

**AGENDA**  
**SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT**  
**STUDY SESSION OF THE BOARD OF TRUSTEES**  
**September 22, 2021**  
**Closed Session at 5:00 p.m.; Open Session at 6:00 p.m.**

**In Person at 3401 CSM Drive, San Mateo, CA 94402**

**Members of the Public may also participate via Zoom.**  
**Zoom Meeting ID – <https://smccd.zoom.us/j/87097032255>**  
**Dial-In: 1-669-900-9128 – Webinar ID: 870 9703 2255**

**NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS**

**Observing the Meeting**

Members of the public who wish to observe the meeting in-person or remotely by accessing the link or calling the following telephone number above at the beginning of the meeting.

**For individuals who attend the meeting in person, face coverings will be required while in-doors at the District Office for all individuals, regardless of COVID-19 vaccination status.**

**Providing Public Comment During the Meeting on NON-AGENDA Items**

To make a comment regarding a non-agenda item, members of the public:

- (1) If in person, may seek recognition at the speaker's lectern when called upon by the Board President, or
- (2) If remote, once in the Zoom meeting (via above link), can utilize the "raise hand" function on the bottom right corner of the screen. This will allow for the Board President to recognize members for comment and will allow staff to activate audio access to individual participants. Members of the public who "raise their hand" will be called upon in the order they appear.
- (3) Members of the public making comment are reminded of the 3-minute time limit for comment.

**Providing Public Comment During the Meeting on AGENDA Items**

To make a comment regarding an item on the agenda, members of the public:

- (1) If in person, may seek recognition at the speaker's lectern when called upon by the Board President, or
- (2) If remote, once in the Zoom meeting (via above link), can utilize the "raise hand" function on the bottom right corner of the screen. This will allow for the Board President to recognize members for comment and will allow staff to activate audio access to individual participants. Members of the public who "raise their hand" will be called upon in the order they appear.
- (3) Members of the public making comment are reminded of the 3-minute time limit for comment.

**Accommodations**

Persons with disabilities who require an accommodation or service should contact the contact the Chancellor's Office at (650) 358-6877 at least 24 hours prior to the Board meeting.

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**5:00 p.m.      Call to Order**

**CLOSED SESSION ITEMS FOR DISCUSSION**

1. Conference with Legal Counsel – Anticipated Litigation: Significant exposure to litigation pursuant to Gov. Code, § 54956.9, subd. (d)(2): Two Cases

**PUBLIC COMMENTS ON CLOSED SESSION ITEMS ONLY**

**RECESS TO CLOSED SESSION**

**RECONVENE TO OPEN SESSION**

**6:00 p.m. Call to Order / Roll Call / Pledge of Allegiance**

**ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION**

**DISCUSSION OF THE ORDER OF THE AGENDA**

**MINUTES**

21-09-01 Approval of the Minutes of the August 25, 2021 Regular Meeting

21-09-02 Approval of the Minutes of the September 9, 2021 Regular Meeting

**STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS**

**NEW BUSINESS**

21-09-02A Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel *(Time Allotted: 5 minutes)*

**STUDY SESSION**

21-09-05C District Anti-Racism Council Update *(Time Allotted: 2 hours)*

**COMMUNICATIONS**

**STATEMENTS FROM BOARD MEMBERS**

**RECONVENE TO CLOSED SESSION** (if necessary)

**RECONVENE TO OPEN SESSION** (if necessary)

**ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION** (if necessary)

**ADJOURNMENT**

**Minutes of the Regular Meeting of the Board of Trustees  
San Mateo County Community College District  
August 25, 2021 – San Mateo, CA**

**This was conducted remotely via Zoom. A video recording of the meeting can be accessed at: <https://smccd.edu/boardoftrustees/meetings.php>.**

**The meeting was called to order at 5:06 p.m.**

Board Members Present: President Thomas A. Nuris, Vice President Richard Holober, Trustee Maurice Goodman, Trustee Lisa Petrides, Trustee John Pimentel

**ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION**

President Nuris stated that during Closed Session, the Board will take up items as listed on the printed agenda, including: 1) Conference with Legal Counsel – Anticipated Litigation: Significant exposure to litigation pursuant to Gov. Code, § 54956.9, subd. (d)(2): Two Cases; 2) Ratification of May and June 2021 Confidential District Warrants; 3) Public Employee Appointment: Executive Vice Chancellor for Administrative Services.

**STATEMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS ONLY**

None.

**RECESS TO CLOSED SESSION**

The Board recessed to closed session at 5:07 p.m.

**RECONVENE TO OPEN SESSION**

The Board reconvened to open session at 6:20 p.m.

Board Members Present: President Thomas A. Nuris, Vice President Richard Holober, Trustee Maurice Goodman, Trustee Lisa Petrides, Trustee John Pimentel, Student Trustee Ashley Garcia

Others Present: Chancellor Michael Claire, Chief Financial Officer Bernata Slater; Skyline College President Melissa Moreno, College of San Mateo President Jennifer Taylor-Mendoza, Cañada College Interim President Kim Lopez, District Academic Senate President Kate Williams Browne

**ADJOURNMENT IN MEMORY**

President Nuris announced that this evening's meeting will be adjourned in honor of two prominent community leaders, who also served our District: Ruth Nagler who was a former Director of Community Education at Cañada College and the District Office, and Rosalie O'Mahony who was a professor of Mathematics at College of San Mateo.

**ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION**

President Nuris announced that there were no reportable actions taken in closed session.

## **DISCUSSION OF THE ORDER OF THE AGENDA**

*[\(Time Stamp: 1:15:34\)](#)*

It was requested that the following items be moved up in the agenda to be considered after the Discussion of the Order of the Agenda: (1) Review of Bookstore Business Model Analysis (21-08-02C) and (2) Update on Crystal Springs Cross Country Course Use Agreement and Stakeholder Engagement (21-08-03C). The Board agreed, and there are no further changes to the agenda.

## **INFORMATIONAL ITEMS**

### **Review of Bookstore Business Model Analysis (21-08-02C)**

*[\(Time Stamp: 1:16:14\)](#)*

***Summary of Discussion:*** Vice Chancellor Bauer provided a brief overview of the bookstore and its available services and resources to students. He also provided information on how internal and external factors have impacted the bookstore finances.

Tom Byrne of Campus Bookstore Consulting (CBC), an independent consulting firm for bookstores based in Massachusetts, presented findings of an analysis his firm has conducted at the District's request. He noted that the assessment had two goals: (1) to assist the District in analyzing the financial performance of current bookstore operations; and (2) to identify and assess viable business models for the District to consider. He briefly presented current industry challenges, current focuses and contributions to the SMCCCD Bookstores, bookstore business models, and self-operation/contract management comparison. It was noted that the Bookstores have not been profitable since FY 2016 and have relied on Reserve Funds to continue operations.

Trustee Goodman asked if the information regarding the financial situation was presented to administration from 2019-2020 and if so, what could have been done to keep the District from going down this path? Staff responded that the financial trajectory has been noted for some time and that the pandemic has delayed discussion at this level until this point.

Trustee Petrides wants to understand the assumptions or projections of the profit and revenue on textbook sales. She asked if they assume a continuing decline of textbooks. She also asked about the use of OER or print on demand.

Vice President Holober commented that he does not believe the District needs to contract out the bookstore operations.

Chancellor Claire advised that staff needed direction from the Board on how to move forward with the bookstores.

This item will come back to the Board for further consideration and ultimate action.

### ***Public Comment:***

- Rosalyn Young stated the bookstore was so much more than a bookstore, and the staff go above and beyond their job duties and responsibilities.
- Maria Lara stated they had an issue with needing to print diplomas and programs, and the staff took care of it without hesitation. She commended the Cañada College Bookstore staff, and how they go out of the way to help the students.

**Update on Crystal Springs Cross Country Course Use Agreement and Stakeholder Engagement (21-08-03C) (Time Stamp: 2:06:49)**

**Summary of Discussion:** Chancellor Claire started this discussion by acknowledging those that commented and addressed concerns regarding this item. He also acknowledged Bob Rush, who founded the course in 1971, the SFPUC (San Francisco Public Utilities Commission) and the City of Belmont. The Chancellor noted that College of San Mateo felt that the license should be terminated due to the course not being utilized as much. It is, however, being used by high schools and the community. He stated that the purpose of this agenda item this evening was to allow for public feedback about the course and to get Board direction. The Chancellor explained that the District had contracted with a third-party mediator to facilitate a discussion between the track users and the Belmont Homeowners Association and that mediation process did not yield any agreement.

**Public Comment:**

- Frank Hunt spoke against closing the course and limiting the number of participants and events.
- Luis Folan said this is possibly the best Cross Country Course he has seen in the United States and he is against closing the course and limiting the number of participants.
- Kira Holman said she is against closing the course and limiting the number of meets and that the neighborhood loves the course.
- Bill Kurtz spoke in favor of limiting the numbers of participants and events, but against closing the course.
- Deniz Bolbol stated that events have not gone under environmental review, and the Board needs to consider making that happen. She is for limiting the number of participants and events, basically due to “the sound” at night.
- Jennifer [last name not provided] spoke in favor of limiting the number of participants and events.
- Brad Mathaney spoke against closing the course.
- David Grissom spoke against closing the course.
- Jake Lang spoke against closing the course.
- Anna Feland spoke against closing the course.
- Cliff Lentz stated there is no report that indicates significant disruption during events. He spoke against limiting the number of participants and events.
- Barbara Posch mentioned the fire hazards in the area, specifically around the course and that fire season needs to be considered when scheduling the meets, as well as the number of participants.
- Rich Wood spoke against closing the course, as well as limiting the number of participants and events.
- Charles Stone (Mayor of Belmont) spoke against closing the course and limiting the number of participants and events. He thanked SMCCCD for the collaboration in managing and planning the events, and also for making the course available to students across the region and state. Encouraged administration and Board to adopt about 20 races, including Middle School level.

- Lydia Newayser spoke against closing the course and limiting the number of participants and events.
- Davis Turner spoke against closing the course and limiting the number of participants and events.
- Asad Baheri spoke against closing the course and limiting the number of participants and events.
- Lee-Lin Thye spoke against closing the course and limiting the number of participants and events.
- Jet Turner spoke against closing the course and limiting the number of participants and events.
- Jim Marheineke spoke against closing the course, but for limiting the number of participants and events.
- Paul Sheng spoke against closing the course and limiting the number of participants and events.
- Judith [last name not provided] spoke against closing the course.
- Jared Saal spoke against closing the course and limiting the number of participants and events.
- Patrick McCrystle spoke against closing the course and limiting the number of participants and events.
- John Cooper spoke against closing the course and limiting the number of participants and events.
- Thaddeus Block spoke against closing the course.
- Joan Dentler spoke against closing the course and limiting the number of participants and events.

President Nuris thanked everyone for their comments. He mentioned that the Board has received dozens of emails regarding this issue, and they've had the opportunity to review them.

Trustee Goodman mentioned that when this matter came up for Administration, the Board responded to all communication regarding this issue. The Board has asked that the District allow them to hear from both sides; even paid for mediation. He hears the comments and empathizes with those who spoke. He mentioned the concerns do not outweigh the benefits the course has to the students and community. He believes equal access and opportunity to the students is extremely important. He recalls the recommendation was to decrease the number of events, but it needs to be looked at with an equitable lens.

Trustee Pimentel thanked the public for their participation and comments. He asked if the staff has been clear with the running community and neighborhood that we would make the CSM parking lot available to stage some of the traffic. It would minimize the footprint on the neighborhood, yet enable adequate access to the running facility.

Chancellor Claire stated they have a tentative schedule of events for the fall. He would like to receive recommendation on the perimeters for scheduling.

Vice President Holober thanked the public for their comments, as well as all of the emails they've received addressing their concerns. He had questions about the Board's role in the matter. He asked about the licensing piece, and how we go about getting a license and continue to have it. What is the requirement around Board ratification of signing contracts with other government entities? He would like to know this answer at a later date. He addressed the concerns mentioned about endangered species, fire hazards, and parking. He suggested perhaps offering parking at CSM and having a shuttle transportation, not at the District's expense, but it might help relieve some of the traffic.

Chancellor Claire stated the license is revocable, with a renewal for 8 years. The license is \$2,400.00 per year. SFPUC would like to have this conflict around use of the course resolved before renewing or executing the license.

President Nuris stated he is hoping we can move in the direction that Trustees Goodman, Pimentel, and Holober have suggested. He stated the program has been there for 50 years, and we need to consider the value that it provides to so many young people. This is a scarce asset that we have, and we need to handle the matter carefully.

Coach Andreas Wolf stated that the SFPUC advised that the environmental impact is minimal. If it was great, then the course would be closed. He did mention that they've discussed with the HOA (Homeowners Association) the possibility of using the CSM parking lot, but they were concerned about the traffic going up and down twice. They're discussing alternative parking.

#### **Approval of the Minutes of the July 17, 2021 Board Retreat (21-08-01)**

[\(Time Stamp: 3:43:08\)](#)

***Motion to Approve by:*** Vice President Holober

***Second by:*** Trustee Goodman

***Action:*** Approved unanimously, with all Trustees voting Aye.

***Summary of Edits or Corrections:*** None.

#### **Approval of the Minutes of the July 28, 2021 Regular Meeting (21-08-02)**

[\(Time Stamp: 3:43:46\)](#)

***Motion to Approve by:*** Vice President Holober

***Second by:*** Trustee Petrides

***Action:*** Approved unanimously, with all Trustees voting Aye.

***Summary of Edits or Corrections:*** Trustee Pimentel asked that the comments from Maxine Turner be reflected in the minutes appropriately.

#### **STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES**

[\(Time Stamp: 3:44:35\)](#)

- Chancellor Claire introduced the Interim Chief Human Resources Officer Marie Billie.
- President Moreno stated that Opening Day was a great success with approximately 80 participants in person and 150 via Zoom. She also announced that there was a new initiative at

Skyline College called the People’s College Initiative, and she will discuss it further at a future meeting.

- President Taylor-Mendoza stated the college had a successful high flex Opening Day with approximately 80 participants in person and 145 via Zoom. students online). She also noted a recent ranking from Wallethub where CSM ranks number two as the best community college, up from number three last year.
- Interim President Lopez stated Cañada College has its first high flex Opening Day last week with approximately 30 participants in person and 130 online. She also noted that Dr. Tammy Robinson is working with the State Chancellor’s Office to put together a town hall meeting on September 9<sup>th</sup> to showcase some of the work happening at Cañada College.

### **STATEMENTS FROM OTHER REPRESENTATIVE GROUPS**

*[\(Time Stamp: 3:52:10\)](#)*

- ***AFT, Local 1493:*** Monica Malamud commented about the District’s COVID-19 policies for employee and student safety and advocated for greater transparency and better communication.
- ***CSEA, Chapter 33:*** Annette Perot stated that a final return to work MOU had been reach.
- ***AFSCME, AFL-CIO, Local 829, Council 57:*** Joseph Puckett thanked facilities employees for their hard work in preparing the campuses for the return of employees and students. He advocated for a cost of living increase for AFSCME members.

### **STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS**

*[\(Time Stamp: 4:00:00\)](#)*

- Lavinia Zanassi commented on behalf of counselors and called asked for transparency and consistency in the specifics about the return-to-school plans for them returning to campuses.

### **NEW BUSINESS**

#### **Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel (21-08-01A)**

*[\(Time Stamp: 4:04:00\)](#)*

***Motion to Approve by:*** Trustee Goodman

***Second by:*** Vice President Holober

***Action:*** Approved unanimously as amended, with all Trustees voting Aye.

***Summary of Discussion:*** Staff asked that the following corrections and edits be made to the report: (1) Under Item C, the title for the Skyline College position should read “Senior Planning and Research Analyst” ; (2) Under Item I, the position should be assigned to College of San Mateo, not Skyline College; and (3) Under Item K, the Program Services Position at College of San Mateo and Staff Assistant for International Education at the District Office be removed.

***Public Comment:*** None.



**Consideration and Approval of Executive Vice Chancellor for Administrative Services Employment Agreement (21-08-02A) (Time Stamp: 4:05:06)**

*Motion to Approve by:* Trustee Goodman

*Second by:* Trustee Petrides

*Action:* Approved unanimously, with all Trustees voting Aye.

*Summary of Discussion:* Trustees requested a technical correction in the report. The salary effective date should read September 13, 2021, not August 13, 2021.

As required by law, an oral summary of the terms and conditions of the agreement were read, including: Dr. Richard Storti's contract is for a three year term, through June 30, 2024. Effective August 13, 2021, his annual compensation will be that outlined in Executive Salary Schedule (10), Grade EC, Step 1 (currently \$249,912). Dr. Storti will receive 225 hours of vacation annually, and can cash out up to 10 days of vacation annually. He will receive one (1) day per month of sick leave, and the same health and welfare benefits, including post-retirement medical benefits, as are generally provided to management personnel of the District. He will be eligible for an annuity vesting after five years of service as Executive Vice Chancellor for Administrative Services.

*Public Comment:* None.

**Approval of Modifications to Instructional Adjunct Salary Schedule (HI) (21-08-03A)**

*Motion to Approve by:* Vice President Holober

*Second by:* Trustee Goodman

*Action:* Approved unanimously, with all Trustees voting Aye.

*Summary of Discussion:* None.

*Public Comment:* None.

**NEW BUSINESS: Approval of Consent Agenda**

**(Time Stamp: 4:06:36)**

**Ratification of Agreement with the Registry for College and University Presidents for Interim Chief Human Resources Officer Services (21-08-01CA)**

**Ratification of District Warrants for May and June 2021 (21-08-02CA)**

**Approval of an Instructional Services Agreement with Community Initiatives to Support Dual Language Learning Courses in Early Childhood Education Including Tuition, Fees and Faculty Salary (21-08-03CA)**

*Motion to Approve by:* Vice President Holober

*Second by:* Trustee Goodman

*Action:* Approved unanimously, with all Trustees voting Aye.

*Summary of Discussion:* None.

*Public Comment:* None.

**Approval of Declaration of Surplus Property (21-08-04CA)**

This item was removed from consent to be discussed.

*Motion to Approve by:* Trustee Goodman

*Second by:* Trustee Petrides

*Action:* Approved unanimously, with all Trustees voting Aye.

*Summary of Discussion:* Trustee Goodman asked for clarification as to ways the District can dispose of surplus property in an effort to recoup funds from these items. The Chancellor and CFO commented that items are auctioned on a public surplus website.

*Public Comment:* None.

**NEW BUSINESS: Other Recommendations**

**Approval to Continue Accommodation for Students Impacted by Extraordinary Conditions – Fee Refunds (21-08-101B)**

[\(Time Stamp: 4:10:04\)](#)

*Motion to Approve by:* Vice President Holober

*Second by:* Trustee Goodman

*Action:* Approved unanimously, with all Trustees voting Aye.

*Summary of Discussion:* None.

*Public Comment:* None.

**Approval of Revision to Board Policy 6.21 – Grading and Academic Record Symbols (21-08-102B)**

[\(Time Stamp: 4:10:42\)](#)

*Motion to Approve by:* Trustee Goodman

*Second by:* Vice President Holober

*Action:* Approved unanimously, with all Trustees voting Aye.

*Summary of Discussion:* Trustee Goodman asked if this is an opportunity to do retroactive withdrawals. Vice Chancellor McVean advised they wanted to reflect that this is an addition to use with grading.

*Public Comment:* None.

**INFORMATIONAL ITEMS**

**Review of Proposed Allocation from Federal American Rescue Plan’s Higher Education Emergency Relief Fund III (21-08-04C)**

[\(Time Stamp: 4:12:26\)](#)

*Summary of Discussion:* Vice Chancellor McVean provided a quick overview on HERF III Funds. This is the third installment of federal funds received during the Pandemic. Allocation amount is just over \$23,000,000.00, which is separately allocated in direct student aid or institutional dollars. 51% of the overall funds are allocated in direct student aid. \$11,500,000.00 in institutional funds,

which are allocated directly to the colleges. They have determined what is college institutional need and district-wide need. Administration is proposing \$4,500,000.00 (19%) towards district-wide needs and \$7,000,000.00 (31%) towards college institutional needs.

Trustee Pimentel supports the action that is said to help eliminate student debt, which is allocating \$700,000.00. He asked if there are any outstanding debts during the Pandemic that we are not waiving, of which there are none. He also asked if our outreach for engaging with and reenrolling students is an appropriate expenditure of these HERF III funds; how much is allocated (from college institutional need funds will be used).

Skyline College President Dr. Moreno commented that Skyline has received a college institutional need allocation of \$3,500,000.00 total. They've allocated \$600,000.00 to disproportionately impacted students, and \$426,000.00 to enrollment recovery efforts (includes recruitment and marketing).

Trustees would like a report from each of the colleges at a future meeting.

**Public Comment:** None.

**Review of Suggested Updates to Board Policy 1.60 – Rules of Order for Board Meetings (21-08-05C)**  
[\(Time Stamp: 4:24:21\)](#)

**Summary of Discussion:** The Board requested at a prior meeting to consider setting adjournment times. Staff has drafted a report on this item, and presented it to the Board. President Nuris advised it can be taken out of draft form, and move forward to the next level.

**Public Comment:** None.

**Review of Potential Board Ad-Hoc Committee on Board Operations (21-08-06C)**  
[\(Time Stamp: 4:25:24\)](#)

**Summary of Discussion:** Chancellor Claire advised he counted the number of meetings and there's been about 72 meetings over his tenure as Chancellor. He presented the idea of putting together an Ad-Hoc Committee comprised of two Board Members.

Trustees are in favor of this idea.

Vice President Holober stated he would like the committee to cover and discuss various topics and issues, not just Board Meetings.

Trustee Pimentel and Trustee Petrides have both volunteered to be on the committee.

Trustee Goodman officially nominated both Trustees Pimentel and Petrides to be on the committee; President Nuris appointed them on behalf of the Board.

**Public Comment:** None.

**Report on the Use of Public Agency Contracts for the Purchase of Materials, Equipment, Supplies and Services (21-08-07C)**

*(Time Stamp: 4:30:41)*

*Summary of Discussion:* President Nuris noted the report had been received.

**COMMUNICATIONS**

*(Time Stamp: 4:31:13)*

- President Nuris advised that the Board received a number of communications from community members relating to the Crystal Spring Cross Country Course. Those communications are noted for the record as having been received.
- President Nuris advised the Board received a communication from Maxine Turner relating to the facilities planning report at the July 28, 2021 meeting. That communication is noted for the record as having been received.

**STATEMENTS FROM BOARD MEMBERS**

*(Time Stamp: 4:31:48)*

*President Nuris:* None.

*Vice President Holober:* None.

*Trustee Goodman:* Met with Trustee Pimentel, the Chancellor and staff to discuss the opportunity to kick start the process to explore student housing. Discussed an issue getting support for student at one of the colleges and reminded that having a presence on campus is important to serving students.

*Trustee Petrides:* She and President Taylor-Mendoza serve the Coast Side community, and they have begun efforts to meet with representatives of the Coast, including wanting to host Coast Side Town Halls. She and Vice Chancellor McVean met with Cabrillo School District regarding Dual Enrollment.

*Trustee Pimentel:* Working on two projects with Trustee Goodman: student housing and the San Mateo County Community College Foundation. Said with the Foundation, there is opportunity to increase the endowment, which could generate an annuity used to support Promise Scholars or general free community college initiative.

*Student Trustee Garcia:* Spoke with the Student Advisory Council, and they support the strategies approaching the issue regarding the Cross Country Course; they hope we keep the course, because of the history and significance it has with Cross Country teams. Laurelwood Park was a suggested course, if there had to be an alternative.

President Nuris announced the next meeting will be Thursday, September 9, 2021. This will be a Business Meeting of which the Board will hold a Public Hearing and consider the adoption of the annual budget.

**ADJOURNMENT**

Meeting adjourned at 9:51 p.m.

Submitted by

Michael Claire, Secretary

**Minutes of the Regular Meeting of the Board of Trustees  
San Mateo County Community College District  
September 9, 2021 – San Mateo, CA**

This was conducted remotely via Zoom. A video recording of the meeting can be accessed at:  
<https://smccd.edu/boardoftrustees/meetings.php>.

The meeting was called to order at 5:05 p.m.

Board Members Present: President Thomas A. Nuris, Vice President Richard Holober (joined meeting in progress), Trustee Maurice Goodman, Trustee Lisa Petrides, Trustee John Pimentel

**ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION**

President Nuris said that during Closed Session, the Board will take up items as listed on the printed agenda, including: (1) Hold a Conference with Legal Counsel – Anticipated Litigation: Significant exposure to litigation pursuant to Gov. Code, § 54956.9, subd. (d)(2): Two cases; (2) Consider ratification of confidential District warrants for May and June 2021; and (3) Hold Conference with Labor Negotiator for Employee Organizations: AFSCME, AFT and CSEA.

**STATEMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS ONLY**

None.

**RECESS TO CLOSED SESSION**

The Board recessed to Closed Session at 5:07 p.m.

**RECONVENE TO OPEN SESSION**

The Board reconvened to Open Session at 6:29 p.m.

Board Members Present: President Thomas A. Nuris, Vice President Richard Holober, Trustee Maurice Goodman, Trustee Lisa Petrides, Trustee John Pimentel, Student Trustee Ashley Garcia

Others Present: Chancellor Michael Claire, Chief Financial Officer Bernata Slater; Skyline College President Melissa Moreno, College of San Mateo President Jennifer Taylor-Mendoza, Cañada College Interim President Kim Lopez, District Academic Senate President Kate Williams Browne

**ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION**

President Nuris stated there are no reportable actions coming out of Closed Session.

**DISCUSSION OF THE ORDER OF THE AGENDA**

*(Time Stamp: 1:27:09)*

It was requested that the following agenda items be moved after consideration of all action items and before presentation of information items: (1) Statements from Executives and Student Representatives, (2) Statements from Other Representative Groups, and (3) Statements from the Public on Non-Agenda Items. The Board agreed and there were no further changes to the order of the agenda.

**NEW BUSINESS****Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel (21-09-01A)***(Time Stamp: 1:27:40)**Motion to Approve by:* Vice President Holober*Second by:* Trustee Pimentel*Action:* Approved as amended, with all Trustees voting Aye*Summary of Discussion:* Staff asked that under Item K, the Staff Assistant for International Education at the District Office be removed.*Public Comment:* None.**NEW BUSINESS: Approval of Consent Agenda Items***(Time Stamp: 1:28:33)***Approval of College and Career Access Pathways Dual Enrollment Partnership Agreement with South San Francisco Unified School District (21-09-01CA)****Approval of College and Career Access Pathways Dual Enrollment Partnership Agreement with Sequoia Union High School District (21-09-02CA)****Approval of College and Career Access Pathways Dual Enrollment Partnership Agreement with Jefferson Union High School District (21-09-03CA)****Approval of College and Career Access Pathways Dual Enrollment Partnership Agreement with San Mateo Union High School District (21-09-04CA)****Approval of College and Career Access Pathways Dual Enrollment Partnership Agreement with Cabrillo Unified School District (21-09-05CA)****Reappointment of Members to the Citizens' Bond Oversight Committee (21-09-06CA)****Acceptance of Sub-grant from San Francisco State University's School of Engineering to Skyline College and Cañada College (21-09-07CA)****Approval of Revisions to Board Policy 1.60 – Rules of Order for Board Meetings (21-09-08CA)***Motion to Approve by:* Trustee Pimentel*Second by:* Trustee Petrides*Action:* Approved unanimously, with all Trustees voting Aye*Summary of Discussion:* None.

With the approval of revisions to Board Policy 1.60, Vice President Holober moved and Trustee Pimentel seconded that the Board set an adjournment time of 9:30 p.m. for this evening's meeting. The motion carried by unanimous vote.

Trustee Petrides inquired if the 9:30 p.m. adjournment time applied only to this meeting or all future meetings as well. Vice President Holober proposed that the Ad Hoc Committee for Board Operations discuss setting a regular adjournment time, and bring back to the Board a policy recommendation.

## **NEW BUSINESS: Other Recommendations**

### **Public Hearing of the 2021-22 Final Budget (21-09-101B)**

[\(Time Stamp: 1:31:05\)](#)

***Motion to hold the hearing by:*** Trustee Pimentel

***Second by:*** Trustee Petrides

***Action:*** Approved unanimously, with all Trustees voting Aye.

***Summary of Discussion:*** Chancellor Claire gave a brief introduction on the presentation of the budget, and gave the floor to Chief Financial Officer Bernata Slater to continue.

Officer Slater presented the 2021-2022 Final Budget recommendation. She provided Budget Highlights, Budget Guidelines, a Presentation Overview, information on the State Budget itself, Adopted Budget Assumptions, 2021-2022 Initiatives, and 50% Law – Continued Commitment. She mentioned PERS and STRS continue to impact the budget of SMCCCD.

The Budget Summary presented that SMCCCD has a balanced budget for Fiscal Year 2021-2022 and is guided by the District's Strategic Plan. The total general fund budget is \$249,928,809.00 and the total all-funds budget is \$500,760,058.00.

Staff also noted that the budget makes a \$6.75 million strategic investment in the *Free Community College* initiative to support the growth of the dual enrollment programs, Promise Scholars Program and zero textbook cost/open educational resources programs.

***Public Comment:*** None.

***Motion to adjourn the hearing by:*** Vice President Holober

***Second by:*** Trustee Pimentel

***Action:*** Approved unanimously, with all Trustees voting Aye.

### **Adoption of the 2021-22 Final Budget (21-09-102B)**

[\(Time Stamp: 1:57:58\)](#)

***Motion to Approve by:*** Vice President Holober

***Second by:*** Trustee Pimentel

***Action:*** Approved unanimously, with all Trustees voting Aye

***Summary of Discussion:*** Trustee Pimentel asked (1) who was responsible for applying for available state funds for student housing and (2) who was in charge of implementing the expansion of the Promise Scholars and the Dual Enrollment programs. Trustee Pimentel noted the significance of the investment in the Free Community College initiative. Chancellor Claire responded that the Chief of Staff, working with the Finance team, would be exploring the state funds for student housing and that the Vice Chancellor for Educational Services and Planning,

working with the colleges, would be coordinating the expansion of the referenced programs.

Vice President Holober asked where the funds for COVID-19 mitigation would come from or be found; he also noted that he would like to see what the District budgets for staffing and what actually staffing is each year.

The Board thanked staff for their presentation and work on the budget.

## **STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES**

*(Time Stamp: 2:15:01)*

- ***Chancellor Claire*** noted that CFO Slater had taken on several roles over the last two years and thanked her for all of the work she has done. He also advised the process of hiring a permanent president position for Cañada College, noting his goal of having the position filled by April/May 2022. Chancellor Claire also noted that the District would begin the process of actively recruiting for a Chief of Human Resources in the coming month. He also referenced that the Internal Auditor position is posted will be closing in a few weeks.
- President Moreno recognized Joe Morello as new Vice President of Administrative Services at Skyline College.
- President Taylor-Mendoza noted that CSM had their first in-person welcome activity, of which about 300 students attended. She also noted the college had been awarded a STEM Grant. President Taylor-Mendoza announced that fall athletics are starting and that the football season will begin Sept. 11, 2021, of which CSM is ranked #1 in the state of community college football teams.
- Interim President Lopez noted that Cañada College is starting a new initiative called the Cañada College Wellness, Outreach, Registration, and Retention Initiative.
- District Academic Senate President Browne reported that the District Academic Senate will have its first meeting on September 13.
- Student Trustee Garcia reported that the first District Student Council Meeting was held on September 8, and members addressed their concerns about the contract management proposal for SMCCCD's bookstores and support for gender neutral restrooms on campuses.

## **STATEMENTS FROM OTHER REPRESENTATIVE GROUPS**

*(Time Stamp: 2:29:17)*

- ***AFT, Local 1493:*** Jessica Truglio presented a petition that asks the Chancellor and Board of Trustees to create a transparent process/district-wide plan to guide the in-person return of counselors. Darian Chan expressed concerns of counselors regarding return to in-person services.
- ***CSEA, Chapter 33:*** None.
- ***AFSCME, AFL-CIO, Local 829, Council 57:*** Tony Burrola expressed the union's concern about the cost of living adjustments for this year and noted the increase in costs throughout the region.



## **STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS**

[\(Time Stamp: 2:42:00\)](#)

- David Lau commented about vaccinations and re-opening.

## **INFORMATIONAL ITEMS**

### **Discussion of Bachelor's Degree Completion Pathway Partnership with Notre Dame de Namur University (21-09-01C)**

[\(Time Stamp: 2:44:53\)](#)

*Summary of Discussion:* Vice Chancellor McVean presented on this item, along with the team of individuals (from NDNU and SMCCCD Colleges) that have been working with him on this pathway.

Trustees expressed support of this partnership, and directed staff to continue to refine this pathway and bring the final partnership agreement to a future meeting for action.

### **Follow-up on Crystal Springs Cross Country Course Operations (21-09-02C)**

[\(Time Stamp: 3:26:09\)](#)

*Summary of Discussion:* Chancellor Claire summarized the proposed schedule of events as outlined in the staff report and asked for the Board's direction. The Board concurred with the Chancellor's report and directed him to proceed with that which was recommended.

### **Update on Operating Model for District Athletic Centers at College of San Mateo and Cañada College (21-09-03C)**

[\(Time Stamp: 3:29:00\)](#)

*Summary of Discussion:* Chancellor Claire provided an update San Mateo Athletic Club (SMAC), along with the new interim Director of Community Fitness Kurt Scholler. Chancellor Claire and Mr. Scholler provided a review of the key goals of the transition process, a summary of preliminary actions, noted the work that had been completed to date and outlined next steps.

Vice President Holober wanted to receive more information and clarification about the classified staffing for the model. There is a concern about employment cost, along with membership fees.

Trustee Pimentel reminded everyone that the process started to make sure that the academic programs had primacy over private use of the facilities; however, make sure there's spare capacity and broad availability for community usage (drop-in and/or community groups).

Trustee Petrides suggested having an advisory committee comprised of community members and students.

### **Discussion of Scope of Authority of Board Ad-hoc Committee on Board Operations (21-09-04C)**

[\(Time Stamp: 4:09:35\)](#)

*Summary of Discussion:* Chancellor Claire advised that Trustee Pimentel and Trustee Petrides have volunteered to serve on the committee.

Vice President Holober stated he hopes the committee will bring items routinely to the Board rather than waiting for a complete package of items at the end of a process. He offered several recommended areas for the committee to consider, including: internal auditor implementation, performance audits by external consultants, policy review, achieving a feedback loop of Board members on assigned boards and committees, further exploration of the Board's role in the development of the budget, and the process for the rotation of Board officers. Chancellor Claire also suggested the committee review the number of meetings it holds each month/year.

### **COMMUNICATIONS**

*(Time Stamp: No time.)*

None.

### **STATEMENTS FROM BOARD MEMBERS**

*(Time Stamp: 4:24:35)*

*President Nuris:* None.

*Vice President Holober:* Will bring back information from the Housing Board Meeting from last week, to the next board meeting.

*Trustee Goodman:* None.

*Trustee Petrides:* None.

*Trustee Pimentel:* He and Trustee Goodman serve on the Foundation Board, and they are excited by the development. A letter delivered from Chancellor Claire to the Foundation board to set a goal of increasing the corpus to \$100M. Noted that resident enrollment declined, but cost has doubled which is a threat to the survival of the institution. Mentioned marketing and outreach to communities and high schools, and would like to know and work with whomever is responsible for this particular aspect.

*Student Trustee Garcia:* None.

President Nuris announced that the next meeting of the Board of Trustees would be September 22, 2021. He also reported out that the confidential warrants were approved during Closed Session.

### **ADJOURNMENT**

The meeting adjourned by consent at 9:32 p.m.

Submitted by

Michael Claire, Secretary

**BOARD REPORT NO. 21-09-02A**

TO: Members of the Board of Trustees  
FROM: Michael Claire, Chancellor  
PREPARED BY: David Feune, Director, Human Resources

**APPROVAL OF PERSONNEL ITEMS**

New employment; changes in assignment, compensation, and placement; leaves of absence; changes in staff allocation and classification of academic and classified personnel; retirements, phase-in retirements, and resignations; equivalence of minimum qualifications for academic positions; and short-term temporary classified positions.

**A. ADMINISTRATIVE APPOINTMENT, REAPPOINTMENT, ASSIGNMENT AND REASSIGNMENT**

**Cañada College**

**Ludmila Prisecar** Interim Vice President of Administrative Services Administrative Services

Reassigned from College Business Officer (Grade 192E of the Academic-Classified Exempt Supervisory Salary Schedule 35; Salary Range: \$122,688 - \$155,388) into this interim administrative assignment (Grade AB of the Management Salary Schedule 20; Salary Range: \$180,804 - \$232,260), effective September 27, 2021, replacing Graciano Mendoza who resigned.

**College of San Mateo**

**David McLain** Director of Community Relations & Marketing President's Office

Reassigned from Communications Manager (Grade 192S of the Classified Professional/ Supervisory Salary Schedule 40; Salary Range: \$91,212 - \$116,436) into this administrative assignment (Grade 194E of the same Salary Schedule; Salary Range: \$142,008 - \$179,868), effective September 23, 2021, replacing Richard Rojo.

**Aubrey Roderick** Acting Dean of Language Arts Language Arts

Reassigned from College International Student Program Manager (Grade 189E of the Academic-Classified Exempt Supervisory Salary Schedule 35; Salary Range: \$105,696 - \$133,884) into this acting administrative assignment (Grade AD of the Management Salary Schedule 20; Salary Range: \$169,668 - \$215,580), effective October 1, 2021, replacing Kristiane Ridgway who was reassigned.

**B. PUBLIC EMPLOYMENT****1. New Hires (NP = New Position, \* = New Employee)****College of San Mateo**

**Luz Roman-Amaro\*** Executive Assistant Administrative Services

New full-time, 12-month classified employment (Grade 201C of the Confidential Salary Schedule 50; Salary Range: \$78,936 - \$100,860), effective October 4, 2021, replacing Jane Wong who retired.

**Skyline College**

**Sirreck Brown-Smith\*** Staff Assistant (NP) Equity Institute

New full-time, 12-month classified employment (Grade 21 of the Classified Salary Schedule 60; Salary Range: \$59,112 - \$75,552), effective September 23, 2021. This position was previously Board approved on June 23, 2021.

**Lauren Wagner\*** Admissions & Records Assistant III Enrollment Services

*Correction:* At its meeting on August 25, 2021, the Board approved Lauren Wagner's new full-time, 12-month classified employment (Grade 24 of the Classified Salary Schedule 60; Salary Range: \$63,840 - \$81,636), effective September 9, 2021, replacing Bianca Pineda who resigned. A correction is being made to this item. The Office of Human Resources was informed that Lauren Wagner's start date was September 10, 2021. Therefore, with the adoption of this report, the Board rescinds its approval previously granted to this item.

**2. Re-Employment****C. REASSIGNMENT THROUGH THE HIRING PROCESS****College of San Mateo**

**Oksana Brinson** Cosmetology Aide Business/Technology

Reassigned from Storekeeper (Grade 19 of the Classified Salary Schedule 60; Salary Range: \$56,412 - \$72,000) into this full-time, 12-month position at Grade 26 of the same salary schedule; Salary Range: \$66,912 - \$85,512, effective September 23, 2021, replacing Samantha Martinez who resigned.

**District Office**

**Alexis Arreola** AV Systems Engineer (NP) ITS

Reassigned from IT Support Technician II (Grade 31A of the Classified Salary Schedule 60; Salary Range: \$75,636 - \$96,648) into this full-time, 12-month position at Grade 210S of the Classified Professional/Supervisory Salary Schedule 40; Salary Range: \$104,832 - \$133,800, effective September 23, 2021. This position was previously Board approved on February 26, 2020.

**D. TRANSFER/ADMINISTRATIVE REASSIGNMENT**

None

**E. NON-REPRESENTED EMPLOYEES ADDITIONAL DUTIES ASSIGNMENT**

None

**F. CHANGES IN STAFF ALLOCATION****Skyline College**

1. Recommend creation of a new classified supervisory exempt classification titled, "Assistant Registrar" at Grade 180E (Salary Range: \$87,300 - \$110,580) of the Academic-Classified Exempt Supervisory Salary Schedule (35), effective September 23, 2021. In addition, recommend a change in staff allocation to add one full-time, 12-month Assistant Registrar position, effective September 23, 2021.

**G. PHASE-IN RETIREMENT****College of San Mateo****Kathleen Diamond**

Professor, Biology

Mathematics and Science

Recommend approval of participating in the Phase-In Retirement Program, effective fall 2021. Confirmation of employee eligibility and final approval of the employee's proposed workload reduction is managed by the State Teachers Retirement System.

**G. LEAVE OF ABSENCE**

None

**H. PUBLIC EMPLOYEE RETIREMENT AND RESIGNATION****1. Retirement****Skyline College****Barbara Lamson**

Financial Analyst

Administrative Services

Retirement effective December 30, 2021, with 22 years of District service. Eligible for District retiree benefits.

**2. Post-Retirement**

None

**3. Resignation**

**Cañada College**

**Rosa Moncada**

Program Services Coordinator (VROC)

Enrollment Services

Resignation effective August 30, 2021, with 7 months of District service.

**Skyline College**

**Pcyeta Stroud**

Director of the Bay Area Entrepreneur Center

Business, Education and Professional Programs

Resignation effective November 19, 2021, with 10 years of District service.

**I. ESTABLISHMENT OF EQUIVALENCY TO MINIMUM QUALIFICATIONS**

None

**J. PROFESSIONAL EXPERT/CONTRACT POSITIONS**

<i>Location</i>	<i>Division / Department</i>	<i>No. of Pos.</i>	<i>Start and End Date</i>		<i>Services to be performed</i>
Cañada College	Science & Technology / STEM	1	10/01/2021	11/30/2021	<p><b>Professional Expert: Consultant (Non-Instructional)</b>                      Content creation for 2 days of workshops including the development of presentations, workbooks, and assessments. All materials will be designed within the organization's (San Mateo County Community College District) brand standards including colors, logos, fonts, and any other requirements. This position includes meeting with the program team and key stakeholders for information gathering, a review of deliverables and objectives, program research and background, and a review of materials prior to presentation. Present the 2-day workshop to NSF Trabajo job shadowing participants.                      Requesting Manager: Ameer Thompson</p>

**K. SHORT-TERM, NON-CONTINUING POSITIONS**

<i>Location</i>	<i>Division / Department</i>	<i>No. of Pos.</i>	<i>Start and End Date</i>		<i>Services to be performed</i>
Cañada College	Student Services	1	09/23/2021	12/31/2021	<b>Retention Specialist (Guided Pathways):</b> This retention specialist's duties will align with the other three dedicated Guided Pathways Retention Specialists at the college. Some examples of the types of work include case management of Interest Area student supports from the point of application to enrollment and registration in courses, sorting through student data files to identify appropriate support systems for students based on need (e.g., tutoring, peer mentoring, Financial Aid support referrals, SparkPoint referrals), maintain regular communication with Interest Area students individually and in small groups to connect new, returning, and continuing students, and build a sense of community through the Guided Pathways Success Team framework. Requesting Manager: Manuel Perez
District Office	Human Resources	1	09/23/2021	12/31/2021	<b>Human Resources Representative:</b> This position will assist with reviewing transcript submissions by instructional adjunct faculty for placement on a new salary schedule. Requesting Manager: David Feune
District Office	Chancellor's Office	1	07/01/2021	12/31/2021	<b>Vice President – Special Projects:</b> <i>Previously Requested Position</i> Scope of work: To lead, coordinate or assist with (1) long-range operational and financial planning; (2) special programs and projects; (3) analyzing federal and state laws, rules and regulations and providing recommendations; (4) developing reports and presentations, and (5) performing other duties as assigned. Requesting Manager: Mitchell Bailey
District Office	Auxiliary Services/ Bookstore  Skyline – 2 positions Cañada – 2 positions College of San Mateo – 2 positions	6	10/01/2021	02/28/2022	<b>Cashier/Clerk:</b> <i>Previously Requested Position</i> In the absence of student employees, the Bookstores are requesting short term staff to help the classified and management staff with duties in the bookstore including cashiering, shipping and receiving and working in the market. Requesting Manager: Tom Bauer

**BOARD REPORT NO. 21-09-05C**

TO: Members of the Board of Trustees  
FROM: Michael Claire, Chancellor  
PREPARED BY: Mwanaisha Sims, Director of Policy, Training and Compliance, District Office

**DISTRICT ANTI-RACISM COUNCIL UPDATE**

In August 2020, the Chancellor established the District Anti-Racism Council. The goal of the Anti-Racism Council is to create a culture of equity with a lens of anti-racism, radically reimagine how the District commits to anti-racism and how the District can transform the educational experiences of all students, especially hyper-marginalized students. The District Anti-Racism Council has identified three priority areas: (1) Policy and Procedure; (2) Curriculum and Instruction, and (3) Equal Employment Opportunity.

To provide context about the scope, work and activities of the District Anti-Racism Council, the following information is provided, which includes the letter Chancellor Claire sent to the campus community about the District Anti-Racism Council, links to April 2021 and August 2021 Flex-day presentations with slides and the Anti-racism glossary.

- I. SMCCCD Anti-Racism Council goals, commitment, philosophy and focus (*Attachment #01*)
- II. Link to April 2021 and August 2021 Flex-day presentations:  
<https://smccd.edu/antiracismcouncil/flexdayactivities.php> and  
<https://smccd.edu/antiracismcouncil/>
- III. April 2021 Flex-day presentation slides (*Attachment #02*)
- IV. SMCCCD Anti-Racism Council glossary (*Attachment #03*)

The District Anti-Racism Council meets weekly and is facilitated by Mwanaisha Sims, Director of Policy, Training and Compliance, and graciously lead by the following members:

**Policies and Procedures Work Group**

- Jackie Santizo, *Multicultural & Dream Center, Program Services Coordinator, College of San Mateo*
- Dr. Cheryl Johnson, *Dean of Student Equity & Support Programs, Skyline College*
- Dr. Oyame KenZoe Brian Selassie-Okpe, *Executive Director, Equity Institute at Skyline College*
- Dr. Jennifer Taylor-Mendoza, *President, College of San Mateo*
- Dr. Manuel Alejandro Pérez, *Vice President of Student Services, Cañada College*
- Dr. Tabitha Conaway, *Lead Instructional Aide, Learning Center, College of San Mateo*



**Curriculum Work Group**

- Dr. Natalie Alizaga, *Assistant Professor of Psychology, Cañada College*
- Dr. Malathi Iyengar, *Assistant Professor of Ethnic Studies, College of San Mateo*
- Dr. Nicole Porter, *Interim Dean of Social Science/Creative Arts, Skyline College*
- Kristi Ridgway, *Acting Vice President of Student Services, College of San Mateo*
- Dr. Bianca Rowden-Quince, *Instructional Designer, Skyline College*
- Dr. Rebekah Sidman-Taveau, *Professor of ESL, Cañada College*
- Mike Claire, *Chancellor, SMCCCD*

**Equal Employment Opportunities Work Group**

- Cynthia Avalos, *Human Resources Representative (Inclusion, Diversity, Equity and Anti-Racism Emphasis), District Office*
- Kim Lopez, *Interim President, Cañada College*
- Dr. Melissa Moreno, *President, Skyline College*
- Dr. Oyame KenZoe Brian J. Selassie-Okpe, *Executive Director, Equity Institute at Skyline College*
- Dr. Jeremiah Sims, *Director of Equity, College of San Mateo*
- Ariela Villalpando, *Acting Director of High School Transition and Dual Enrollment, Student Services, Cañada College*
- Diva Ward, *Director of Special Grant Initiatives, District Office*
- Lezlee Ware, *Professor of Political Science and Umoja Coordinator, Black Students Matter Co-Chair, Cañada College*
- Clair Yeo-Sugajski, *Interim Program Services Coordinator, International Student Program, Skyline College*

At this study session, the Board will receive an update from the District Anti-Racism Council and engage in a conversation about their work.

## **SMCCCD Anti-racism Council**

### **Our Goal**

The goal of the San Mateo County Community College District's Anti-racism Council is to radically reimagine how we commit to anti-racism and how we can transform the educational experiences for all students, especially hyper-marginalized students. We are leaders in anti-racist work by ensuring our culture and education are critical, anti-racist, and justice-centered. At each of our campuses and the district, we work to foster inclusive and welcoming environments that disrupt structural barriers and welcome, validate, and celebrate all students, faculty, staff, and administration. We invite everyone to join us in these efforts.

### **Our Commitment**

This work is two-pronged: to eradicate the underlying causes while, simultaneously, treating the pernicious symptoms of racism. In order to do this work, we are committed to analyzing and improving our systems to root out systemic, institutionalized anti-Black and other forms of racism. This council is made up of a cross-representational group of equity practitioners, with representation from across SMCCCD's three-college system. Anti-racism is infused in every aspect of our work -- such as but not limited to our mission statement, resource allocation, hiring practices, curriculum, and policies -- to create a culture of equity.

### **Our Philosophy**

We acknowledge that racism is systemic and does not happen in a vacuum. Racism is both the offspring of and support for white supremacy. As such, we acknowledge that our institutions were designed to privilege certain groups and not others, built upon a white supremacist framework that disenfranchises poor, ethnoracially minoritized students of color.

Racism is complex, so our analysis centers on race with an intersectional lens, investigating its many contributors and consequences, including racialized capitalism. We believe that our work, done in earnest, will improve our resource allocation decisions, systems, practices, and policies for our Black, Indigenous, and People of Color (BIPOC) as well as our entire campus community. When we address these inequities, all of us benefit. We are wholly invested in working collaboratively to eliminate racialized injustices and inequities and individual acts of racism.

We are keenly aware that we must also work to eradicate the systems and structures that make racial microaggressions and other instances of anti-Black (and other forms of) racism normal in the first place. We recognize that we are a part of the white supremacist institution and must begin this work as administrators, faculty, and classified staff/professionals by examining our own roles in perpetuating a racist system.

### **Our Focus**

We have identified three areas of priority: **Curriculum and Instruction; Policy and Procedure; and Equal Employment Opportunity**. Within the larger Council, there are subgroups dedicated to each of these three components. Our action plan is coming into focus within the respective subgroups (and as a larger collective). This work does not operate in a silo but collaborates with the other anti-racist work on our campuses and district.

We invite you to our district-wide April 22 Flex Day session, 9 - 10am, to learn more and get involved.

# SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT'S ANTI-RACISM COUNCIL



Policy & Procedure | Curriculum | EEOC



# CHANCELLOR'S OPENING REMARKS

**Mike Claire**

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## Anti-Blackness

**Anti-blackness** describes the inability to recognize black humanity. It captures the reality that the kind of violence that saturates black life is not based on any specific thing a black person — better described as “a person who has been racialized black” — did. The violence we experience isn’t tied to any particular transgression. It’s gratuitous and unrelenting...(kihana ross-vakil, Northwestern University)

# **O** | **POLICIES & PROCEDURES**

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Tabitha Conaway-College of San Mateo | Cheryl Johnson – Skyline College  
Jamillah Moore-Cañada College | Manuel A. Pérez-Cañada College  
Jackie Santizo-College of San Mateo



# ACTIVITY I

# WHAT IS A POLICY AND WHAT IS A PROCEDURE?

## Policy

A set of general guidelines that outline the organization's plan for tackling an issue. Policies communicate the connection between the organization's vision and values and its day-to-day operations.

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## Procedure

A procedure explains a specific action plan for carrying out a policy. Procedures tell employees how to deal with a situation and when.





# WHY THIS MATTERS



- The importance of Policies & Procedures in Antiracism requires us to examine these processes in an equity-minded way. We must approach policies and procedures in a way that requires us to be race-conscious (as opposed to colorblind) in an affirmative sense. We must ensure that our policies, procedures and practice do not result in further traumatizing and/or marginalizing Black, Indigenous, and People of Color communities.
- The policies and procedures of SMCCCD must assume the responsibility for the elimination of inequality and increased access along race, ethnicity and gender lines, to name just a few identities.

## FOCUS AREAS

1. **Radically reimagine** how we reconnect to antiracism
2. **Disrupt** structural **barriers**
3. **Root out** systemic, institutionalized **anti-Black** and other forms of **racism**
4. Create a culture of equity with a **lens of antiracism**



# ACTIVITY 2

# RADICALLY REIMAGINE



If we radically reimagine, disrupt, and root out racism & anti-Blackness . . .

. . . then we must look critically at our foundations & our documents.

# PHASE I

- We examined our District's Mission/Vision/Values/Commitments
- The Center for Urban Education (CUE) analysis of Student Equity Plans, uses a framework of terminology (e.g., equity, equity minded, inquiry, race consciousness).





# **THIS IS A PROCESS...**

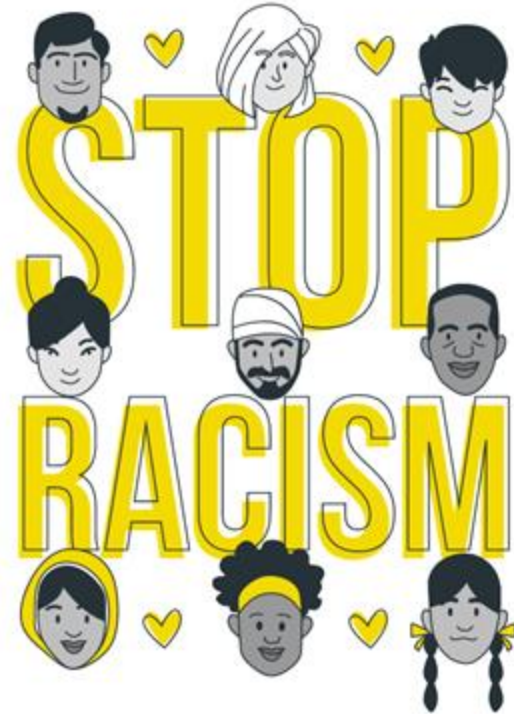


**We need your insights around these issues, and we hope you'll share your thoughts, and suggest activities.**

**We're not there yet, anti-racism work is ongoing work with no end point. We all have a role to play in this fight for racial justice.**

## WHAT WE'VE STARTED...

- We're working on creating a shared language and terminology that we all use collectively across the district. A common language, as CUE states is how we frame our work and discussions about anti-racism.
- As stated earlier looking at the vision/mission, etc. For the district.
- Do we need a district-wide review of our processes related to equity & anti-racism work?





# ACTIVITY 3



# 02 CRITICAL INQUIRY OF CURRICULUM: ANTI-RACIST LENS

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Natalie Alizaga – Cañada College | Mike Claire – SMCCCD | Malathi Iyengar – College of San Mateo | Nicole Porter – Skyline College | Kristi Ridgway – College of San Mateo | Bianca Rowden-Quince – Skyline College | Rebekah Sidman-Taveau – Cañada College

# SMCCCD STRATEGIC GOALS

## Success, Equity, and Social Justice

Success, equity, and social justice for our students are long standing goals of the San Mateo County Community College District and are the overarching themes of the District's Strategic Plan.



# OVERVIEW

- Areas of curriculum are we inquiring about
- Why Curriculum and what does it entail?
- Critical Inquiry Lens
- Ensuring our curriculum practices become wholly anti-racist
- Opportunities to engage



# WHY CURRICULUM?

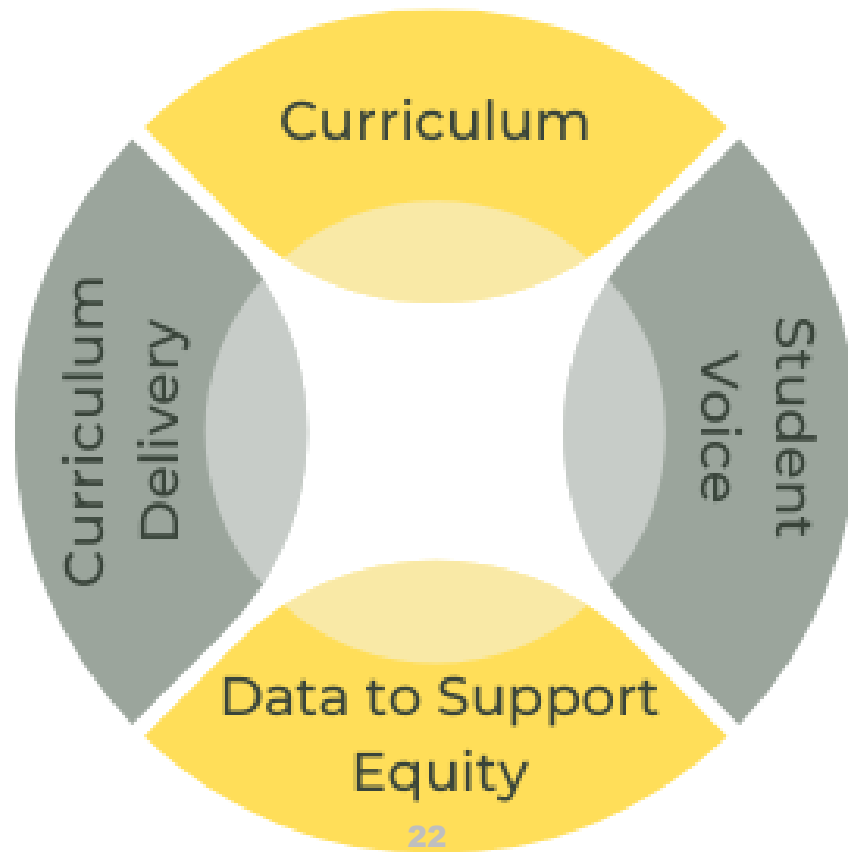


- Classroom is where students spend the most time
- CUE Review calls for more faculty involvement, professional development on racial equity classroom (CUE, 2021)
- Faculty need to foster: Intellectual Engagement & Sense of Belonging
- Remediate cultures and practices

*Wood, L. J., Harris, F., III, & White, K. (2015)*



## AREAS OF INQUIRY



# LENS OF CRITICAL INQUIRY

## ***Critical Race Theory***

(Solorzano, Ceja, & Yosso, 2000; McCoy & Rodricks, 2015)

- mode of analysis
- rooted in legal scholarship
- recognizes inequitable distributions of power and resources in our society.
- challenges Eurocentric values and prevailing systems of oppression

## ***Culturally Responsive Teaching***

(Ladson-Billings, 1994)

- builds on critical race theory.
- recognizes the importance of leveraging students' cultural assets in all aspects of learning.
- honors, respects, supports, and creates safe places for students

# CURRICULUM IN ACTION

Curriculum Inventory work  
Anti-racism curriculum audits  
Engaging Student Voice



# AREAS OF CURRICULUM INQUIRY

## ***Curriculum Development***

- Course Outline of Record currency/relevance
- Syllabus Language
- Course materials & texts
- Scholarship (guest scholars, research talks, performances, workshops)
- Evaluation processes and procedures

## ***Critical Action for Instructors***

- Critical reflective practice
- Ownership of curriculum delivery and development
- Classroom Equity Data Inquiry
- Faculty choice of course materials (OER/ZTC)
- Approach to facilitation
- Fostering community/belonging



# SUPPORTING ANTIRACIST CURRICULUM

- Student Experience/Voices
- Data to Support Critical Inquiry
- Advocate for funding (spending=values)



# OPPORTUNITIES TO ENGAGE

## *Individually...*

What steps toward embedding anti-racism into your curriculum have you taken?

## *Collectively*

What support do you and your colleagues need to help you move forward in this work?



# ACTIVITY I

INPUT ON OPPORTUNITIES TO ENGAGE



## NEXT STEPS...



Map out what we have

Confer with colleagues across the district

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Prioritize

Advocate for filling in gaps

# 03 EQUAL EMPLOYMENT OPPORTUNITY (EEOC)

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Kim Lopez- College of San Mateo | Dr. Melissa Moreno – Skyline College  
Dr. Jeremiah Sims – College of San Mateo | Ariela Villalpando – Cañada College  
Diva Ward – Educational Services District Office | Lezlee Ware – Cañada College  
Clair Yeo-Sugajski – Skyline College | Cynthia Avalos – District Office HR

# Antiracist Growth Mindset Progression Chart

Antiracist Growth Mindset Positionality	Associated Characteristics and Phrases	
<b>Resisters/Deniers</b>	<p>Playing the race card            Playing the victim, victim mentality  <u>Culture of poverty</u></p>	<p>“Get Over It”  <u>Meritocracy</u></p>
<b>Ambivalent Acknowledgers</b>	<p>“Well, I never owned slaves.”            “That’s messed up, but that’s just the way it is”            “What am I supposed to do about it?”</p>	<p>“It was 400 years ago; look at (insert other peoples of color)”            “I have BIPOC friends.”            “All lives matter”</p>
<b>Sympathetic Acknowledgers</b>	<p><u>Association with racism/inequity is largely depersonalized”</u>  <u>Peoples victimized by inequity also depersonalized”</u></p>	<p><u>Do not see inequity as systemic.</u>  <u>Do not see racialized peoples as individuals.</u></p>
<b>Empathic Acknowledgers</b>	<p>“I feel your pain.”            “I can imagine/ understand why you feel what you feel.”</p>	<p>“I get it.”  <u>More concerned about individual acts of racism than systemic racism</u></p>
<b>Justice-Advancing Change Agents</b>	<p><u>May still be experiential distance, however, they emotionally, empathically, and philosophically understand that solidarity is necessary in order to overthrow systems of oppression.</u></p>	<p><u>Understand that oppression is a problem, morally wrong and must be stamped out, regardless of personal experience. Impelled by a love of people and/or a love of justice.</u></p>



# ACTIVITY I

# Where Do You Fall in Advancing Equity on Your Campus?

## **“I Know How To Do This”**

I Have Been Working Toward Equity On Several Fronts and I Have Had Some Success!

## **“I’m Interested”**

I Realize How Important My Role Is In This Work!

## **“I’m Starting To Get It”**

I Would Like To Learn More about Equity-Advancing Work!





# ACTIVITY 2

# Where Do You Fall in Advancing Equity on Your Campus?

## Applied Equity Practitioner

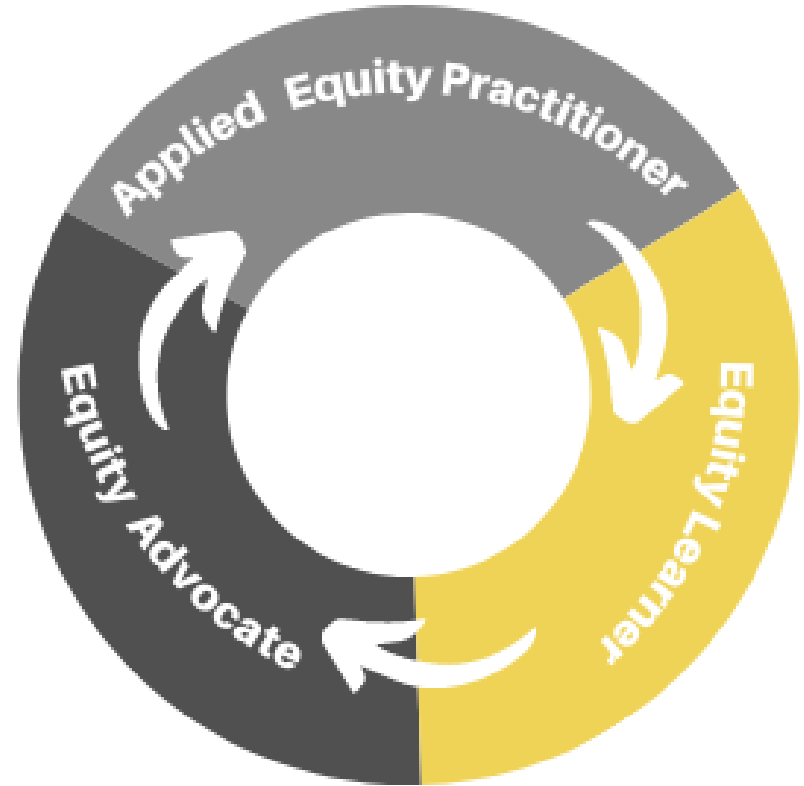
- Committed to and conversant in praxis of anti-racist and equity-centered principles and has demonstrated the ability to apply these principles in order to address and redress social injustice. Has a grasp on the whole and can zero in on the root of the problem.

## Equity Learner

- I am working to better understand both the importance of equity work and how to begin questioning previous unquestioned (idiosyncratic) racialized/gendered/classicist worldviews.

## Equity Advocate

- Working towards a deeper understanding of antiracism and equity and is ready to take action. Is ready or has already begun stepping outside of their comfort zone to confront inequality and injustice.



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**Initiative in Diversity, Equity, Antiracism and Leadership**

# **IDEAL LEARNING**

# What is Ideal?

**The Initiative in Diversity, Equity, Antiracism and Leadership (IDEAL) is a comprehensive district wide professional development program.**

- IDEAL addresses a wide-range of topics related to equity and justice and walks us through three levels of learning
- IDEAL supports all three campuses and the district office which are undergirded by a common goal to respectfully serve our students and be supportive colleagues
- IDEAL advances the pursuit of justice as the connective tissue that binds us together with the mission of the district. IDEAL supports our desire to become more equity-advancing and better versed in applying an antiracist lens to our individual and collective work.

# 3 Levels of Learning

## Foundational Level 1

**1.1:** Defining Racism and Equity in Higher Education and the California Community Colleges Deconstructing Macro Aggressions, Demystifying Racialized Capitalism

**1.2:** Historical Overview of Race in America, Black Lives Matter, History of Whiteness, White Supremacy, Power, Privilege and Oppression

**1.3:** Raising Our Cultural Intelligence by Coming to Terms with our Differences, Cultural Humility

**1.4:** Understanding How Campus Climate Impacts Student Learning

**1.5:** Micro Aggressions, Implicit Bias, and Accountability

## Specialty Level 2

**2.1:** Understanding LGBTQIA Identities in the Workplace and Beyond

**2.2:** Assessing Your Own Pedagogy Using an Anti-Racist Lens and How it Informs SLO's

**2.3:** Challenging Islamophobia Gaps

**2.4:** Closing Racial Equity Gaps

**2.5:** Understanding Issues Facing our Disproportionately Impacted Students

**2.6:** Breaking the Glass Ceiling: Making the Case for Gender and Women's Equity

**2.7:** Understanding Religions and Religious Behavior

**2.8:** Dreamers Immigrant & Undocumented Reality

## Practitioner Level 3

**3.1:** Becoming Anti-Racist and A Social Justice Change Agent and Engaging in Equity Audits

**3.2:** Facilitating Challenging Conversations & Facing Your Own Fragility

**3.3:** Establishing Equity in the Workplace from the Top Levels Down

**3.4:** Working Towards Creating Inclusive Spaces and Showing Authentic Care

**3.5:** Learning Into Action Capstone Project

**3.6:** Homegrown Activism! I Want to Get Involved Capstone Project

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**3.6:** Sign Me Up! I Want to Get Involved Capstone Project

# EEOC Timeline & Next Steps

# Q & A

## SMCCCD ANTI-RACISM COUNCIL GLOSSARY

These are some common terms and language used in the discussion and dialogues around equity, racial equity, and antiracism. This is not a static list but a dynamic list, as the scholarship changes terminology. We also have provided resource links to other glossaries for a deeper understanding of language and terminology.

TERM	DEFINITION	EXAMPLES & CONSIDERATION	SOURCE
ANTIBLACKNESS	<p>The Council for Democratizing Education defines anti-Blackness as being a two-part formation that both voids Blackness of value, while systematically marginalizing Black people and their issues. The first form of anti-Blackness is overt racism. Beneath this anti-Black racism is the covert structural and systemic racism which categorically predetermines the socioeconomic status of Blacks in this country. The structure is held in place by anti-Black policies, institutions, and ideologies.</p> <p>The second form of anti-Blackness is the unethical disregard for anti-Black institutions and policies. This disregard is the product of class, race, and/or gender privilege certain individuals experience due to anti-Black institutions and policies. This form of anti-Blackness is protected by the first form of</p>		<a href="#">Racial Equity Tools</a>

	overt racism.		
ANTI-RACISM	Anti-Racism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach and set up in opposition to individual racist behaviors and impacts.		<a href="#">Racial Equity Tools</a>
ANTI-RACIST	An anti-racist is someone who is supporting an antiracist policy through their actions or expressing antiracist ideas. This includes the expression or ideas that racial groups are equals and none needs developing, and is supporting policy that reduces racial inequity.		Ibram X Kendi, How to be an Antiracist, Random House, 2019
CISSEXISM	prejudice or discrimination against transgender people.		
CRITICAL RACE THEORY	The Critical Race Theory movement considers many of the same issues that conventional civil rights and ethnic studies take up but places them in a broader perspective that includes economics, history, and even feelings and the unconscious. Unlike traditional civil rights, which embraces incrementalism and step by step progress, critical race theory questions the very foundations of the liberal order, including equality theory, legal reasoning, Enlightenment rationalism, and principles of constitutional law.		Richard Delgado and Jean Stefancic, <a href="#">Critical Race Theory: An Introduction</a> , NYU Press, 2001 (2nd ed. <a href="#">2012</a> , 3rd ed. 2017).
CULTURE	A social system of meaning and custom that is developed by a group of people to assure its		A Community Builder's Tool Kit.

	adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors and styles of communication.		Institute for Democratic Renewal and Project Change Anti-Racism Initiative.
DECOLONIZATION	<p>Decolonization may be defined as the active resistance against colonial powers, and a shifting of power towards political, economic, educational, cultural, psychic independence and power that originate from a colonized nations' own indigenous culture. This process occurs politically and also applies to personal and societal psychic, cultural, political, agricultural, and educational deconstruction of colonial oppression.</p> <p>Per Eve Tuck and K. Wayne Yang: "Decolonization doesn't have a synonym"; it is not a substitute for 'human rights' or 'social justice', though undoubtedly, they are connected in various ways. Decolonization demands an Indigenous framework and a centering of Indigenous land, Indigenous sovereignty, and Indigenous ways of thinking.</p>	<p>"Decolonization does not exist without a framework that centers &amp; privileges Indigenous life, community, &amp; epistemology"</p> <p>Sium, Desai, Ritskes, Towards the 'tangible unknown': Decolonization &amp; the Indigenous future in Decolonization: Indigeneity, Education &amp; Society, 2012.</p>	<p>The Movement for Black Lives, <a href="https://policy.m4bl.org/glossary/">https://policy.m4bl.org/glossary/</a></p> <p>What Is Decolonization and Why Does It Matter? Eric Ritskes <a href="https://intercontinentalcry.org/what-is-decolonization-and-why-does-it-matter/">https://intercontinentalcry.org/what-is-decolonization-and-why-does-it-matter/</a></p>
EQUITY	Equity means fairness and justice and focuses on outcomes that are most appropriate for a given group, recognizing different challenges, needs, and histories. It is distinct from diversity, which can simply mean variety (the presence of individuals with various		<a href="#">Race Forward</a>

	<p>identities). It is also not equality, or “same treatment,” which doesn’t take differing needs or disparate outcomes into account. Systemic equity involves a robust system and dynamic process consciously designed to create, support and sustain social justice.</p>		
EDUCATIONAL EQUITY	<p>Intentional work towards the creation of positive, nutritive educational spaces that actively combat structural and institutionalized inequity so that all students are empowered, encouraged, and equipped to succeed academically precisely because they have been afforded rigorous and rich educational opportunities that allow them work towards the realization of their full academic and human potential.</p>		Jeremiah Sims (2018)
ETHNIC STUDIES	<p>Ethnic studies is a multidisciplinary, interdisciplinary and transdisciplinary field focused on the analysis of socially-constructed categories such as race, ethnicity, gender, sexual identity, nationality and (non)citizenship. Using a range of materials, from literary and musical works to sociological studies and historical texts, we deeply examine the processes whereby social categories of identity and difference are produced, resisted, inhabited, embraced, and transformed across historical time and geographic space. We trace the ways in which these racialized categories shape and are shaped by a variety of other complex issues,</p>		<a href="#">College of San Mateo Ethnic Studies</a>

	such as colonialism, military conflict, and the relations between capital and labor.		
HETERONORMATIVITY OR HETERONORMATIVE	Describes the commonly held perspective that heterosexuality is the normal, preferred, and default sexuality of individuals within a society.	A product of heterosexism, the ideological system that denies, denigrates, and stigmatizes any nonheterosexual form of behavior, identity, relationship, or community ( <a href="#">Herek, 1990</a> ).	
INTERSECTIONALITY	A frame of analysis that acknowledgement that multiple power dynamics/"isms" are operating simultaneously—often in complex and compounding ways—and must be considered together in order to have a more complete understanding of oppression and ways to transform it.		"Demarginalizing the Intersection of Race and Sex Kimberle Crenshaw 1989
RACIALIZED CAPITALISM	The process of deriving social and economic value from the racial identity of another person.		<a href="#">"Racial Capitalism"</a> <a href="#">Nancy Leong,</a> <a href="#">Harvard Law</a> <a href="#">Review 2013</a>
MICROAGGRESSIONS	The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.		"Microaggressions: More than Just Race," Derald Wing Sue, Psychology Today, November 17, 2010.



PATRIARCHY	A form of political organization that distributed power unequally between men and women to the detriment of women.		<a href="http://www.learnw.org/wp-content/uploads/D-Facio-What-is-Patriarchy.pdf">http://www.learnw.org/wp-content/uploads/D-Facio-What-is-Patriarchy.pdf</a>
PRIVILEGE	Unearned social power accorded by the formal and informal institutions of society to ALL members of a dominant group (e.g. white privilege, male privilege, etc.).	Privilege is usually invisible to those who have it because we're taught not to see it, but nevertheless it puts them at an advantage over those who do not have it.	<a href="http://www.coloursofresistance.org/definitions/privilege/">http://www.coloursofresistance.org/definitions/privilege/</a>
POWER	<p>Power is unequally distributed globally and in U.S. society; some individuals or groups wield greater power than others, thereby allowing them greater access and control over resources. Wealth, whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates. Although power is often conceptualized as power over other individuals or groups, other variations are power with (used in the context of building collective strength) and power within (which references an individual's internal strength). Learning to "see" and understand relations of power is vital to organizing for progressive social change.</p> <p>Power may also be understood as the ability to influence others and impose one's beliefs. All</p>		<p>Intergroup Resources, 2012</p> <p>Alberta Civil Liberties Research Center  <a href="http://www.aclrc.com/racism-and-power">http://www.aclrc.com/racism-and-power</a></p>

	<p>power is relational, and the different relationships either reinforce or disrupt one another. The importance of the concept of power to anti-racism is clear: racism cannot be understood without understanding that power is not only an individual relationship but a cultural one, and that power relationships are shifting constantly. Power can be used malignantly and intentionally, but need not be, and individuals within a culture may benefit from power of which they are unaware.</p>		
RACISM	<p>Racism = race prejudice + social and institutional power  Racism = a system of advantage based on race  Racism = a system of oppression based on race  Racism = a white supremacy system  Racism is different from racial prejudice, hatred, or discrimination.</p>	<p>Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.</p>	<p><a href="https://www.dismantlingracism.org/racism-defined.html">https://www.dismantlingracism.org/racism-defined.html</a></p>
SEXISM	<p>Prejudiced thoughts and discriminatory actions based on difference in sex/gender, usually by men against women. A System that benefits based on sex or gender.</p>		
SETTLER COLONIALISM	<p>Settler colonialism refers to colonization in which colonizing powers create permanent or long-term settlement on land owned and/or occupied by other peoples, often by</p>		<p>Settler Fragility: Why Settler Privilege Is So Hard to Talk About, Dina</p>

force. This contrasts with colonialism where colonizer’s focus only on extracting resources back to their countries of origin, for example. Settler Colonialism typically includes oppressive governance, dismantling of indigenous cultural forms, and enforcement of codes of superiority (such as white supremacy). Examples include white European occupations of land in what is now the United States, Spain’s settlements throughout Latin America, and the Apartheid government established by White Europeans in South Africa.

Per Dino Gillio-Whitaker, “Settler Colonialism may be said to be a structure, not an historic event, whose endgame is always the elimination of the Natives in order to acquire their land, which it does in countless seen and unseen ways. These techniques are woven throughout the US’s national discourse at all levels of society. Manifest Destiny—that is, the US’s divinely sanctioned inevitability—is like a computer program always operating unnoticeably in the background. In this program, genocide and land dispossession are continually both justified and denied.”

Gilio-Whitaker  
<https://www.beaconbroadside.com/broadside/2018/11/settler-fragility-why-settler-privilege-is-so-hard-to-talk-about.html>

UNDOCUMENTED

Umbrella term; person who has fallen out of legal status.

PREFERRED LANGUAGE AS OPPOSED TO “DREAMERS”.

WHITENESS	<p>Whiteness itself refers to the specific dimensions of racism that serve to elevate white people over people of color. This definition counters the dominant representation of racism in mainstream education as isolated in discrete behaviors that some individuals may or may not demonstrate, and goes beyond naming specific privileges (McIntosh, 1988). Whites are theorized as actively shaped, affected, defined, and elevated through their racialization and the individual and collective consciousness' formed with it (Whiteness is thus conceptualized as a constellation of processes and practices rather than as a discrete entity (i.e. skin color alone). Whiteness is dynamic, relational, and operating at all times and my myriad levels. These processes and practices include basic rights, values, beliefs, perspectives and experiences purported to be commonly shared by all, but which are actually only consistently afforded to white people</p>		<p><a href="#"><u>White Fragility,</u></a>  <a href="#"><u>Robin DiAngelo</u></a></p>
WHITE SUPREMACY	<p>White supremacy is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by white peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.</p>		<p>Challenging White Supremacy Workshop, Sharon Martinas Fourth Revision. 1995.</p>

*ADDITIONAL TOOLS & RESOURCES:*

- NYU Press [Keywords for American Cultural Studies](#)
- SDSU Cora Learning [Professional Development](#) Courses
- USC Center for Urban Education [Core Concepts of Racial Equity](#)
- Achieving the Dream [2013 article](#) for mission and vision statements
- Chancellor's Office DEI Glossa