

**SBVC**  
**Enrollment Management &**  
**Student Equity**

June 9, 2020  
 1:00-2:00 p.m.  
 Zoom Conference

**NOTES**

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

*Members:*

	A	P		A	P
Dr. Scott Thayer			Justine Plemons		
Dr. Dina Humble			Keenan Giles		
Dr. James Smith			Kenneth Lawler		
Marco Cota			Kyle Stroud		
Carmen Rodriguez			Larry Brunson		
Dr. Stephanie Lewis			Leslie Gregory		
Patty Quach			Mary Valdemar (Senate)		
Adrian Rios (ASG)			Paul Bratulin		
Alicia Hallex			Quincy Brewer		
April Dale-Carter			Dr. Raymond Carlos		
Ariel Davis			Ron Hastings		
Christie Gabriel-Millette (CSEA)			Sam Trejo		
Jessy Lemieux			Stephen Lee		
Joanne Hinojosa			Sharaf Williams		
Joseph Nguyen			Tammy Vu		
Joshua Milligan			Yvonne Beebe		

TOPIC	DISCUSSION	FURTHER ACTION
1. Discussion on current events?	<p>See Chancellor's publication.</p> <p>Scott:</p> <ul style="list-style-type: none"> <li>• Conversation/dialog within our campus community on race, inequity, injustice and impatience.</li> <li>• #1: Systemwide review of law enforcement and first responder training and curriculum.               <ul style="list-style-type: none"> <li>○ Over 100 police academies in the community college system.</li> <li>○ Cultural sensitivity.</li> <li>○ Community Colleges are the training ground for police officers in California and around the nation.</li> </ul> </li> <li>• #2: We want to have an open dialog with our campus community on inequities.</li> <li>• #3 – Auditing classroom climate and creating an action plan to</li> </ul>	

create an inclusive and anti-racism in curriculum.

- Conversations on reviewing the Student Equity Plan desired outcomes and not compliance. Making impacts across all areas that need to be addressed, including hiring, technology support, faculty, classified professionals and looking at the barriers and identifying solutions.
- The state has identified disproportionately impacted African American's impacted by COVID-19, disproportionately overrepresented.
- #4: Chancellor's Office has been working on a full implementation of the diversity equity inclusion plan.
- Board of Governors mandated a plan created to address diversity equity and inclusion in the workforce and in the learning environments.
- #5: Instead of having this 5-years to get this it needs to be done as soon as possible.
- #6: Visit the research center (link to be provided).
  - Resource: Ibrahim X. Kendi author of *How to Be an Antiracist*

Questions?

There's so much more to discuss and/or share. I wanted to open it up for anyone to chime on those six items. But don't feel the need to only speak to this, I want to get a temperature check on how everyone is doing.

Dina:

I just wanted to let you know that I see you and I stand with you. On the call to action, I'm working with the statewide committee for the CIOs and we're going to be working with the Chancellor's Office on scheduling some dialogue with post as our police academies follow the post curriculum

and, so stay tuned for more information and further dialogue with our police director as well as the statewide post and chairs.

Scott:  
That's good to hear.

So additional feedback comments about this document?

Carmen:  
Regards to #4, we're looking into the Student Equity Plan to see where the gaps are still and how are we still maintaining our efforts to closing those gaps. We will be providing input and getting feedback from the committee. We also want to make sure that we still service our students and see how we are doing, what we are doing and how we can enhance our efforts.

Scott:  
That's good.

What are some things that can happen and talk about action steps?

Carmen:  
I think I think we need like a safe place or a safe space on campus to dialogue and continue this dialogue not only with our staff and faculty but our students in retrospect. And then look at the best practices for how we promoted social justice in our programs in our development, and how are we creating those spaces for our students.

Scott:  
Are you thinking of a physical space? I'm trying to articulate what I'm hearing.

Carmen:  
We can do it both ways. Virtually and on campus.

Scott:  
Setting up something that has solid foundation; I guess that's the way I viewed it. I'm looking at one on the list and this is the choir. This is the group

who's been doing this work and advocating then rolling up the sleeves and really going out every day trying to make a difference. So I know speaking these things to you all is not difficult. This is not about not doing something I guess it's about how does a coalition get built.

Marco:

I think we need to look at the coalition to get built in; I know things have been done and talked about but I think it's time now that we get down to the ground routes and look at things not just in the talking part but then to action and with deliverables, accountability and responsibility that things get done. The hardest thing is going to be that we look at each other and then we look at our own selves and admit to our own selves that at one time another we've all shared some kind of prejudice. Whether it's in joking matter or not we just need to be real with it and know that we did it whether or not consciously so we can get to the ground roots could make folks accountable and look at a system that that is clear and concise on what we want to do, what the goals are and ensure that people follow them.

Scott:

Yeah hearing the comments and talk about action I think it's accountability is important. That is the root of saying I didn't change something. I use an example that we've all dealt with for this past year and leading into the year we had all this work we were doing around now AB705 in the work change and the placement. Now that's systemic change right? We took part in some systemic change and we were able to do that. And I see this as no different opportunity to make change and really put into place. You mentioned accountability, we're talking about rebuilding something, improving it, making it more inclusive. If your foundation is built on something and looking at some of the comments are now the document the last sentence of

#4 says, "It is time to channel that same can do attitude and community resolve towards addressing equity and structural racism." That's a powerful statement and that is something we could definitely align to. There's something to point. And I think that's helpful in these conversations like we've heard just bring up topics makes people uncomfortable. Just the topic. How do we move from where we are to where we need to go? So accountability definitely. What else can we do we need do?

Marco:

We need to develop a structure.

Scott:

What does that look like? There's structure we want to develop.

Marco:

We want to develop structure we want to develop expectations with objectives. Both under student services as well the instructional side. Just as simple as how we welcome people on campus and how we make it feel part of the campus. Starting from the ground roots; from the first step all the way through and how we relate to them in the class and how we accept them in our classrooms. But we provide our services to them. First and foremost, we're all human beings and there is no super race.

Scott:

I think we have to validate peoples experience.

Marco:

Experiences are totally different with the what they have faced; it's going to make a difference how they react to things. Whether it be in the classrooms and other things simply because of what they have gone through. Whether it be a defense mechanism or not but simply is we need to be aware of that and be sensitive to that.

Scott:

That's a great point. I mean we talk about trauma, we talk about triggers for trauma we talked about the whole idea of a lived experience and in a big part of the work you only talk about how it works. And that's a big part of the work. It's regimented; there's this lack of empathy understanding for characteristics traits and experiences of all groups. Because it's fitting everyone into this, 'oh it has to be a certain way' state, historically. But we definitely know we can do better.

Marco:

I think it's also an opportunity for the diversity committee to come up with our own recommendations that we feel can be moved forward to help the President with the task force that she's in she's in the process of forming.

Scott:

Yes, that's true. It's a vulnerable place for people to comment. Listening and understanding are the initial things we definitely need to do. We've been doing that so how do we get people to go to the next step? Listening, understanding, acceptance, action. Trying to talk through what could be and what could look like.

Justine:

I'm looking for more than diversity I'm looking for inclusion. This is a great place to start but let's not act like this is a new issue. Like I said during the meeting with President Rodriguez, is this can may be the catalyst, but this isn't new. And I'm so confused by people are just catching on to this? Inclusion and making sure our committees, because I've been on several committees where everyone looks like me [white American]. Why? I want to make sure that our students are seeing people of color in the classroom teaching them. I want to make sure that this conversation doesn't die off a year from now or six months from now. That we're not just checking boxes by putting together a document. That this is actually going to

change. And I also just want to say let's not be surprised as we go through this process that we find out about that a lot of our colleagues, unfortunately, we're like minded group, but let's not be surprised when we find out that a lot of our colleagues don't share the same opinions. And what are we going to do about that?

Scott:

That's a good point. First Justine, thank you for being so courageous and speaking your truth. That is important that we talk about..

Justine:

That is the least I could do.

Scott:

...these are real things. We talk about action and then all of a sudden, I think what's happened people were waiting for the "demonstrations" to stop, but they have not and that's why...

Justine:

I'm waiting for our law enforcement to stop killing unarmed black men.

Scott:

Definitely. It's been historical challenge.

Justine:

How are we going to address that in our own Police Department

Scott:

Yes. Right. That's the work right? The curriculum review, the change of culture and I think not allowing the conversation to get diverted to something else. We got stay on topic; it's easy to find a way to talk about something else because it's more comfortable.

Justine:

100%, but if this topic is making you uncomfortable, I'm saying in general, if this topic is making somebody uncomfortable ask yourself why? Why is this making me uncomfortable? And

it's okay to question your own beliefs. It's okay to say why is this why does this topic of race make me squirm in my seat.

Scott:

That is a reflection. You have to have these conversations. It becomes a mirror conversation. Look in the mirror and you're starting to you know have to address things that are the reality for many. And that could be a difficult no internal dialogue if you will. But it's one of those things that needs to take place if we want to change something.

Justine:

Yeah the uncomfortable-ness that that I may feel is like a drop in the bucket. For example, when I get pulled over by the police I never think my life is in jeopardy. Me being uncomfortable or having these uncomfortable conversations with colleagues doesn't even compare to what a lot of our black Americans are living, a lot of black people in general because this is not just a US based problem this is a problem globally.

Scott:

So we're definitely seeing the international outrage. I tried to make the point where with four people involved, the one person committed the act, but to do nothing to say nothing to allow it to occur..

Justine:

You're just as complicit.

Scott:

Right! That's just saying it is not your business. It's all of our business.

Justine:

It's 100% and I think it's so easy to sit in your seat and not say anything and not to make waves.

Scott:

Or to say to yourself that's not right and then do nothing. So I think that's important types of dialogues. I think it's

important that people are allowed to share their experience. which could be very enlightening to hear. But people grow up in different environments. You grow up in a space and people have opinions about things and opinions of the group that you've grown up with. To share creates vulnerability which is what it's needed and that's trusting that you can do that. And when that occurs the opportunity is to learn and do something different. I'm glad people felt comfortable enough to speak.

Justine:

Speak up. When someone say's something racially charged at work say something. Let's stop hiding behind the disguise of professionalism like, 'I don't want to rock the boat. I don't want to say something...' Speak up.

Scott:

Those are things that individuals can do.

Marco:

I think that's easier to do when it becomes a campus commitment. Then it comes from the head people. Whether it be the Chancellor, the Board, the President, that it is a commitment that we are making to do that. Once that comes through I think more people might be more amenable to take action when things happen. But it has to be as the President said, 'we are not going to tolerate this anymore.'

Scott:

That's a great point right. You create the culture, you change the culture through you know the action. That branches out to other things. Accountability, commitment and action. It's important to stay on topic.

The sense of urgency has to be a big part of it in order for things to occur now. And that's a part of the frustration.. we have to wait for XY or Z. You have to wait for the investigation, you have to wait for the process to play out, etc. That's not

what people are looking for now they want to see an action occur.

Sharaf:

This is nothing new. This is not new information. It's a shocking thing of course; it's horrific but we've seen children get murdered on video by the police with no repercussions. It's really about the fact that our colleagues, and I really dare to say mostly people on the instructional side because on the student services side we have a very, very, very diverse group. From the amount of counseling staff that matches the faces of our students to our financial aid, admissions, all the departments. We have an extremely diverse group, in my opinion, student services staff more than I seen at other colleges and the instructional staff are really the ones they have more interaction with the students on a daily basis. I feel, from my personal view, that that needs to be where the conversation begins. Within our group, student services, like Justine said, 'you're preaching to the choir.' We're all kind of on the same side. I see a lot different interactions with our students with the our instructional faculty and I think that's where it needs to begin. I'm from Missouri so from Saint Louis not too far from Ferguson and we just happen to see the same thing over and over. So for me my anger is tempered because I've been angry for so long. I can't have that heightened sense of anger every single time. I'm not surprised; I'm angry but not surprised and hoping that we can do things different this time and really make a difference. So but from the schools perspective I think we should really start with instruction. That there most of the staff I think is something like 60% white faculty and I don't believe that's true for the student services side. So, I think maybe that's a starting point for our campus and have those conversations with the people who have most interaction with our students.

Scott:

Yes, and I mentioned it before, this is 'choir conversation,' but it's about how there can be some influence. And I'm with you on that Sharaf when you say every incident that that happens takes a little bit away from you. I'll use I statements. It takes a little bit out of me every time and the hardest part is the burden, if you will, and I saw your comment Justine and it resonates. The burden shouldn't be on Black folks, right? The burden's always been there that's the given. But I'll say the one thing that has been of all these demonstrations is to see that so many other groups are out there saying they want change too. That's the space where I see some hopefulness that wanders it's not just about black people protesting this is about black people and white and Brown and Asian and others coming together saying, 'we will not stand for this treatment any longer; and we're going to continue to show up.' I will say that I like the very conservative community and there's the demonstrations at City Hall the last few weeks that gives me hope because that would never happen a year ago six months ago and these are the young folks these are high school student like daughter asking me to go protest on Friday this week with her friends; the young folks are doing this the millennials are out there it's a generational thing too so there's opportunity because of that but can't just allow it to stop.

April:

I think there definitely needs to be authenticity behind any action taken in order for there to be sustainability. Because you can put a front that you care and it doesn't last, or those around you that are impacted and/or affected by it can tell when there is authenticity behind it. I do appreciate everything that was done today in the conversation that the President allowed and I heard a lot of passion from everyone that spoke up, and I appreciate that. I just hope going

forward that that same motivation is still there. Not necessarily from those that were on the call but for those that are now trying to reach out to the campus and have these different trainings, if there is no true authenticity behind their action is going to fade fast and it's going to show quickly.

Sharaf:

I agree with April. It's been two weeks, 14 days and you know a lot of people are protesting. I know my kids are protesting and they're starting to facilitate protests by their own high school in Orange County. I understand it, but you're right though that starts off because everyone's on here but then once things start to, dare I say, go back to normal this kind of fades to the background and then you wonder who still standing.

Justine:

I think that's where it's my it's my job it's our job as white people that have the privilege and have the power to continue to use our voice; when there are no more Instagram memes or stories or trending hashtags to keep that momentum going and know that although we may not be seeing it on our timeline as frequently it's still a reality for a lot of people and so that's my commitment as someone who has this privilege. That I'm going to continue to use my voice; I'm going to continue to check my conscious bias or my unconscious bias; I'm going to continue to do better and to speak up so when someone at work or someone in a professional space says something to me that's racist. I'm going to continue to use my voice because that's my responsibility.

Scott:

Thank you for that Justine. I do want to say this, I know this group is been is passionate and we are committed to the work; I think it's important that we you know stay committed an and if we have to be part of the accountability piece and not allow things to just slide

	<p>by. It is difficult at times to speak up but I think when we look at what we believe in and foundationally we say 'this is what is right for me and this is what is wrong.' When they talk about leadership being about doing what's right not what's popular; and sometimes it becomes a lonely place but at the end of the day we all have to go home to ourselves and if we believe that we follow through on the things that are foundational for us then we can rest with some sense that we have fulfilled our beliefs and not allowed things to occur that we had some control over. I think this will be a conversation that we'll definitely continue. Doctor King said "A riot is the voice of the unheard." When people feel like they are not heard they move to getting the attention, right? Getting the attention in this society has been people going into the streets. That has been a successful practice historically. Knowing our history is so important, learning from it.</p> <p>Definitely we will continue the dialogue. I just want to say I appreciate the work you all done and all the work you're doing. With that said, we can conclude our meeting; I will forward you the document. I would just like us to continue to think about ways to align and support how to support this change, movement that will benefit and dismantle a system that has been very detrimental to many of our students.</p>	
<p>2. Enrollment</p>		
<p>3. Student Equity and Achievement Plan Update</p>	<p>Agenda items to be discussed next enrollment management meeting.</p>	

4. SBCCD Promise Update		
5. Marketing Update		
6. Work Group Updates/Status A. Textbooks B. Retention C. Financial Literacy		
7. Other A. Student Debt		

Additional Information:

DRAFT