



IE2 Annual Retreat Notes

Listen, Learn, Reflect and Act: Dialogue on Black Lives Matter
June 12, 2020 9am-Noon

- **Welcome and Opening Comments - Daylene Meuschke**

- **Guidelines for Today - Rebecca Eikey**
 - Be present and truly listen.
 - Give your full attention to the panel of guest speakers.
 - Listen with your heart and mind open.
 - This is an opportunity for growth.
 - Authentic anti-racism is rarely comfortable.
 - Discomfort is key to growth.
 - Allow yourself to be vulnerable.
 - Demonstrate humility.
 - Be open to possibility that the world as you view it, it not reality.
 - Leave your ego at the door.
 - Check yourself.
 - Give pause before you speak. We are here to learn.
 - Don't make this about you.
 - Minimize your defensiveness.
 - Regardless of the intent, there can be impact.
 - Being good or bad is not relevant.
 - Don't color mute the language.
 - If someone says Black Lives Matters, and your first thought is All Lives Matter – that is color muting and I am glad you are here to learn why this is an issue.
 - We are all here to learn and ensure action. Remember small actions in the right places can be the tipping point of change.
 - Don't hide behind the veil of collegiality.

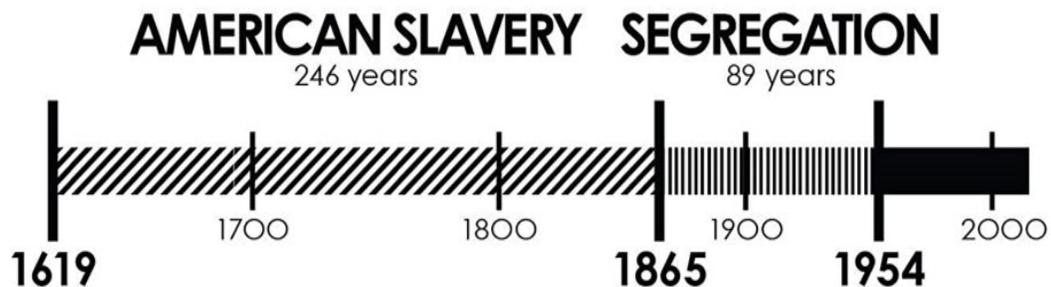
- **Providing Context - Preeta Saxeena**
 - I will be providing context, backdrop and touching on a few concepts to help frame the discussions that'll follow.
 - Acknowledge that this is uncomfortable but the risk of discomfort is small compared to the benefit of what we are working toward and hoping to achieve.
 - Focus is on the Black experience not to dismiss other identities that have also been the target of racism, but to highlight one community that has endured unfair and unjust treatment both historically and today.
 - What happened to George Floyd, George Floyd, Breonna Taylor, Christian Cooper, Botham Jean, Ahmaud Arbrey and many others are symptoms of and indicators of underlying systemic processes.
 - We will have the opportunity to listen to the lived experiences of our students, Focus for a couple minutes on the systems, broader than individual.
 - Institutional Racism: racism + power and authority over systems.



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- Individual Racism: racial micro aggression - subtle, innocuous, preconscious, or unconscious degradations, and putdowns. Creates a hostile and invalidating climate, saps energies but the cumulative burden of a lifetime can result in depression, frustration, anger, rage, loss of self -esteem, anxiety, etc.
- White Privilege: Recognizing what one might have and did not have to earn.
 - advantage, or immunity.
 - can be invisible to those who have it.
 - is when one gets things more easily, and at the expense of others.
 - is when one's culture, and values are the norm.
- White Privilege does not mean: that someone who has never faced hardships, have never struggled, is not the assumption that everything a White person has accomplished is unearned.
- Differential Treatment:
 - Legal/criminal justice system
 - Medicine/Health
 - Housing
 - Political Activism
 - Employment
 - Economy
 - Media Representations
 - Education
- American Slavery Format: a visual of how long change has taken, even during these 155 years, have been incremental. Something to refer to when we address the needs of our black students.

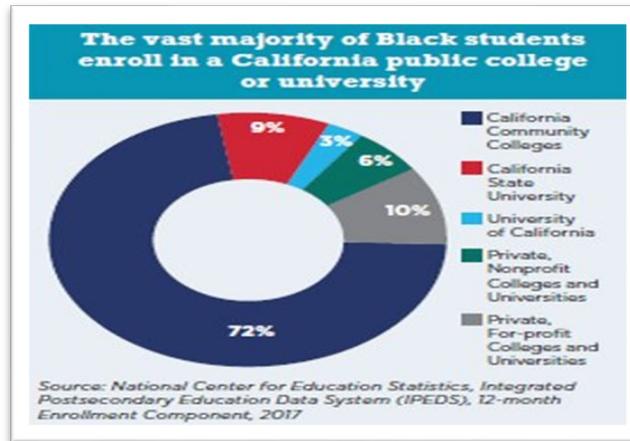




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- 72% of Black students enroll in California Community Colleges. We are it, we have the opportunity to make the difference.



- Black Student Voices: Stereotypes, omissions, and distortions all contribute to the development of prejudice.
- **Student Panel: Facilitators (Jeff Forrest, Anthony Morris, Joy Shoemate)**

Can you share your experience as a black person in your educational institutions?

 - *Brandon Haze*- during elementary- teacher called him illiterate, students did not want to work with him. When he went to CSUN, he went to Sweden as an exchange student. The target fell off and he felt a sense of freedom.
 - *Sesley Lewis*- Wanted to be able to study African American History but no class was available at his time at COC. There were no black professors or administrators. We scream diversity but there is no diversity. She also experienced a co-worker tell her that her hair feels like petting poodle. A man was on campus in KKK attire and she reported the incident to the administrator to which she got a response of “Did he do anything to you or hurt you?” and no action was taken. She would like to admonish the staff and administrators to look deeper into why and what can you do to prevent racism in the institution. Once the media and protests die down, she is hoping for change to actively happen.
 - *Maya Bellow*- Schools are eager to place black students in special education. She was teased at school; banana peels were thrown at her and was called jerry curls by schoolmates. When her favorite teacher challenged her to take advance art classes, she was kicked out of the class by the art teacher. Her IEP counselor embarrassed her in front of the class. Her experience with community college was a challenge as well, GCC counselors did not help her but her transfer to COC was the right fit. Our COC counselors helped her get a full load of classes she needed.



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- *Alonzelle Henderson*- His Spanish teacher from St. Genevieve HS pulled him aside and took his course away and switched to Spanish 1 from French. Being a student athlete, he knew he needs to put more effort into his studies. He was told that football will not get him anywhere in life. His English teacher from LaSalle HS pulled him aside to let him know that this class was not going to be a walk in the park and he was put in an uncomfortable situation which resulted to being discouraged in that class. His time at COC, he did not experience racism. He would like to see more Black professors in the institute. He shared his experience with racial profiling, getting pulled over 3 different times within 24 hours period.
- *Tatiana Smith*- No bad experiences at COC. In middle school, her teacher put her in the spot in the middle of Math class and accused her of spreading rumors. Another teacher from a different class sent her to the school psychologist in which she felt attacked for being black and her character judged without knowing the facts.
- *Maxine Osunsanmi*- She does not have any bad experience as a student at COC. Moving to SCV was a challenge for her. A lot of her schoolmates in middle school continually asked about her hair which made her feel uncomfortable. She shared that her high school club was intentionally not included in the school broadcast for being too controversial and wanting to discuss Black and African issues. She also experienced bad social media slurs, students yelling the N word but were not reprimanded for their actions.
- *Moises Haynes*- No bad experiences at COC. As a high school student, he was followed by a cop car for no reason. He was bullied during his 6th grade, was put in hand cuffs for self defense which he did not feel was necessary.
- *Diamyn Davis*- During her elementary years, she was teased about her hair, called nappy and asked if it's real or fake. School friends assumed she was poor for taking public transportation. She was judged for liking a non-Black kid and was told that he will not like her since she was Black.
- Internalize Policing
 - Brandon Haze – I removed all black hoodies in my wardrobe. I wear collared shirts and business style clothing for my protection. I scan the room where ever I am at and count how many Black people are there. I become aware not to have quick movements and be overly friendly. We police our actions to NOT be perceived as a threat.
- COC Staff
 - *Anthony Morris*- We need to acknowledge a sense of personal identity. The campus is launching a Black Student Alliance to help improve the lives of our African American students. As a college student in UC Riverside, he took African American studies and learned so much history that was never taught in high school or elementary. When he learned about Black achievements, he felt proud, a sense of empowerment and positive self-identity.
 - *Joy Shoemate*- Thanked all the students for their bravery and sharing their truths. As administrators, we can help our community by giving voice to the voiceless. We can



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undo and rewrite the systematic inequity that exists. The system is not built for people of color.

- **Breakout Room Highlights – Jasmine Ruys**

- Room 1
 - We need to provide a wide array of courses at COC, add more diverse African American History in our curriculum.
 - Trouble about assumptions of being Black are incorrect.
- Room 2
 - Sharing experiences vs actions.
 - Being a Black COC student is different than being Black in the SCV community. We encourage the college to help reconcile that gap.
 - Infuse the curriculum – add more ethnic studies.
 - We need to continue our efforts even after the media stops.
- Room 3
 - Need to focus on actions and how we can improve the campus.
 - Look into more forums to encourage discussions.
 - Micro-aggressions, dig deep and have broader curriculum.
 - Include students in FLEX and give them space to speak.
- Room 4
 - Silence is viewed as betrayal.
 - Mental, physical and emotional exhaustion. What can be done to be recognized?
- Room 5
 - There was a theme of omission- of Black faces from staff and faculty, history and physical space (multi-cultural centers).
 - Suggestion to change history and writing to accurately display Black Americans within the curriculum instead of token or support characters.
 - Action - What are we teaching in our classrooms? Truly hearing representation of All-American voices?
 - What kind of faces are we looking at (mentors / instructors)?
 - Do we have the courage to read and enact the words from “White Fragility”?
 - A different mirror – changing the educational sources.
 - Promote students as they go on with their path, agrees with a multi-cultural center.
 - Creation of a student success team for our black students. Support & Mentorship.
 - Action- seize the moment and continue the conversations.
- Room 6
 - The group spoke about silence and speaking up when you notice micro aggression.



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- Discuss how to confront and address systemic racism.
- To feel proud of our identity – African American, Black Latina and other culture identities.
- Continue to have conversations.
- Room 7
 - Help student athletes who struggles with school.
 - Football student struggled with micro aggression.
- Room 8
 - We all agreed we need to be self-aware and compassionate with ourselves and with each other.
 - AB 705 was a good first step, but there is still placement disparity, esp. on STEM side, there is heavy disproportionate impact for black students in sciences.
 - When the protests die down, how can we start with educating ourselves and make sure this doesn't happen again.
- Room 9
 -
- Room 10
 - More engagement and discussions, not just in Valencia but also in our Canyon Country campus.
 - We provide platforms for employees but how do we provide for the students?
 - Stepping back and educate ourselves.
 - Assumptions – important that we reflect in all levels.
 - The need to speak up without fear.
 - Need for multi-cultural center to move forward.
- Room 11
 - Importance of not allowing racial comments and micro-aggressions to go unnoticed – speak up.
 - As faculty members in hiring committees- how do we get more individuals of color?
 - We need to provide activities to students to foster growth.
- Room 12
 - Trauma, triggers, biases – need to educate ourselves and keep the dialogue open.
 - More diverse training in hiring.
 - Take responsibility on what's ok on campus and what's not ok.
- **Reflection and Call to Action – Robert Wanser**
 - Micro vs Macro - We can't necessarily change phenomena like DWB but we can create spaces where students can process those experiences and validate them.



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- We can't necessarily change the phenomena but we can create spaces where students can share with others.
 - This time the awareness seems different.
 - Put practices into institution to create better outcomes.
 - Include students in curriculum development.
 - Take culturally relevant classes available on campus.
 - Harness the energy and movement.
 - Changing the institution is vital and essential.
- **Next Step and Resources – Daylene Meuschke**
 - Look for an email in the coming days that will include survey for you to provide additional comments or questions and resource list.
 - Promote and help resource the Black Student Alliance COC.
 - Learn more in the Culturally Responsive Teaching through the Center for Excellence in Teaching and Learning.
 - Join the Institutional Effectiveness and Inclusive Excellence (IE)2 committee.
 - Participate in additional town halls and forums being planned – We are committed to holding monthly dialogues during summer and then 2-3 weeks during fall and spring.

Retreat Attendees:

AJ Almeda	Juan Buriel
Albert Loiza	Julie Johnson
Alene Terzian-Zeitounian	Justin Hunt
Alexa Dimakos	Kari Aaver
Alicia LeValley	Kari Soffa
Alisha Kaminsky	Kathy Bakhit
Alonzell Henderson (student)	Kelle Warren
Ambika Silva	Kelly Cude
Amy Foote	Kevin Anthony
Andrea Varney	Larry Schallert
Andy McCutcheon	Lauren Anderson
Ann Marchesan	Lein Smith
Anthony Michaelides	Linda Miracle
Anthony Morris	Maria Sanchez



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Arlete Lansdown	Marilyn Jimenez
Brandon Haze (alum)	Mark Garcia
Lisa Raigosa	Mary Bates*
Carol Johnston	Matthew Crater
Carolyn Shaw	Maxine Osunsanmi (student)
Catherine Parker	Maya Bellow (student)
Chuck Lyon	Michael McCaffery
Cindy Stephens	Michael Monsour
Collette Gibson	Michael Sherry
David Andrus	Michael Wilding
Daylene Meuschke	Miriam Golbert
Debbie Sall	Moises Haynes (student)
Desiree Goetting	Monica Marshall
Diamyn David (student)	Necia Gelker
Diane Fiero	Pamela Williams-Paez
Dianne Avery	Paul Wickline
Dora Lozano	Paula Hodge
Dustin Silva	Preeta Saxena
Eric Harnish	Rebecca Edwards
Erika Torgeson	Rebecca Eikey
Flavio Medina-Martin	Renard Thomas
Garrett Hooper	Robert Wonser
Gary Collins	Ryan Theule
Genevieve McDonald	Sab Matsumoto
Gina Bogna	Sanaz Nikbakhsh
Graciela Martinez	Sandra Thomas
Harriet Happel	Sesley Lewis (alum)
Hernan Ramirez	Sheri Veges
Hsiawen Hull	Siane Holland
James Temple	Stephenie Tesoro
Jasmine Ruys	Tammie Decker
Jason Hinkle	Tammy Bathke
Jeffrey Forrest	Tara Williams



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Jennifer Smolos	Tatiana Smith (student)
Jeremy Goodman	Teresa Ciardi
Jia-Yi Cheng-Levine	Teresa Rodney
Jim Schrage	Tina Waller
Jocelyn Harris	Victoria Leonard
Joe Gerda	Vida Manzo
Joven Capel	
Joy Shoemate	