

**Center of Excellence - Homeland Security Emergency Management
Advisory Board
Strategic Planning Meeting – Session 3: The Current Situation**

**June 1, 2020
2:00 p.m. – 4:00 p.m.**

Zoom Link Recording: https://pierce-college.zoom.us/rec/share/z5ZFEpTa6z5JZomRy3HiS5ZiL4b5X6a8hiRI-fQMmUk7h0vXNVcRo_sEdMITHgC7?startTime=1591044393000

Attendance: Amelia Phillips, Celia Taylor, Lorraine Churchill, Darren Linker, Lit Dudley, Tommi Robison, Ryann Leonard, Alisha King, Ed Thompson, Bill Engler, Jim Mullen, Linda Crerar, Jasmine May, and Kellie Hale

Facilitator: Mark Todd

On June 27, 2019, the State Board unanimously approved the following vision statement:

“Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in the service to our diverse communities.”

Jan Yoshiwara, Executive Director of the State Board for Community and Technical College always had the desire to make sure diversity, equity and inclusion were included in the forefront of the State Board’s agenda. Community colleges around the state of Washington have their own vision statement for diversity and inclusion they follow. The State Board made an effort to meet with different councils (workforce, education, economic) to enhance the ability of our diverse community and provide it through the college system. The State Board did not have a diversity committee until Jan decided to move forward on this topic.

Highlights from Session 3 Discussion:

- Recruiting more diverse individuals within the education programs (e.g. students and faculty) and industry.
- Time to take action to help mature the industry and education system on recruitment towards diverse individuals.
- Work with Board members on development of an Implicit Bias workshop and/or curriculum.
- Geared towards educators and industry experts as part of the Center’s career pathway programs (Criminal Justice, HSEM, Occupational Health and Safety, Fire Service, EMS/EMT).
- **Add these actions to the Center’s 2020-2021 work plan: 1.) Implicit Bias workshop for educators and 2.) Look at how we develop and deliver a social equity/social justice course.**
- Educating people about social justice and condemning violence of any kind.

- Informing different diverse groups about what black people experience, particularly white people need to understand what black people go through on a daily basis.
- How do we recruit diverse individuals? In many ways, we should be asking, how do we incorporate a change to the culture? People want to see themselves reflected within education and organizational values.
- Enhancing and maturing the curriculum that includes more inclusion and equity, will help to change the culture and appeal to recruiting more diverse individuals who we want to be our students, faculty, and industry colleagues.
- The verbiage has to change (for example, office hours are now called student hours).
- For some, it is about unlearning the things they were raised with or grew up with.
- Gives us an opportunity to practice those difficult conversations when it comes to racism and implicit bias.
- It is important for degree programs to talk about difficult topics such as racial inequality and systemic racism.
- Highly important to also recruit faculty who represent diverse populations.
- Have bias course learning objectives in the colleges' course catalogue.
- Course could adhere to specific needs for those who take it (for example, a separate bias course for managers and recruiters).
- People will need to have some self-realization about their own biases and begin the process of addressing them.

Example learning objectives:

Using examples, stories and research, this workshop aims to empower attendees to:

- Define unconscious bias;
- Identify the impact of unconscious bias in the workplace;
- Identify and use strategies for disrupting or reducing unconscious bias.

Implicit bias can affect how we look at others.

What is implicit bias? Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection.

The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance. These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages. In addition to early life experiences, the media and news programming are often-cited origins of implicit associations.

(Source: <http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>)

However, it is important to not avoid using the term “racism” nor should it be used in place of the word “bias”. If we are not addressing the issues of systemic racism, then we are not truly addressing the issues accordingly or effectively. It is important to address how people (white, abled body, English-speaking, wealthy, etc.) benefit from systemic racism.

Bias Workshop Examples:

<http://www.aldenhabacon.com/unconscious-bias>

<https://blc.law/wp-content/uploads/2018/08/2018-12-Implicit-Bias-Flyer-1.pdf>

Recommended Reading:

White Fragility: Why It's So Hard for White People to Talk About Racism by Robin DiAngelo

“In this ‘vital, necessary, and beautiful book’ (Michael Eric Dyson), antiracist educator Robin DiAngelo deftly illuminates the phenomenon of white fragility and “allows us to understand racism as a practice not restricted to ‘bad people’ (Claudia Rankine). Referring to the defensive moves that white people make when challenged racially, white fragility is characterized by emotions such as anger, fear, and guilt, and by behaviors including argumentation and silence. These behaviors, in turn, function to reinstate white racial equilibrium and prevent any meaningful cross-racial dialogue. In this in-depth exploration, DiAngelo examines how white fragility develops, how it protects racial inequality, and what we can do to engage more constructively.”

Dates to Remember

June 4, 2020 – Session 4: What’s the Plan?

<https://pierce-college.zoom.us/j/97298606330>

12:00 pm	Welcome	Curry Mayer and Celia Taylor
12:05	What to expect from today	Mark Todd
12:10	New vision statement for CTC’s Budget issues	Linda Crerar and staff
	Board survey results: What’s working? Diversity, Inclusion, Equity. Implicit Bias. Center operations in a time of continued disruption. What board members need?	
12:30	The work ahead – breakout groups Zoom meeting rooms, Zoom whiteboard	Staff facilitators

1:00 **Report out: themes, lightbulbs**

1:50 **What's next**

Mark Todd

2:00 **End**