Ohlone College

Leadership for Racial Equity

Reimagining, Retooling and
Rebuilding for Structural Change

A Report of the Ohlone College Leadership Retreat
September 4, 2020
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Leadership for Racial Equity

Background
Ohlone College is committed to being known for inclusiveness, innovation, integrity, engagement, and exceptional student success. The mission includes providing excellent instruction and support services, awards, associate degrees, and certificates, and promotes university transfer in an inclusive, equitable and multicultural environment. The values of Ohlone College specifically speak to the intentional and purposeful support for diverse students, faculty, and staff to maximize their ability to define and fulfill their higher education goals and career aspirations.

Honoring this longtime college commitment, incoming president, Dr. Eric Bishop, engaged the Ohlone College leadership team in a professional journey to support the development of overall leadership that is grounded in equity and that increases the level of racial literacy, fluency, and competence in diversity, equity, and inclusion at Ohlone College. Integrating an equity framework in the overall work of the college further supports the ability of the college to meet its mission and live up to its stated values.

Dr. Bishop enters his tenure as the seventh Ohlone College president in the history of the institution with an eye on responding to the implications of the convergence of the changes all are experiencing with the COVID-19 pandemic and the seemingly widespread awakening to the realities of racism in the United States (specifically, anti-black racism) as illuminated by the murder of Mr. George Floyd.

Dr. Bishop entered Ohlone College acknowledging the “…complex and challenging time in higher education given the impact of the pandemic and the following economic fallout, … also very positive shifts happening in our world with the unveiling of the injustices our African-American community and the Black Lives Matter movement forcing people to see what people of color have had to face.” Dr. Bishops says, “It’s an opportunity for open dialogue, to learn from one another as one human race, and to use education as a tool to lift ignorance.”

The theme of 2020-2021, as defined by Dr. Bishop, is “Reimagining, Retooling and Rebuilding for Structural Change” with the four pillars of
structural change for diversity, equity and inclusion identified as 1) Curriculum, 2) Budget, 3) Hiring Policies and 4) Training.

Approach
Dr. Bishop convened the multi-constituency Ohlone College leadership team made up of faculty and staff, governance constituency leadership representatives and the executive administrative team. Participating leaders included:

- faculty, professional classified staff, administrators, and student representatives the College Council (22 members)
- Curriculum Committee members and subcommittee leadership (27 members)
- Deans, Directors and Administrative Staff (55 members)
- The Academic Senators (12 members)
- The Student Equity and Achievement Committee (36 members)
- The Administrative team

The team was asked to consider the significance of leadership and the impact it can and will have on the institution’s ability to make necessary changes. Ninety one participants attended

In a two hour zoom meeting, the leadership team considered five questions.

1. Where are you in your racial literacy journey?
2. What do you believe and know?
3. How can what you believe and know be manifested in your work?
4. What does it look like when leadership is grounded in equity?
5. What do you recommend Ohlone College do to prepare for a policy analysis for structural racism?

After a presentation on systemic, cultural, institutional racism in education, the team engaged in an interactive exercise to consider their position on their racial literacy journey; what they believe and value; how their beliefs and values manifest in the operations of the institution; what leadership grounded in equity looks like and how Ohlone College should prepare to re-imagine for structural change. Dr. Regina Stanback Stroud led the group in the exercise after sharing her leadership framework, Leading to Transgress (Appendix II).

The leadership team reviewed a slide deck addressing the significance of leadership and the impact it can and will have on the institution’s ability to make the necessary changes. The group considered systemic and structural racism and the multiple domains and clear strategies within the domains that can create the change envisioned by the team, including hiring, communication, curriculum, campus climate and culture, educational policies, and data analysis. (Appendix III)

Considering the confluence of the pandemic, an awakened consciousness to nationwide systemic and structural racism (specifically anti-black racism), and consistent and persistent opportunity
and equity gaps in educational institutions (including Ohlone College), the leadership team is poised to contemplate how to de-weaponize education as an institution by adopting a leadership for racial equity framework.

Using Stormboard, the team engaged in an interactive exercise, considering five questions. This report provides the results of the exercise. (Appendix IV)

A Great Place to Work
In an exercise to practice using Stormboard before the retreat, the team members answered a few fun questions.

- Why is Ohlone College a great place to work?
- If you could change one thing about Ohlone College, what would it be?
- Who or what at Ohlone College most influences you?

The Storm revealed an overwhelming appreciation for the college, its geographical setting, the community it serves and the people who serve. By far, the humanity that Ohlone College encompasses (Students – People – Faculty) was acknowledged in the exercise. The question about a change prompted responses related to the need for increased equity and inclusion with faculty and staff, professional development to keep up with the demands on the job, the need for more and transparent communication and real shared (participatory) governance, changes to address
campus climate (micro-aggressive attitudes and behaviors toward faculty and staff of color), and resources to make the environment more peaceful and beautiful. People were most influenced by the students served and their colleagues of Ohlone College citing students, faculty, staff, and managers.

Finally, each of the questions included several responses related to the need for coffee, pizza and food – note the prominence of the word Pizza in the wordcloud – courtesy of a couple of participants who engaged the idea and went back and forth with comments on the matter. Further explanations included the importance of spaces for people to connect in a better way.

**Racial Literacy Journey Results**

Frances Winndance Twine (2010) introduced the term racial literacy and described the components of racial literacy ...(1) the definition racism as a contemporary problem rather than a historical legacy; (2) an understanding of the ways that experiences of racism and racialization are mediated by class, gender inequality and heterosexuality; (3) a recognition of the cultural and symbolic value of whiteness; (4) an understanding that racial identities are learned and an outcome of social practices; (5) the position of a racial grammar and vocabulary to discuss race, racism, and antiracism; and (6) the ability to interpret racial codes and racialized practices (page 92). Some level of racial literacy by members of an organization who are in positions of influence sets forth a team with the ability to recognize, name, challenge, and manage various forms of everyday racism. (Twine,2010).

As the team members considered where they each may be on their own racial literacy journey, participants described themselves as primarily learning and reflecting. Some shared their point of view about race and equity work in general and a few indicated they were actually putting things into practice (praxis).

As a whole, the multi-constituency leadership for Ohlone College can be described as at the learning phase (beginning) of a racial literacy journey.

- *Just getting a handle on the terminology*
- *Always learning everyday*
- *Learning about developing and adopting an antiracist mindset*
- *Reading and learning every day at the beginning of my journey, open and interested.*
- *Learning more everyday realizing that I don’t know anything and didn’t pay attention*
• 48 years of experience. Just starting to read other’s perspectives, thought and analysis and starting to process the synthesizing with my own experience

• I feel like I can identify it when I see it, but then my son asks a question and I realize how much I don’t know

• Reflecting on my own actions and biases

• Always growing through conversations, readings, and learning from others

• I’m still learning how race plays a role in equity and disparity

Praxis is the act of engaging and applying what is known and understood to the operations of the academy. A few of the participants went further to say they were actually applying what they were learning and/or were quite progressed in their journey.

• Learning what I can and applying where I know how

• Near the beginning but starting to make changes in my class curriculum and policies and brainstorming ideas for how to include equity questions in SLO reports.

Team members described the ways in which they considered their own racial literacy in terms of their awareness of self and how others are impacted. Responses revealed an acknowledgment that doing race work requires self-awareness and awareness of others experiences.

• I believe we can move forward if we personally address our isms

• I have been really diving in the last few years, esp reflecting on my own multiracial identity. I would say the last couple of years have been a huge a growing period for me. I still have so much more to learn.

• ‘I’m reflecting and learning

• ‘Reflecting on my own actions and biases

Some team members described their position as well developed with years of experience.

• A longtime awareness of the insidiousness of racism

• I have a clear understanding and balanced in my approach to responding to racism

Where I am in my journey is a deep sense of appreciation and respect for differences and the value that everyone brings to the table to make our world impactful.

I bring it to my day to day work and am relentless on supporting that resolve.
• *I am woke and waking even more*

• *Pretty far down the path*

The team demonstrated an awareness of their position at the beginning of a racial literacy journey that will poise the institution to take the courageous steps to engage what stands to be unfamiliar and sometimes difficult conversations. It requires a supportive culture that bends with the weight of imperfection and clumsiness around race work, race talk, race actions. If the team gives each other permission to be imperfect with the work, the college may develop a new level of openness and a commitment to engage. Individuals may begin to feel more comfortable and adequate in using their positions of influence to support institutional change and innovation and make the necessary changes that address and mitigate structural and systemic racism at Ohlone College.

No team members made statements that exhibit leadership that is clearly grounded in equity and executed in a way that has a propagating effect on the organizational transformation toward racial equity. Such leaders begin to model what it means to be intentional and unapologetic, to interrogate systems of power and privilege, discrimination, marginalization and exclusion, and to be clearly focused on addressing institutional and structural racism.

There was little indication of an awareness of the intentional work to acquire conceptual, practical, and theoretical knowledge about race and racism.

**Values and Beliefs Results**

If we consider how our values shape the decisions we make, positions we take and the relationships we form, it is not a large leap to get to the significance of understanding the values, not only of the institution but of the individuals who are in positions of power and influence.
These values can determine an institution’s ability to perform at its best level and achieve the goals, mission, and vision it articulates to the community.

The participants of the leadership retreat considered the question of values with regard to racial equity and literacy. Two prominent themes emerged in the collected responses to the question of values and beliefs (accountability and equality). Leadership team members acknowledged that the in-depth work required to confront and eliminate racist systems and structures requires deliberate and intentional efforts to mitigate racism and build bridges. In doing so, the students are supported in succeeding, enjoying options thus improving their lives and the world in which they live.

Accountability

Many of the responses spoke specifically to the ways in which the institution and the individuals must take responsibility, hold themselves accountable and be held accountable by others to achieve racial equity – such that outcomes and experiences cannot be predicted by race. They expressed that it is the responsibility of the faculty, staff, and administrators to create such a space that is inclusive and welcoming. Ohlone College has the opportunity to consider how its practices, processes and policies can embrace such accountability.

- I believe that I have an individual responsibility to ask myself, Am I being fair and impartial? If I can’t answer yes then I need to know why.
- We can do so much better by our students!
- I believe that I have a responsibility to learn as much as I can and share as much as I can so that I can help dismantle racist structures and empower others to do the same.
- We can and will keep getting better.
- We need to see things beyond the numbers and the rates. We have to put a face in each of the numbers. Each number is a person we either help or neglect.
- I believe not all White people are racist, but they’re not knowing how to engage in the conversation hurts the conversation and the effort.
- I believe our students deserve every opportunity to succeed
- We have a responsibility as an institution of higher education to provide additional support and clear pathways for students who do not have the privilege of multi-generational educational opportunity in their families.
- I believe that we need to regularly re-examine our perceptions of ourselves and others. I believe that the rugged individualism embedded in American exceptionalism has created a self-centered understanding of the world where so much of humanity is excluded and
cast as irrelevant.

- We can make our society better for everyone by improving equity – it lifts us all up
- We can’t hide behind the banal niceties that take us away from a critical look at the racism that exists on campus and grants some privilege and power

The ability to strengthen the possibility of greater accountability for racial equity will require the institution to consider the ability to focus on the population of students that is consistently experiencing the negative outcomes and experiences. The notion that “all matter” is a common refrain that serves to undermine the idea that systems and structure have a detrimental impact on a specific population of students. Some of the responses, legitimate and well meaning, proposed such a perspective that would be addressed by equality as distinguished from equity.

- ...that our anti-racist work has to embrace and include all genders/queer folks/disabled folks
- I believe we need to do more to reach out to and support the Afghan population in Fremont
- I believe socio-economic status plays a significant role in inequality.

Equality

- That everyone should have the opportunity to excel.
- I believe that race matters and no one should go around saying they are color blind.
- Agreed. We also need to refrain from the term, melting pot.
- Everyone should be treated equally and be provided with the same opportunities.
- I believe it is easy to say that we treat people equally, but it’s really hard to actually do it
- Humans are all created equally. Race/color is for identification only
- We are all created equal, but do not have equal opportunity
- Everyone bleeds the same color

One comment acknowledged the distinction.
I believe that equity is more important than equality.

Manifestation in Work Results

The leadership team identified several ways in which their position in their racial literacy journey and their values are manifested in their work - most of can be sorted into the areas of (1) Curriculum Design and Pedagogy, (2) Interactions and Communication, (3) Processes and Practices, (4) Professional Development, (5) Research and Data Analysis

Curriculum Design and Pedagogy

- Culturally relevant pedagogy in ALL my classes

- I have totally changed my texts and themes and class policies. I am focusing on Kendi’s book, How to Be an Antiracist, and also doing multi-cultural memoirs. I use contract grading and only give letter grades for the course since we have to. I have taken all deficit language and punitive language out of the syllabus

- We make structural changes to GE to ensure students understand diversity issues in the US

- By the curriculum I use and the ideas we talk about and practice in class

- Include diverse, anti-racist, and abolitionist lens in the curriculum

- Decolonizing the curriculum

- I try to teach to my faults

- I include diversity and inclusion activities on Day 1 of each course to ensure everyone's lens is respected and expected - and ID resources on campus to foster support

- ...the textbooks that I choose, readings, videos, teaching techniques, how I work with students, and faculty and staff

- I am reviewing all of my lectures and I am trying to reexamine what I teach and how I teach it.

- Through re-framing spaces and voices of traditional knowledge, deepen my openness to personal reflection on my courses, and search for real transformational learning experiences

- Inclusive practices grounded in the belief that one size does not fit all.

Interactions and Communication
• Treat everyone with equal respect and as you would expect to be treated Pro-active attitude toward students of color, while trying to avoid the appearance of favoritism

• It manifests when I take a step back to consider the effects my thoughts, actions and words may have on others.

• I treat others as I want to be treated, not as to how I am treated

• It manifests through my intentional listening with empathy. Not based by my own experiences but rather through the lens of those around me (students, staff, faculty, colleagues)

• Treating all equally for processes

• Treat everyone with equal respect and as you would expect to be treated.

• Pretty far, but always open to learning.

• Neutrality and/or not speaking up is contributing

• All students deserve access to a high quality job that provides a living-wage. I try to support work that moves this idea forward, but I am not intentional enough about this.

My work for equity and inclusion stems from my own personal and professional experiences and desire to provide safety and a voice for everyone.

• Everyone has an opportunity

• Everyone should be provided the opportunities that meet their particular needs.

• Everyone must have an opportunity to succeed

Processes and Practices

• Hiring would be more equitable; promotions and reward would be reflective as well

• I believe that talking about equity is important, but without justice and transformation of the heart, things will not change.

• Deconstruction and recognition of inequitable power systems within the institutions that impact staff, faculty, and students.

• The diversification of both staff and course offerings.

• We need more representation of faculty of color that can relate and advocate for our students
• Feeling responsible to report blatant racist behavior to protect students
• Work to call-out injustices when I see it.
• More committed to working for change to improve things for my students and ultimately my community
• It leads me to find ways to support students of color outside of the classroom.
• Making sure students don't fall through the cracks - reaching out to see how I can help: finding out what the barriers are
• Review Ohlone's role in the local community: outreach efforts and connection/support to the diverse population of the tri-city area.
• Feeling stuck in a broken system

Professional Development
• We need more training on issues of racism, etc., more self-reflection to address self-issues that are keeping Ohlone the same. Clean house where needed in order to make changes needed for students to feel safe in always at Ohlone.
• Honestly, I look forward to being part of these workshops are a wonderful start. In my professional career, I feel this is the first time I am experiencing equity leadership.
• Recognize your biases and your privileges so you can do better for your community.
• I think it is important to always question our actions and actively bring in diverse voices to the room.

Research and Data Analysis
• It makes me more mindful about the need to conduct focus groups with various student populations to identify barriers so we can create solutions.
• I worry I'm more driven by what the Chancellor's Office defines as success than what our students actually need. I look at disaggregated data when reviewing my program

Equity is the reason why I am in this profession.

It is my vision and passion.

I want to embody equity at Ohlone College.
• I feel frustrated with many of our processes and systems and often feel frustrated with change efforts that don't succeed

Purpose
• Equity is the reason why I am in this profession. It is my vision and passion. I want to embody equity at Ohlone.
• Child of civil rights activists and continuing the fight!

Equity Minded Leadership

Despite placing themselves at beginning levels of racial literacy, the team answered the question regarding equity minded leadership with responses that are often derived from a deeper understanding of an equity framework. Paul Gorski, of the Equity Literacy Institute (equityliteracy.com) describes inequity as the unfair distribution of material and nonmaterial access and opportunity resulting in outcome and experience differences that are predictable by race, socioeconomic status, gender identity, home language or other dimensions of identity. And, equity is defined as the fair distribution of access and opportunity. The Ohlone College leadership responded with a focus on (1) Outcomes and Experiences, (2) Student Centeredness, (3) Resource Allocation, and (4) Institutional Climate and Culture, and a conscious and intentional allocation of resources for equity.

Outcomes and Experiences
• African-American student success indicators will be aligned with White and Asian student success indicators
• We will be able to create an anti-racist school that is successful at serving all races
• Enrollment, retention, and graduation/employment rates may increase.
• Everybody feels comfortable and able to learn across the entire College
• Healthier work environment. Increase in productivity. Better student outcomes.
• We will not have to convince leadership of needs for equity, rather we can build from a common understanding and have tangible outcomes.
• Healthier work environment. Increase in productivity. Better student outcomes.
• We provide opportunity to every individual to succeed.
• There will be more representations of diversity in leadership positions, faculty, staff,
administration, etc., and every part of the college will be designed around the promotion of equity as a base value

- It will look right
- Prioritize resources (fiscal, time, etc.) to support DI (Disproportionately Impacted) students

Student Centeredness

- Decision making, including budgeting processes, and communication will be transparent and keep students, and specifically DI students, at the center of our decisions.
- They put the needs of those whose needs aren't met at the forefront of all of their decisions. They make sure to help the weakest link in order to strengthen that population
- When DI students are the primary point of consideration, including their academic needs, their safety, health, and well-being.
- We will look at the why behind the things we decide and plan to do.
- Decision making, including budgeting processes, and communication will be transparent and keep students, and specifically DI students, at the center of our decisions.
- When leadership is grounded in equity, then individual people and communities can experience freedom, choice, and empowerment over the course of their lives.
- I have to work harder to be more literate and match what I believe to truly, honestly serve our students and community.

Investing in students

- All students will be provided the best we can be as mentors and educators.
- Decisions are made which actively promote equity for our students.

Resource Allocation

- We need to provide resources for struggling students that do not stigmatize the need for help
- It would be better than it is now. I'm sick of having to fight all the time to get my students the support they need while being criticized by people who think they're woke but aren't.
• All students will be provided the best we can be as mentors and educators.

• Prioritize resources (fiscal, time, etc.) to support DI students

• Institutional Climate and Culture

• We will be able to create an anti-racist school that is successful at serving all races

• Everybody feels comfortable and able to learn across the entire College

• It will look inclusive and welcoming to all

• Open, safe, welcoming, awesome

• Have to be willing to have/lead/engage the difficult conversations to serve and protect our students and create a space in which they know they are welcome.

• We need to break down silos. Creating student equity requires many voices and viewpoint.

• Ongoing conversations college-wide to ensure everyone is involved. Goals and timelines. Shared accountability.

• Trust and support will be the building blocks known by all.

• Transparency and commitment in making intentional decisions to serve marginalized populations.

• Healthier work environment. Increase in productivity. Better student outcomes.

• Trust

• Shared vision for equity at an institutional level

• Mutual respect and transparency in all actions and communications Transparency and communication

• There will be more representations of diversity in leadership positions, faculty, staff, administration, etc., and every part of the college will be designed around the promotion of equity as a base value

• Our work, efforts and conversations will be about moving the students forward and we will be comfortable challenging each other on being equity minded without fear of judgement.
• Trust, collaboration, inclusion in all aspects of the college.

• When leadership is grounded in equity, then individual people and communities can experience freedom, choice, and empowerment over the course of their lives.

• All students will be provided the best we can be as mentors and educators.

• Do we have a culture of learning on campus, and therefore, openness to become a more equity focused?

• Everyone is moving in the same direction toward a shared goal

• I believe that a diverse professional environment can be very effective and nurturing on many levels.

Preparation to Analyze Policies and Practices

Participants were asked to recommend what Ohlone College should do to prepare to analyze practices and policies for structural racism. The recommendations fell in seven areas.

1. Provide racial literacy and racial equity professional development
2. Agree upon a common language to engage the work
3. Make sure there is a robust data and research infrastructure
4. Implement a campus climate survey
5. Develop a framework to analyze policy and practices
6. Establish clear goals and timelines for doing the work
7. Have the courage to do the work, admit there is institutional racism and be open to multiple perspectives

Conclusion and Recommendations

Ohlone College faculty, staff and administrative leadership team meetings engaged in a thoughtful exercise that brought forth many of the strengths and vulnerabilities in achieving racial equity such that the outcomes and experiences of minoritized people (students, faculty, staff and administrators) cannot be predicted by race.

The leadership team appears to be at the beginning of their racial and equity literacy journey to the extent that some basic principles and definitions related to equity are not commonplace yet. However, the deep commitment to the community represents a strong motivation and desire to get it right and make a difference. This is apparent in many of the comments participants made with both enthusiasm and frustration.

The team might now consider what knowledge beyond terminology is needed and how they might acquire the knowledge necessary to develop more racial and equity literacy, as well as to develop a racial equity framework of leadership. Understanding the need to become more informed not just by experiences, but by literature, professional development, study, and engagement is fundamental to developing one’s leadership framework. As well, understanding the intersection of leadership theory, praxis and critical race theory is a space for the team members to intentionally contemplate. The statements/examples did not reveal an acknowledgement of that intersectionality.

It is also clear that Ohlone College has not engaged in any critical analysis to identify underlying racist structures. The accepted default of college culture, like many institutions of higher education that are embarking upon this type of work is the invisible structure of white culture, which people of color have to navigate to succeed, accommodate, adapt, assimilate, and grapple with on a daily basis. Consequently, racial disparities exist in several domains including but not limited to employment, curriculum, retention, persistence, success, graduation, and transfer.

Recommendations
1. Launch an ongoing professional development series focused on increasing racial and
equity literacy for administrators, professional classified staff and faculty at Ohlone College.

2. Build an equity minded campus culture by addressing many of the obstacles outlined by Bensimone’s Equity Talk to Equity Walk including
   a. The use of “color blind” and “color mute” language.
   b. The lack of critical racial consciousness
   c. Failure to recognize racialized outcomes
   d. Failure to address race and racial literacy head-on
   e. Use of racially coded language
   f. Failure to address the pervasiveness of white privilege and institutionalized racism
   g. Seeing racial inequities as a reflection of academic deficiency.

3. Support the development and implementation of a board adopted guiding statement on diversity, equity and inclusion to serve as a guiding value and framework for college planning and resource allocation.

4. Conduct a campus climate assessment including focus groups of students, faculty and staff of color to ascertain their racial experience at Ohlone College.

5. Conduct an institutional diversity audit including the analysis of policies and practices for structural racism.
## Appendix I

### Invited Participants – Duplicated Lists

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<th>College Council</th>
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<tr>
<td>Eric Bishop</td>
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<td>Administration &amp; Co-Chair</td>
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<td>Tony DiSalvo</td>
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<td>Milton Lang</td>
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<td>Chris Dela Rosa</td>
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<td>Darline Gunsauls</td>
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<td>Mike Leib</td>
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<td>Academic Administration</td>
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<td>Matthew Ng</td>
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<td>Administration</td>
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<td>Sabrina Panjwani</td>
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<td>Student Rep</td>
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<td>Krina Shah</td>
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<td>Samir Abboud</td>
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<td>Larissa Favela</td>
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<td>Sheryl Einfalt</td>
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<td>Katherine Michel</td>
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<td>Jeff Roberts</td>
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<td>Faculty (Co-Chair)</td>
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<td>Jennifer Zhou</td>
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<td>Faculty (Adjunct)</td>
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<td>James Keogh</td>
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<td>Ben Peralta</td>
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<td>Delphyne Rollins</td>
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<td>Rob Smith</td>
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Curriculum Committee

Tony DiSalvo
Andrew LaManque
Milton Lang
Mike Bowman
Rob Gabriel
Chris Warden
Mark Lieu
Lori Silverman
Ghada Al-Masri
Andree (Dree) Thomas
Kimberly Robbie
Mike Taguchi (Chair)
Gary Kauf (Adjunct)
Sheida Parvasi (Adjunct)
Diane Berkland
Robin Kurotori
Isabel Reichert
Luba Voloshko
Sima Sarvari (Adjunct)
Robin Kurotori
Wayne Yuen

VPAA
Executive Dean
VP Student Services
Executive Dean
Academic Dean
Academic Dean
Academic Dean
Academic Dean
Academic Dean
Academic Dean
Academic Dean
Academic Dean
Director
LCAS
LCAS
Business & Tech
Counseling
Kin., Athletics, & Arts
Kin., Athletics, & Arts
Science, Engineering, Math
Science, Engineering, Math
Distance Education/E-Campus
General Education
Deans – Directors – Administrative Support

1. Al-Masri, Ghada       Lieu, Mark
2. Andjou, Desire        Love, Aundrea
3. Aviles, Ruben         Martinez, Santino
4. Bishop, Eric          Moore, Michael
5. Booras, Christopher   Navarro-Leca, Nancy
6. Bowman, Mike          Nevarez, Veronica
7. Burdett, Ann          Newell, Daniel
8. Caratachea, Christina Ng, Matthew
9. Dela Rosa, Chris      Nguyen, Binh
10. DiSalvo, Tony        Panales, David
11. Domingo, Shawn       Perez, Leticia
12. Elizondo, Leigh-Anne Radke, Kristi
13. Foster, Shelby       Reeves, Steven
14. Gabriel, Rob         Robbie, Kimberly
15. Gapuz, Joanne        Rodriguez, Gage
16. Goldware, Sara       Sabit, Farhad
17. Guileen, Oscar       Schurtz, David
18. Gunsauls, Darline    Sette, Josie
19. Hayes, Katie         Silverman, Lori
20. Hernandez, Edgar     Snedigar, Pam
21. Hickson, Lynn        Snyder, Scott
22. Jackson, Margaret    Thomas, Andree (Dree)
23. Kauf, Gary           Vossugh, Tina
24. LaManque, Andrew     Warden, Chris
25. Lang, Milton         Wilhelm-Chapin, Mary
26. Le, Vy               Worley, John
27. Lebedeff, Alex       Zingsheim, Shairon
28. Leib, Mike
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Susan Myers (Vice President)
Larry Heslin (Treasurer)
Adam Levy
Debora Holloran

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Counseling
Kinesiology, Athletics, & Arts
Social Sciences
Health Sciences
Language, Communication & Academic Success
Science, Engineering, & Mathematics Science, Engineering, & Mathematics Science, Engineering, & Mathematics Science, Business and Technology
Deaf Studies
Kinesiology, Athletics, & Arts

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Adela Kimball
Andrew Bloom
Andrew Wise
Brotati Guha
Carmen Madden
Connie Olsen
Elias Barbosa
Elizabeth Blau-Ogilvie
Evelyn Diaz-Sanchez
Jennifer Jovel
Jesse MacEwan
Jose Rico
Kyle Livie
Larissa Favela
Maggie McKenzie
Margaret Lee

Marissa Osorio-Agard
Mark Lieu
Matthew Ng
Melanie Fernandez
Mike DeUnamuno
Nadia Dadgar
Nancy Navarro
Robert Smith
Robin Kurotori
Sara Goldware
Sergio Suarez
Shyam Sundar
Stephanie Ramos
Steven Bitzer
Teresa Massimo
Yvonka Headley
Appendix II
Leading to Transgress

Leadership Framework

- A theory of leadership—a multi-racial, multicultural identified, gender-influenced framework that is informed by leaders who are a part of or situated closely to the masses of marginalized people of color and whose primary purpose is to influence allocation of resources in a way that breaks down or transgresses existing systems of power and privilege in the pursuit of social justice.

- Leading to liberate, strengthen, and educate. Leading to free the oppressed and to change the racist and sexist structures of power and privilege. Leading to develop the depth of humanity and to maximize human potential. Leading to make a difference in this world.
Appendix III

Leadership Retreat
September 4, 2020

OHLONE COLLEGE

This is **NOT** about one man. This is about **STRUCTURAL** Racism in a country built on **BLACK SLAVERY**

INSTITUTIONAL - STRUCTURAL - SYSTEMIC RACISM
While white male supremacy is a universal concept that is not unique to the United States, it is a pillar upon which the nation was founded, the government was established, and the constitution was created.

White male supremacy influences formal and informal relationships between and among people in public and private spheres of life. Social and political constructions of oppression and discrimination against women and people of color—in particular, people of African descent—remain embedded in American political, economic, religious and educational institutions (hooks, 1995).

Race in Education

"If you can control a man’s thinking you do not have to worry about his action. When you determine what a man shall think you do not have to concern yourself about what he will do. If you make a man feel that he is inferior, you do not have to compel him to accept an inferior status, for he will seek it himself.

If you make a man think that he is justly an outcast, you do not have to order him to the back door. He will go without being told; and if there is no back door, his very nature will demand one."

Carter Godwin Woodson, The Mis-Education of the Negro 1933
"It's been said that racism is so American that when we protest racism, some assume we're protesting America."

@beyonce giving @koepnick7 the Muhammad Ali Legacy Award.
Clear Leadership Framework that is grounded in Anti-Racism, Anti-Racism, and Equity

Leading to Transgress

A theory of leadership—a multi-racial, multicultural identified, gender-influenced framework that is informed by leaders who are a part of or situated closely to the masses of marginalized people of color and whose primary purpose is to influence discussion of resources in a way that breaks down or transgresses existing systems of power and privilege in the pursuit of social justice.

Leading to liberate, strengthen, and educate. Leading to free the oppressed and to change the root and root structures of power and privilege. Leading to develop the depth of humanity and to maximize human potential. Leading to make a difference in this world.
Appendix IV

Stormboard Report

Ideas by Section

Where are you on your Racial Literacy journey?

- Just getting a handle on the terminology
- open and willing to learn
- I like to think I am woke, but realize I have so much more to grow
- I am here and still studying
- I believe we can move forward if we personally address our “ism's”
- Reading and learning every day - causing me to continually question my actions and behaviors
- Just beginning. Listening and learning.
- I was a part of college bridge that helped socio economically disadvantaged students. My classmates educated me well on identifying these disparities, but there is always room for learning. I would say fair.
- I have been really diving in the last few years, esp reflecting on my own multiracial identity. I would say the last couple of years have been a huge a growing period for me. I still have so much more to learn.
- It's an ongoing journey.
- 48 yrs of experience. Just starting to read other's perspectives, thought and analysis, and starting the process of synthesizing with my own experience.
- still learning
- Pretty far down the path
- Still learning and experiencing
- I am woke, and waking even more
- I have a clear understanding and balanced in my approach to responding to racism.
- In my adolescent on my journey. Lifelong experience, less on theoretical literacy
- Always learning every day.
- I'm still learning how race plays a role in equity and disparity.
- Always growing through conversations, readings, and learning from others.
- Open to learning more and as much as I can to have the ability to counter disparate views.
- Learning more every day realizing that I didn't know anything and didn't pay attention.
- Reading and reflecting a lot
- learning every day
- learning about developing and adopting an anti-racist mindset
- A long-time of awareness of the insidiousness of racism
• Always growing
• Reflecting on my own actions and biases
• Near the beginning, but starting to make changes in my class curriculum and policies and brainstorming ideas for how to include equity questions in SLO reports
• At the beginning of my journey - open and interested
• I've always grown up with the understanding and deep belief that there is only one race, the human race. I am a Bahai and one of the main tenets of our faith is equality of the races.
• Still learning
• I think it would make sense to evaluate the entire Ohlone foundation and determine areas that do not reflect equity and gather that data. Ohlone is built on a foundation, so start what it stands on at its origin and core.
• I feel like I can identify it when I see it, but then my son asks a question and I realize how much I need to learn
• Reading, reflecting, and learning
• I've been learning and actively working on social justice and race, gender, class issues for most of my life. My knowledge and analysis continues to grow. Structural Inequality has been the focus of my research and academic life.
• I am reflecting and learning
• Learning what I can and applying where I know how
• open minded and open learning
  o ☐ for everyone
  peggy kauffman, Sep 4th, 2020 at 8:57pm

What do you believe?

• I've been doing a pretty deep dive the last 5 years, but always room to learn and grow.
• That everyone should have the opportunity to excel.
• I believe that race matters and no one should go around saying they are color blind.
  o ☐ Agreed. We also need to refrain from the term, melting pot.
  Chris Warden, Sep 4th, 2020 at 9:21pm

• Our system talks about equity, but does not build its structures to address equity.
• ...that our anti-racist work has to embrace and include all genders/queer folks/disabled folks
• Everyone should be treated equally and be provided with the same opportunities.
• I believe equity requires direct confrontation with inequity (racism and other forms of oppression)
• Learning to recognize pervasive acts of exclusion and marginalization is possible with training and practice; if it can be constructed it can be de-constructed and re-invented
• We need to get all employees to care equity and to see the importance of race. I don't believe everyone is there yet.
• We can do so much better by our students!
• I believe in speaking out against incidents of racism as they happen. I believe people often act out of ignorance and there needs to be more dialogue to increase understanding.
• Many of us have unconscious biases that are brought to campus everyday...so some students don't stay.
• I believe that every student has a right to feel capable.
• I believe in sustained commitment to equity. Beyond today, this semester, or this year.
• Power does not typically not surrender without a struggle. Any effort to change a long-entrenched position is like turning a battleship.
• Still a lot of working to do. It is a lifetime journey and commitment!
• I believe that I have a responsibility to learn as much as I can and share as much as I can so that I can help dismantle racist structures and empower others to do the same.
• society is very resistant to change. we, as humans, have a difficult time truly understanding perspectives other than or own. often due to lack of true relationships with others beyond their comfort zone.
• I believe I should always be growing, learning, and have an open mind.
• Treat others the way you want to be treated
• We are successful in educating well-rounded students who really want an education. All will be looked at by the content of their character and knowledge
• Fairly well, but still learning
• We can get there
• The world doesn't want to be woke. Nor does it want us to be woke.
• Applying to what I have already learned to contemporary examples
• We have a responsibility as an institution of higher education to provide additional support and clear pathways for students who do not have the privilege of multi-generational educational opportunity in their families.
• I believe that being neutral is being racist.
• I believe that we can create change by being honest and open and acknowledging our complicity and ignorance.
• Always learning and willing to learn.
• strengthening and continuously internally dismantling
• Been working for a while. Have a ways to go. Always striving to do more.
• We can positively impact our students' experiences and successes if we focus on potential and approach everyone with respect and the belief that they can grow
• We need to see things beyond the numbers and the rates. We have to put a face in each of the numbers. Each number is a person we either help or neglect.
• I believe it is easy to say that we treat people equally, but it’s really hard to actually do it
• Humans are all created equally. Race/color is for identification only
• We are all created equal, but do not have equal opportunity
• Have been dedicated to it for many years and am committed to keep learning.
• I believe socio-economic status plays a significant role in inequality
• I believe our students deserve every opportunity to succeed
• I believe I have an individual responsibility to ask myself Am I being fair and impartial? If I can't answer Yes then I need to know why.
  o ☐ Is impartiality always a positive? I have my doubts.
  
  Pam Snedigar, Sep 4th, 2020 at 8:49pm

• That everyone has the capacity to learn and grow.
• I believe equity requires us to be intentional
• I believe that equity is more important than equality.
• Culture matters. No culture is superior, but white culture is treated as superior.
• I believe not all White people are racist, but their not knowing how to engage in the conversation hurts the conversation and the effort.
• I believe that the 13th amendment of the Constitution should be abolished.
• We can make our society better for everyone by improving equity - it lifts us all up
• Our K-12 and higher education systems are built on white culture and white success
• Everyone bleeds the same color
• I believe that we need to regularly re-examine our perceptions of ourselves and others. I believe that the rugged individualism embedded in American exceptionalism has created a self-centered understanding of the world where so much of humanity is excluded and cast as irrelevant.
• We can and will keep getting better.
• This work will never be done...or should it.
• The truth hurts
• that we can't hide behind the banal niceties that take us away from a critical look at the racism that exists on campus and grants some privilege and power.
• I believe we need to do more to reach out to and support the Afghan population in Fremont.

How does where you are and what you believe manifest in your work? Programs – Policies and Processes

• I look at disaggregated data when reviewing my program
  o ☐ Yes, disaggregated data is very telling...
  
  Yvonka Headley, Sep 4th, 2020 at 8:46pm

• Treat everyone with equal respect and as you would expect to be treated.
• Pro-active attitude toward students of color, while trying to avoid the appearance of favoritism
• Culturally relevant pedagogy in ALL of my classes.
• decolonizing the curriculum
• I try to teach to my faults
• I am reviewing all of my lectures and I am trying to reexamine what I teach and how I teach it.
• Where I am in my journey is a deep sense of appreciation and respect for differences and the value that everyone brings to the table to make our world impactful. I bring it to my day to day work and am relentless on supporting that resolve.
• It manifest by the textbooks I choose, readings, videos, teaching techniques, how I work with students and faculty and staff.
• Equity is the reason why I am in this profession. It is my vision and passion. I want to embody equity at Ohlone.
• Pretty far, but always open to learning.
• Currently reading Ibram X. Kendi and always eager to continue growing
  o me too!

Susan Myers, Sep 4th, 2020 at 9:30pm

• i feel frustrated with many of our processes and systems and often feel frustrated with change efforts that don't succeed
• I believe all students should have the opportunity to succeed and I believe that is true in my classes. I also work to provide all students with the tools they need for success
• Review Ohlone's role in the local community: outreach efforts and connection/support to the diverse population of the tri-city area.
• Work to call-out injustices when I see it.
• recognize your biases and your privileges so you can do better for your community.
• We need more training on issues of racism, etc., more self-reflection to address self-issues that are keeping Ohlone the same. Clean house where needed in order to make changes needed for students to feel safe in always at Ohlone.
• more committed to working for change to improve things for my students and ultimately my community
• we need more representation of faculty of color that can relate and advocate for our students
• The diversification of both staff and course offerings.
• It leads me to find ways to support students of color outside of the classroom.
• Neutrality and/or not speaking up is contributing
  o I completely agree. I often see folks who say, Oh, that's just *(name)* and that's how s/he is. They don't mean it that way. Or, they might say, Yes, they are this way, but they still have a good heart. This enables incivility and racism to permeate our
• Child of civil rights activists and continuing the fight!
• Feeling responsible to report blatant racist behavior to protect students
• Everyone has an opportunity
• Through re-framing spaces and voices of traditional knowledge.
• Honestly, I look forward to being part These workshops are a wonderful start. In my professional career, I feel this is the first time I am experiencing equity leadership.
• I include diversity and inclusion activities on Day 1 of each course to ensure everyone's lens is respected and expected - and ID resources on campus to foster support
• I believe that it is hard for people to confront what they are seeing and feeling
• By the curriculum I use and the ideas we talk about and practice in class.
• Aware pretty woke and always trying to knowledge my privilege and power within systemic institutions
• Willingness to be uncomfortable and confront issues.
• General understanding but would welcome deeper dive
• Working on the goals of SEA!
• Everyone should be provided the opportunities that meet their particular needs.
• I believe that talking about equity is important, but without justice and transformation of the heart, things will not change.
• I believe that we need to address inequity and structural racism directly and honestly or else we will not be able to dismantle it and address inequity.
• I have totally changed my texts and themes and class policies. I am focusing on Kendi's book, How to Be an Antiracist, and also doing multi-cultural memoirs. I use contract grading and only give letter grades for the course since we have to. I have taken all deficit language and punitive language out of the syllabus
• Everyone must have an opportunity to succeed
• White supremacy undergirds much of the expectations/attitudes of higher ed.
• All students deserve access to a high quality job that provides a living-wage. I try to support work that moves this idea forward, but I am not intentional enough about this.
• I think it is important to always question our actions and actively bring in diverse voices to the room.
• Being open to changes that help all students learn better.
• my work for equity and inclusion stems from my own personal and professional experiences and desire to provide safety and a voice for everyone.
• It manifests when I take a step back to consider the effects my thoughts, actions and words may have on others.
• Inclusive practices grounded in the belief that one size does not fit all.
• I worry I'm more driven by what the Chancellor's Office defines as success than what our students actually need.
• I treat others as I want to be treated, not as to how I am treated.
• feeling stuck in a broken system
• We make structural changes to GE to ensure students understand diversity issues in the US.
• It makes me more mindful about the need to conduct focus groups with various student populations to identify barriers so we can create solutions.
• Treating all equally for processes.
• It manifests through my intentional listening with empathy. Not based by my own experiences but rather through the lens of those around me (students, staff, faculty, colleagues).
• Making sure students don't fall through the cracks - reaching out to see how I can help; finding out what the barriers are.
• Hiring would be more equitable; promotions and reward would be reflective as well.
• deepen my openness to personal reflection on my courses, and search for real transformational learning experiences.
• deconstruction and recognition of inequitable power systems within the institutions that impact staff, faculty, and students.
• include diverse, anti-racist, and abolitionist lens in the curriculum.

4: What will it look like when all of leadership is grounded in an equity framework?

What change will Ohlone College see?

• We need to break down silos. Creating student equity requires many voices and viewpoint.
• African American student success indicators will be aligned with White and Asian student success indicators.
  o move beyond group data and see and learn from individual success.

Jose Rico, Sep 4th, 2020 at 9:01pm

• we will be able to create an anti-racist school that is successful at serving all races.
• everybody feels comfortable and able to learn across the entire College.
• It will create the impression that a color-blind society is within reach. However, the well-documented failings of humanity should warn against complacency.
• We will not have to convince leadership of needs for equity, rather we can build from a common understanding and have tangible outcomes.
• They put the needs of those whose needs aren't met at the forefront of all of their decisions.
They make sure to help the weakest link in order to strengthen that population

- It will look inclusive and welcoming to all
- When DI students are the primary point of consideration, including their academic needs, their safety, health, and wellbeing.
- I treat everyone equally
- open, safe, welcoming, awesome
- Ongoing conversations college-wide to ensure everyone is involved. Goals and timelines. Shared accountability.
- Trust and support will be the building blocks known by all.
- Transparency and commitment in making intentional decisions to serve marginalized populations.
- Healthier work environment. Increase in productivity. Better student outcomes.
- We will look at the why behind the things we decide and plan to do.
- We need to provide resources for struggling students that do not stigmatize the need for help
- Enrollment, retention, and graduation/employment rates may increase.
- Shared vision for equity at an institutional level
- Intentional change in which everyone will be held accountable
- I try hard to do unto others as I would have them do unto me
- Decisions are made which actively promote equity for our students.
- We build into our teaching practices and pedagogy the antidote (as much as possible) to the inequality in student knowledge and promote self-dependence
- Decision making, including budgeting processes, and communication will be transparent and keep students, and specifically DI students, at the center of our decisions.
- Have to be willing to have/lead/engage the difficult conversations to serve and protect our students and create a space in which they know they are welcome.
- We provide opportunity to every individual to succeed.
- Mutual respect and transparency in all actions and communications
- Transparency and communication
- There will be more representations of diversity in leadership positions, faculty, staff, administration, etc., and every part of the college will be designed around the promotion of equity as a base value
- Our work, efforts and conversations will be about moving the students forward and we will be comfortable challenging each other on being equity minded without fear of judgement.
- It would be better than it is now. I'm sick of having to fight all the time to get my students the support they need while being criticized by people who think they're woke but aren't.
- Encourage everyone at the college to take the Harvard implicit bias evaluation.
  https://implicit.harvard.edu/implicit/
• It will look right
• We won't use token individuals to speak for or represent entire groups
• If the leadership is grounded in an equity framework, then we remove the boundaries and limitations for not only students to soar to their greatest potential but for the leadership to advance and soar to their greatest potential as well. If we can do that then we stand a chance at supporting everyone's pathway to fulfilling their life's purpose.
• I am always working from a lens of helping others and treating people with fairness and equity. I intentionally don't say equality here because we all don't begin with the same resources and circumstances in life. It's a lottery of birth that we are born into the bodies we have and the families we have, etc. So equality does not equalize, but only reinforces the systems that already exist. Equity recognizes this critical difference.
• Shared vision. Forward progress on an institutional level.
• It would mean that we are committed to this critical work
• I have to work harder to be more literate and match what I believe to truly, honestly serve our students and community.
• I believe that a diverse professional environment can be very effective and nurturing on many levels. Teachers should strive to get that at the future workplace of our students by promoting equity in our classroom
• investing in students
• Prioritize resources (fiscal, time, etc.) to support DI students
• We will recognize that racism is the most prevalent -ism and that there are other -isms that exist at Ohlone that we still must work on.
• All students will be provided the best we can be as mentors and educators.
• policies and processes reflect equity mindedness
• When leadership is grounded in equity, then individual people and communities can experience freedom, choice, and empowerment over the course of their lives.
• Everyone is moving in the same direction toward a shared goal
• Fair practices for students and all employees
• Trust, collaboration, inclusion in all aspects of the college.
• do we have a culture of learning on campus, and therefore, openness to become a more equity focused?

5: What do you recommend Ohlone College do to prepare to analyze practices and policies for structural racism?

• Develop a common understanding of terms and concepts
• We need institutional courage to engage in critical self-examination
• Begin by examining the data and agreeing that our actions collectively impact those
outcomes.

- Hire classroom partners, someone who sits in on my class, maybe for weeks, maybe months. We regularly confer in light of those visits. Affirmative action should inform admissions, student recruitment, etc. as well as the hiring of new faculty.

- Add equity survey component to course and faculty evaluation process; ask students about their experiences in each course each semester.

- Help us recognize and examine our own biases honestly - both personally and institutionally.

- The BOT has to start working on the policies; leadership needs to follow with the procedures.

- Draft a pledge statement for the college. Ask all departments to draft pledge statements, with action plans.

- Develop shared understanding of how institutions actually analyze themselves, and work towards changing policies.

- Review current policies and practices to identify gaps and then address those gaps.

- Hopefully through accurate data, start by looking at who are the students who are being most affected by the policies in place. That can be telling. But we also need to invest in a very formal data & research department.
  
  - Develop shared understanding of how institutions actually analyze themselves, and work towards changing policies.

- How to amplify student voice into the transformation of education.

- Departmental workshops focused on the topic of equity, with guidance and support - specific strategies for students in our area.

- Use real language to describe who we are, what we are doing and who we are working with. Lingo and acronyms can be off-putting and non-inclusive.

- Ask questions to learn; don't make assumptions.

- Ohlone needs to truly engage the community; see the area of service as a partner.

- Ensure that everyone is included in the process.

- Develop clear goals and timelines to gauge success.

- Talk less and do more.

- A world of cultures united in learning. Time to put this into action.

- Honest communication.

- More training, more open conversations, create welcoming working and study environments.
  
  - Agreed. Learning more is the key!

Scott Snyder, Sep 4th, 2020 at 8:59pm

- We can honestly identify policies that promote inequity.

- I think what we are doing today is a start. We have to be honest that institutionalized racism exists.

- How to support faculty collaboration through directed research into areas which faculty have always wanted to try (but never received enough support to make happen)
• what novel instructional practices and policies would we like to give a try?
• We need to start having open and honest conversations about this stuff. We need to ensure that administrators will not retaliate against staff, adjunct faculty, and untenured FT folks who are calling out things that need to change.
• Be willing to be less funding-driven.
• Ohlone needs to expand its institutional research capacity to more effectively identify institutional barriers for student success, especially our DI students. Once barriers are identified, we can test alternative models and create alternative (outside the box) approaches/interventions to serve DI students.
• We need to have a common understanding of the data that drives these decisions.
• More listening by people who have power and privilege to the voices of people who have less.
• Analysis grading policies impact on student achievement, experience and belonging
• I think this all starts with the individual. You are only as strong as your parts.
• Encourage everyone to take the Harvard Implicit Bias evaluation.
  https://implicit.harvard.edu/implicit/
  o ☐ Is this link in zoom chat too
    Peggy Kauffman, Sep 4th, 2020 at 9:00pm
  o ☐ I was just thinking something like this
    Margaret Lee, Sep 4th, 2020 at 9:06pm

• We need to develop common definitions and then act. Sometimes we get caught in the loop of conversation without action
• Develop a framework or a set of principles that we use to evaluate and examine practices, policies, hiring, budget priorities, and curriculum.
• Increase racial literacy among all employees, including implicit bias training, professional development.
• Learn to actually listen and hear each other without having to feel like we need to respond.
• Go deeper into introspection and listen carefully especially to multiple perspectives
• Listen more, talk less
• Effect of Large Class Size on withdrawals and failures across demographics.
• We need to ask why do we have that policy or procedure and is it even needed its current form.
• Need to have a system in place for accurate robust data
• Determine a methodology for assessment, factors that constitute racism, and justification to support the outcomes found.
• Keep an open mind and trust the process.
Ideas by Creator

**Teresa Massimo**

- Aware pretty woke and always trying to knowledge my privilege and power within systemic institutions
- my work for equity and inclusion stems from my own personal and professional experiences and desire to provide safety and a voice for everyone.
- Honestly, I look forward to being part These workshops are a wonderful start. In my professional career, I feel this is the first time I am experiencing equity leadership.
- deconstruction and recognition of inequitable power systems within the institutions that impact staff, faculty, and students.
- include diverse, anti-racist, and abolitionist lens in the curriculum.
- we need more representation of faculty of color that can relate and advocate for our students
- recognize your biases and your privileges so you can do better for your community.

**Adam Levy**

- Learning to recognize pervasive acts of exclusion and marginalization is possible with training and practice; if it can be constructed it can be de-constructed and re-invented
- decolonizing the curriculum
- everybody feels comfortable and able to learn across the entire College
- Add equity survey component to course and faculty evaluation process; ask students about their experiences in each course each semester.

**Yvonka Headley**

- Many of us have unconscious biases that are brought to campus everyday...so some students don't stay.

**Wayne Yuen**

- Reflecting on my own actions and biases
- I believe it is easy to say that we treat people equally, but it’s really hard to actually do it
- I try to teach to my faults
- We won't use token individuals to speak for or represent entire groups
- We need institutional courage to engage in critical self-examination
- We make structural changes to GE to ensure students understand diversity issues in the US
**Tina Vossugh**

- I've always grown up with the understanding and deep belief that there is only one race, the human race. I am a Bahai and one of the main tenets of our faith is equality of the races.
- I believe in speaking out against incidents of racism as they happen. I believe people often act out of ignorance and there needs to be more dialogue to increase understanding.
- I think this all starts with the individual. You are only as strong as your parts.
- They put the needs of those whose needs aren't met at the forefront of all of their decisions. They make sure to help the weakest link in order to strengthen that population.

**Susan Myers**

- Reading and reflecting a lot
- I believe that being neutral is being racist.
- i feel frustrated with many of our processes and systems and often feel frustrated with change efforts that don't succeed
- we will be able to create an anti-racist school that is successful at serving all races
- help us recognize and examine our own biases honestly - both personally and institutionally

**Suporn Chenhansa**

- Learning what I can and applying where I know how
- We can and will keep getting better.
- Being open to changes that help all students learn better.
- All students will be provided the best we can be as mentors and educators.
- Be willing to be less funding-driven.

**Shyam Sundar**

- I was a part of college bridge that helped socio economically disadvantaged students. My classmates educated me well on identifying these disparities, but there is always room for learning. I would say fair.
- I believe that every student has a right to feel capable.
- I believe that a diverse professional environment can be very effective and nurturing on many levels. Teachers should strive to get that at the future workplace of our students by promoting equity in our classroom.
- We build into our teaching practices and pedagogy the antidote (as much as possible) to the inequality in student knowledge and promote self-dependence.
- Go deeper into introspection and listen carefully especially to multiple perspectives.
Sheryl Einfalt

- Pretty far down the path
- I believe that the 13th amendment of the Constitution should be abolished.
- Encourage everyone at the college to take the Harvard implicit bias evaluation. https://implicit.harvard.edu/implicit/
- Encourage everyone to take the Harvard Implicit Bias evaluation. https://implicit.harvard.edu/implicit/

Shairon Zingsheim

- Still learning and experiencing
- I believe that it is hard for people to confront what they are seeing and feeling
- It would mean that we are committed to this critical work
- The BOT has to start working on the policies; leadership needs to follow with the procedures
- Hiring would be more equitable; promotions and reward would be reflective as well

Sergio Suarez

- strengthening and continuously internally dismantling
- Work to call-out injustices when I see it.
- The diversification of both staff and course offerings.

Scott Snyder

- General understanding but would welcome deeper dive
- Everyone bleeds the same color
- Shared vision for equity at an institutional level
- Treating all equally for processes
- Need to have a system in place for accurate robust data
- Treat others the way you want to be treated

Sara Goldware

- Reading and learning every day - causing me to continually question my actions and behaviors
- Culture matters. No culture is superior, but white culture is treated as superior.
- Our K-12 and higher education systems are built on white culture and white success
- All students deserve access to a high quality job that provides a living-wage. I try to support
work that moves this idea forward, but I am not intentional enough about this.
• I worry I'm more driven by what the Chancellor's Office defines as success than what our
students actually need.
• Prioritize resources (fiscal, time, etc) to support DI students
• We have a responsibility as an institution of higher education to provide additional support
and clear pathways for students who do not have the privilege of multi-generational
educational opportunity in their families.
• We need to have a common understanding of the data that drives these decisions.

**Sandy Bennett**

• Fairly well, but still learning
• I believe that talking about equity is important, but without justice and transformation of the
heart, things will not change.
• Feeling responsible to report blatant racist behavior to protect students
• Trust
• Fair practices for students and all employees
• Ensure that everyone is included in the process

**Sandra Chacko**

• Been working for a while. Have a ways to go. Always striving to do more.
• We can do so much better by our students!
• By the curriculum I use and the ideas we talk about and practice in class.
• More listening by people who have power and privilege to the voices of people who have
less.

**Robin Kurotori**

• At the beginning of my journey - open and interested
• I believe our students deserve every opportunity to succeed
• It manifests when I take a step back to consider the effects my thoughts, actions and words
may have on others.
• Mutual respect and transparency in all actions and communications
• Everyone is moving in the same direction toward a shared goal
• Listen more, talk less
Rachel Sherman

- Near the beginning, but starting to make changes in my class curriculum and policies and brainstorming ideas for how to include equity questions in SLO reports
- We can positively impact our students' experiences and successes if we focus on potential and approach everyone with respect and the belief that they can grow
- Draft a pledge statement for the college. Ask all departments to draft pledge statements, with action plans
- I have totally changed my texts and themes and class policies. I am focusing on Kendi's book, How to Be an Antiracist, and also doing multi-cultural memoirs. I use contract grading and only give letter grades for the course since we have to. I have taken all deficit language and punitive language out of the syllabus
- There will be more representations of diversity in leadership positions, faculty, staff, administration, etc., and every part of the college will be designed around the promotion of equity as a base value

Pam Snedigar

- I believe that equity is more important than equality.
- We will recognize that racism is the most prevalent -ism and that there are other -isms that exist at Ohlone that we still must work on.
- Ohlone needs to truly engage the community; see the area of service as a partner.
- Ask Questions to learn; don't make assumptions.
- Use real language to describe who we are, what we are doing and who we are working with. Lingo and acronyms can be off-putting and non-inclusive.

Nancy Navarro-Leca

- Always learning every day.
- Everyone should be provided the opportunities that meet their particular needs.
- It manifests through my intentional listening with empathy. Not based by my own experiences but rather through the lens of those around me (students, staff, faculty, colleagues)
- Hopefully through accurate data, start by looking at who are the students who are being most affected by the policies in place. That can be telling. But we also need to invest in a very formal data & research department.
  - develop shared understanding of how institutions actually analyze themselves, and work towards changing policies
Mike Leib

- Always learning and willing to learn.
- Everyone should be treated equally and be provided with the same opportunities.
- Treat everyone with equal respect and as you would expect to be treated.
- Intentional change in which everyone will be held accountable
- Develop clear goals and timelines to gauge success

Margaret Jackson

- I have a clear understanding and balanced in my approach to responding to racism.
- I believe I have an individual responsibility to ask myself Am I being fair and impartial? If I can't answer Yes then I need to know why.
- If the leadership is grounded in an equity framework, then we remove the boundaries and limitations for not only students to soar to their greatest potential but for the leadership to advance and soar to their greatest potential as well. If we can do that then we stand a chance at supporting everyone's pathway to fulfilling their life's purpose.
- Where I am in my journey is a deep sense of appreciation and respect for differences and the value that everyone brings to the table to make our world impactful. I bring it to my day to day work and am relentless on supporting that resolve.
- I think it would make sense to evaluate the entire Ohlone foundation and determine areas that do not reflect equity and gather that data. Ohlone is built on a foundation, so start what it stands on at its origin and core.

Maggie McKenzie

- Always growing
- I believe that I have a responsibility to learn as much as I can and share as much as I can so that I can help dismantle racist structures and empower others to do the same.
- Culturally relevant pedagogy in ALL of my classes.
- Working on the goals of SEA!
- It would be better than it is now. I'm sick of having to fight all the time to get my students the support they need while being criticized by people who think they're woke but aren't.
- We need to start having open and honest conversations about this stuff. We need to ensure that administrators will not retaliate against staff, adjunct faculty, and untenured FT folks who are calling out things that need to change.
Luba Voloshko
- I am reflecting and learning
- Everyone must have an opportunity to succeed
- It will look right
- I treat everyone equally
- Transparency and communication

Leigh-Anne Elizondo
- learning about developing and adopting an anti-racist mindset
- I believe I should always be growing, learning, and have an open mind.

Laurie Issel-Tarver
- Reading, reflecting, and learning
- We can make our society better for everyone by improving equity - it lifts us all up
- Making sure students don't fall through the cracks - reaching out to see how I can help; finding out what the barriers are
- It will look inclusive and welcoming to all
- departmental workshops focused on the topic of equity, with guidance and support - specific strategies for students in our area

Larissa Favela
- I have been really diving in the last few years, esp reflecting on my own multiracial identity. I would say the last couple of years have been a huge a growing period for me. I still have so much more to learn.
- I've been doing a pretty deep dive the last 5 years, but always room to learn and grow.
- That everyone has the capacity to learn and grow.
- investing in students
- policies and processes reflect equity mindedness
- do we have a culture of learning on campus, and therefore, openness to become a more equity focused?

Kyle Livie
- When DI students are the primary point of consideration, including their academic needs, their safety, health, and wellbeing.
- White supremacy undergirds much of the expectations/attitudes of higher ed.
• ...that our anti-racist work has to embrace and include all genders/queer folks/disabled folks
• that we can't hide behind the banal niceties that take us away from a critical look at the
  racism that exists on campus and grants some privilege and power.

Jose Rico

• 48 yrs of experience. Just starting to read other's perspectives, thought and analysis, and
  starting the process of synthesizing with my own experience.
• society is very resistant to change. we, as humans, have a difficult time truly understanding
  perspectives other than or own. often due to lack of true relationships with others beyond
  their comfort zone.
• feeling stuck in a broken system
• more committed to working for change to improve things for my students and ultimately my
  community
• deepen my openness to personal reflection on my courses, and search for real
  transformational learning experiences
• we can honestly identify policies that promote inequity.
• Effect of Large Class Size on withdrawals and failures across demographics.
• Analysis grading policies impact on student achievement, experience and belonging
• what novel instructional practices and policies would we like to give a try?
• How to support faculty collaboration through directed research into areas which faculty have
  always wanted to try (but never received enough support to make happen)
• How to amplify student voice into the transformation of education
• develop shared understanding of how institutions actually analyze themselves, and work
  towards changing policies

Jim McManus

• A long-time of awareness of the insidiousness of racism
• Power does not typically not surrender without a struggle. Any effort to change a long-
  entrenched position is like turning a battleship.
• Pro-active attitude toward students of color, while trying to avoid the appearance of
  favoritism
• It will create the impression that a color-blind society is within reach. However, the well-
  documented failings of humanity should warn against complacency
• Hire classroom partners, someone who sits in on my class, maybe for weeks, maybe months.
  We regularly confer in light of those visits. Affirmative action should inform admissions,
  student recruitment, etc. as well as the hiring of new faculty.
Jesse MacEwan

- I like to think I am woke, but realize I have so much more to grow
- We are all created equal, but do not have equal opportunity
- Child of civil rights activists and continuing the fight!
- Decision making, including budgeting processes, and communication will be transparent and keep students, and specifically DI students, at the center of our decisions.

Jennifer Jovel

- Have been dedicated to it for many years and am committed to keep learning.
- It leads me to find ways to support students of color outside of the classroom.

Janice Jones

- I am here and still studying
- I am woke, and waking even more
- I believe we can move forward if we personally address our “ism's”
- I try hard to do unto others as I would have them do unto me
- I treat others as I want to be treated, not as to how I am treated
- We are successful in educating well-rounded students who really want an education. All will be looked at by the content of their character and knowledge
- We need more training on issues of racism, etc., more self-reflection to address self-issues that are keeping Ohlone the same. Clean house where needed in order to make changes needed for students to feel safe in always at Ohlone.

Isabel Reichert

- Learning more every day realizing that I didn't know anything and didn't pay attention.
- I believe that we can create change by being honest and open and acknowledging our complicity and ignorance.
- I am reviewing all of my lectures and I am trying to reexamine what I teach and how I teach it.
- Trust, collaboration, inclusion in all aspects of the college.
- We need to break down silos. Creating student equity requires many voices and viewpoint.

Ghada Al-Masri

- I've been learning and actively working on social justice and race, gender, class issues for
most of my life. My knowledge and analysis continue to grow. Structural Inequality has been the focus of my research and academic life.

- I believe that we need to regularly re-examine our perceptions of ourselves and others. I believe that the rugged individualism embedded in American exceptionalism has created a self-centered understanding of the world where so much of humanity is excluded and cast as irrelevant.
- I am always working from a lens of helping others and treating people with fairness and equity. I intentionally don't say equality here because we all don't begin with the same resources and circumstances in life. It's a lottery of birth that we are born into the bodies we have and the families we have, etc. So, equality does not equalize, but only reinforces the systems that already exist. Equity recognizes this critical difference.
- When leadership is grounded in equity, then individual people and communities can experience freedom, choice, and empowerment over the course of their lives.
- Ohlone needs to expand its institutional research capacity to more effectively identify institutional barriers for student success, especially our DI students. Once barriers are identified, we can test alternative models and create alternative (outside the box) approaches/interventions to serve DI students.

**Farhad Sabit**

- Still learning
- Humans are all created equally. Race/color is for identification only
- Review current policies and practices to identify gaps and then address those gaps.

**Eric Bishop**

- In my adolescent on my journey. Lifelong experience, less on theoretical literacy
- Open to learning more and as much as I can to have the ability to counter disparate views.
- The world doesn't want to be woke. Nor does it want us to be woke.
- I believe not all White people are racist, but their not knowing how to engage in the conversation hurts the conversation and the effort.
- Our system talks about equity but does not build its structures to address equity.
- I have to work harder to be more literate and match what I believe to truly, honestly serve our students and community.
- Have to be willing to have/lead/engage the difficult conversations to serve and protect our students and create a space in which they know they are welcome.
- Our work, efforts and conversations will be about moving the students forward and we will be comfortable challenging each other on being equity minded without fear of judgement.
- Increase racial literacy among all employees, including implicit bias training, professional
development.

- Learn to actually listen and hear each other without having to feel like we need to respond.
- We need to ask why do we have that policy or procedure and is it even needed its current form.
- We will look at the why behind the things we decide and plan to do.

**Eli Barbosa**

- Applying to what I have already learned to contemporary examples
- I believe in sustained commitment to equity. Beyond today, this semester, or this year.
- Through re-framing spaces and voices of traditional knowledge.
- We will not have to convince leadership of needs for equity, rather we can build from a common understanding and have tangible outcomes.
- Review Ohlone's role in the local community: outreach efforts and connection/support to the diverse population of the tri-city area.

**Darline Gunsauls**

- Still a lot of working to do. It is a lifetime journey and commitment!

**Daniel Newell**

- I'm still learning how race plays a role in equity and disparity.
- I believe socio-economic status plays a significant role in inequality
- It makes me more mindful about the need to conduct focus groups with various student populations to identify barriers so we can create solutions.
- Enrollment, retention, and graduation/employment rates may increase.
- Determine a methodology for assessment, factors that constitute racism, and justification to support the outcomes found.

**Connie Olsen**

- I believe we need to do more to reach out to and support the Afghan population in Fremont.

**Chris Warden**

- open and willing to learn
- Trust and support will be the building blocks known by all.
- This work will never be done...or should it.
Chris Dela Rosa

- It's an ongoing journey.
- We need to see things beyond the numbers and the rates. We have to put a face in each of the numbers. Each number is a person we either help or neglect.
- We provide opportunity to every individual to succeed.
- Develop a framework or a set of principles that we use to evaluate and examine practices, policies, hiring, budget priorities, and curriculum.
- A world of cultures united in learning. Time to put this into action.
- Inclusive practices grounded in the belief that one size does not fit all.

Carmen Madden

- Always growing through conversations, readings, and learning from others.
- I believe that race matters and no one should go around saying they are color blind.
- It manifests by the textbooks I choose, readings, videos, teaching techniques, how I work with students and faculty and staff.
- Honest communication.
- I think what we are doing today is a start. We have to be honest that institutionalized racism exists.

Brenda Reynoso

- Pretty far, but always open to learning.
- I believe that we need to address inequity and structural racism directly and honestly or else we will not be able to dismantle it and address inequity.

Binh Nguyen

- learning every day
- The truth hurts
- Willingness to be uncomfortable and confront issues.
- Healthier work environment. Increase in productivity. Better student outcomes.
- Keep an open mind and trust the process.
- Talk less and do more.
Becky Ozoa

- Just beginning. Listening and learning.
- That everyone should have the opportunity to excel.
- I include diversity and inclusion activities on Day 1 of each course to ensure everyone's lens is respected and expected - and ID resources on campus to foster support.
- Shared vision. Forward progress on an institutional level.
- Ongoing conversations college-wide to ensure everyone is involved. Goals and timelines. Shared accountability.

Ann Burdett

- We can get there
- open minded and open learning
- Everyone has an opportunity
- open, safe, welcoming, awesome
- more training, more open conversations, create welcoming working and study environments

Andy Bloom

- I feel like I can identify it when I see it, but then my son asks a question and I realize how much I need to learn
- We need to develop common definitions and then act. Sometimes we get caught in the loop of conversation without action.
- I believe all students should have the opportunity to succeed and I believe that is true in my classes. I also work to provide all students with the tools they need for success
- We need to provide resources for struggling students that do not stigmatize the need for help

Andrew LaManque

- still learning
- I believe equity requires us to be intentional
- I think it is important to always question our actions and actively bring in diverse voices to the room.
- Decisions are made which actively promote equity for our students.
- Begin by examining the data and agreeing that our actions collectively impact those outcomes.
Andree Thomas

- Currently reading Ibram X. Kendi and always eager to continue growing
- Neutrality and/or not speaking up is contributing

Adela Kimball

- Transparency and commitment in making intentional decisions to serve marginalized populations.
- We need to get all employees to care equity and to see the importance of race. I don't believe everyone is there yet.
- Equity is the reason why I am in this profession. It is my vision and passion. I want to embody equity at Ohlone.
- Top Ideas

Total votes per ideas (maximum 31 votes per idea per person).

16 Votes

- That everyone should have the opportunity to excel.

12 Votes

- It's an ongoing journey.

10 Votes

- At the beginning of my journey - open and interested

9 Votes

- Reading and learning every day - causing me to continually question my actions and behaviors

8 Votes

- Develop a common understanding of terms and concepts
- Everyone should be treated equally and be provided with the same opportunities.
- Our K-12 and higher education systems are built on white culture and white success
- We need institutional courage to engage in critical self-examination
7 Votes

- Still a lot of working to do. It is a lifetime journey and commitment!
- Treat everyone with equal respect and as you would expect to be treated.

6 Votes

- Always growing
- We need to develop common definitions and then act. Sometimes we get caught in the loop of conversation without action
- Develop a framework or a set of principles that we use to evaluate and examine practices, policies, hiring, budget priorities, and curriculum.
- A world of cultures united in learning. Time to put this into action.
- open, safe, welcoming, awesome
- Trust, collaboration, inclusion in all aspects of the college.
- we can honestly identify policies that promote inequity.

5 Votes

- I believe equity requires direct confrontation with inequity (racism and other forms of oppression)
- Just beginning. Listening and learning.
- I am here and still studying
- Willingness to be uncomfortable and confront issues.

4 Votes

- I like to think I am woke, but realize I have so much more to grow
- We need to see things beyond the numbers and the rates. We have to put a face in each of the numbers. Each number is a person we either help or neglect.
- I believe it is easy to say that we treat people equally, but it’s really hard to actually do it
- I believe that race matters and no one should go around saying they are color blind.
- Reading and reflecting a lot
- I believe socio-economic status plays a significant role in inequality
- open minded and open learning
- We provide opportunity to every individual to succeed.
- Review current policies and practices to identify gaps and then address those gaps.
- I believe that being neutral is being racist.
- Culturally relevant pedagogy in ALL of my classes.
• more training, more open conversations, create welcoming working and study environments
• Analysis grading policies impact on student achievement, experience and belonging
• help us recognize and examine our own biases honestly - both personally and institutionally

3 Votes
• African American student success indicators will be aligned with White and Asian student success indicators
• I look at disaggregated data when reviewing my program
• Still learning
• Reflecting on my own actions and biases
• learning about developing and adopting an anti-racist mindset
• We are all created equal, but do not have equal opportunity
• I believe that every student has a right to feel capable.
• It would mean that we are committed to this critical work
• I believe that equity is more important than equality.
• Transparency and commitment in making intentional decisions to serve marginalized populations.
• We can and will keep getting better.
• The BOT has to start working on the policies; leadership needs to follow with the procedures
• I believe that I have a responsibility to learn as much as I can and share as much as I can so that I can help dismantle racist structures and empower others to do the same.
• Being open to changes that help all students learn better.
• I have to work harder to be more literate and match what I believe to truly, honestly serve our students and community.
• Ongoing conversations college-wide to ensure everyone is involved. Goals and timelines. Shared accountability.
• Increase racial literacy among all employees, including implicit bias training, professional development.
• Talk less and do more.
• Neutrality and/or not speaking up is contributing
• recognize your biases and your privileges so you can do better for your community.

2 Votes
• Just getting a handle on the terminology
• Always learning and willing to learn.
• I include diversity and inclusion activities on Day 1 of each course to ensure everyone's lens
is respected and expected - and ID resources on campus to foster support

- I am reflecting and learning
- We can do so much better by our students!
- We can get there
- Honest communication.
- I believe our students deserve every opportunity to succeed
- Everyone should be provided the opportunities that meet their particular needs.
- We won't use token individuals to speak for or represent entire groups
- Everyone has an opportunity
- Shared vision for equity at an institutional level
- Inclusive practices grounded in the belief that one size does not fit all.
- I worry I'm more driven by what the Chancellor's Office defines as success than what our students actually need.
- investing in students
- Feeling responsible to report blatant racist behavior to protect students
- More listening by people who have power and privilege to the voices of people who have less.
- All students will be provided the best we can be as mentors and educators.
- Working on the goals of SEA!
- Begin by examining the data and agreeing that our actions collectively impact those outcomes.
- I am reviewing all of my lectures and I am trying to reexamine what I teach and how I teach it.
- Learn to actually listen and hear each other without having to feel like we need to respond.
- everybody feels comfortable and able to learn across the entire College
- The diversification of both staff and course offerings.
- departmental workshops focused on the topic of equity, with guidance and support - specific strategies for students in our area
- We need to ask why do we have that policy or procedure and is it even needed its current form.
- We will look at the why behind the things we decide and plan to do.
- We need to break down silos. Creating student equity requires many voices and viewpoint.
- Review Ohlone's role in the local community: outreach efforts and connection/support to the diverse population of the tri-city area.
- How to amplify student voice into the transformation of education
- Ensure that everyone is included in the process
- We need to provide resources for struggling students that do not stigmatize the need for help
- Hopefully through accurate data, start by looking at who are the students who are being most
affected by the policies in place. That can be telling. But we also need to invest in a very 
formal data & research department.
  o develop shared understanding of how institutions actually analyze themselves, and 
  work towards changing policies

I Votes

• I have been really diving in the last few years, esp reflecting on my own multiracial identity. 
  I would say the last couple of years have been a huge a growing period for me. I still have so 
  much more to learn.
• When DI students are the primary point of consideration, including their academic needs, 
  their safety, health, and wellbeing.
• I am woke, and waking even more
• Learning more every day realizing that I didn't know anything and didn't pay attention.
• I've always grown up with the understanding and deep belief that there is only one race, the 
  human race. I am a Bahai and one of the main tenets of our faith is equality of the races.
• Learning what I can and applying where I know how
• It manifests by the textbooks I choose, readings, videos, teaching techniques, how I work 
  with students and faculty and staff.
• The world doesn't want to be woke. Nor does it want us to be woke.
• By the curriculum I use and the ideas we talk about and practice in class.
• Child of civil rights activists and continuing the fight!
• Trust and support will be the building blocks known by all.
• That everyone has the capacity to learn and grow.
• Power does not typically surrender without a struggle. Any effort to change a long-
  entrenched position is like turning a battleship.
• I think what we are doing today is a start. We have to be honest that institutionalized racism 
  exists.
• Draft a pledge statement for the college. Ask all departments to draft pledge statements, with 
  action plans
• I believe we can move forward if we personally address our “ism's”
• I believe in speaking out against incidents of racism as they happen. I believe people often 
  act out of ignorance and there needs to be more dialogue to increase understanding.
• Decision making, including budgeting processes, and communication will be transparent and 
  keep students, and specifically DI students, at the center of our decisions.
• I believe that talking about equity is important, but without justice and transformation of the 
  heart, things will not change.
• Intentional change in which everyone will be held accountable
• I believe that we need to regularly re-examine our perceptions of ourselves and others. I believe that the rugged individualism embedded in American exceptionalism has created a self-centered understanding of the world where so much of humanity is excluded and cast as irrelevant.
• Our system talks about equity but does not build its structures to address equity.
• This work will never be done...or should it.
• Develop clear goals and timelines to gauge success
• All students deserve access to a high quality job that provides a living-wage. I try to support work that moves this idea forward, but I am not intentional enough about this.
• The truth hurts
• I believe that a diverse professional environment can be very effective and nurturing on many levels. Teachers should strive to get that at the future workplace of our students by promoting equity in our classroom
• decolonizing the curriculum
• We need to get all employees to care equity and to see the importance of race. I don't believe everyone is there yet.
• ...that our anti-racist work has to embrace and include all genders/queer folks/disabled folks
• I believe all students should have the opportunity to succeed and I believe that is true in my classes. I also work to provide all students with the tools they need for success
• Encourage everyone at the college to take the Harvard implicit bias evaluation. https://implicit.harvard.edu/implicit/
• i feel frustrated with many of our processes and systems and often feel frustrated with change efforts that don't succeed
• Work to call-out injustices when I see it.
• We have a responsibility as an institution of higher education to provide additional support and clear pathways for students who do not have the privilege of multi-generational educational opportunity in their families.
• We will not have to convince leadership of needs for equity, rather we can build from a common understanding and have tangible outcomes.
• I believe we need to do more to reach out to and support the Afghan population in Fremont.
• Equity is the reason why I am in this profession. It is my vision and passion. I want to embody equity at Ohlone.
• It will create the impression that a color-blind society is within reach. However, the well-documented failings of humanity should warn against complacency
• Trust
• Enrollment, retention, and graduation/employment rates may increase.
• I think this all starts with the individual. You are only as strong as your parts.
• Ohlone needs to expand its institutional research capacity to more effectively identify institutional barriers for student success, especially our DI students. Once barriers are identified, we can test alternative models and create alternative (outside the box) approaches/interventions to serve DI students.

• Add equity survey component to course and faculty evaluation process, ask students about their experiences in each course each semester.

• We need to have a common understanding of the data that drives these decisions.

• Need to have a system in place for accurate robust data

• Hire classroom partners, someone who sits in on my class, maybe for weeks, maybe months. We regularly confer in light of those visits. Affirmative action should inform admissions, student recruitment, etc. as well as the hiring of new faculty.

• we need more representation of faculty of color that can relate and advocate for our students

• Ohlone needs to truly engage the community; see the area of service as a partner.

• do we have a culture of learning on campus, and therefore, openness to become a more equity focused?

• Ask Questions to learn; don't make assumptions.

• Use real language to describe who we are, what we are doing and who we are working with. Lingo and acronyms can be off-putting and non-inclusive.