



COMMUNITY COLLEGE LEAGUE OF CALIFORNIA







#REAL COLLEGE CALIFORNIA

BASIC NEEDS SUMMIT

*Fostering Resiliency
During A Pandemic*

SAVE THE DATE

Friday, December 4
9:30a.m. – 2:00p.m.

Register online at www.ccleague.org/2020BasicNeedsSummit



KEYNOTE SPEAKER
Soledad O'Brien
Broadcast Journalist

Trustee Townhall Series



Courageous Governance

Presenters



Linda Wah
Trustee, Pasadena Area



Meredith Brown
Trustee, Peralta



Mayra Cruz
Trustee, San Jose- Evergreen



Adrienne Grey
Trustee, West Valley-Mission



Nan Gomez- Heitzeberg
Trustee, Kern



Mark Evilsizer
Trustee, Palomar



Brigitte Davila
Trustee, San Francisco



Cindi Napoli-Abela Reiss
Trustee, Peralta

Logistics

- **Please name yourself with your college/district on the participant list**
- **Use the chat box for questions. We'll have Q&A time at the end**
- **Remember to unmute yourself during participation activities, e.g., breakout groups**



Outcomes

- **Learn the scope and priority of DEI statewide work and your role as trustee**
- **Establish a common language**
- **Foster engagement through examples and receive your feedback**
- **Provide takeaways for you to advance DEI locally**

Quick Polls

- **On a scale of 1-5, How would you describe your understanding of DEI?**

**1 - none,
2 - very little,
3 - somewhat,
4 - quite a bit,
5 - a lot**

- **On a scale of 1-5, How would you describe your board's understanding of DEI?**





Outcomes



- **Learn the scope and priority of DEI statewide work and your role as trustee**
- Establish a common language
- Foster engagement through examples and receive your feedback
- Provide takeaways for you to advance DEI locally



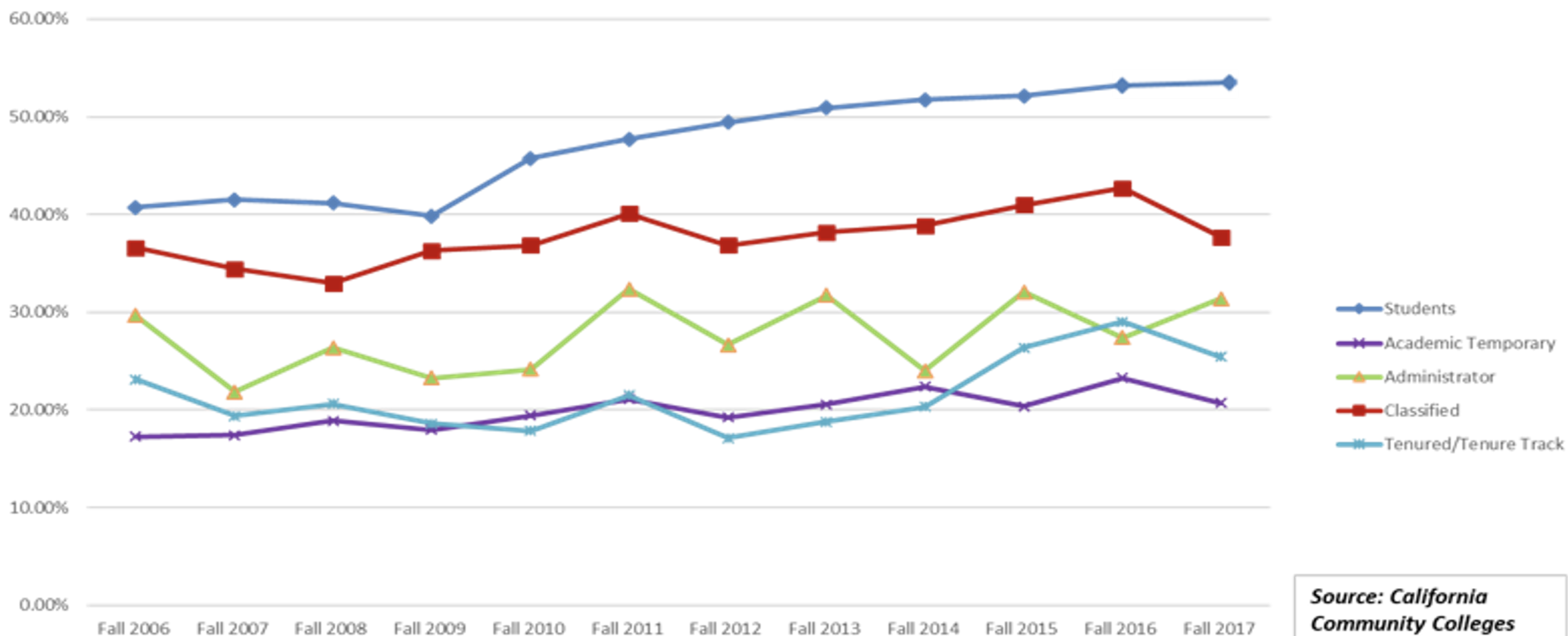
DEI statewide work and your role as trustee

- **Let's look at the data**

Statewide Student Demographics

STUDENT INFORMATION			(view historical trend)	
Students			2,376,406	
Gender			Ethnicity/Race	
Female	53.6%		African American	6.1%
Male	45.2%		American Indian/Alaska Native	0.4%
Unknown	1.2%		Asian	11.5%
Age			Filipino	
Less than 20 years old	26.8%		Hispanic	43.6%
20 to 24 years old	30.9%		Pacific Islander	0.4%
25 to 39 years old	26.9%		White	26.4%
40 or more years old	15.4%		Two or more Races	3.7%
Unknown	0.0%		Unknown	5.0%

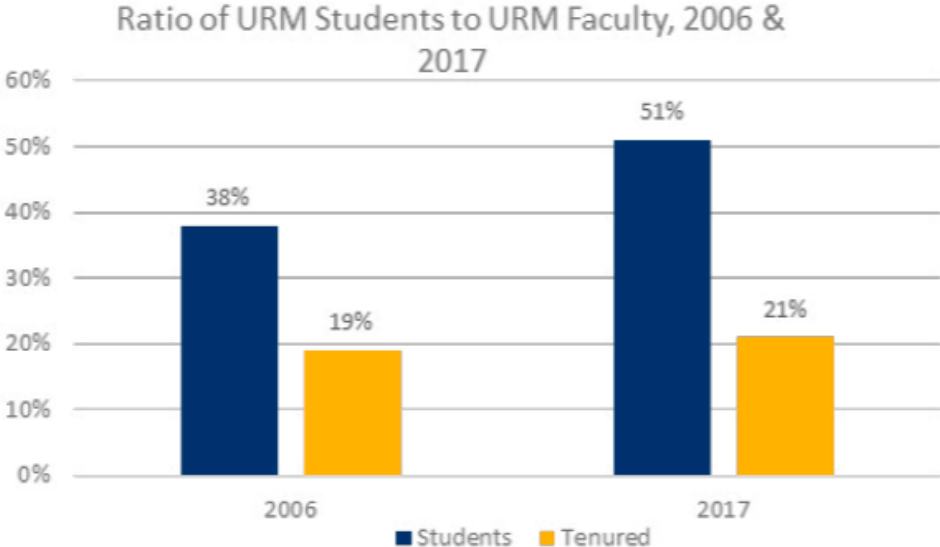
**Under-Represented Minority* Percentages by Student and Employee Types
First-Time Hires and First-Time Students
Fall Terms 2006 - 2017**



*Under-Represented Minority: Black, Hispanic, Native American, and Pacific Islander

**Source: California
Community Colleges
Chancellor's Office,
COMIS, May 2018**

Figure 2—The Ratio Between URM Students to URM Faculty



In 2017, the ratio for tenured Underrepresented Minority (URM) faculty to URM students was 21% to 51%. **That means that only 1 in 5 tenured faculty are underrepresented minorities while 1 in every 2 students are underrepresented minorities.**

Employees that provide direct instruction do not reflect the diversity of the students who they serve.



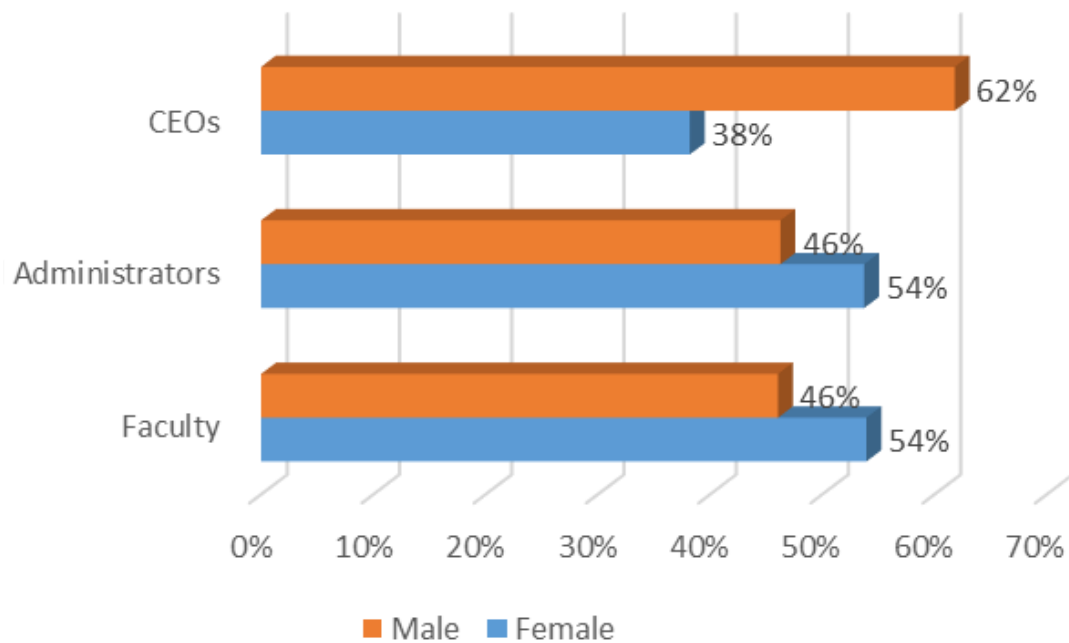
Employees that provide direct instruction do not reflect the diversity of the students they serve

Figure 3—Racial and Ethnic Underrepresentation of Employees Providing Direct Instruction

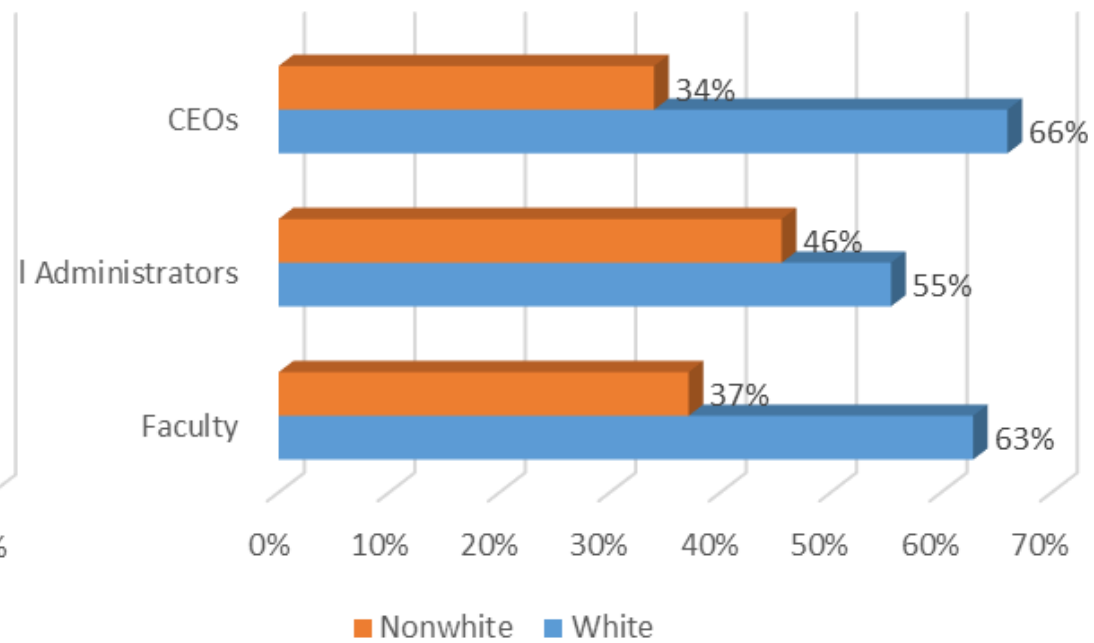
Employee Type	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Tenure-Track	20%	20%	20%	21%	20%	20%	20%	21%	20%	23%	24%	26%
Adjunct	15%	16%	16%	16%	16%	17%	17%	18%	18%	19%	19%	20%
Educational Administrators	26%	27%	26%	26%	26%	26%	26%	27%	27%	28%	30%	30%

Who are the leaders of the California Community Colleges?

Gender and Career Progress



Ethnicity and Career Progress



Close the Gap

- Though half of California community college students identify as Black, Indigenous, People of Color
- Faculty and staff racial and ethnic diversity remain relatively homogenous
- Gaps persist among the colleges where only 48% of students who enter a community college complete a degree, certificate, or transfer to a four-year university after six years.

Vision for Success, Diversity, Equity and Inclusion Task Force,
2020 California Community College Chancellor's Office



Aligning Resources & Programs to Put Students First



POLICY CONNECTIONS

Examples include Equitable Placement (AB705), Associate Degrees for Transfer, California Promise, and regulatory reforms.

FISCAL REFORM

Examples include Student Centered Funding Formula, Guided Pathways allocations, and Student Equity and Achievement Program.

PROGRAM ALIGNMENT & SUPPORT

Examples include Strong Workforce Program, Student Success Metrics, Vision Resource Center, investment in faculty and staff, regional support, and local board goals.



DEI statewide work and your role as trustee

- **OK, we've seen the data**
- **SO...**
- **Why now?**

California Community Colleges Call to Action

1. Systemwide review of police and first responder training and curriculum. (ASCCC, CTE Deans and Faculty, SSSCC)
2. Campus leaders host open dialogue and address campus climate. (CEO's, District Leaders, Campus Police, CSSO's and their Student leaders)
3. Campuses audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum. (Faculty, CIO's, CSSO's, ASCCC, SSSCC)
4. District Boards review and update your Equity plans with urgency. (Chancellor's Office, All Campus Leaders, and District Trustees)
5. Shorten the time for the full implementation of the DEI Integration Plan (DEI Implementation Workgroup, Consultation Council and Chancellor's Office)
6. Engage in the Vision Resource Center "Community Colleges for Change." (Everyone)

Equity Framework

Personally, individuals practice self-awareness and equity-mindedness; making a commitment to equitable educational practices; learning to recognize & combat personal biases.

**Personal
Equity**

**Professional
Equity**

**Institutional
Equity**

Administrators, faculty & staff utilize equity-based practices to effectively support and actualize success for disproportionately impacted and marginalized populations.

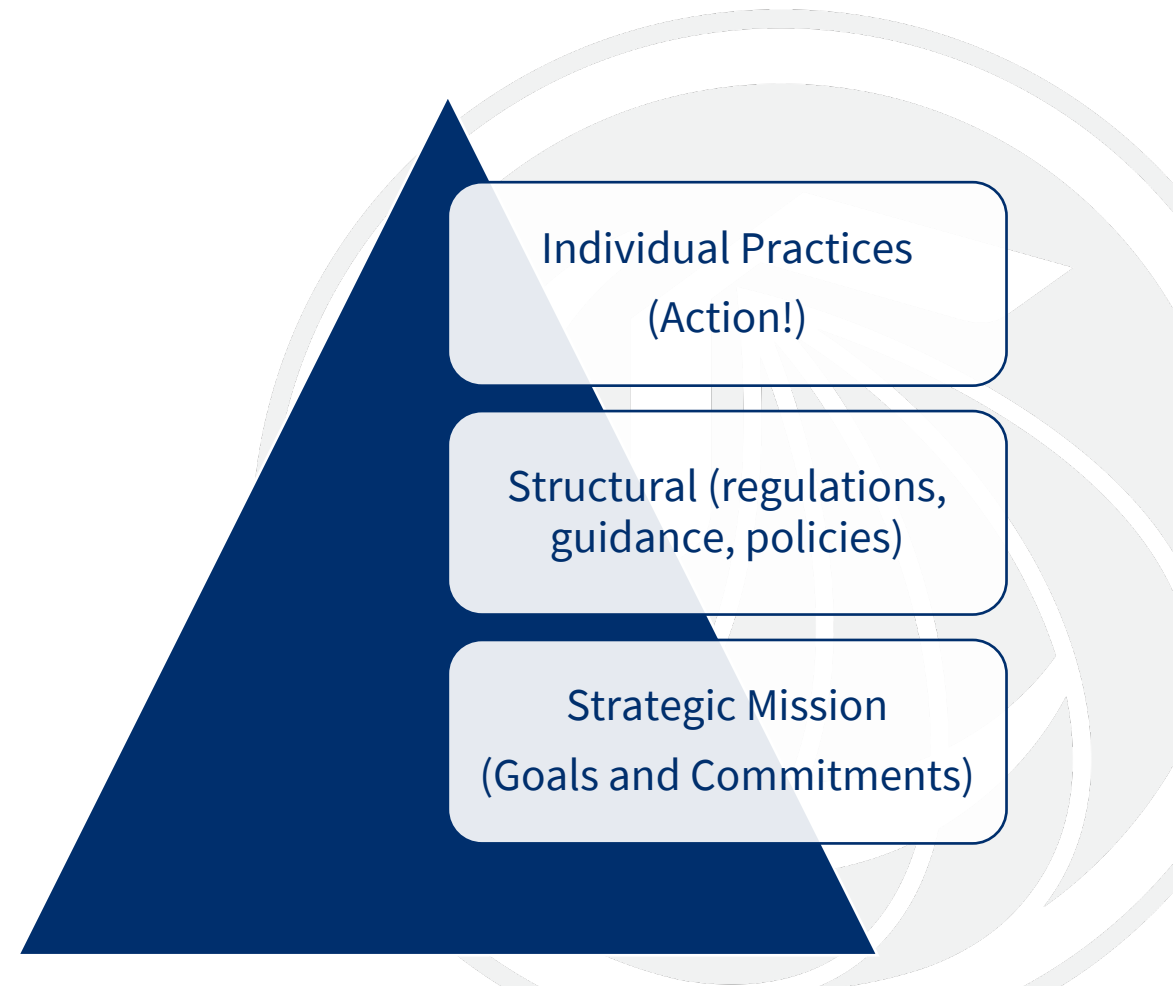
College policies, practices, processes, curricula and structures actualize success for disproportionately impacted and marginalized populations.



California
Community
Colleges

Equity is our Integration Framework

- The ***Vision for Success*** is our foundation, our strategic mission with clear goals and commitments.
- The **2020-21 Priorities** and **DEI Integration Plan** are actions to change institutional structures.
- The **Call to Action** responds to a moment in time and directs individuals to action that will advance the ***Vision for Success***.



CCCT DEI Integration Workgroup Strategies & Activities

<u>Strategy</u>	<u>Proposed DEI Activities</u>	<u>Vision for Success Alignment</u>
Use data to understand present and future local workforce needs. Group 1	➤ Require recordkeeping of hiring process decisions to allow for specialized statistical analysis of key hiring to measure impact and progress towards increasing the diversity of faculty and staff (classified and administrators). (Tier 1)	➤ Commitment #2
Diversify representation in search committees with members of diverse educational background, gender, and ethnicity. Group 1	<ul style="list-style-type: none"> ➤ Districts and colleges, Association of Chief Human Resource Officers (ACHRO), Academic Senate for California Community Colleges (ASCCC), and Chief Instructional Officers (CIO's) to develop guidance on including staff from other disciplines, departments, divisions, etc. on hiring and screening committees. (Tier 1) ➤ Districts and colleges to revise their policies and procedures every 5 years and include cross-functional staff in hiring and screening committees (i.e. including staff from other disciplines, departments, divisions, classified staff, etc.). (Tier 2) 	<ul style="list-style-type: none"> ➤ Commitment #5 ➤ Commitment #7
Adopt a diversity mission as part of each college/district's mission statement. Group 2	➤ Local boards to adopt a statement on diversity, equity, and inclusion publicly. (Tier2)	➤ Commitment #5
Require local boards to publicly review Equal Employment Opportunity (EEO) plans as an action item and encourage local boards to review progress towards activities associated with their district EEO plans. Group 2	➤ Districts and colleges to adopt EEO plans as an action item in a public meeting. (Tier 1)	➤ Commitment #4
Celebrate the diversity of the California Community College System. Group 2	➤ CCLC, Student Senate for California Community Colleges (SSCCC), ASCCC, ACHRO, and Chief Business Officers (CBO) to publicize the accomplishments of our system by adopting a multi-cultural awareness week. (Tier 1)	➤ Commitment #5

CCCT DEI Integration Workgroup Strategies & Activities

<u>Strategy</u>	<u>Proposed DEI Activities</u>	<u>Vision for Success Alignment</u>
Design professional development workshops to increase knowledge and understanding of cultural competency and diversity. Group 3	➤ ASCCC, ACHRO, and CCLC to develop a series of modules on cultural humility, equity, diversity, and inclusion. (Tier 1)	➤ Commitment #2
Provide faculty and staff (classified and administrators) mentoring opportunities at colleges. Group 3	➤ ASCCC and CCLC collaborate to educate districts, colleges, trustees, and CEO's on the impact of mentoring programs. (Tier 1)	➤ Commitment #3
Elevate the work of community college system associations and external organizations that provide mentoring and professional development to diverse populations. Group 3	➤ CCCCCO align requirements to the Rice Awards and allow system non-profit associations to nominate community college stakeholders (i.e. faculty, administrators, staff (classified) and students). CCCCCO collaborate with the ASCCC, CCLC, ACHRO, and unions to facilitate this dialogue at statewide conferences. (Tier 1)	➤ Commitment #5
Conduct exit interviews of faculty who leave. Group 4	➤ Districts and colleges to collect data about those exit interviews to inform strategies for improving retention. (Tier 1)	➤ Commitment #5
Encourage and facilitate dialogue between ASCCC and Administration on faculty evaluation processes to demonstrate continued commitment to diversity. Group 4	➤ California Community Colleges Chancellor's Office (CCCCO) collaborate with the ASCCC, CCLC, ACHRO, and unions to facilitate this dialogue at statewide conferences. (Tier 1)	➤ Commitment #3

CCCT DEI Integration Workgroups

Steering Committee: Meredith Brown, Brigitte Davila, Mark Evilsizer, Adrienne Grey, Linda Wah

Group	Co-Chairs	Members	Group	Co-Chairs	Members
Group 1: Workforce Data & Diversity Hiring <i>Coach: Adrienne Grey / Meredith Brown</i>	Debbie Ikeda Mayra Cruz Sue Chan	Barbara Calhoun David Ramirez Debbie Ikeda Ludmyrna Lopez María <u>Alegría</u> Marisa Perez Mayra Cruz Mike Fong Sue Chan Vicki Gordon	Group 3: Professional Development & Mentoring (Internal/External) <i>Coach: Mark <u>Evilsizer</u></i>	Char Bland Bernardo M. Perez	Alex Davis Bernardo M. Perez Char Bland Dorothy <u>Battenfeld</u> Jose Alcala Maggie Fishman <u>Sharoni Little</u> Tammy Silver Yvette Davis Zeke Hernandez
Group 2: Mission Statement & EEO Plans & Celebrate Diversity <i>Coach: Adrienne Grey / Brigitte Davila</i>	EEO: Adrienne Grey Nan Gomez- <u>Heitzeberg</u> MISSION: Sally Biggin Vicki Gordon	Adrienne Grey Clara Starr Craig Milgram Jim <u>Osterling</u> Judy Chen-Haggerty Michael Terry Nan Gomez- <u>Heitzeberg</u> <u>Narges Rabii-Rakin</u> Sally Biggin Susan Alves Vicki Gordon Yuri Anderson	Group 4: Exit Interviews & Faculty Evaluations <i>Coach: Linda Wah</i>	Cindi <u>Abella-Napoli</u> Reiss Stephan Castellanos	Alex Randolph Cindi <u>Abella-Napoli</u> Reiss Colleen <u>Mullery</u> Janet Rivera <u>Jewelian Johnson</u> Linda Wah Loren <u>Steck</u> <u>Nitasha Sawhney</u> Stephan Castellanos



Outcomes

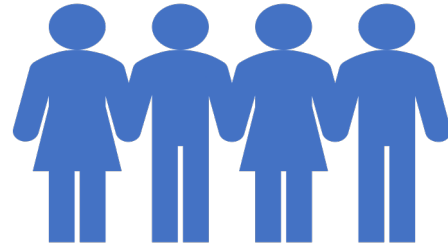
- Learn the scope and priority of DEI statewide work and your role as trustee
- **Establish a common language**
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What do Trustees have in common?

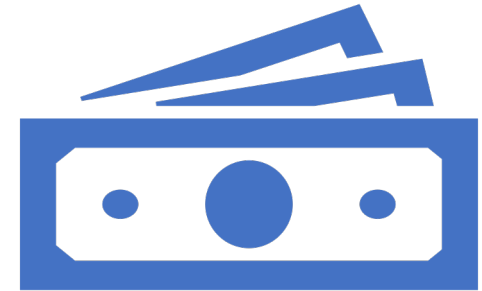
You may have become a Trustee to:



**Ensure Student
Success and
Completion**



**Ensure Your District
Serves Your
Communities**



**Ensure Strong Fiscal
Health to Accomplish
These Goals**



Establishing a Common Language

Begins with Common Definitions

1. **bias**
2. **diversity**
3. **equity (including the difference between equality and equity)**
4. **inclusion**
5. **equity-minded**

Breakout Discussion

Participant Guidelines:

- **Each Group will have 1 word to define/explore.**
- **Time Limit: 5 minutes – Time is limited, so every minute will count.**
- **Goal: Engage everyone, keep the dialogue moving, respect viewpoints.**





Welcome Back!

Diversity, Equity, and Inclusion Glossary of Terms

Bias: Is an inclination, feeling, or opinion, especially one that is preconceived or unreasoned. Biases are unreasonably negative feelings, preferences, or opinions about a social group. It is grounded in stereotypes and prejudices.

Diversity, Equity, and Inclusion Glossary of Terms

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.

Diversity, Equity, and Inclusion Glossary of Terms

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: The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people.

Equality



Equity



Diversity, Equity, and Inclusion Glossary of Terms

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

Diversity, Equity, and Inclusion Glossary of Terms

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.



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Scenario 1

(guess the
glossary term)


You might think of changing your name to sound more American. You may not be aware, but your name sounds very offensive in my language and is very difficult to pronounce. You would fit in better with everyone now that you're in America.

-- or --

I think it's so important that we help our Black and Latino students succeed. It's too bad so many of the young women get pregnant early and have to drop out. I wish their parents would teach them the value


Scenario 2 (guess the glossary term)

Courageous College shall provide a sustainable and accessible environment where we support and encourage student possibilities by building on the vibrancy of Anytown and where we are guided by the principles of inclusiveness, integrity, innovation, creativity, and quality.

A decorative graphic consisting of several short, thick yellow dashes arranged in a curved, upward-sloping path in the bottom right corner of the slide.

Scenario 3 **(guess the** **glossary term)**

A subcommittee of Courageous College board members is reviewing the budget for opportunities to provide remote learning equipment – laptops and wifi hotspots – to students. In discussing needs-based criteria for students to qualify, one board member suggests a lottery system in order to keep things fair for everyone. Discussion ensues.



Scenario 4 (guess the glossary term)

The updated EEO Plan is coming to the Board in 2 months. In the past, the EEO Plan has come forward as an action item with little or no discussion. In order to effectively implement the Vision for Success and with Diversity, Equity and Inclusion statewide work, Boards will need to review their own processes, procedures and practices. The Board can utilize this agenda item to ensure that widespread input is built into their decisions and district processes.

Scenario 5 (guess the glossary term)

The Board of Trustees of Courageous College established budget principles/priorities for the academic year. The principles include affirming a student focused approach that values equity, diversity, inclusion and social justice, and uses data to inform decisions. The Board is committed to evaluating resource allocation, partnerships, strategic investments and support to students and community that accounts for the following:

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the obligation gap?
3. How does the investment or resource allocation advance opportunities for historically underserved students and communities?
4. What are the barriers to more equitable outcomes?
5. How have you intentionally involved stakeholders who are also members of the communities affected by the investment or resource allocation?
6. How do you validate your assessment in (1), (2) and (3)?



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What Trustees Can Do

As the ultimate proprietors of power, you can lead this work

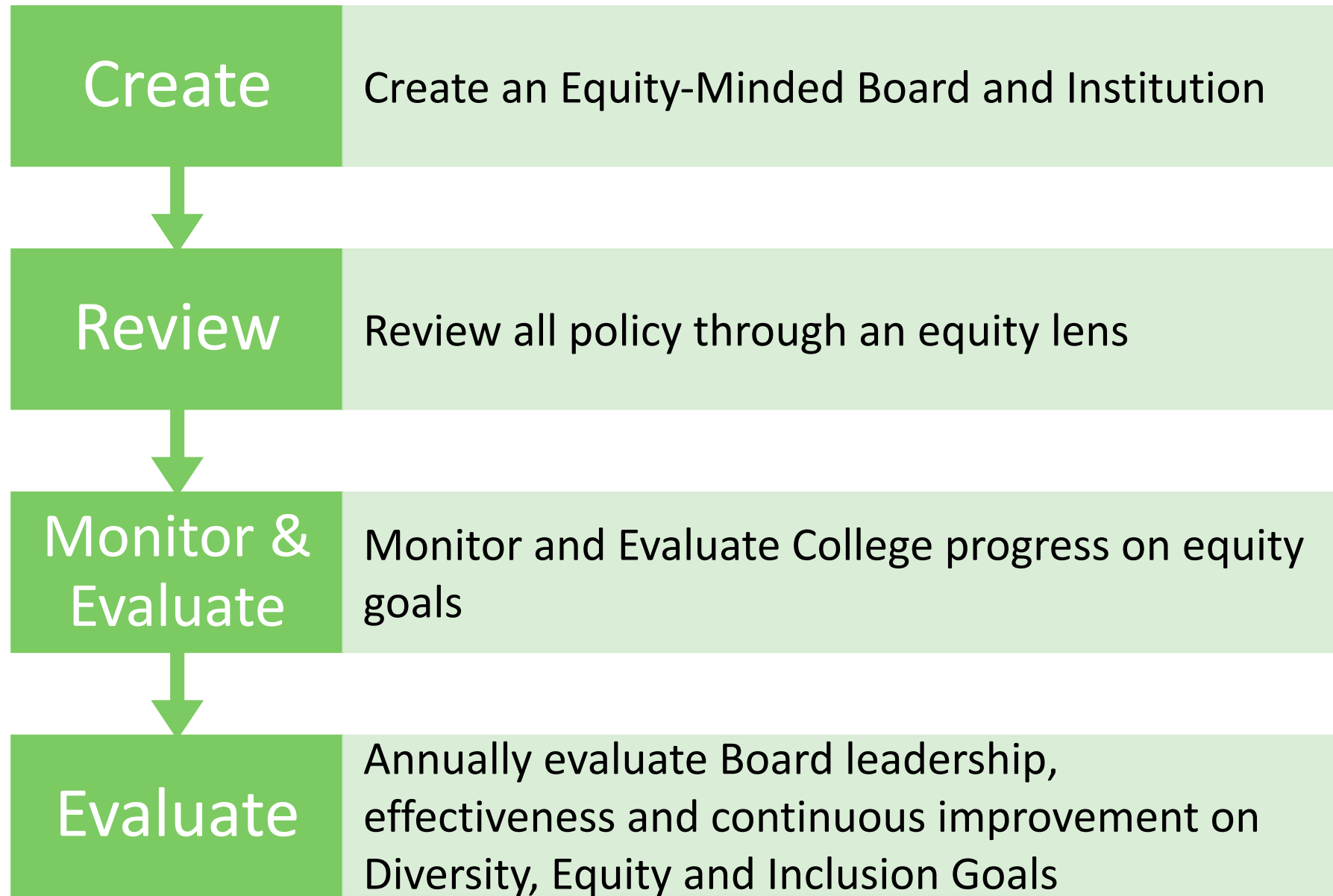
- Interrogate and transform policies and practices
- Institute climate assessments and curricular audits
- Establish DEI-informed standards of curricular excellence and instructional effectiveness
- Establish actionable standards of professional conduct around the equity framework

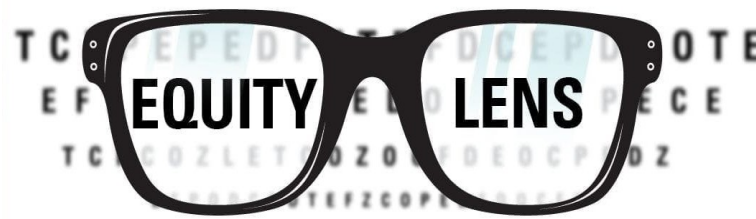
What Trustees Can Do

As the ultimate proprietors of power, you can lead this work

- Incorporate into institutional vision, mission, and strategic plans
- Align budgets with these priorities
- Use funding to incentivize change
- Establish recognition and awards opportunities
- Incorporate into marketing and messaging




Board-specific Actions to address systemic inequities





As you see yourself in larger student success context - we encourage you to wear your equity lenses and engage in a mode of hyperfocus on the student. When putting on your equity lenses, you can evaluate daily tasks and see how they are impacting student achievement. The goal is to streamline, prioritize, and focus our work on the tasks that best supports student achievement.

The questions below serve as a guide to *critically* reassess your own practices and *move the focus* to search for solutions within your locus of control. We encourage you to do this exercise individually or within teams.

Guiding Questions	Deeper Reflection	Your Responses
1) What are some of the 'red lights' that you see in your work? 	What is the problem we are trying to solve with the work in question? Who am I trying to help? How does this work meet students' actual needs? (Create Awareness)	
2) How would you change those 'red lights' into 'yellow lights'? 	Why does this matter? How does this impact student achievement? How do we amplify what is supporting student achievement and reduce/remove what it does not? You can lean on data and student feedback to understand what is going on. (Reflection and Praxis)	
3) How do you know something is a 'green light'? 	What do you do? What is your locus of control (as an individual, team, committee)? How are you moving forward and building momentum/commitment? How are you ensuring that whatever you are doing is having a positive impact on students/communities (Action and Evaluation)	



Be Curious

- Has the board prioritized equity through a multifaceted college Diversity, Equity and Inclusion Plan that includes the board and all departments throughout the institution?
- Does the diversity of faculty, staff and administration reflect the diversity of the students the college serves?
- Does the board receive and monitor annual DEI/Equity reports on student demographics, community stakeholders, college partnerships, etc.
- Do the board and the college provide the campus and community evidence of achieving its diversity, equity and inclusion goals and publish and celebrate milestones?

Be Curious

- Do the Mission Statement, Vision, Core Values specifically include broad and inclusive (multifaceted) DEI language?
- Does the board allocate resources based on student data through an equity lens? Are sufficient resources aligned with the board's and the college's equity goals for underserved students?
- Do all relevant board and college policies and college procedures reflect diversity, equity and inclusion fully, including sexual orientation, gender identity or incarceration status?



Strategies to lead change:



- **Develop broad policies** about eliminating barriers to access, success and completion in all college departments and programs.
- **Provide diversity training** specifically for college search committees, and, if using a search firm, select one with a proven track record of providing diverse qualified candidates.
- **Disaggregate data** – To do this well, boards need a more mindful, systemic approach to data collection and analysis. The data need to be disaggregated so that boards better understand student demographics in their colleges and can proactively remove barriers for underserved students and others.

MONOCULTURAL ==> MULTICULTURAL ==> ANTI-RACIST ==> ANTI-RACIST MULTICULTURAL

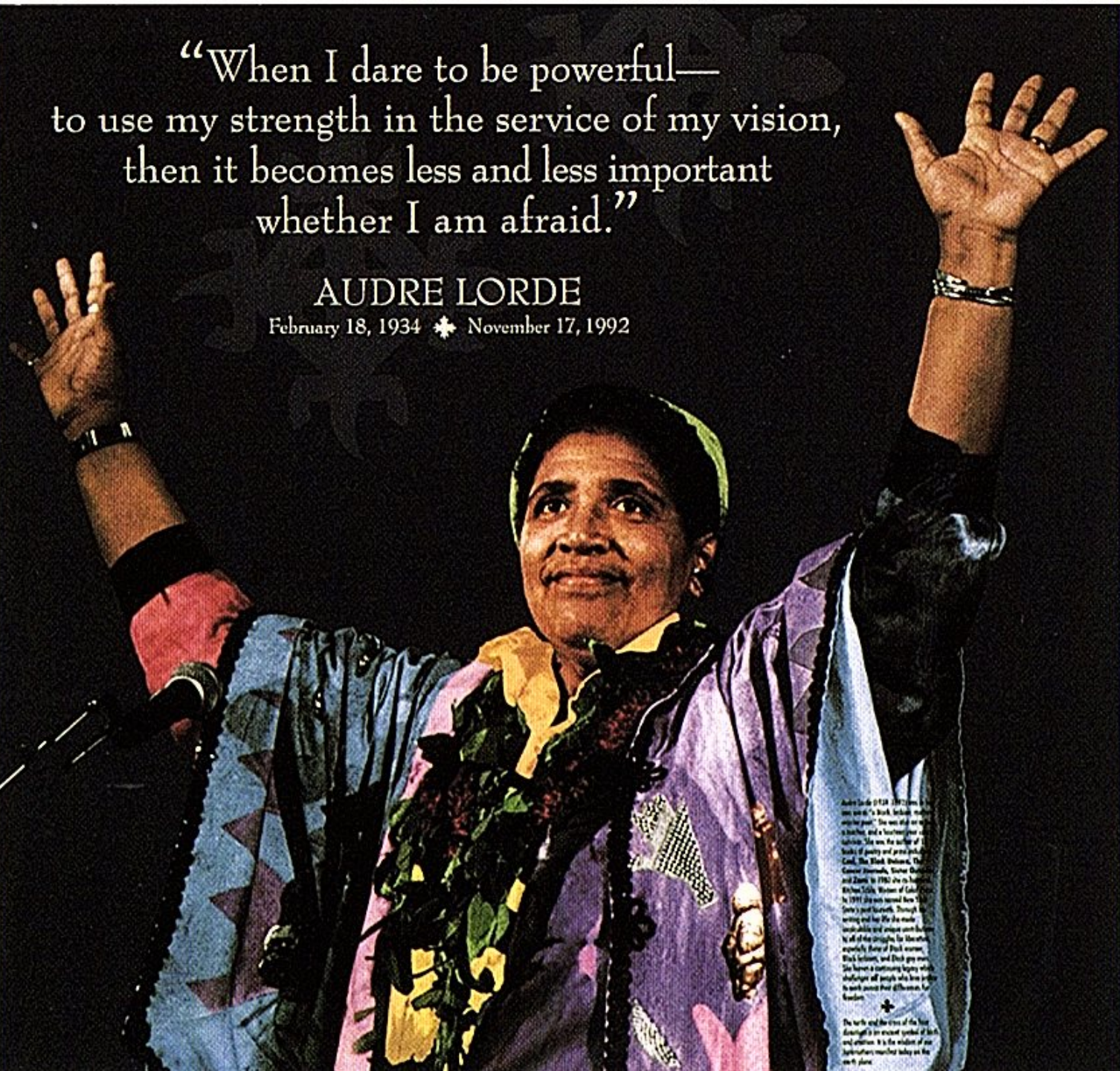
Racial and Cultural Differences Seen as Deficits ==> Tolerant of Racial and Cultural Differences ==> Racial and Cultural Differences Seen as Assets

<p align="center">Exclusive</p> <p align="center">An Exclusionary Institution</p>	<p align="center">2. Passive</p> <p align="center">A "Club" Institution</p>	<p align="center">3. Symbolic Change</p> <p align="center">A Compliance Organization</p>	<p align="center">4. Identity Change</p> <p align="center">An Affirming Institution</p>	<p align="center">5. Structural Change</p> <p align="center">A Transforming Institution</p>	<p align="center">6. Fully Inclusive Anti-Racist Multicultural Organization in a Transformed Society</p>
<ul style="list-style-type: none"> • Intentionally and publicly excludes or segregates African Americans, Native Americans, Latinos, and Asian Americans • Intentionally and publicly enforces the racist status quo throughout institution • Institutionalization of racism includes formal policies and practices, teachings, and decision making on all levels • Usually has similar intentional policies and practices toward other socially oppressed groups such as women, gays and lesbians, Third World citizens, etc. • Openly maintains the dominant group's power and privilege 	<ul style="list-style-type: none"> • Tolerant of a limited number of "token" People of Color and members from other social identify groups allowed in with "proper" perspective and credentials. • May still secretly limit or exclude People of Color in contradiction to public policies • Continues to intentionally maintain white power and privilege through its formal policies and practices, teachings, and decision making on all levels of institutional life • Often declares, "We don't have a problem." • Monocultural norms, policies and procedures of dominant culture viewed as the "right" way" business as usual" • Engages issues of diversity and social justice only on club member's terms and within their comfort zone. 	<ul style="list-style-type: none"> • Makes official policy pronouncements regarding multicultural diversity • Sees itself as "non-racist" institution with open doors to People of Color • Carries out intentional inclusiveness efforts, recruiting "someone of color" on committees or office staff • Expanding view of diversity includes other socially oppressed groups <p align="center"><i>But...</i></p> <ul style="list-style-type: none"> • "Not those who make waves" • Little or no contextual change in culture, policies, and decision making • Is still relatively unaware of continuing patterns of privilege, paternalism and control • Token placements in staff positions: must assimilate into organizational culture 	<ul style="list-style-type: none"> • Growing understanding of racism as barrier to effective diversity • Develops analysis of systemic racism • Sponsors programs of anti-racism training • New consciousness of institutionalized white power and privilege • Develops intentional identity as an "anti-racist" institution • Begins to develop accountability to racially oppressed communities • Increasing commitment to dismantle racism and eliminate inherent white advantage • Actively recruits and promotes members of groups have been historically denied access and opportunity <p align="center"><i>But...</i></p> <ul style="list-style-type: none"> • Institutional structures and culture that maintain white power and privilege still intact and relatively untouched 	<ul style="list-style-type: none"> • Commits to process of intentional institutional restructuring, based upon anti-racist analysis and identity • Audits and restructures all aspects of institutional life to ensure full participation of People of Color, including their world-view, culture and lifestyles • Implements structures, policies and practices with inclusive decision making and other forms of power sharing on all levels of the institutions life and work • Commits to struggle to dismantle racism in the wider community, and builds clear lines of accountability to racially oppressed communities • Anti-racist multicultural diversity becomes an institutionalized asset • Redefines and rebuilds all relationships and activities in society, based on anti-racist commitments 	<ul style="list-style-type: none"> • Future vision of an institution and wider community that has overcome systemic racism and all other forms of oppression. • Institution's life reflects full participation and shared power with diverse racial, cultural and economic groups in determining its mission, structure, constituency, policies and practices • Members across all identity groups are full participants in decisions that shape the institution, and inclusion of diverse cultures, lifestyles, and interest • A sense of restored community and mutual caring • Allies with others in combating all forms of social oppression • Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations.

“When I dare to be powerful—
to use my strength in the service of my vision,
then it becomes less and less important
whether I am afraid.”

AUDRE LORDE

February 18, 1934 ✦ November 17, 1992



Leadership
Matters

Audre Lorde (1934-1992) was a poet, writer, and activist. She was the author of several books of poetry and prose including *Cold, The Black Unicorn, The Cancer Journals, Sister Outsider, and Zami*. In 1980 she co-edited *Black Girls*, written by Lorde. In 1991 she was named one of the 100 most influential people in America. Through her writing and her life she made a lasting impact on the lives of all of the people she met, especially Black women, Black lesbians, and Black gay men. She leaves a continuing legacy which challenges all people who live in this world to work toward their differences for freedom.

✦
The words and the spirit of the hour
demanding an exact symbol of love
and attention. It is the wisdom of our
speculators measured today on the
earth plane.



**Please enter questions in the chat window.
We will follow up with answers for any questions
we can't address in the time allotted today.**

Trustee Call To Action

Key Resources

1. [Project Implicit](#): A variety of Implicit Bias Self-Tests
2. ["How Studying Privilege Systems Can Strengthen Compassion"](#): Peggy McIntosh at TEDxTimberlaneSchools
[White Privilege: Unpacking the Invisible Knapsack](#) - Peggy McIntosh_ARTICLE: Cory Collins.
3. [What Is White Privilege, Really?](#)
Recognizing white privilege begins with truly understanding the term itself . Issue 60, Fall 2018
4. BOOK: Robin J. DiAngelo, foreword by Michael Eric Dyson.
White Fragility: Why It's So Hard for White People to Talk About Racism, 2018.
Robin DiAngelo: [Publications](#) [Media](#) [White Fragility Readers Guide](#)
➔ Start with this 20-minute introductory video, [Deconstructing White Privilege](#)
5. BOOK: Kendi, Ibram X. *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. 2017.
6. [Vision for Success Diversity, Equity and Inclusion Task Force 2020 Report](#)
7. BOOK and 5-PART WEBINAR SERIES: [Minding The Obligation Gap in Community Colleges and Beyond](#)

**Thank You
and Happy Landings!**



Courageous Governance