NORCO COLLEGE

Classroom & Campus Experience Project Team (CCE Project Team)

of the

Racial Justice Taskforce: Fostering a Pro-Black Culture
August 2021

This Charter is established between the *Racial Justice Taskforce: Fostering a Pro-Black Culture* and Classroom and Campus Experience Project Team to structure the process and planned outcomes included herein during the 2021-2022 academic year.

Purpose

Project Team Purpose
 	
With a focus on advocating for and fostering a Pro-Black culture at Norco College, ==specifically within the classrooms and on the campus:==
 	
• Inward assessment to examine where and how systemic racism is affecting our Black/AA students and employees
• Audit classroom climate and create action plan to create inclusive classrooms and anti-racism curriculum (Call to Action)
• Identify how systemic anti-Black racism manifests itself within all levels of our institutional environment and develop and implement action plans to eliminate anti-Blackness in our classrooms.
• Support and promote ongoing commitment to professional education around anti-racist pedagogies and student support as well as restorative justice for our Black/AA students and colleagues
 	
1. ~~Classroom and Campus experiences – Courtney, Lisa~~
    a. ~~Provide **intentional and personal outreach** and support for Black/AA students, as well as mentoring~~
    b. ~~**Culture ("Call In")** of identifying individual and college shortcomings for positive growth.~~
    c. ~~Extend **Umoja success** and practices to the campus.~~
    d. ~~**Culturally responsive curriculum** across more disciplines.~~

Charge

The Norco College Racial Justice Taskforce was created in the summer of 2020 in response to the tipping point in our history of the killing of George Floyd and many others, in light of the Black Lives Matter movement, and the California State Chancellor's Call to Action. We are committed to inclusivity and creating a college environment by where our diverse group of students and employees we proudly serve are supported and thrive.   The RJTF's continued focus and advocacy is on Black/AA students and employees. We adopted the 10-Point plan for addressing Anti-Blackness and over this last year developed a set of recommendations.

==The Classroom and Campus Experiences Project Team was established in order to facilitate the RJTF goals within specific areas==.

EMP Alignment

~~Goal 1: (Access) *Expand college access by increasing both headcount and FTES.*~~

~~Objective 1.3: Expand enrollment with strategic groups (operational group to lead implementation)~~

Goal 2: (Success) *Implement Guided Pathways framework.*

Goal 3: (Equity) *Close all student equity gaps.*

Objective 3.1: Reduce equity gap for AA students by 40% (operational group to lead implementation)

Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture.

Objective 9.2: Develop systems and provide resources to preserve and foster a positive workplace culture for all constituent groups including full-time faculty, part-time faculty, classified professionals, student workers, and managers (support role aligned with DEI Committee lead)

Guiding Principles and Assumptions

Guiding principles stem from the RJTF accomplishments in 20/21, collaborative efforts of the RJTF 2021 summer planning workgroup, and our refined commitment for 21/22.

A. We assessed our college's policies and practices in the classroom, student services and support, and student life
B. We intentionally lifted Black/AA voices around these areas
C. We made specific recommendations based on student feedback and our research
D. We aligned these to the University of Arizona's Campus Racial Climate Model to guide the creation of actions plans to implement the recommendations
E. The principles within the University of Arizona's Campus Racial Climate Model provide a framework to guide the work of the RTJF around four project teams with specific charges for 21/22

University of Arizona's Campus Racial Climate Model:

1.   Historical Legacy of Inclusion/Exclusion
   a.   Resistance to Desegregation
	4. Organizational/Structural Dimension
	   a. Definition(s) of Merit

Guiding Principles and Assumptions

2. Compositional Diversity
   - b. Mission
   a. Diverse Student Enrollments
   b. Diverse Faculty & Staff Hires
3. Psychological Dimension
   a. Perceptions of Racial/Ethnic Tension
   b. Perceptions of Discrimination
   c. Attitudes and Prejudice Reduction

   - b. Admissions Practices
   - c. Hiring Practices
   - d. Tenure Practices
   - e. Content of the Curriculum
   - f. Budget Allocations
   - g. Policies and Procedures
5. Behavior Dimension
   a. Social Interaction Across Race/Ethnicity
   b. Classroom Diversity
   c. Pedagogical Practices

Classroom and Campus Experiences Project Team: Scope & Expected Deliverables

Framed within the University of Arizona's Campus Racial Climate Model, the Racial Justice Taskforce will form four project teams charged with expected deliverables aligned with the 2020-2021 RJTF recommendations:

e. Provide **intentional and personal outreach** and support for Black/AA students, as well as mentoring
   - ~~Create faculty/staff/administration mentoring opportunity for black students.~~
   - collaborate with Project Team Two's mentoring work, The Mustang Mentors and the Black Allies programs
   - Integrate into the classroom environment
     1. Envision in year one
     2. Establish and Build in year two
     3. Operationalize in year three

f. **Create a "Call in" Culture** of identifying individual and college shortcomings for positive growth.
   - Host a series of "difficult conversations" about race in the classroom and on campus (perhaps something like Emanuel Acho's YouTube videos)
   - Invite faculty to be vulnerable to learn effective ways of navigating race in the classroom
   - Brand this movement and normalize it in Norco College culture
     1. Envision and Build (years 1-2)
     2. Operationalize (years 1-3)

g. Extend **Umoja success** and practices to the campus.
   - Collaborate with Umoja team to identify summarize and present Umoja practices and principles to the faculty at large.
   - Work with faculty to implement practices into the classroom (years 1-3)
   - Collaborate with IE for data to support
   - Umoja student voice

h. **Expand Culturally responsive curriculum** across more disciplines.
   - Collaborate with Guided Pathways Course Design for Racial Equity (year one)
   - Encourage faculty to participate in Cora trainings (year one)
   - Host conversations about implementing Cora trainings in the classroom (years 1-3)

i. Create communication procedure with relevant college entities
   - Report to and from Norco Academic Senate (years 1-3)
   - Report to and from Guided Pathways (years 1-3)
   - Collaborate with Faculty Professional Development Committee (years 1-3)

Classroom and Campus Experiences Project Team: Scope & Expected Deliverables
• Teaching and Learning Committee

Membership
The Project Team will have Co-Chairs. Membership is open to all constituents who are interested in enriching our Classroom and Campus Environment. Project team members must commit to completing at least one or more CORA courses made available by Norco College. Invite an Umoja team member, invite faculty who participate in our activities to join, invite student(s) membership. TLC member, possible lead. *In early fall, the project team will place a call for membership and select members to represent all the college's constituent groups. Project team members must complete at least one or more CORA courses made available by Norco College.* *The recommended membership of 8-10 should include:* • *3-4 Faculty* • *1-2 Managers (DOI)* • *2 Classified Professionals/Confidential* • *2 Students* *Members sought in areas of expertise and interest in that include but not limited to student grievances/complaints, human resources, data analysis, or professional development.*

Meeting Time/Pattern
The RJTF meets monthly on first Fridays during the fall and spring semesters from 2:00 – 3:00 pm. The 1-hour meetings will coincide with the biweekly project team meetings on the first and third Friday during the fall and spring semesters from 1:00 – 2:00 pm on the first Friday and 1:00 to 2:30 pm on the third Friday.

Roles of Chairs and Members
The Chair/Co-Chair(s) are accountable to Racial Justice Taskforce. Co-Chairs are responsible for preparing agenda and facilitating meetings of the project team based on best practices and guidelines for effective facilitation. Members are recognized as stakeholders with important expertise and perspectives relevant to the strategic charge of the project team that can help to achieve charter deliverables. Members are expected to actively attend and participate in all meetings, deliberations, and decision-making processes of the project team. While representing the perspectives of the constituency

Roles of Chairs and Members
group to which they belong members are expected to engage in effective dialogue with Project Team peers with the intention of finding consensus on all issues that come before the Team. A co-chair or a designated delegate shall prepare a brief summary of the Project Team's progress at each RJTF meeting and send it to the RJTF community .

Meeting Procedures and Expectations

The Chair(s), and members of this governance entity will adhere to meeting and governance best practices as follows:
 	
• Ascribe to and practice established group norms:
    ▪ *Be visible* ▪ *Open, honest conversation* ▪ *Listen to learn* ▪ *Share airtime* ▪ *Be present in the conversation* ▪ *Be open to new perspectives* ▪ *Establish level of confidentiality* ▪ *Call in culture* ▪ *Lean into discomfort and be brave* ▪ *No titles, no positions* ▪
 	
Meeting agendas are issued in advance of meeting times. Meeting agendas are organized to achieve milestones established in the charter and prioritize actions pending, actions required, and problem solving to move the work of the group forward. Either minutes or notes are taken to record the groups progress OR a final summary report is to be submitted/posted.
 	
Members endeavor to:
 	
    • appropriately prepare for meetings based on the meeting agenda.
    • arrive promptly and stay for the duration of entire meetings.
    • participate in a problem-solving approach where the interests of all participants are considered in developing proposals and recommendations and, where appropriate, distinguish between constituency versus college-wide perspectives.
    • welcome all ideas, interests and objectives that are within the scope of the charter.
    • actively listen to engage in respectful and constructive dialogue.
    • work with a spirit of cooperation and compromise leading to authentic collaboration.
    • move forward once a consensus-based decision has been made.
    • continue to progress with the members who are present at each meeting.
    • follow through on tasks that are committed to outside of scheduled meetings.