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| Word | Anti-racism |
| What does the term mean to you? | It's jumping in and doing something- its an active role. It's a call to action. Angela Davis said "in a racist society it is not enough to be non-racist, we must be anti-racist. " |
| Anti-racism is a conscious effort and action to provide equitable opportunities for all people on an individual and systemic level. |
| Its personal, interpersonal, intrapersonal, institutional and structural. It is against racism and taking actions to fight it. It requires conscious awareness and courage to stand up again racist actions. |
| Anti-racism is the work of opposing racism at various levels: individual, interpersonal, institutional, structural, etc. |
| How do you hear others using the term? | People think that if they aren't acting racist, then they are anti-racists. There is a passive mentality about. It’s the "I can’t be racist, i have black friends" mentality. |
| Other use the term as a way to let you know that they are aware of the injustices and will use their voice or privilege to stand up for what is right and equitable. |
| Term has been more in use since the George Floyd murder and not always understood. Some feel they are not racist but unaware that they are beneficiaries of racist structures that create disparities for others often from other races. |
| Others also use the term when referring to the forms of actions against racism, similar to the definition mentioned above. Faculty use the term when discussing ways to create anti-racist classroom environments by incorporating anti-racism discussions/anti-racist framework, contents, and practices into their classroom. Administrators use the term to refer to specific actions taken to support communities of color (creating programs/services to serve underserved students, advocating for faculty/classified professional positions to support underrepresented communities, establishing scholarships for students of color, etc.). |
| How does the term apply to De Anza culture? | The people who are at the table are living through these terms and are taking action. But we have so many people that are making decisions for and about students who havent done this work and that’s problematic. How do we engage those folks into these conversations? |
| At De Anza I see it being used as a way to show you are "woke" or politically correct but fail to see the structural inequities. Folks don't want to be identified as being racist which is understandable but it is important that they need to see how policies may not affect them directly but disproportionately impact others (jail rates, access to health care, access to quality education, job opportunities, etc.). |
| I feel that actions against racism that De Anza commits to tend to be more symbolic in scope. These include creating a webpage on "Standing Against Racism", conducting campus listening tours, compiling a reading list and learning tools on anti-racist work, writing statements of solidarity, celebrating Juneteenth, etc. While all of these actions are important, I believe the college/district also needs to focus on more substantive and systematic efforts to addressing racism and identify priority areas to tackle racism on campus. These include developing anti-racism training at the college/district, advancing the recruitment of faculty of color and expanding resources for students, staff, and faculty, evaluating our institutional relationships with the police, etc. The college also needs to set specific metrics to measure success. |

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| Word | Colonization/decolonization |
| What does the term mean to you? | colonization:  -defined as some form of invasion, dispossession, subjugation, need not to be military but could continue in geography (e.g. agriculture), long tern assaults  -results in long term inequality  -in terms of where you you came from (different by generations: food, language)  -invasion of culture  -Eurocentric perspective  -acknowledging impact, but still centers around the colonizers' perspective  in cultural studies:  -talks about impact of indigenous populations  -colonial mentality  -how to decolonize ourselves |
| A moment when a majority's set of values, beliefs, or standards are imposed to the minority. |
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| How do you hear others using the term? | -White culture is the "better" culture  -continues to impact historically marginalized communities |
| Could be both positive or negative |
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| How does the term apply to De Anza culture? | -big influence of westernized ideology or values imposed on community  -certain perspectives  -standard culture, ideology  -we want the differences to be valued equally  -influence of Western world in the work we're doing now  -we try to promote change but it's hard when there's a mindset that this is how it's been and this is how it's going to be |
| Set of thinking and the behavior of unwilling to change. One mind-set and that is all is dangerous for the College |
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| Word | Equity |
| What does the term mean to you? | Meeting people where they are at and having fair outcomes. Working to dismantle anti-blackness, homophobia, etc. and reading to understand what creates these things. Understanding how history contributes to equity. Giving people the things, they need and addressing the institutional barriers to getting people the things they need to succeed on their own terms. |
| Equal access to/for student and staff members. Get to use same privileges  Meeting people where they are across several different access. Making sure people are heard and their concerns and addressed Equity is what we aim for on the way to liberation/justice |
| How do you hear others using the term? | Confused with equality. Hear the term a lot on campus but there are misinterpretations and confusions about the definition of the word. Buzzword on campus. Often not followed with appropriate actions. Using the word but we're not talking about why things the way they are. |
| Use it with similar intentions, but it is also misused to their own advantage Important and taking proactive steps to address it. Abstract. A goal, but without specific support or measurable goals. It’s a useful support when people want it. |
| How does the term apply to De Anza culture? | Disappointing to see that we aren't practicing what we preached but we want to be a champion for diversity. We have hidden biases that have been hidden for a long time. Our affinity groups and students have expressed those frustrations. We have to do a better job of address those things. Having those exercises is helpful. Still waiting for the college to walk the talk - to see change come from the top down, not only from the bottom up. A lot of equity-based convos still just conversations. Not everyone's actions and priorities follow what they are saying about equity. Actions get sidelined. When we talk about what makes De Anza successful it is about enrollment but not about equity because it is not as tangible. Some people tend to shy away but this is everyone's work at the college. It's going to take everybody to embrace the term and know their role and how important it is whether it is in the classroom or programs and services. Funding must be there and go to places and reach those students who are underrepresented and underserved. |
| It’s often mentioned, but hard to point to in many spaces. Where is the equity training? Where is the staff support for equity? |
| Other comment(s) | It can't just be the affinity groups and culturally-focused student groups to do this work. We have to have more opportunities to collaborate. What's the update on Dr. DeGruy? |

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| Word | Equity Minded |
| What does the term mean to you? | Acknowledging who does not have equitable voice or opportunity and having the stance to create space for those perspectives and adjusting our systems to respond. |
| Chesa – it’s hard to define equity minded without defining equity, its situational and institutional. Equity is giving access to what they need. To be equity minded is to give folks to be thinking to have vision where needs are meet. Thomas - in previous work, equity was not discussed but in coming to De Anza have learned that equity is trying to give folks what they need to level the playing field so everyone has a chance to succeed. It has shown itself in a hiring committee participated in, and in co-worker discussions. Its not a word that we use daily in conversation. Chesa I might be born with advantages, how can we be fair. Not everyone has had my experiences. Terrence, can’t define equity minded until look at definition for equity. It is sometimes interchanged with equality, which confuses other people. It seems equity is sometimes used as a buzzword so it sounds like actually trying to do something. I have seen a lot of work done at De Anza to promote equity at our school. I would define equity minded as approaching everything with an equity lens. Chesa: When I hear the word equity minded, are people actually utilizing it. Equity is how we value everyone's uniqueness. |
|  | It means looking at everything we do through the lens of equity. It means asking the questions: Is this adequately inclusive of everyone? Is it transparent/clear in meaning? Does this intervention in particular help level the playing field for a particular underrepresented group? It does NOT mean that everyone "gets an equal chance" because it's applied the same way to everyone. Some groups need specific outreach/encouragement/invitation/support, and that's OK. |
| How do you hear others using the term? | The terms is used to invite people to the conversation, but there is not enough focus on follow-up/action. |
| * not used specifically, it rolls up in actions * Chesa: part of daily work |
|  | "Is this adequately equity minded?" |
| How does the term apply to De Anza culture? | We are inviting equity-minded conversations, but actionable items fall short or don't get accomplished. We fail to ask our underrepresented groups what they need and how we can respond. |
| Programs, policies, practices, and services, in addition to course "student success" show disparities in terms of who uses/benefits from the programs, policies, practices, and services. It's likely a function of societal group dynamics--certain groups are more likely to use/take part in certain programs/services and feel comfortable/tell others who are like themselves about them because they feel they are among others of similar cultures/backgrounds/experiences/etc. The people who operate/offer/organize such programs, services, and courses should be aware of which underrepresented groups seem to show up less and work on ways to attract them and be more welcoming to them. If the program/service/course is impacted, then conversations should be held and interventions planned about whether spaces need to be reserved for the most vulnerable (and who the most vulnerable are/might be). |
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| Word | Inclusion |
| What does the term mean to you? | Active process, seek out feedback & input. Individuals feel valued when they are heard. Difference between everyone being present and everyone having a voice. Consider an intersectional lens when folks are at the table. |
| Inclusion as an active process and one that operates very much on the structural level; at its core it's about finding ways to seek out groups usually excluded from power and decision making and finding active ways to increase power and voice |
| Not just inviting people to the table but really listening to them. |
| How do you hear others using the term? | Seems like we do it at De Anza/although we have reached out, it doesn't seem like we have given folks the power to be proactive in decision making/ how do folks make space or defer for diverse voices to be heard. |
| Mistakenly used as: inclusive as in inviting everyone, but not engaging authentically with traditional excluded groups |
| With varying levels of depth and sincerity |
| How does the term apply to De Anza culture? | we grapple with how to achieve inclusion and hold folks compassionately accountable when we may not be inclusive or perceived as inclusive |
| It doesn't seem like we have given folks the power to be proactive in decision making. How do folks make space or defer for diverse voices to be heard? We grapple with how to achieve inclusion and hold folks compassionately accountable. |
| Not everyone has been included/considered at De Anza DA has been more clique-y Everyone is serving in some capacity that may not look very diverse Not very collective including everyone But things are changing now - more included now -easier to be present on Zoom -and more of deliberate effort to include the affinity groups -becoming more of a family -time will tell though if DA will continue its commitment to inclusion and truly act   on being inclusive   Need to outreach = it's not enough to just invite everyone and say that's inclusive Can also feel excluded (e.g., Pauline mentioned being very vocal and then not being  welcome â€œangry Black woman) Needing to make people feel welcome |

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| Word | Institutional racism |
| What does the term mean to you? | Institutional racism refers to the structures and traditions-- both formal traditions like policies and hiring practices, and informal traditions like professors' presentations and affect-- that perpetuate bias and make racial disparities real. |
| Existing built-in structures that are deliberately advantageous to one group. These are inherent operation found in every institution from law to religion to education and from formal policies to habits and routines. |
| How do you hear others using the term? | I usually assume that people are using this term in a manner similar to how I use it, but they may be using it to reform to the formal structures and institutions (like policy and official practices) only. |
| How does the term apply to De Anza culture? | This is difficult. I come from a discipline, cultural anthropology, that prides itself on being woke. While we certainly have a lot to share, I wonder if we don't feel too comfortable-- like, "of course we're not racist, we're teaching our students that race is a social construct!" And I wonder if we are resting on our intellectual competency and failing to examine how our informal "micropractices" exclude students of color. |
| We are a victim of institutional policies from our name to our hiring process. We speak of equity but work in universality and equal accessibility |