

Subverting Systems, Serving Students, & Sustaining Self



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San Diego State University
#CCHALES Research Collective





Our Time Together

Wellbeing

Presence

Engagement

Reflection



The Elusive Quest for Racial Equity

“Equity refers to achieving parity in student educational outcomes, regardless of race and ethnicity, background, or identity. Equity processes ensure that all people have an equal opportunity to engage and succeed in a high-quality educational experience while providing all students with the tools to support their academic, career, and personal goals. Compton College students identify needs and solutions to equity problems on campus. Compton College identifies and removes barriers that produce inequity and intentionally designs new programs or refines services to provide each student with what they need to be successful in their college experience.”

Agenda



Subverting Systems

- How do we avoid creating and perpetuating systems of oppression on our college campus? How do we identify these systems and work to dismantle them?

Serving Students

- How do we know what support and resources students need from our college campus? How do we offer opportunities for students' self-determination?

Sustaining Self

- What good is a community college if it sacrifices its employees in the name of student success? How do we prioritize our people over the priorities of the institution?

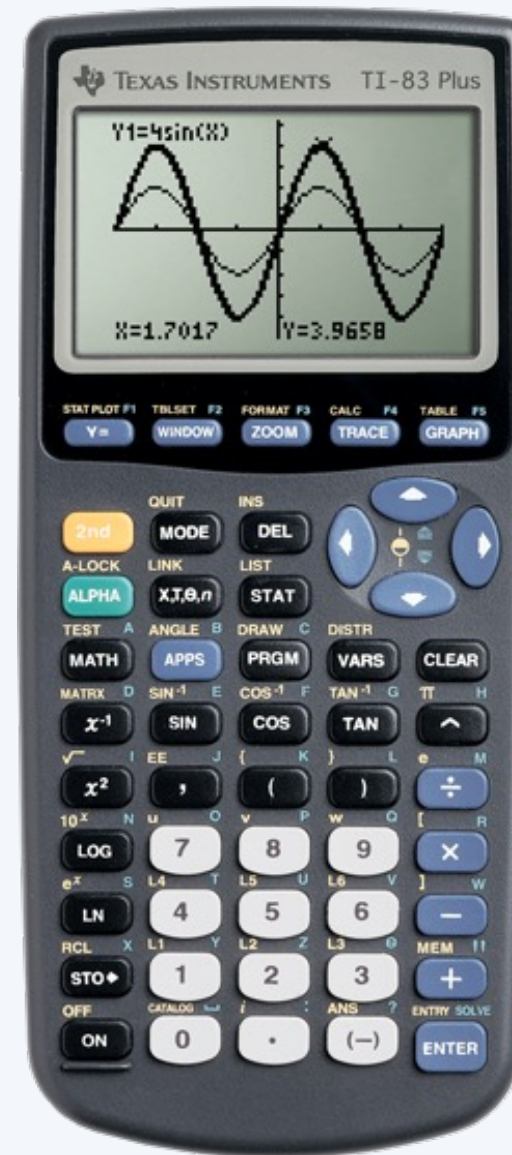
about me

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Check-in Question [Use Chat Function]

What are the most pressing equity issues facing you, your students, and the Compton College community?



01.



Subverting Systems

Systems and Structures

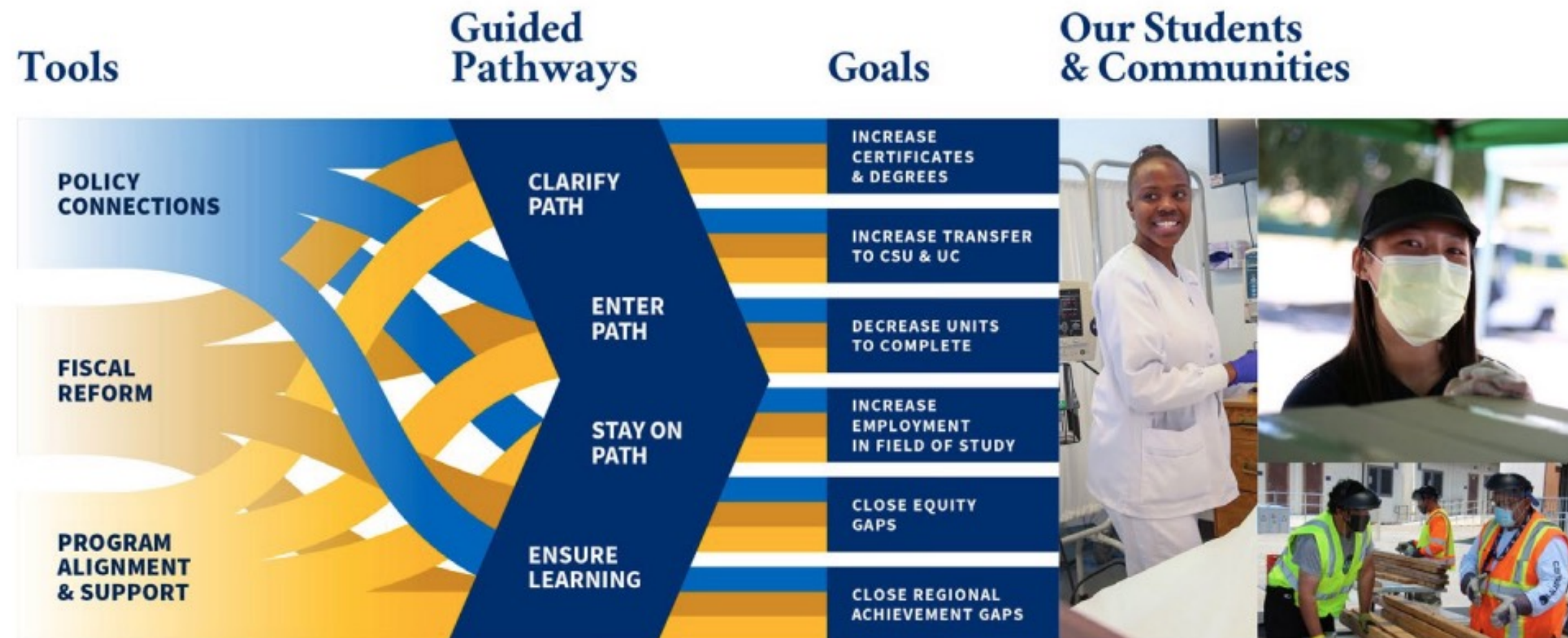
- Origins and Genesis of Community Colleges
- Social Stratification and Unequal Funding of Public Educational Systems
- Constraints of Multi-Level Governance
- Reform Fads and Policy Fatigue

Current Policy Landscape



ALIGNMENT OF POLICY AND STUDENT SUPPORT IS CRITICAL

Aligning myriad fiscal, policy and program supports through the lens of the Guided Pathways framework is critical to serving students. Guided Pathways is a framework for transformative institutional change that provides a structure for colleges to scrutinize their practices, disaggregate data to uncover opportunity and attainment gaps, and redesign college programs and policies with the aim of providing every student with a clear path to graduation and quality job opportunities. Guided Pathways is based on the idea that students need structured, cohesive support to reach their end goals and recognizes that support needs will differ from one individual student to another.



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

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

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

Senior Leaders

- Differential Engagement and Participation
- Lack of Leadership Support
- Mis(use) of Positional Privilege
- Seeing Equity as a Commodity and Property to Own

Active Engagement & Participation

Organizational Support for Racial Equity

■ Drop-In

■ Absent

■ Continuous

Shared Governance

- White and Patriarchal Underpinnings
- Intentionality / Urgency
- Protecting the Status Quo
- Constituency / Competency



“Learn the rules in order to break the rules.”

– Angela Davis

Considerations

- How do we respond, reshape, or resist existing policies that may hinder our efforts to improve campus conditions for racially minoritized students?
- How can college leaders in positions of privilege leverage their status to protect more vulnerable employees that carry out racial equity work?
- What are strategies to prioritize and advance racial equity efforts within the existing processes of shared governance?

02.

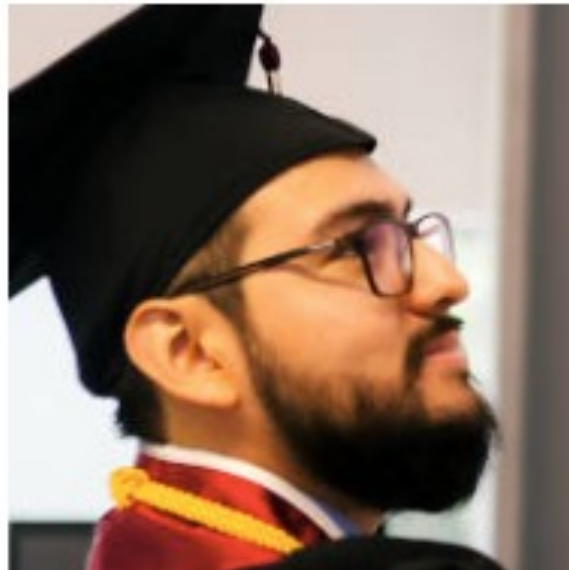


Serving Students

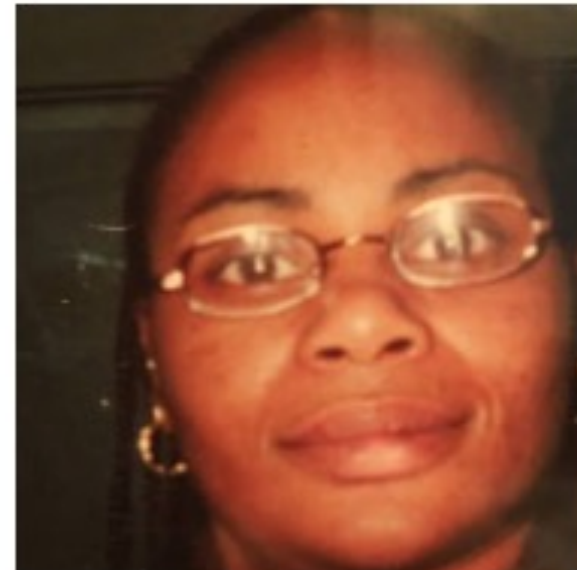


STUDENT SUCCESS

Every Student is a Success Story! Compton College helps students succeed and provides personalized support to aid in the achievement of their educational and career goals. We love sharing Compton College student/alumni stories and hope they inspire YOU to create your own success story. We're here to help!



In Peru, **Marx Guzman** was passionate about biology—he loved watching his father work as a biologist. When he moved to California, Marx knew he wanted to continue exploring the complexity of living things.



After 13 years of running a registered daycare out of her home, **Yvonne Godfrey** realized her limited education was also limiting her income.



Raised in Compton by grandparents who were Compton College alums, **Matthew Morris** grew up in a community he loved and like many young men, dreamed of playing pro basketball.



Victoria Torres wanted a rewarding career that fulfilled her life, and Compton offered a supportive path to get there.

Listen and Learn

Creating a more equitable system must start with learning from the people it impacts most – the students. We must seek and rely on the expertise of people with the lived experience and knowledge to redress existing conditions and outcomes.

- Self-Determination and Shared Decision-making
- Develop the Language and Competencies
- Longstanding Inequities Need Our Attention

Be Race-Conscious


Race-consciousness a) acknowledges the racialized nature of higher education (McCambly & Colyvas, 2022), b) uses explicit language that prioritizes racially minoritized communities (Felix & Trinidad, 2020), c) includes strategies addressing root-causes of racial inequity experienced by students (Jones & Nichols, 2020), and d) redirects material resources to the areas and groups with the greatest need (Bensimon, 2018).

- We Can't Address, What We Can't See
- Name, Names: Explicit and Focused
- Equity is a Long-Term, High-Resource Endeavor

Make Decisions, Take Actions

We are in a new social context, with an ability to make bold decisions and take actions previously resisted. As an educator, use your voice, perspective, and lived experience to inform the type of change need to strive for racial equity. Recognize that the change you enact today may not achieve its results during your to,e, but are still necessary to make .

- Seize the Opportunity
- Be Empowered
- Data Drives Discussion, People Drive Action



Everybody can be great... because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and verb agree to serve. You only need a heart full of grace, a soul generated by love.

– Martin Luther King Jr.

Considerations

- How do we move from centering student voice to centering student power? How do we remove hierarchies and titles in decision-making spaces to be in community with students?
- How can we develop listening strategies that learn from students and the community, anticipating the needs and resources required to be successful at Compton College?

03.



Sustaining Self



We cannot sacrifice our educators' wellbeing in the name of achieving student success, there is no student equity without employee equity.

The Cost of Equity Work

- The Few Equity Advocates Are Burdened with Carrying the Weight of Change
- Become the “Only” and Catch-All People for “DEI Work”
- Increased Racial Battle Fatigue Associated with Equity Work
- Heartwork leads to Harmwork
- Choosing Between Preserving Themselves or the Institution

Prioritize Yourself

- Prioritize Yourself to Preserve Yourself
- Build a Campus Coalition with Shared Responsibility for Equity
- Priorities and Periphery
- Ambition And Reality: Aspiring For Tangible Transformation

Systemic Responses

Systemic inequity takes a systemic response, no individual efforts can truly impact the enduring nature of racism embedded within our educational structures. We must center solidarity building and collective action to address the organizational conditions, contexts, and challenges to impede racial equity.'

- Invest in the People that Lead
- Provide the Capacity to Do This Work
- Recognize the Need to Heal from Institutional Trauma
- Racial Equity is a Collective Action



**Collectivity: because everything worthwhile is
done with others**

– Mariame Kaba

Considerations

- As responsibilities and tasks increase for equity advocates, what type of resources, capacity, and support are provided to match this added workload to ensure sustainability for colleagues to carry out this work?
- Can we rethink our relationship to the institution and how the work of advancing racial equity at times is detrimental to the health and well-being of those that champion it?

04.



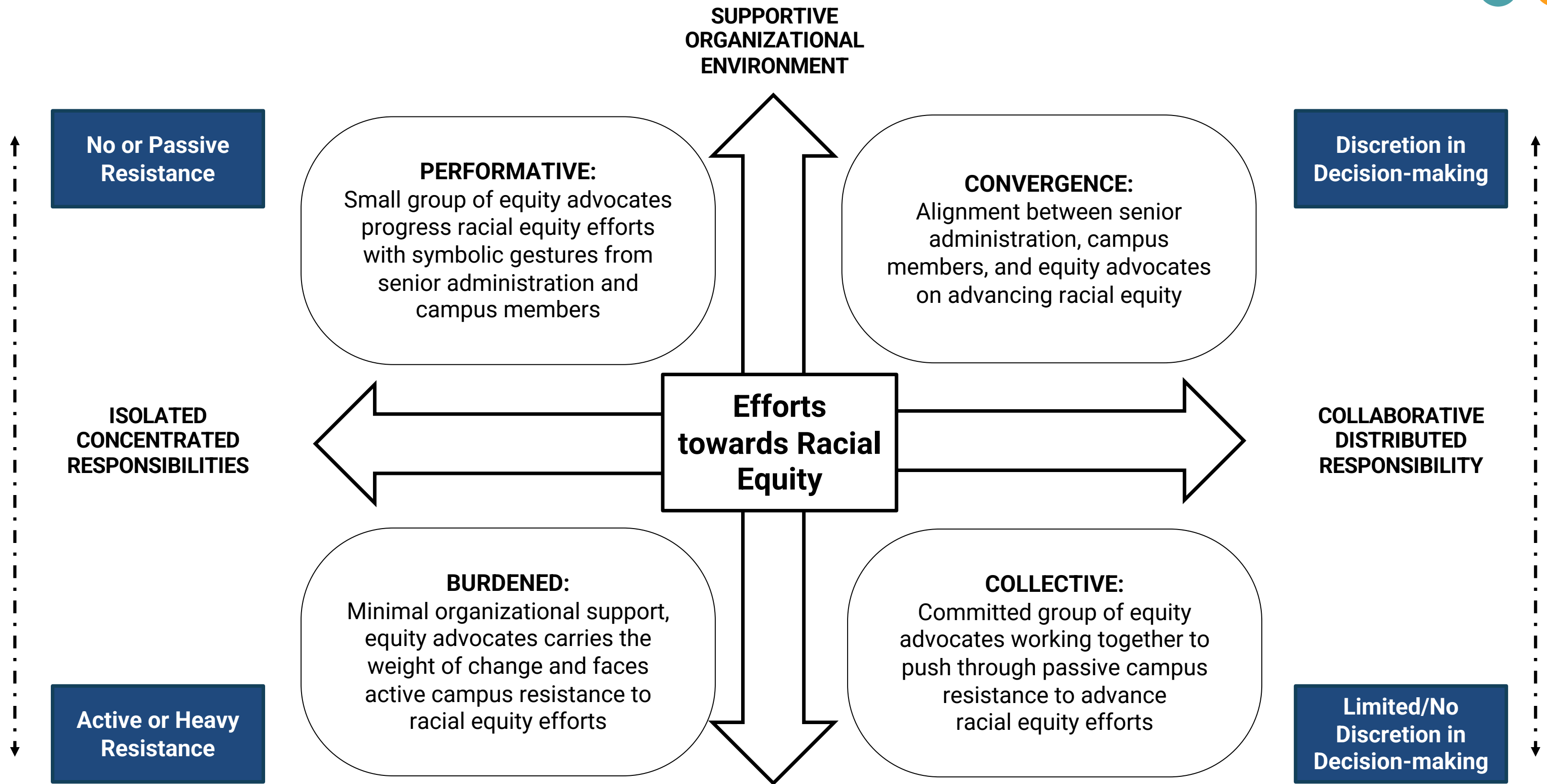
Moving Forward



Check-in Question [Use Chat Function]

**How do we create the
necessary conditions to
equitable serve students?**

Advancing Racial Equity in Community College




Leveraging Policy for Equity

- Favorable policy environment with new reform initiatives and funding strategies to address inequities in higher education
- Students advocating/demanding for more equitable conditions, experiences, and outcomes
- Committed leaders of color across multiple spheres of influence
- Institutional agents on campuses willing to use reforms as opportunities for campus transformation

Working Towards Convergence

- Explicit Focus on Racial Equity over “DEI” Work
- Critical Mass of Equity Advocates
- Expansion of Infrastructure and Support for Equity
- High-level of Discretion and Autonomy
- Meaningful Response to Racial Reckoning
- Inclusion of Student Voice
- Involved President and Senior Leaders
- Assessment of Colleagues Capacity and Workload
- Professional Development Focused on Racial Equity



Without new visions, we don't know what to build, only what to knockdown. We not only end up confused, rudderless, and cynical, but we forget that making a revolution is not a series of clever maneuvers and tactics but a process that can and must transform us

– Robin D. G. Kelley

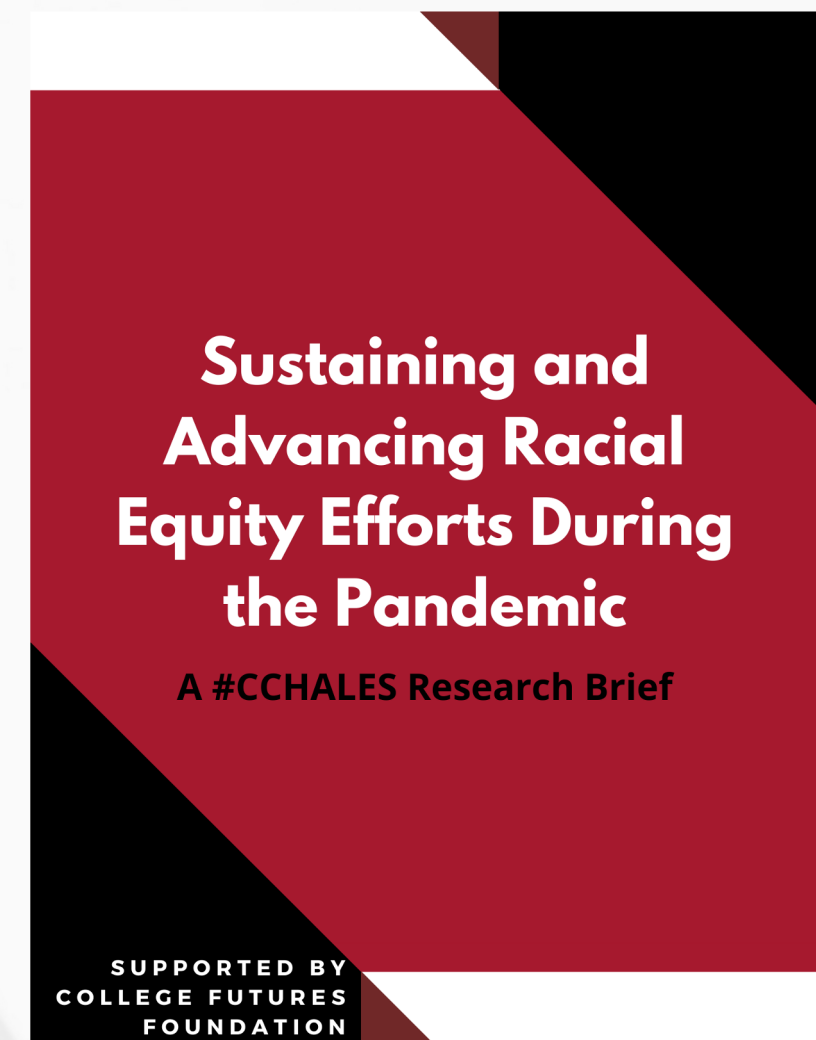
thank you!

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Much of the insight shared comes from our report,
*Sustaining and Advancing Racial Equity Efforts
During the Pandemic*



credits

