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**ANTIRACISM TASK FORCE**

Cañada College

2020 - 2021

# LOGISTICS & CONTEXT

## Cañada College Antiracism Taskforce

### Our Students

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# THE PURPOSE AND THE COMMITMENT STATEMENTS

## **The Why – The purpose**

As part of the California Community College system we have the power to come together, to grow, and educate ourselves and the community.

At Cañada College, we strive to understand the country's history of longstanding systemic racial injustices which have been further impacted by the COVID19 pandemic.

We believe everyone has the right to live free of fear and discrimination.

We have an obligation to dismantle systems of racism and anti-Blackness, and we must act – together.

## **The Commitments**

We are Cañada College – a community of scholars and practitioners.  
As a collective, and as individuals, we commit to:

- Critically examine our behaviors and college practices for the conscious and unconscious ways in which we contribute to systemic racism and White supremacy;
- Uplift stories and data about the impact of anti-Blackness, oppression, poverty, and racism in our communities;
- Re-imagine and build a community of learning and service based in anti-racism, social justice, and liberation.

# THE PLAN

The College should provide opportunities for the campus community to identify, discuss, and dismantle systems of racism and hate that oppress our minoritized communities, with extra focus on hearing the stories of our Black, Indigenous, and people of color (BIPOC) communities. We must provide opportunities for every member of the community to examine anti-racism from our varying teaching, learning, and service environments. As both a Hispanic Serving Institution (HSI) and an Asian American, Native American, and Pacific Islander Serving Institution (AANAPISI), how do we address anti-Blackness in our communities as well as teach and learn about antiracism as an HSI an AANAPISI college?

As part of our engagement and implementation of antiracism teaching, learning, and service at Cañada College, the following key questions guide the forthcoming list of resources and interventions:

1. **COMMON SPACES:** Do we assume that students understand how, and where, to get learning resources and basic needs such as library, tutoring, advising, food, housing, etc.? Are we, as an institution, taking extra precautions to ensure this information is equitably distributed? Are we offering resources to all students equally and/or with equity in mind? Do students see themselves reflected in common spaces on campus? Do our shared spaces center the experiences, stories, and needs of our BIPOC communities? When students are entering common spaces, what are we doing to emphasize the need for belonging?
2. **COUNSELING:** Are we centering equity in the guidance and support where all students are given what they need to succeed? Do we have policies and procedures to make counseling accessible to all students? Are we training counselors in anti-racism best practices? Do counselors reflect the needs and experiences of Black students, Indigenous students, and people of color communities in our counseling practices?
3. **INSTRUCTION:** Are we providing an equitable learning environment where all students are given what they need to succeed? Do we have policies in our classrooms that create obstacles for student success? How do you as a professor equitably deal with late work, missed exams, etc? What actions are taken by professors that could diminish a student's self-efficacy in the classroom? Are we welcoming and valuing our students as whole individuals in our classroom? Are we teaching about the lived experiences, stories, and needs of the Black community, of the Indigenous community, and of people of color communities within our curriculum?

4. **PERSONNEL:** Do our faculty, staff, and administration reflect the lived experiences, stories, and needs of our BIPOC students? How do we change the systemic view of white supremacy in colleges? How do we ensure that all personnel are trained in antiracism? How can we ensure that antiracism teaching and learning is implemented in our work?
  
5. **STUDENT SUPPORT SERVICES:** Are students offered support equally and/or with careful regard for their unique needs? Are student questions answered fully and compassionately? Do our systems of support center approaches and strategies that emerge from within Black, indigenous, and people of color communities? What systems are in place that impact a student's willingness to continue? Are we seeking systemic solutions to recurring student challenges?

## **Phase 1 – Antiracism Action Plan**

Cañada College strives to foster a vibrant community of teaching, learning, and service that is rooted in antiracism. The following four core elements make up this first phase of building and strengthening antiracism teaching, learning, and service at Cañada College.

This work is about building an infrastructure, a community and culture, and an ongoing commitment to antiracism at the College. For this to happen, this set of resources and opportunities is a first step to strengthening a shared foundational knowledge across the entire campus community. Recommendations for building future phases for ongoing antiracism teaching, learning, and service at Cañada College beyond this first phase are included below.

The following sections address the start of our ongoing work in antiracism at the college – the first set of actions to move the community into discussion and (re)establishing a culture of antiracism at Cañada College. This first phase includes recommendations for the following areas:

1. Shared Language,
2. Foundational Knowledge,
3. Collegewide Engagement, and
4. Sustained Learning & Development

Each of the aforementioned sections include different levels of skills and competencies because, as a campus, we are all at different stages of awareness about antiracism. The College has included foundational, intermediate, and advanced level resources to achieve this first phase of ongoing antiracism work at Cañada College (ACPA and NASPA, 2015).

## SHARED LANGUAGE

### *Language is Power – Glossary*

In order to build and strengthen antiracism teaching, learning, and service at Cañada, the College must develop a shared language about race, racism, and systems of oppression in our community. This section includes a list of keywords from various sources for our ongoing conversations, professional development, and learning about antiracism as a community. All definitions are taken from the compilation of definitions at <https://www.racialequitytools.org/glossary> which has direct sources for each of these definitions.

#### **Anti-Black**

*The Council for Democratizing Education defines anti-Blackness as being a two-part formation that both voids Blackness of value, while systematically marginalizing Black people and their issues. The first form of anti-Blackness is overt racism. Beneath this anti-Black racism is the covert structural and systemic racism which categorically predetermines the socioeconomic status of Blacks in this country. The structure is held in place by anti-Black policies, institutions, and ideologies.*

#### **Anti-Racism**

*Anti-Racism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach, and set up in opposition to individual racist behaviors and impacts.*

#### **Structural Racialization**

*Structural racialization connotes the dynamic process that creates cumulative and durable inequalities based on race. Interactions between individuals are shaped by and reflect underlying and often hidden structures that shape biases and create disparate outcomes even in the absence of racist actors or racist intentions. The presence of structural racialization is evidenced by consistent differences in outcomes in education attainment, family wealth, and even life span.*

#### **Institutional Racism**

*Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for whites and oppression and disadvantage for people from groups classified as people of color.*

#### **Racist Policies**

*A racist policy is any measure that produces or sustains racial inequity between or among racial groups. Policies are written and unwritten laws, rules, procedures, processes, regulations, and guidelines that govern people. There is no such thing as a nonracist or race-neutral policy. Every policy in every institution in every community in every nation is producing or sustaining either racial inequity or equity between racial*

*groups. Racist policies are also expressed through other terms such as “structural racism” or “systemic racism”. Racism itself is institutional, structural, and systemic.*

### **Implicit Bias**

*Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals’ attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves. Notably, implicit biases have been shown to trump individuals’ stated commitments to equality and fairness, thereby producing behavior that diverges from the explicit attitudes that many people profess.*

### **White Supremacy Culture**

*White Supremacy Culture refers to the dominant, unquestioned standards of behavior and ways of functioning embodied by the vast majority of institutions in the United States. These standards may be seen as mainstream, dominant cultural practices; they have evolved from the United States’ history of white supremacy. Because it is so normalized it can be hard to see, which only adds to its powerful hold. In many ways, it is indistinguishable from what we might call U.S. culture or norms – a focus on individuals over groups, for example, or an emphasis on the written word as a form of professional communication.*

## **FOUNDATIONAL KNOWLEDGE**

### ***Building a Culture of Antiracism***

This section includes plans to ensure that all members of the campus community receive the same foundational knowledge about Cañada College and our commitment to antiracism.

**STUDENTS:** ColtsCon Workshops on Antiracism

Required attendance for all new students, also open to all continuing students

**FACULTY:** Antiracism training module in new faculty training

Required antiracism module for full and part-time faculty

**CLASSIFIED:** Antiracism training module in new employee training

Required antiracism module for all staff

**ALL PERSONNEL:** Cañada College Welcome Workshops

Required “Welcome to Cañada” style workshop for all new hires to the College (regardless of position); opportunity to share vision, college values, and commitment to antiracism teaching, learning, and service

## **COLLEGEWIDE ENGAGEMENT**

### ***Tools for antiracism teaching, learning, and service***

This section includes plans to ensure that all members of the campus community have opportunities to strengthen their antiracism teaching, learning, and service at the College.

#### **STUDENTS:**

Colts-Con Antiracism Workshops

#### **FACULTY & STAFF:**

College Antiracism Institute

Division and department meeting trainings

Flex Activities & Workshops

- What is white supremacy?
- What is race?
- Is race real? Who created it?
- Who is Karen anyway?
- What is privilege?
- Why is equality a problem if we haven't dealt with equity?
- Panel of students, faculty, staff sharing their experiences.

Podcast Discussions (Throughline, Code Switch, etc.)

Special Guest Speakers (College events, Program events, Classroom speakers)

#### **FACULTY:**

Ongoing Faculty Development in Antiracism Education

- BSM Core Group & Academic Senate collaboration on updates to course outlines of record and overall course design
- Data Dashboards for Faculty Improvements in Classroom Management
- Addition of antiracism SLOs to all courses

## **SUSTAINED LEARNING & DEVELOPMENT**

### ***Developing a College System for Ongoing Development, Assessment, and Practice***

This section includes plans to ensure that all members of the campus community have ongoing opportunities and a longer-term strategic plan for antiracism at Cañada College. These recommendations are general as they apply to systemic and institutional changes and culture shifts to antiracism teaching, learning, and service.

#### **College Community Read**

Implement a regular cycle of proposing, selecting, and planning a campus community read around a text about or connected to antiracism; suggestion to link this campus community read to programs and departments as appropriate (orientations, learning communities, trainings, etc.)

### Educational Master Plan (EMP) Process

Update College Mission, Vision & Values through 2021-2022 EMP process to align Cañada foundational documents with College Antiracism Task Force and District Antiracism Council feedback

### External Consultant

External professional expert (or team of experts) to work with Antiracism & Equity group to address the following areas:

1. Review and provide assessment tool for phase one recommendations
2. Build next phases of the plan for PBC review; specific exploration of the following question: in what ways can Cañada College engage in a strategic and deep inquiry into systemic racism and its impact in our campus community?
3. Additional focus areas include build-out of College Antiracism Institute, hiring practices, institutional practices, campus structures and spaces, etc.

### Equity & Antiracism Leadership Group

Formalize and institutionalize a new council or group to combine the objectives and mission of both the Antiracism Task Force and the Academic Committee for Equity & Success (ACES) which ensures that the College expands the scope of our formal committees to include both antiracism and equity

### Institutional Partnerships

Formalize partnerships with other institutions and organizations to co-create, assess, and inform antiracism teaching, learning, and service at Cañada, such as with San Diego State University's CORA Learning Courses, University of Southern California Center for Urban Education and Rossier School of Education Racial Equity Leadership Alliance

### Web Presence & Accessibility

Strengthen and centralize the Cañada College antiracism resources webpage with ongoing and fluid communication about the antiracism teaching, learning, and service at Cañada (video, social media connections, etc.)

# COMMUNICATION BRAIDING COLLEGE CONSTITUENCY FEEDBACK

The Task Force prioritized feedback from the campus community, in particular those constituencies and communities who were engaged in different depths of antiracism teaching, learning, and service.

| Community or Constituency Group   | Connection to/with Task Force  | Next Steps  |
|---|--|---|
| ACES  | Standing item and updates at monthly meetings  | Recommendation from ACES Coordinator to merge ACES and Task Force into one participatory governance group for equity & antiracism |
| Black Students Matter   | Special meeting with Antiracism Task Force 3/9/2021  | Suggestions merged into final college proposal to PBC   |
| College Planning Councils<br>(IPC, PBC, SSPC)   | IPC:<br>PBC: mid-term update @ 3/17 mtg<br>SSPC: Antiracism standing item (e.g., Racelighting discussion @ 3/3 and 3/17 meeting; mid-term update @ 3/17 meeting) | Pending PBC review  |
| Cultural Center<br>(Guided Pathways, Career Ladders Project, & Antiracism Task Force) | CLP Focus Groups<br>(week of 4/22 and 3/01)  | Pending CLP report to college late April 2021   |
| District Antiracism Council   | Weekly meetings with Council; three members from College Task Force also appointed to District Council (Rebekah Taveau, Mwanaisha Sims, Manuel A. Pérez)         | Pending Districtwide Flex session on 4/22/2021  |
|   |  |   |

|   |   |   |
|---|---|---|
| Guided Pathways                         | Ongoing conversation with Steering Committee related to Flex workshops, FYE and Colts-Con planning          | Antiracism workshops for all new students to launch at Colts Con 2021 (summer)  |
| Senates (Academic, Classified, Student) | <p>Academic:</p> <p>Classified: Presentation 3/11 mtg</p> <p>Student: Presentation 4/15 mtg</p>             | <p>Academic:</p> <p>Classified: May 2021 followup</p> <p>Student: ASCC will reach out once their Campus Inclusion Team and Cultural Center workgroups are ready for deeper discussion</p> |
| Sequoia Union High School District      | Meeting with District Counselors (Fall 2020) and with Sequoia High School lead counselor group (March 2021) | Pending invitation from Sequoia Union High School for additional conversation and planning for shared antiracism resources  |

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***PHASE 1 Recommendations – Antiracism Teaching, Learning & Service***  
 Cañada College Antiracism Task Force

| <b>Activity/Action</b>   | <b>Lead(s)</b>   | <b>Audience/Participants</b>                                      | <b>Timeline</b>   | <b>2021-2022 Plans</b>   |
|--|--|---|---|--|
| Classified Antiracism Professional Development                     | Prof. Learning Comm.<br>Classified Senate  | All Classified (represented and not represented)                  | Fall/Spring Flex  | Flex preparation and review by Prof. Learning Comm.                                      |
| College Community Read   | PBC<br>President   | Collegewide   | Completing Year One 2020 - 2021                               | Pending PBC review and approval  |
| College Mission, Vision, and Values                                | PBC  | Collegewide   | ongoing   | Align with District Council on Antiracism recommendations; connect to EMP review process |
| Colts-Con Antiracism Workshops                                     | Guided Pathways Faculty & Steering Committee   | All new students  | Summer  | Summer 2021 launch (in progress)   |
| Consultant   | PBC<br>Equity & Antiracism Leadership Group  | Equity & Antiracism Leadership Group                              | 2021 – 2022   | Extending timeline into 2021-2022AY  |
| Equity & Antiracism Leadership Group (institutionalize task force) | PBC  | ACES<br>Antiracism Task Force                                     | ongoing   | Pending PBC review   |
| Ethnic Studies   | Academic Senate, PBC,<br>Vice Pres of Instruction  | Students  | ongoing   | 2021-2022 hiring in process  |
| Faculty Antiracism Professional Development                        | BSM Core Group, Equity & Antiracism Leadership Group;<br>Professional Learning Community | Cohort Faculty (Adjunct, Long-term Temp, Tenure and Tenure-track) | Summer (cohort)<br>Fall & Spring Flex<br>Spring (application) | Summer 2021 launch of CORA Learning Institute on Racial Equity Lens in Course Design     |
| Management Antiracism Professional Development                     | President and Vice Presidents  | All Classified and Administrator Managers                         | Summer  | Summer 2021 Management Training  |
| UMOJA Program  | BSM Core Group<br>Academic Senate<br>PBC   | Collegewide   | Phase-in Approach 2021-2022                                   | Summer/Fall 2021 program resources and curriculum build-out                              |
| Web Presence – enhanced and updated                                | Marketing Team<br>Equity & Antiracism Leadership Group                                   | Collegewide   | Ongoing updates   | Additional update before end of Spring 2021 semester                                     |