



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *November 18, 2020*

ITEM TITLE: 4.1a

CONTACT PERSON: *Laurie Popp, Executive Assistant to the Board of Education*

SUBJECT: APPROVAL OF MINUTES – October 7, 2020

Session 1017

A meeting of the Mt. Hood Community College District Board of Education was held on October 7, 2020, with a Board Training/Work Session at 6:00 pm held via a Zoom meeting.

1.0 CALL TO ORDER

Members present: Diane Noriega, board chair, Annette Mattson, vice chair, Diane McKeel, Andrew Speer, LaVerne Lewis, Kenney Polson

Additional Attendees: Dr. Lisa Skari, president, Traci Simmons, director of Diversity, Equity, and Inclusion

Noriega called the board training/work session to order at 6:08 p.m.

2.0 TRAINING – SESSION 3

Traci Simmons led the board through session three of the board's Equity-Minded Leadership training series. She provided a PowerPoint presentation on Critical Race Theory (CRT) and referenced the article, *Breaking the Cycle of Racism in the Classroom: Critical Race Reflections from Future Teachers of Color*, by Rita Kohli.

The presentation provided an overview of the five tenets of CRT:

- 1) Race and racism are central to, and permanent features of, American life.
- 2) The dominant ideology (white supremacy/white superiority) must be challenged.
- 3) We must commit to social justice.
- 4) CRT posits that experiential knowledge is central to analyzing and understanding racial and other forms of inequality and inequity.
- 5) We must commit to an interdisciplinary perspective.



She highlighted four types of racism as defined by Shelly Tochluk as internalized racism, interpersonal racism, institutional racism, and structural racism. Board members shared their reflections about racism and critical race theory, and discussed how changes to policies can affect the culture. There was a discussion about student enrollment and retention, and a desire to examine the demographic data of students and employees at MHCC. A copy of the PowerPoint presentation is attached to the minutes. The final training session on Equity-Minded Leadership is scheduled for December 2, 2020.

3.0 ADJOURNMENT

The board training/work session was adjourned at 7:38 p.m.

Clerk

Board Chair

Minutes recorded by Laurie Popp, Executive Assistant to the Board of Education.

Foundations of a Critical Race Theory of Education

Presented By: Traci Simmons, Director of Diversity, Equity, and Inclusion



Group Agreements

Be mindful

Stay engaged

Step Up, Step Back

Use 'I' statements

Consider impact vs. Intent

Be honest and vulnerable

Listen to understand

Avoid assuming the intent of others

Offer grace

Suspend blame, shame, guilt, fear, and denial

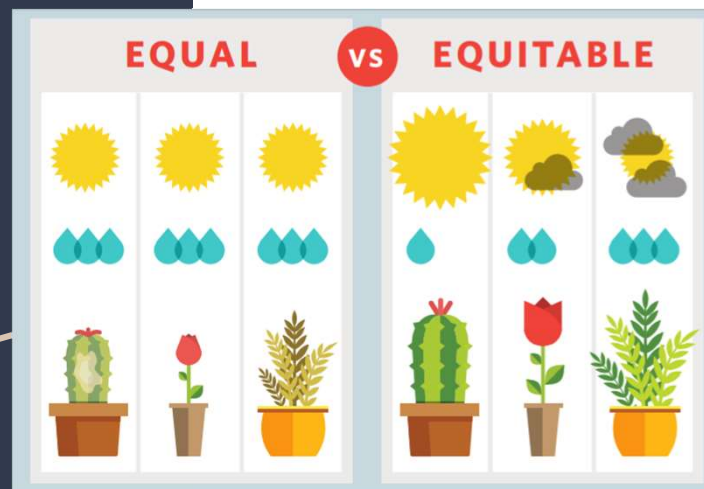
Strict confidentiality

Accept non-closure

Broad DEI Goals

- Become a more equity-minded organization
- Become a more student-centered organization
- Become a more data-informed organization
- Become a professional learning organization

Equal vs. Equitable

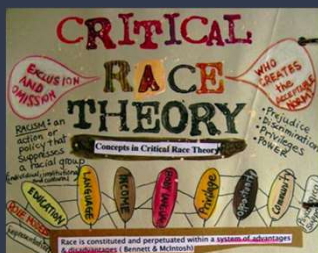


Why Critical Race Theory?

Critical Race Theory was first used to examine education systems in the late 1990's. Critical Race Theory (CRT) was borne out of an interest to understand legal systems from a research-based perspective and to explain racialized trends within. The theory has been expanded upon to include other systems.

CRT consists of five accepted tenets (Kohli 2008).

The 5 tenets of Critical Race Theory



1. Race and racism are central to, and permanent features of, American life.

Race is the most profound determinant of lived experience and life outcomes.

Race compounds with other identities in significant ways, in what we refer to as intersectionality.

Racism happens concurrently on 4 levels.

4 Levels of Racism

WORKING DEFINITION

Racism is the individual and systemic manifestation of the uneven distribution of power and prejudice related to culturally defined ideas of "race."

TYPES OF RACISM

Defined by Shelly Tochluk

INTERNALIZED RACISM

- Lies within individuals
- Private beliefs and biases about race and racism, influenced by our culture
- May be unconscious or psychologically rooted. Often reflects historic, intergenerational trauma

INTERPERSONAL RACISM:

- Occurs between individuals, anecdotal
- Biases that occur when individuals interact with others and their private racial beliefs affect their public interactions

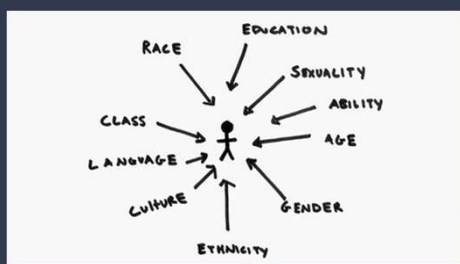
INSTITUTIONAL RACISM

- Occurs within institutions and systems of power
- Unfair policies and discriminatory practices of institutions (schools, workplaces, etc.) that routinely produce racially inequitable outcomes for people of color and advantages for white people

STRUCTURAL RACISM

- Racial bias among institutions and across society
- Cumulative and compounding effects of an array of societal factors including the history, culture, ideology, and interactions of institutions and policies

Intersectionality

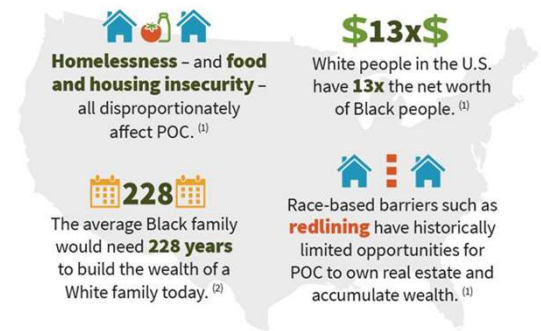


- Multi-dimensional aspects of identity lead to the dynamic experiences of every individual.
- All of these multiple identities are quite arbitrary, but have real impacts on a person's life and how they experience privilege, immunity, and oppression.
- Oppression is the limited access to and/or denial of capital based on a person's identity/social location or the assumption of their identity.

Systems-Level Thinking: Economics

In the United States...

People of Color (POC) are much more likely to live in poverty than White people.

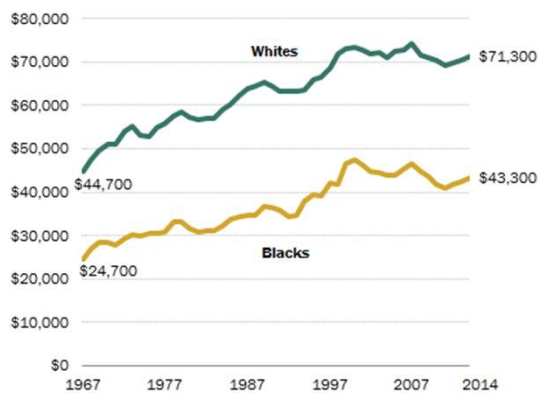


(1) Pew Research Center (2) The Nation Daily, 8/8/16

Systems-Level Thinking: Economics

Racial gaps in household income persist

Median adjusted household income in 2014 dollars

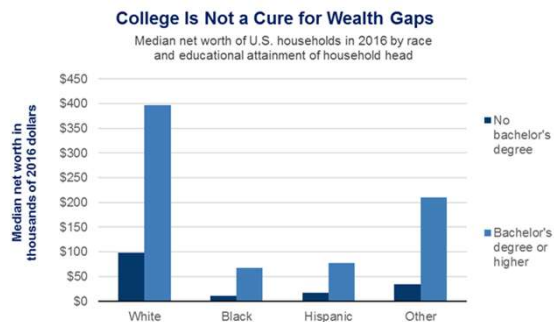


Note: Income standardized to a household size of three and is reported for the calendar year prior to the survey year. For details, see Methodology. Race and ethnicity are based upon the race and ethnicity of the head of household. Whites and blacks include only those who reported a single race. Data from 1970 to 2014 include only non-Hispanic whites and blacks; data prior to 1970 include Hispanics.

Source: Pew Research Center tabulations of the 1968-2015 Current Population Survey Annual Social and Economic Supplement (IPUMS) "On Views of Race and Inequality, Blacks and Whites are Worlds Apart"

PEW RESEARCH CENTER

Systems-Level Thinking: Educational Attainment



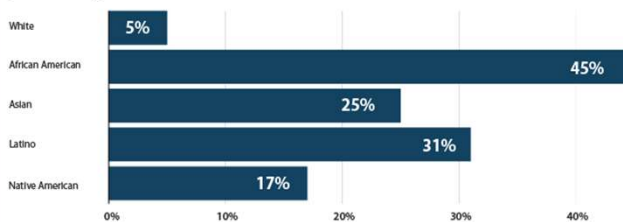
Source: Lisa J. Dettling, Joanne W. Hsu, Lindsay Jacobs, et al. "Recent Trends in Wealth-Holding by Race and Ethnicity: Evidence from the Survey of Consumer Finances." Federal Reserve Board, September 27, 2017.

BROOKINGS

Systems-Level Thinking: Housing

FIGURE 4
People of color are more likely to report racial discrimination when trying to rent or buy housing

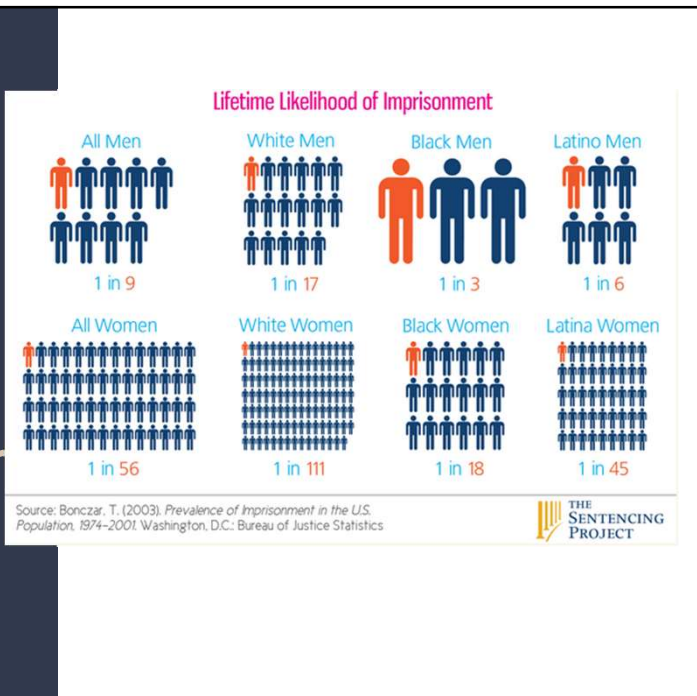
Likelihood of experiencing racial discrimination when trying to rent or buy housing by race/ethnicity, 2017



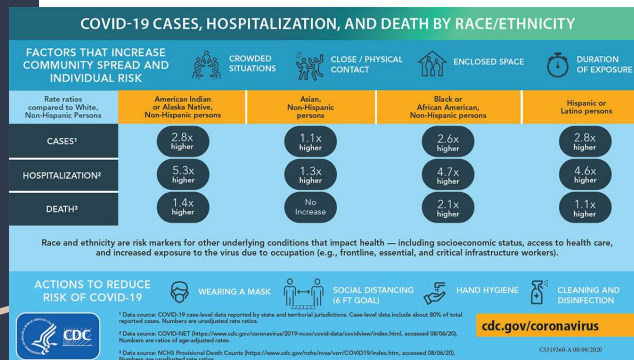
Source: Harvard T.H. Chan School of Public Health, Robert Wood Johnson Foundation, and NPR, "Discrimination in America: Experiences and Views on Affects of Discrimination Across Major Population Groups in the United States" (Boston; Princeton, NJ; and Washington: 2017), available at <https://www.rwjf.org/en/library/research/2017/10/discrimination-in-america-experiences-and-views.html>.

CAP

Systems-Level Thinking: Criminal Justice and Incarceration



Systems-Level Thinking: COVID-19



Systems-Level Thinking: Power

The most powerful groups in the United States

10 richest Americans	100%	White
US Congress	88%	White
US governors (*No Black)	94%	White
Top military advisors	100%	White
President	44/45	White
Vice President	100%	White
US House Freedom Caucus	100%	White
Current US Presidential Cabinet (1 Black)	88%	White
People who decide which TV shows we see	89%	White
People who decide which books we read	78%	White
People who decide which news is covered	85%	White
People who decide which music is produced	95%	White
People who directed top 100 grossing films	92%	White
Teachers	79%	White
Full-time college professors	84%	White
Owners of professional football teams	94%	White

*Updated stats (2017-2019) compiled by @b.easiful (IG) from Robin DiAngelo's *White Fragility* (2016-2017)

Reflections: What does this all mean for you?

Reactions?

Thoughts?

Challenges?

The 5 tenets of Critical Race Theory



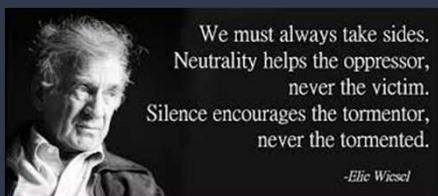
2. The dominant ideology (white supremacy/white superiority) must be challenged.

CRT challenges the claims of neutrality, objectivity, colorblindness, and meritocracy in society.

The systems and ideologies that exist perpetuate the status quo and, if not challenged, will continue to produce inequitable and unequal outcomes.***

Photo credit: Arlen Parsa @arlenparsa

The fallacy of neutrality



Individual biases get institutionalized and become embedded in policy, practice, and procedure.

Individual biases when collectively institutionalized across institutions produces structural racism and structural oppression.

Policies are not neutral if they continually produce inequitable and unequal outcomes.

The fallacy of objectivity

“Whatever the thinker thinks, the prover proves”-Robert Anton Wilson

Ex. Scientific Racism, Phrenology, Eugenics, News & Journalism

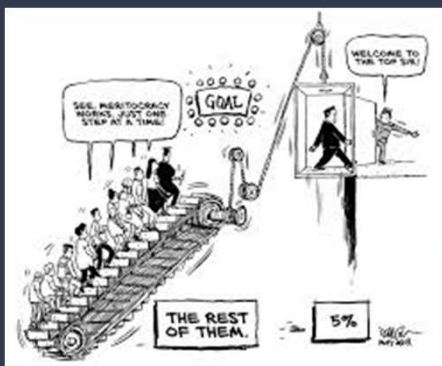
Every ‘truth’ and ‘reality’ is subject to interpretation by people and all people have biases

The fallacy of colorblindness

“A color-blind racial perspective embodies the view that the United States has moved beyond race and racism and that the color of someone’s skin does not matter in today’s society”- Neville, Galardo, and Sue

The denial of noticing someone’s skin color and denial of institutional and structural racism are deeply intertwined

The myth of meritocracy



Meritocracy: A political system in which economic goods and/or political power are vested in individual people on the basis of talent, effort, and achievement, rather than wealth, race, or social class

A belief in the “fairness” of society often negates the existence of racism and other forms of oppression and its impacts on individuals and groups

Ex. grades, credentials, standardized tests, protestant work ethic, bootstrap ideology, exceptions to the rule

Discussion: How might we see these fallacies and myths show up at MHCC?

- Are our policies, board policies and administrative policies, institutional practices and procedures neutral? Are they race-neutral?
- Is information about the college objective? What about our instruction and curriculum?
- Do we express expectations about students and student success in terms of being a colorblind institution? What about community engagement and impact?
- Do we perpetuate the myth of meritocracy? Do we express meritocratic ideals about educational attainment and fundamental fairness within our organization?

The 5 tenets of Critical Race Theory



3. We must commit to social justice.

CRT is a framework dedicated to elimination of all forms of subordination of people across the spectrum of difference and intersectional identities.

Social justice refers to distribution of wealth, opportunities, and privileges within a society.

The 5 tenets of Critical Race Theory

4. CRT posits that experiential knowledge is central to analyzing and understanding racial and other forms of inequality and inequity.

Marginalized people and their experiences are appropriate, legitimate, and integral.

We must dismantle ideas about data and how experiential knowledge/qualitative data is equal to, if not more valuable, than quantitative data in CRT analysis

The 5 tenets of Critical Race Theory

5. We must commit to an interdisciplinary perspective.

CRT challenges historical inaccuracies and the unidisciplinary approach.

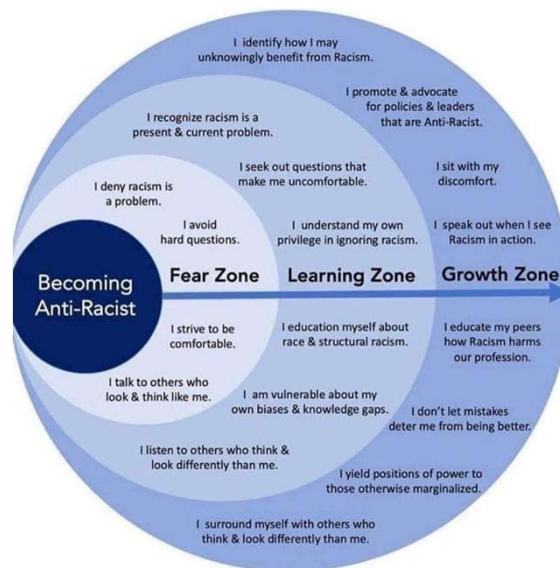
CRT insists that race, racism and all forms of oppression be placed in both a contemporary and historical context using interdisciplinary methods.

Important Note:

- The individual racist need not exist to continue perpetuating the status quo; the system un-examined and un-checked will

It begins with you...

Photo credit: Dr. Andrew M Ibrahim



Questions? Discussion...

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Land Acknowledgement

We honor the Indigenous people whose traditional and ancestral homelands we stand on, the **Multnomah, Kathlamet, Clackamas, Tumwater, Watlala bands of the Chinook**, the **Tualatin Kalapuya** and many other indigenous nations of the Columbia River.

It is important to acknowledge the ancestors of this place and to recognize that we are here because of the sacrifices forced upon them. In remembering these communities, we honor their legacy, their lives, and their descendants.

What now?

