culturally relevant
  - Curricular Processes
  - Course Outline of Record
  - Syllabus
  - Communication
  - Assignments

# ASCCC Tool for Decolonizing Processes

PREVIEW of DEI Model Curriculum Processes

<p><b>Traditional Eurocentric Practice</b> Supporting research may be found at the end of this document.</p>	<p><b>Equity Principle</b> Supporting research may be found at the end of this document.</p>	<p><b>Culturally Responsive Classroom Practices</b> All faculty <u>have the opportunity to</u> engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but is not limited to the following:</p>	<p><b>Culturally Responsive Practices for Curriculum Committees and Local Senates</b> Curriculum committees and senates <u>have the opportunity to</u> engage in equity-minded review processes of curriculum that may include but is not limited to the following:</p>
<ul style="list-style-type: none"> <li>• One dominant culture represented in textbooks</li> <li>• High cost of course textbooks and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple cultures represented in textbooks</li> <li>• Low cost and zero textbook costs used</li> <li>• Open Educational Resources used</li> </ul>	<ul style="list-style-type: none"> <li>• Select textbooks that include multiple perspectives and diverse representation from varied race, ethnic, sex, gender, sexuality, religion, age, and abilities.</li> <li>• Explore and select open education resources and low-cost textbooks and materials for a reduction of costs when feasible.</li> <li>• Ensure textbooks and materials are</li> </ul>	<ul style="list-style-type: none"> <li>• Review textbook selections for inclusion of multiple perspectives and diverse representation from varied race, ethnic, sex, gender, sexuality, religion, age, and abilities.</li> <li>• Encourage reduction of textbook and material costs (via reviews of units, textbook costs, and other materials).</li> <li>• Ensure textbooks and materials are accessible.</li> </ul>

# Equity in Hiring

Model Hiring Principles and Processes

<https://ccconlineed.instructure.com/courses/5733>

# ASCCC Anti-Racism Paper (2020)

## Recommendations for Self-Growth

- Use the work and scholarship of Black scholars to recognize and address challenges of Black students and Black colleagues.
- Participate in implicit bias training in the context of oppression and racism.
- Learn the history of discriminatory laws and practices that contribute to the stratification of U.S. society by race.
- Actively explore various methods of assessments to adapt to technological disparities exacerbated by COVID-19.

# ASCCC Anti-Racism Paper (2020)

## Recommendations to Local Senates

- Convene Black, Latinx/Chicanx, Indigenous, and other people of color to understand lived experiences and to inform cultural climate and structural updates to academic senate constitutions, bylaws, rules, policies, and processes.
- Intentionally increase representation on the local academic senate by identifying, including, and empowering missing voices.
- Create a local academic senate goal focused on anti-racism/no-hate education.
- Hold a series of discussions of structural racism and colorblind culture and address the topics of race consciousness, lifting the veil of white supremacy, danger of the good-bad racist binary, dilemma of dismantling the “master’s house with the master’s tools” and what this means for shared governance, and the need for calling-in culture.
- Enact culturally responsive curricular redesign within disciplines, courses, and programs and with curriculum committees.

# ASCCC Anti-Racism Paper (2020)

## Recommendations to Local Senates (cont'd)

- Acknowledge, without assigning blame, that the structure of the college houses the institutional biases and prejudices of its founding time. Those biases have privileged some and disadvantaged others, particularly African-American and LatinX/ChicanX communities.
- Partner with administration and faculty collective bargaining leadership to transform faculty hiring, onboarding, evaluation, and tenure processes with an anti-racism focus.
- Work with your administration and students to offer constructive ways for students to express themselves about their lived experiences and the structural and historical biases that exist for Blacks, Latinx/Chicanx, Indigenous, and other minoritized groups and to center student voices more predominantly in governance and decision-making.
- Provide organizational and transformational leadership faculty training and support and ongoing online faculty development, including racial literacy education.



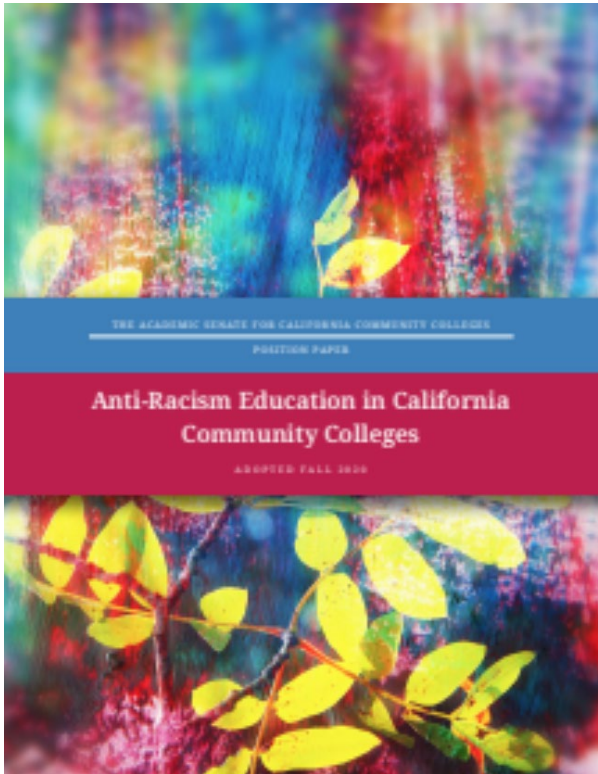
# Professional Development and Self Care

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- Equity work is emotional work
- Create safe spaces for honest dialogue that value feelings
- Plan a way forward to support students and colleagues



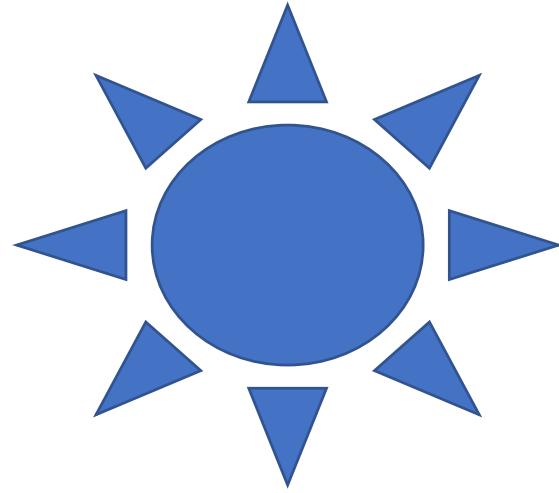
# ASCCC Resources



- [Anti-Racism Education in California Community Colleges: Acknowledging Historical Context and Advancing Effective Anti-Racism Practices for Faculty Professional Development \(2020\)](#)
- [How to Start an Anti-racist Institution](#) (April 2020)
- [Rostrum-Black Voices and Perspectives](#) (Summer 2020) 18 Articles
- [Decolonizing Your Syllabus, an Anti-Racist Guide for Your College](#) (ASCCC Rostrum, Nov 2020)
- [Our Obligation to Equitable Hiring Practices: A Partnership Approach to Ensuring an Equity-Minded Selection and Recommendation Process](#) (Rostrum, Nov 2020)
- [Anti-Racism and Guided Pathways Implementation](#) (Rostrum, Nov 2020)
- [Academic Freedom and Equity](#) (Rostrum, Nov 2020)
- [Anti-Racism in the COR](#) (Rostrum, Nov 2021)

# More Resources

- Deangelo, Robin. (2018) *White Fragility: Why It's So Hard to Talk About Racism*. Boston: Beacon Press.
- Alexander, Michelle. (2012) *The New Jim Crow: Mass Incarceration in the Age of Colourblindness*
- Oluo, Ijeoma. (2019) *So You Want to Talk About Race*. New York: Seal Press.
- Kendi, Ibram X. (2019) *How to Be An Anti-Racist*. New York: One World
- Singh, Anneliese A. (2019) *The Racial Healing Handbook*. Oakland: New Harbinger
- Anti-Racism Action Plan. Retrieved from <https://www.monroecc.edu/inclusion-diversity/plans-policies/anti-racism-action-plan/>
- Center for Urban Education [Equity Tools](#)



**Thank you and appreciations**

# For more information contact:

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**for California Community Colleges**  
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