

Campus Climate Committee

Minutes

Wednesday, October 14, 2020 2:00 – 3:30p.m.

ZOOM

1. Call to order @ 2:06pm

2. Instructions and welcome to new members

- In attendance: Mimi Kim, Salvador Peregrina (ASI, CLA), Rhiannon Aarons (CoA), Angela Locks, Theresa Gregor, Miriam Henan (Gerontology), Shaeleya Miller, Brooke Winder, Jessica Pandya, James Saucedo, Millaray Ramirez (ASI), Shametrice Davis, Carol Menard, Isabel Banuelos, Nancy Torres, Piya Bose, Keith Freeseemann, Christina Hall.

3. Intergroup Dialogue Session 3 (Session 1 held August 17, 2020; Session 2 held September 9, 2020)

- Reviewed the work we accomplished in previous meetings
 - Social Identity profile activity (what do we privilege, what do we hide from, how does this impact our work)
 - Connection to identity and roles and how that connects to narratives
 - Pervasive or Master Narratives
 - How do you navigate workspaces and places based on your positionality? Tension between internal and external identities
 - How master narratives uphold whiteness and dominant views and how we want to disrupt them.
 - How does this relate to the Campus Climate Survey report?
- Second Session:
 - Race card (define racism 6 words or less to distill thoughts in one sentence)
 - Learning Edge: to talk about our comfort zones as it relates to racism and equity
 - Comfort Zone, Learning Edge, Danger Zone
- **Activity 1: Review of Community Guidelines**
 - Small group dialogue
 - How will we define ourselves and our varying levels of privilege shape our equity mindedness about workload, your report's tone and focus in order to be critical?
 - How will you disrupt master narratives as you create workgroups and craft the tone/focus of your report? What are some ideas for creating counter-narratives that give voice to minimized community members?
 - How will your zones and edges shape your work group you might join? How will you engage as a member of that group in ways that allow you to

be present in your learning edge? How will engage with members when you or they are in your danger zone?

- **CCC Master Narratives Identified**
 1. LBSU is a progressive university, located in a liberal, progressive city within a liberal and progressive state, so racial inequity is only a small problem.
 2. Given the broad diversity of our students and caring dispositions of faculty and staff, racial inequity is not in need of urgent attention.
 3. The campus climate report will only reflect the experiences of a select few, rather than a broader representation of social identities on campus.
 4. The writing tone of the report must be academic in order to be taken seriously.
- We explored in breakout room the CCC MN then thought out equity-mindedness to develop actional goals, e.g. guiding principles. **How do we maintain a commitment to equity-mindedness throughout our CCC work?**

| Question/Prompt (Explorations) | Critical Answer(s) ←(IGD)→ | Guiding Principle (Actionable Goals) |
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| <p>We discussed our social identities during the retreat. How will how we define ourselves and our varying levels of privilege shape our equity mindedness about workload and your report's tone and focus in order to be critical?</p> | <p>Based on our own experiences, there are priorities that are more likely to stand out to us.</p> <p>Our privileged identities may prevent us from prioritizing the perspectives that we don't "see" or experience.</p> <p>Privilege ID's can be so limiting</p> | <p>Proceed with a historical context for past and continuing inequity (e.g. Native American student enrollment has never reached 1% in a state with largest number of Native American tribal membership; enrollment of Black/African American students, lack of recruitment in North Long Beach schools)</p> <p>Being mindful of "we cannot do that" and associated master narratives</p> <p>Multiple perspectives must be considered in a reflexive way so as to prioritize those experiences and identities that are often missed or not represented.</p> <p>Identify gaps and areas where historical gaps need closing</p> |
| <p>We discussed master-narratives extensively. How will you disrupt master-narratives as you create workgroups and</p> | <p>Provide a straightforward report</p> <p>Provide historical context</p> <p>Offer real changes for the present and future</p> | <p>Commitment to using accessible language</p> <p>Commitment to using accessible format</p> |

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| <p>craft the tone/focus of your report? What are some ideas for creating counter-narratives that give voice to minorized community members?</p> | <p>Being that I research non-traditionally aged students, I am finding how shut out they feel. My idea is creating a “safe place” on campus for older students to feel comfortable as they are having issues finding where they fit in on campus. Perhaps a sort of a resource center. Language requirements dictated by the University serve to reinforce marginalization for students of color. The whiteness that guides the institution is reinforced by these requirements.</p> | <p>How are Academic Senate and university structures impeding equity mindedness and associated actions? Where can data in the report highlight or call attention to needed areas? Moving beyond PR recruiting to engage in real recruiting with students who have historical lack of access Inform questions about how we are recruiting, who is recruiting. Strategically decolonize the language of the report in a way that affirms anti-colonial systems of knowledge.</p> <p>Be mindful of making the structure of the language to be gender-neutral.</p> <p>Make recommendations that speak to structural/systemic changes, rather than individualized solutions.</p> <p>Make recommendations that provide pathways for relationships to be developed across and within multiple communities.</p> <p>Explicitly name privilege, and also acknowledge the broad representation of various communities’ experiences - these representations must be centered to demonstrate the big-scale work the institution needs to do.</p> <p>Be mindful of limitations of quantitative data; all stories will not be captured with survey data Engage faculty and staff and students in debriefing data</p> |
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| | | with virtual live audiences, community and conversation to ask community members what the data means to you |
| Contemplate your comfort zones, learning edges and danger zones discussed today about racial equity. How will your zones and edges shape the work group you might join? How will you engage as a member of that group in ways that allow you to be present in your learning edge? How will you engage with members when you or they are in a danger zone? | | Be honest about where we are and where we are coming from Ask for patience and understanding Express ourselves |

- **Equity-mindedness:** The term “Equity-Mindedness” refers to the perspective or mode of thinking that calls attention to patterns of inequity in faculty, staff, and student outcomes. There is a willingness to take personal and institutional responsibility for the success of students, faculty, and staff, and also critically reassess one’s own practices. It also requires race-consciousness and awareness of the social and historical context of exclusionary practices in American Higher Education (Center for Urban Education: cue.usc.edu).
- Creation of 3 Work Groups
 - Student, Staff/Admin, and Faculty (*group members can shift in phase 2; names in bold font will coordinate the group work to meet the deadline)
 - How can our Guiding Principles ensure equitable construction of these work groups? Equity-mindedness at the fore and reflect on Guiding Principles above.
 - Students: James, Christina, **Theresa**, Salvador, Piya, and Millaray
 - Staff/Admin: **Nancy** and Keith
 - Faculty: Brooke, Rhiannon, **Mimi**, Miriam, and **Shae**
- Angela Locks: Survey Workgroups due to AA-DEI@csulb.edu by October 28, 2020 at midnight
 - **CCC Task 1:** take primary survey factors and code them in 1 of the 5 Beach 2020 Values for each of the 3 surveys to create Beach 2030 Priorities
 - Engage All Students
 - Promote Intellectual Achievement
 - Build Community
 - Cultivate Resilience
- Subgroups to organize and coordinate work, then report back to CCC

4. Adjournment: 3:30pm