

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

Glendale Community College
Associated Students of Glendale Community College

Deconstructing Racism

The Push for Progress at GCC

A Discussion of the Ways our College Community has Worked to Respond to the
Challenges of Discrimination

Presenters:

Hoover Zariani

Sydney Saragosa

Kayla Regalado

Thursday, June 18, 2020

5:00 p.m. – 7:00 p.m. PST

* * *

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

[Webinar commenced at 5:00 p.m.]

>> ELISE DULAY: Hi, everybody. I hope everybody is doing okay today. Today is the second to last day of our 7-part lecture series called “Deconstructing Racism” organized by GCC Social Science Division, the Associated Student of Glendale Community College and Student Equity. Thank you so much for joining us tonight to learn as a community of

And in hopes that education drives us to action. So before we begin, I have a few announcements. First of all, we have interpretation and closed-captioning services available tonight for our Deaf and Hard-of-Hearing attendees.

You have the option of pinning the interpreters by clicking on the 3 dots on the box where their faces can be found. You can follow along with the closed-captioning. A transcript will be saved after the event.

This lecture will be recorded and published on Glendale Community College/anti-racism at a later date. That link will be put in the chat. We will be having a one and a half hour lecture on Deconstructing Racism, the request for progress at GCC. Followed by a 30 minute Q&A. Sorry. For GCC students only, we will have a healing circle open immediately after this event led by GCC counselors to provide students with a safe space to discuss and process the heavy topics

That have been covered over the corresponds of the series. A separate link will

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

be sent in the chat. My name is

Elise Dulay. And I like to welcome our speakers today. Kayla Kirsten Regaldo for ASGCC. Sydney Saragosa, the Vice President of GCC Black Student Union. Riley, the President of Black Student Union. Hoover Zariani Director of GCC multiline community and engagement center. So thank you for joining us tonight.

>> HOOVER ZARIANI: I wanted to say thank you for everyone who made this possible. I've attended every single one, so I actually learned quite a bit. And I want to thank you for joining us. Today, let me go to my -- okay. I really, really didn't know what to call this presentation. So I kind of threw everything in there in the hopes that I'll capture hopefully in a very methodical way where we were, where we started as far as education and systems of oppression.

And I would argue cultural genocide. Where we are now as far as what steps is GCC taking to address some of the things? Of course we are. And by no means am I trying to say that we're done with doing the work. But there's a lot more that we still need to do. So, hopefully, we'll hit all those things. So today's agenda, just very quickly.

I want to take a little bit of time to talk about where does the knowledge about our world come from? So who wrote the knowledge that we have?

How has education, and we have to be critical of ourselves. How has education

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

been historically used to oppress different groups?

Then there's a quiz. Don't panic, there's no right or wrong answers. And then looking at education through the critical race theory lens, which for some people, it's obvious what it is, especially, faculty members. And for others, it might be a whole new idea. And there is some things that I'm going to present overall today that people may have a resistance to.

So just pay attention to your own self, consciousness, when you have resistance, ask yourself why you have that resistance. And then we'll talk about racism and why we need to talk about it. Just very briefly. It's obvious to most people, but I kind of did research on probably the three most obvious reasons why we don't like to talk about race and racism.

And then as I've said, what is GCC currently doing to address race, diversity, and equity? And then we'll talk about a survey that the college participated in as a campus, a student survey that is done through USC, and we'll talk about that. Okay.

So, yesterday, or the day before, we had a presentation by two professors of history. And Professor Stonis said this. And soon as she said it, I grabbed it, because I thought, oh, perfect for my presentation. Because as she mentioned, history is written by those who have the power at the time. I think I'm correctly quoting her.

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

This is a really important point. Because when we start to look at everything that we know, all the knowledge that we have historically, comes from somewhere, right? It didn't just appear. So I don't know if anyone knows or read John Willinsky's "An adventure in learning" and he talks a lot about multicultural education. And, so, I thought from this one book of his, sorry, I'm trying to -- okay.

So this is from one of his books. I found this quote, couple of quotes that demonstrates how we kind of got to where we are in our origin. And, so, he's talking about they, history.

"They need to include Imperialism's influence through Europe's age of exploration and the Renaissance, the founding of the colonies, the enlightenment, the opening of the Pacific, and the rise of romanticism, the Victorian Age and the scramble for Africa."

So what he's trying to say is that in the next quote, it makes it a little bit more clearer. So we need to consider the project of mapping and naming everything in the world. Right? And it was done by those who colonized other countries, mostly white Angelo population.

And they brought it within a single system of thought. Now, I don't know if people thought about this, but what could be wrong with the single system of thought?

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

Well, it's problematic because there are other systems of thought. So who are we living out, leaving behind in conversations and in really participation and society?

When we are listening to a single system on thought. And he says that it was actually like with pleasure that these men and women would detail the world for the West, brought it into an imperial order of things, imperial, colonial. And this, what they did was dictate all the future generations, everything we were going to learn for hundreds of years. Right?

So when colonist went to other countries, they found species of animals, of plants, of different species of everything. And they named it. So a lot of the world that we know now is really named, and it's still applicable from colonial times. So that's kind of where I think our origin of what we know kind of comes from. I want to go on a little side tangent, but I think it will come back to the main point.

But language is very important, as a lot of academics know. But there is language, there is problems with language and how we identify ourselves and others. Right? So I put couple of examples here. Black/African-American/American of African descent. So I've had people who said to me, like don't identify me as black. Or don't identify me as African-American.

And the last one American of African descent is actually something I just kind of

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

learned from one of our faculty member. I didn't know that was a way of identifying.

Latino/Latina, Latinx, Hispanic, Chicano/Chicana/Chicanx. With Latinx, a lot of people don't like it but I use it quite a bit because it's a way of non-gendering the population you're discussing.

So if you're offended, it's not because I'm trying to offend you, but it's just what I have used. And I have conversations with people who don't like that term.

And then we get to Asian-American, which personally, and I've read a lot that the community also thinks it's problematic. Right? So what I want to do, I should have done is pop out the chat option. So I can actually ask you all to kind of participate. Give me one second. I should have done that before. Okay. There we go. Sorry about that. I'll go back to the screen.

So if anyone -- no, my chat option disappears. Yeah, it's not here when I go to share my screen. Sorry, so what I'm going to do is just ask people based on the slide, what could be problematic? And if you can type it in the chat box under my name so you can direct it to me so I can actually read the comments. What could be problematic with the phrase "Asian-American?"

Anyone take a wild guess? Anyone? No? Ah. Very good. There are 52 countries in Asia, right? So that's important. That's acknowledging the other countries. Assumes that

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

Asian-Americans are a monolith, when, in fact, there are Asian-Americans from all those 52 countries. Most likely is a bog designation. They're all very different cultures and languages.

Lumps everyone's experience, cultural experiences into one category and ignores differences, et cetera. So very good. My next slide. I'm going to go back to sharing the screen so it's bigger. And you can see it better.

So a lot of people laugh at my when I say I'm Asian. Not like laugh in my face, bit kind of smile. Like you're not Asian. But if we look at the countries of Asia, like someone mentioned, there are 52. I come from Iran. And I was born there. And Iran is in Asia. So is Russia. So is Iraq. Syria, Israel, Jordan. So awful these are also Asian countries. This looks like an old-school map, but it's not. It's a pretty current map.

So what happens is that, yes, we have our traditional understanding of Asian, which actually I would argue is somewhat racist. Because we're basing it on appearance. Right? We're not basing it on where people are from. If we were, then we would call all those people Asian.

Except, what do we call people from this area of the country? Or the world? Sorry. We generally call them Middle Eastern. Right? But you would be maybe surprised if you haven't lived there that there is no such thing as Middle East in the Middle East.

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

People don't refer to themselves as Middle Eastern.

So who came up with that term? Does anyone know? Who named the world?

Who decided that's what we're going to call that part of the world? So I'm using Wikipedia, but there are many other sources you can verify this information. The term Middle East actually came from the British India office. India was a colony of Britain for a while. For a long while.

However, it became wildly known Naval strategist. So, again, who named the world? Why is that important? How does that help people identify in one way or another? So that's kind of important to recognize, I think. If your ideas are being challenged, that's okay. Stay with me. I'm going to keep checking time because I want to leave enough time for our other speakers.

Next thing I want to just mention historically, and this slideshow so it's bigger. So here is what generally education has been used when countries have been colonized, including our country, the United States. And a lot of my material actually comes from, is it backwards? Can you see it? This book. Which is by Joelle Spring. I have the reference at the end on the last page.

So Spring talks about 6 different ways colonization, educational method were used when the countries are colonized. First one being cultural genocide. So cultural

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

genocide is pretty self-explanatory unfortunately. It's an attempt to destroy the culture of a dominated group. So Native-Americans were subjected to cultural genocide as we know. Puerto Ricans. Mexican-Americans. And other groups. Right?

So it's to totally destroy the culture that's being dominated. There's also this concept of deculturalization. And this probably happens more than we even think about. So that's basically the educational process of destroying of people's culture approximate replacing it with a new one. And language plays a really important part of that culture.

And, again, groups that have been historically affected almost all are immigrants groups. But I'll share a little bit, and I didn't know until I realized this concept in term exist. When I came here, I was around 11 years old. And I didn't know English. And what they did was, they told me you're not going to speak English. We're not going to really teach you English, because it was an immersion program.

So it wasn't dual language learning. So there was no support for me in my native language. And I think that's okay at that age for a certain amount of time. But what happened is I learned that my language is not acceptable. That it's not the dominant language. And I need to stop speaking my language.

So for years and years, I would say, even up to now, I lost a lot of my language skills. People would laugh at me when I would try to speak Armenian. I totally forgot my

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

second language that I have learned, which is Farsi. But along with language went a lot of cultural things. Right? So that's an example a lot of our students experience.

We can also talk about the walk outs in East L.A. That was part of the reason of the walk outs, because those Latinx, Chicano, Hispanic students were being denied their culture. Assimilation is another way of colonizing through education. So, these are education programs that absorb and integrate cultures into the dominant culture.

And United States obviously, most schools use assimilation. And some people think of it negatively. And I would argue there's definitely a way to think of it otherwise. Cultural pluralism, education program designed to maintain the language and culture of each group. So they kind of live side-by-side, the two cultures. Yet an individual has to experience.

Denial of education also is another way. And, obviously, experience by African-Americans, Mexican-Americans, Native-Americans, and Chinese-Americans. And if you don't think historically Chinese-Americans were discriminated against, actually in California, they were designated as black. So they could not go to white school. They would send them to black schools, which were obviously at that time way worse funded and not equal.

And then we have the term hybridity which is a term to describe cultural changes

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

resulting from intersection of two different cultures. And by that, almost I would argue like 99% of immigrants experienced hybridity. That's when you have your culture at home, but you also have to interact with the culture of the outside world.

So you learn how to kind of balance the two. And you basically, it's a hybrid of two different cultures. So you know how to function. Okay.

Now, you didn't come here for a quiz. But you're going to have to take one. And I think I'm going to stop the share at that point.

>> KAYLA KIRSTEN REGALADO: Do you want me to make you host? So let me do that so you can take care of the polling. I just made you host.

>> HOOVER ZARIANI: I'm not seeing the option pop up of the poll.

>> KAYLA KIRSTEN REGALADO: You may have to click more.

>> HOOVER ZARIANI: Oh. And we thought we had this figured out. I apologize.

>> KAYLA KIRSTEN REGALADO: It's okay. We're all learning how to use Zoom still.

>> HOOVER ZARIANI: Okay, it's not popping up anywhere. I tried several places.

But that's okay. I'm just going to informally ask the questions. That's why it's important to be prepared. And people can respond in the chat box if you know. Or yes or no. These are yes or no questions.

So, I'm asking the question in a speck way, because I'm trying to see about your

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

formal education. Not informally or what you learned outside of school. So, if it's a yes, please type in the box yes. If it's a no, you don't need to answer. Because, well, you'll see. So as part of middle school or high school curriculum, think about it. Just as part of your middle school or high school.

Were you taught about the massive deportation of 2000 Mexicans who were actually American citizens during the 1930s and 1940s from the United States? If yes, type yes in the box. Oh, we have one yes. Okay. All so far mostly nos. Okay.

And that is true actually. So let me go to my web browser. So actually, there were 2 million, some Americans who were deported during the 1930s and the '40s. Let me share the screen to show you. So here's a picture of I believe this is the Union Station. And they were organized, so there was mass deportation of Mexican and Mexican-Americans up to two million.

If this was obviously during depression time and when economy wasn't good. And can anyone guess what was the reason they gave for the deportation? It's something you hear to this day. I'm going to stop sharing. Taking jobs. Exactly. Mexicans, even Mexican-Americans were taking jobs away from Americans. Right?

So it's an old, age-old kind of thing that's happened in the '30s and '40s. And we have that with I.C.E. So unfortunately, history repeats itself. So let me ask the next

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

question. I'm just going to stay on that page. So as part of middle school or high school curriculum, were you taught about the Federal Housing Administration laws that explicitly excluded housing loans to Black Americans until 1968?

That's 1968. Anyone? If you can answer yes or no. If you weren't taught. I'm seeing mostly nos. One yes. There's one person who's learned everything, which is excellent. We should all know these things. So, again, most people are responding no. And let me go to my next question.

This is from the Atlantic. And those housing policies still have an impact where African-Americans and Blacks live. Now, today, right? It helps shape our entire communities. And awful these references I have them at the end. But what would also happen, it's called red lining, I think they mentioned this a few times over the last week.

But what would happen is the red areas, right? They wouldn't make loans to -- well, they wouldn't make loans period to anyone who lived in those communities. Because they were majority African-American. But what would also happen is if you were on the border of one of those, if you were trying to buy a home in the border of one of those red line areas, they still may not give you a loan even if you weren't African-American, because it was close to a Black Community.

So this history still is with us, this article minus the ads. Kind of outlines what

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

happened there. Okay? Let me go to comments. Red lining and sun downtown also existed in Glendale. Yes. Glendale used to be a sun downtown. If people don't know, that means no African-American or Black people could be in Glendale after sundown. And I think you have to have a note or something of that kind that you were working as a domestic person for someone who lived in Glendale.

Someone said my screen sharing is off. Which I do this often. But I will share because I want you all to see. So if you went to school in California, were you taught that schools were segregated like whites only and other groups? Until the Menendez versus Westminster lawsuit which was in 1947, who knew this fact? And I'll stop sharing. Just to see.

Few people. Okay. Better. Yes. Definitely. Okay. And someone said they didn't go to school here, but in England, they didn't tell much about any of these kinds of things happening. So let me share the screen. So actually, Sylvia Menendez is the student. That's her as an adult who actually, her parents sued. And it went to The California Supreme Court.

And they actually won the lawsuit. And she even has a stamp named in her honor. And this was in 1947. When was brown v. Board of Education? Do people know? Does anyone know? 1954. So this was 7 years before Brown v. Board of Education. So it

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

was a prelude to outlining of several schools and people. And I'll do one more. So part of your middle school or high school curriculum, were you taught about the 1968 East L.A. walk out?

And demands made by Latino, Latina, Latinx in Los Angeles in your schooling? I'm just getting all nos. Obviously, this poll is fixed. Right? By me, to kind of gauge what are the things we are not being taught? Right? And this is our history. At least California State history. I had more questions, but I'm going to move on from these. So high school students actually was the start of the Chicano power in 1968 walked out from 5 high schools.

And I teach students from those high schools, not here, at Cal State L.A. And when I ask them about the walk out, they went to, for example, here it says Garfield high school. But they're not taught about the history of that school even. So they didn't even know that students were involved in such a big action. Right? So we're not even educating our own students who come from those communities.

And that's problematic. Right? Denial of education in a way. I also had couple of other things here. In California, Santa Monica Beach, there were segregated beaches. So African-Americans had to fight to be able to enjoy the beach. And I can't remember, read about Bruce's beach if you get a chance to. I can't remember what year it became

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

desegregated. 1912 maybe? Manhattan Beach around that time.

The other thing we don't hear at all is about LGBTQ people. And right here in silver lake, the black cat tavern, there were raid of LGBTQ residents in a bar. And this was in 1966. Right? And does anyone know when Stonewall happened which is the most commonly known riots for LGBTQ people? It was 1968. Right? So this is before, right here in Los Angeles. This is before that.

So there was one sign. Oh, I was like very proud of this sign, because they used the term "Storm troopers" which remind me of Star Wars. But this person was way ahead of their time. And here's demonstration. Silver Lake, sunset, and Hyperion if you've ever gone there. So this is just to show us how much history we don't know.

So who writes our history still? Anyone? Anyone? Do you know who writes our textbooks? That one, I don't have an answer. But someone put a question mark. White men? Right? So this is why there is such a push to have the voices and stories and narratives of people of color, all people be heard. Right?

But generally, publishers are the ones who have the power to publish certain things. How are we doing on time? Okay. I'm going to go a little faster. But I think it was important to kind of look at that history. We're still not learning what we need to be learning. How do we get there? We demand, right? So let me go back to my PowerPoint.

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

Thank you for indulging the quiz.

Everyone passed. I'll just say it. Sharing screen is disabled. Thank you, Kayla.

Okay. So, the other thing I definitely want to cover is this concept of critical race theory.

So there's something called critical theory, but what happened was everyone kind of adapted it to their field. I think originally it was in law.

But it expanded to other fields. And it's just a theoretical framework of how you look at things. And that's just the fancy way of saying your view, how you view certain things. So a quick definition of critical race theory. And I put "Nice" in quotes, because this is very simple. And I'm not going to do it justice, but I think it's important we at least look at it.

So critical race theory, CRT asks us to consider how we can transform the relationship between race, racism, and power, and work toward the liberation of people of color. So I say "Nice" because I'm going to give you the not so nice definition. I think this is more how I think of it, and Lauren, your face. So what critical face theory assumes, right? Is that law, legal institutions are inherently racist, right? That we see racism as a natural thing.

But it's a socially constructed concept, which many of the speakers this week have been talking about. It's a man-made concept. Right? And it's used by White people

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

to further their own economic and political interests at the expense of people of color.

So according to CRT, racial inequity emerges from the social, economic, and legal differences that White people create between "Races" and that's in quotes, because there really is no such thing as a race. To maintain elite white interests

In labor markets and politics, giving rise to poverty and criminality and in many minority communities. It's kind of saying our society, every system you look at is racist. And we have to work to make it not so. Again, I'm not saying buy my theory, but I want us to start looking at it from that lens, so we can hopefully see how at least education, or wherever everyone else is from, institutions see how racism operates.

Tara Yosso wrote an amazing article called "Cultural community wealth" and in it she outlines a lot of things. It's kind of a thick, I would say, reading. Not as in thick, but like deep. But she also talks about critical race theory and applying it to education. Right? So, CRT. So this is in this article, which I have a citation at the end of the presentation. So I'm happy to share the PowerPoint and the citation.

And when you see citations here, that's who she is citing for her definitions. So, race and racism are central, endemic, permanent, and fundamental part of defining and explaining how U.S. society functions. Okay, she's coming from this CRT view. So CRT acknowledges there are race or of racialized subordination, which also consider gender,

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

class, and immigration status, surname, phenotype, accent, and sexuality.

And here we see Crenshaw, again cited as she was several times. So another important part of critical race theory is it challenges white privilege. And it's also very critical of education, right? That education says they're color-blind. They're race-neutral. There are equal opportunistic. But if you look at it from a critical race theory, it says they're not. That education is trying to perpetuate what it always has.

Which is status quo. Right? So, she's actually an educator herself. So she's critiquing education. Right? And saying that these interests are camouflaged for self-interest, power, and privilege of dominant groups. That's how it's used.

And then reaffirming what CRT is committed to, which is social justice and liberation of people in response to racial gender and class oppression. Right? So it's working towards elimination of racism, sexism, poverty. Because racism doesn't function by itself. It has these horrible brothers and sisters and cousins of sexism, homophobia, et cetera.

These are all parts of subordinated groups that she's mentioning here. This is really important. Because when we do western-type research, or scholarly research, the experiences of people of color are not seen as legitimate often. I'm not saying everywhere and this is changing. But generally speaking they're not. Right? So what

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

she's saying CRT is saying out loud that people of color, their experiences, their knowledge is legitimate appropriate and critical to understanding,

And analyzing and teaching about subordination. And these are often again, academic and not seen valid ways of looking at people's experiences. So what she's saying is CRT, they're valid. Storytelling. Family history, biography, scenarios, parables, cuentos, and testimonials and chronicles and narratives. I can tell you the stories of my genocide because my gradient uncle and family were involved in the genocide. They were killed.

So that's a family story. But often in academics, we don't do formal research and we don't look at that as a valid thing. And then trans disciplinary. That we don't look at one thing from just one point of view. Right? We have to look at it through multiple lenses like ethnic studies, women's studies, sociology, history, law, psychology, film, theater, those are all valid fields that we need to look at.

So just getting quickly to, I'm looking at time. When I'm looking on the side, I'm just checking time to make sure I give enough time for our students to share. So it's not that I don't want to be here and I needed to say that in the beginning. So why we don't teach about and talk and teach about racism. I've done a lot of research and I've done it before, and these are the three things that come up most often, right?

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

So fear of race. Many people, if they've had an experience with racism or race, it was not a good experience. And they don't feel comfortable talking about it. So just a fear of talking about race. And as many people have said during this past week, it's going to be uncomfortable. We're going to have to confront it and talk about it. Because we're not, this is not two weeks ago and things have changed. Right?

A lot of people say, and this is a pet-peeve when they say it. I don't see color. So the problem with that if you don't see color, or you don't see my "Color" you're not acknowledging my whole history. Right? You're not seeing color. So it's problematic for a lot of reasons. And then we have people claim race-less consciousness.

For people of color this is very different from white population, because of the racist experience that is people of color have gone through. So our consciousness about race is very different. Right? Some people may not see it because they never had to interact with it or deal with it. And others have had a lot of experiences. I think you're going to probably hear some of that a little later.

So why do we need to talk, teach about race? So what I did was I'm going to stop sharing. I'm doing okay on time. I'm just telling myself that. But I want to share that okay. Let me go here and share my screen.

So I went to The California state Board of Education to look at the content

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

standard and this is a public website and anyone can go. And you can see they have different standards for different areas. So I'd figure in history or social science, I can look at those and see where racism is taught or race-related issues.

So I'm not going to do it now, but when I opened it, it's 55 pages of standards from first grade to 12th grade. The word "Race" was mentioned once in the whom document. There's a lot of about different cultures, et cetera.

But racism wasn't even mentioned and race was mentioned once. This is California. This is our history and social science standards for K-12. There's something wrong there. Right? So we're not doing the work we need to do with our younger students. That's why many of you didn't know all the stuff that I was sharing.

Why we have to talk about racism? Right? I'm going to share this. Hold on. Sorry. This is why it's important to talk about race and racism. So this is a hate map. I know. Fun times, right? And don't think just because a state doesn't have a dot that it doesn't have hate groups.

So the southern poverty law center actually tracks hate groups. And in 2019, they tracked 940 different hate groups that exist in the United States. So here's obviously California. The neat thing about this is that if you click on it, it's a very interactive map. In the state, you can see how many hate groups exist in that state.

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

And if you click on the little dots, some of them you can't get to because they're so converging over each other, it will tell you what basically that group is. So there are things I've never heard of. Right brand clothing. No one would guess that's a late group, but they are.

And I know people will have issues with those southern poverty law center. But they've been doing this and your years. And they track hate crimes actually. They have a National Registry. So everywhere in the United States, right? Everywhere. Even Alaska or Hawaii. Right?

And you can filter by ideology, different things. But this is why we have to talk about race. There are people who are doing this hate work. So how are we going to counter it or are we going to counter it, right? So then I don't want to leave you with that negative kind of aspect.

So what I also did was I kind of wanted to see what are good things happening right now. So I came across this, Cal State university, all of them. They're helping cities and partnering with cities and local of government to meet the needs of the community. So it's a really cool project where students actually get credit for working with the city in different projects.

This one is San Diego State University. Yeah, and I think later on, you see UC San

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

Diego, so shout-out to them. And it's a learning experience for those students. Another one, this one is UCLA. They actually have a Community Engagement and social change minor that all students can take any field. And I did meet the person who's the Director of This. I think they're working on making it a major as well. So you can take a major in Community Engagement and social change.

So that would be really great. And I found this Santa Ana Unified School District because of the George Floyd protest incident. Yeah. They are going to require a one year of ethnic studies for any student to graduate from the district. Sorry about the dead mouse at the bottom. I'll cover that.

Yeah, starting in 2022-2023 academic year. Sorry, high school students will be required one year. So there are things happening, right? And I don't want to leave us with a bad kind of taste. But I wanted to just share what is happening at GCC. So we have, and, again, by no means am I saying we're done. We have nothing else to do. But we have an awesome ethnic studies program.

And here you can see the courses listed. Ethnic studies 102, Latinos in the U.S. Contemporary ethnic women. European immigrants. Mexican-American studies. Racial minorities. Asian-American culture. Asians in America. Japanese experience. Native American. Armenian. It goes on and on. Restorative justice program and race and law.

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

And shout-out to the ethnics studies department, because they put all of this stuff from this past week already on to the website. So if you missed lecture, you can actually go will and listen to it. So shout-out to them.

We have our student equity communities, right? So student equity program. But the learning communities, I think it's down here. We have three. Black scholars, which you're going to hear from couple of students in a minute. La Comunidad Is for Latinx students. Black scholars for the black students, and guardian scholars for our foster youth. Former and current foster youths. So we're trying to address communities of students in that way also.

We have actually this should go back one. We have cultural diversity road to social change program, which is presentations and lectures. If I go back to the learning community, what else I wanted to share is I don't see it here. Student diversity program. Which may be on another page. Sorry. We have a program for reentry pathways. And this is for formally incarcerated students.

So students who have been to prison and have come out. And, again, largely minority population. For the all, but most. And what we actually do is if we know a student is coming in who is formerly incarcerated, students will do an intake. Help them with resources. There's a student club, et cetera. So that's another population that we

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

work with.

If then of course my favorite, because I run the place. It's the multicultural and Community Engagement center. So we engage students in the community doing service work, mostly service learning. And if I have a chance, I'm getting close to my time. I will share some student comments, et cetera from service learning.

But within our center is the dream Resource Center, which is for undocumented students. Dreamers, DACA recipients, and this morning when I heard the news that for now, temporarily, DACA is actually okay, that it's safe for now. It was such an amazing feeling, because we've been working with these students for the last, I would say 15 years probably. And our Dreamers that came into law.

So we have services, scholarship, how to pay for college and community resource guide. And pride center for our LGBTQ students. Right? And you can visit all of these. We have resources. There's scholarships. There's events. So this was down with ASGCC. We have the second annual pride week this year. And sex week. And ABC's of LGBTQ. Which actually talks about each letter and what is the meaning of that letter.

What is that population, et cetera. And then that's pretty much it. I'm going to stop sharing for Glendale and what we're trying to do. I'm reminding everyone to send questions to the chat box that says questions. And at the end when we have Q&A, we'll

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

answer all your questions. Kayla, can I do 5 more minutes?

>> KAYLA KIRSTEN REGALADO: Sure, yeah, yeah, just let me know when you're ready.

>> HOOVER ZARIANI: I didn't want to miss sharing the student comments with you. So at GCC, I also forgot to mention that we have a Title V grant which is for Hispanic serving institutions, Higher Ed institutions that serve at least 25% Latinx students. And through the years, you can see we've had different grants that have tried to develop pathways for S.T.E.M. for student's success, et cetera.

So with service learning, basically, the idea is at a students will do service in the community that is connected to their coursework. So this is an enhanced way of teaching theories, concepts to students. So what we know instinctively and it's a high-impact practice, meaning, that it shows great results for students and for the teachers.

But every semester, we ask students to complete an anonymous survey and we ask them boo diversity. So we ask two questions. Did you find yourself in situations where you had to deal with diversity while doing service? And type of diversity. And do you feel you gained a greater appreciation of diversity as a result of participating?

So pretty much across semesters, here's what the students respond. And this is an anonymous survey. So they're not trying to please anyone. And this is only students

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

who have done some kind of service project in the community.

So 91% said they experienced some sort of diverse situation. And 75% of them said that they actually gained a greater appreciation of diversity. And then we asked them if they can to add some comments.

So we have obviously a lot of social science folks who are doing this work. And just a few of the comments. I'm not going to read all of them. One of the students in the history class, there was an African-American kid and other kids with a different race were afraid to play with him. Once they saw I was talking and playing with him, the others came and socialized.

So talk about bridging like cultures, et cetera. I learned the difficulty of balancing work and parenting for women and how it differed for men. Right? Gender roles, understanding that. This last one. As a Latina, I find it difficult to talk to others who are from different class and race from me. But a woman who was white/Armenian had deep conversations with me and I began to not judge others as a whole.

And I could show you 20 pages of comments. I was going to, but I won't. Just kidding. So, as you can see from the students comments, they gain a lot to actually interact and, again, this is like pre-COVID. When they interact with different cultures and groups. So for us, on campus, and for the faculty who do this work, it's really important

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

to get our students out there.

I think that's a really great way to address a lot of racial and disparities between different types of people. So amazing students doing amazing work. Let's see. One minute. I'm not going to read through all of these, but I just want to let you all know that USC has a race and equity center. It's been long established and well-known. And part of their work is to do assessment of collegiate climate. GCC participated in this about I want to say year-and-a-half ago.

And what happens is students fill out a survey. The surveys are analyzed. And then we are sent some recommendations. And there are four sections of recommendations. So I'm going hopefully maybe in the questions part, I can come back and talk about these a little bit. But as you can see, there's like racial learning and literacy, mattering, and encounters with racial stress.

So our findings kind of conclude some of them. I'm not going to talk about that, because I'm not a statistician. We have someone who is and talks about it very clearly. So I don't want to mess things up. But maybe we'll come back and look at these when we get to the questions section. And I just want to leave everyone with this. I think there's a lot of misconceptions about people having to apologize for being white.

So what this means says, and I'm just going to read it also for our interpreters. No

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

one is asking you to apologize for being white. No one is asking you to apologize for the sins of your ancestors. What we are asking is that you help dismantle the oppressive systems they built that you still benefit from.

So all I guess is being asked, as far as white privilege, is to address these inequity and inequality to create a better world honestly. Sounds corny, but that's really what we're hoping to do. And I think that's part of why I'm in education. So that's it for me. And I'll be here for the question and answer. And I'm going to turn it over to Kayla. Thank you, everyone, for sticking with me.

>> KAYLA KIRSTEN REGALADO: Thank you for that amazing presentation and sharing all those information and all those resources. My name is Kayla Kirsten Regaldo, and as Elise mentioned, I'm the Vice President for administration for ASGCC. Outgoing, I'll be leaving GCC pretty soon. And I just feel really fortunate to be spending my last day in office with Hoover, with Sydney, and Rylee, and all of you here discussing what has been done here at GCC.

And how this important work can continue, like Hoover was saying, the work is never done. So I'm going to pass it on to Sydney and Rylee. They can go ahead and introduce them and talk a little bit about Black Student Union as well.

>> SYDNEY S: Hi, everyone. Thank you, guys, for attending this call. And I'm

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

hoping that by you being here it's because you want to be a part of the solution and part of the change we're all looking for.

So my name is Sydney, and I'm the Vice President of the Black Student Union on campus. Rylee here, Rylee Happy is the President of the Black Student Union. And I want to start by saying that we created the Black Student Union because we noticed that we were underrepresented on campus and we wanted to create a safe space for us to have a sense of community and to come together.

And to give our group of advice, and that would not have been possible if we did not join black scholars first, because there is a need for community on campus because there's a few of us. So I want to shout out to Alexander Evans on the call for championing that for us. And also David Crawford who works in the multiCultural Center with Hoover who also has been advisors and being intricate part of being the community on campus.

And push change forward as best we can. I want to start by just addressing few things. So taking a step back to talk about some of the things that were discussed during this presentation that Hoover just did. Just to kind of provide context and also, you know, elaborate on things a little more. So excuse me, I took notes. Rylee, feel free to chime in, she was taking notes as well.

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

So one thing that I want to address first, because a lot of people don't -- we use the term racism all the time. We use the term white supremacy and oppression, and systemic racism, all these things all the time. And I'm not sure people fully understand what those things mean and how they work together.

But specifically for racism, that is, yes, race is a social construct. But as it exists, it's a way for the dominant group in this case which is majority White people in a power construct they use, as you mentioned in the critical race theory, the power of construct where it shows up for the subjugation of people for their political and economic and social benefit.

And the reason why I think people have such a hard time discussing race is because in order for, I mean, when I say people, I don't mean Black people. And I don't mean people of color. Because we talk about race all the time. We don't go a day without discussing race, without being aware of our race. You know? From whether or not I'm going to wear a certain purse when I go out because if I go to the store they're going to be watching me.

It shows up in every single thing. Every way we move through our life is with racist consideration. So when I say people have issues talking about race, I'm referring to would it people and white adjacent people. And the issue with speaking about race is in

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

order to admit that someone is being disadvantaged due to racism, you also have to acknowledge that you are being advantaged based on their disadvantages.

If they're being subjugated or oppressed, you're benefiting. So that's why people don't want to discuss or confront or deal with it. But I want to mention racism is not a it's not complex, but then it is. It's not as simple as saying you're a good person, so you're not racist. And you're a bad person. Or all racist are bad people -- do you know what I mean? So, hopefully, that makes sense.

But it's not that simple. Because we are living in a society that is fundamentally racist. It is founded on racism and genocide of indigenous people and stolen labor and all of this. It is impossible for white adjacent people, well, let's say with white adjacent, to not be racist. It's impossible.

So that's why there's so much emphasis being put on being anti-racist, because it is the way that you have access to food, the way you have access to healthcare and how you're treated by the doctors. The education you receive. All of that is rooted in racism. So in order for you to have a real conversation about racism, you have to admit your privilege and how you benefit from it and acknowledge that.

And you have to understand how racism, along with all these other tools of oppression show up in different parts of our life. Whether it is in the medical field or

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

school, or in your personal lives and things like that. And then you have to, if you wanted to end, you have to physically constantly relentlessly do that work to be anti-racist.

And that doesn't mean walking around and calling yourself an ally. But it means literally, when the cameras are off and no one is looking, you're educating yourself at every turn. You're reading about it. You're studying the true history of how all of these systems came to be and working to dismantle them.

So I think that's a very important point to make. Rylee, do you have anything you want to expand on that before I move to my next note?

>> RYLEE HAPPY: Yeah, I do. Sydney touched on something really important when we're talking about racism. It's not just traditionally White people that you would think of as white that benefit from racism. You mentioned a very important term. White adjacent. And I want to touch on that for a bit. Talking about race is uncomfortable for most people.

But it is something that as Black people, we have been made uncomfortable because of our race. This social construct that isn't real, right? It's made up, and, yet, it's so heavily enforced. And it is systematically enlaced every society. When you're talking about racism, you need to recognize the racism.

So being anti-racist extends far beyond what happens in the classroom or what

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

happens when the cameras are rolling. There are more than White people that benefit from racism. And myself, I benefit from something called Colorism. There is so many aspects and different levels of race and what race was said to be.

And you know, it's important to look at the black experience as well when you're talking about racism. And separating Black people from people of color is another distinction that I wanted to touch on. When you are talking about racism, Black people and people of color experience different things.

There are prejudice groups and Black people have been discriminated and harassed by other Black people as well. When you're talking about racism it's multi-faceted and there's several different aspects within each group that is perpetuating the racism. So that's something I want to mention. What Sydney is saying is important and realizing privilege as somebody that is white adjacent. Or white passing is another term that should be looked at, right?

So maybe certain people are mixed. Or people are Armenian or ethnic groups that can be considered white from a glance. Darker skinned or Black people do not have that. And my friends talked to their mother about how you can avoid White people and here's the way to be non-violent and here's the ways you need to pass and survive. And white lined people or white passing people will never have to experience that.

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

So that's just something I want to bring up as well.

>> SYDNEY SARAGOSA: Thank you, Rylee. So, basically, with everything going on right now, and I'll kind of touch on that a little bit later, but with everything going on and everyone who's wanting to, because we had a lot of people reach out wanting to help and be an ally for, you know, BSU or just friends in our personal lives. And I want to emphasize that if you really truly want to, you know, stop what's happening.

Which is murdering of Black people across-the-board, men, women, transgender, gay, across-the-board, then you have to do the anti-racist work. You need to check your own bias and anti-blackness. You need to speak up if your family is saying something that's problematic and racist, you need to address it. And I don't mean address it from the stance of you know, this is the time not to center Black people when you're talking about it.

You need to center why this system exist and how you benefit from it and how you are going to do the work to fix it. Not centering, well, Black people are, you know, being murdered and things like that. Yes, that's a topic of conversation. But don't spend all of your energy focusing on that when you really should be focusing on how you've been complacent is what I'm trying to say.

I hope that lands and helps people understand. But dismantling the system that

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

benefit oppression. And I want to address something that refers to the slideshow as colonization as a past thing. And I want to be very clear that is something that has never ended. And the very fact that we are in education systems that center whiteness is a testament to how we are still operating in this colonized environment, society, and country.

And to highlight that even further, I want to point out that even within student government there is a lack of representation of Black people within GCC faculty. There is a lack of representation of black faculty especially tenured. And even within subjects that are supposed to capture the nuance experiences of people of color and Black people, there are no Black people teaching those classes on campus.

So it's things like that in addition to when you're taking English classes and they're focusing primarily on white author and you're taking culinary arts and spending European cuisine and spending a few days on ethnic cuisine. When you're studying art, and it's all European artists. Everything within our curriculum at GCC and this is something that needs to change is Euro centric.

And all the curriculum is based on contribution of non-black people within America, but also outside of America. However, there is little to no mention of Black American people who have contributed to these same field of discipline.

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

So when we are having these conversations about what change needs to happen, we also need to be able to differentiate between what is performative, and performative is words and non-tangible things. Solidarity with no action. And transformative. And what we need to see at GCC that will benefit everyone, not just us at BSU or black students on campus is transformation.

There should be no reason. There are resources everywhere that Black people are part of every individual and have contribute to do every field, especially the medical field. And especially for the leaders on this call, because I see Dr. Byler here is why is that? Why are we so underrepresented? In all of these fields of discipline?

So you can't really have a conversation with all due respect that GCC is doing without acknowledging that it's rooted in white supremacy, systemic racism. That's just a fact. So you have to, yes, we need to create certain spaces for ourself which we're working on. And we need to put forth initiatives, but we first have to acknowledge it's rooted in white supremacy. We have to acknowledge how events with George Floyd, how that was able to even occur. And how those systems that create that

That put white supremacy schools in our environment. So we have to be realistic and honest. Even if it is uncomfortable. And in being honest, and addressing these, and listening to the people who are oppressed don't center whiteness, when we're talking

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

about issues that are affecting our community.

And, again, this is, I'm sure well-intentioned, but even in speaking about all of the positives or the few positive things that are going on in the communities and all of that, there was no mention of what's happening right now. We're in the largest Civil Rights mostly in American history. That is responding to the pandemic of police brutality.

The murders of Black people. And even in this call that's meant to address racism. And I understand it's meant to address it across-the-board and we haven't even brought it up. But that also points to the issue. We need to be able to speak about these things.

And when Black people are speaking and we need to be heard and not written off as argumentative or aggressive or angry. It's not anger. We're tired of attending diversity and inclusion phone calls. We're tired of seeing reforms that lead to no improvement. I'm sorry, I'm going on a tangent but I'm going to say what I need to say and then I'll let Rylee speak.

But I just want to be real for a few seconds. These issues that are happening are due to lack of education. It is due to willful ignorance, willful blindness, because it's more comfortable to turn a blind eye. We've seen it on the news. All of this. We heard it in the classroom when teachers are freely using the N-word on campus. And no one says

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

anything. Because it's more comfortable to sit and treat it as that's their problem.

And I am being specific with the N-word being used at GCC. Micro-aggression on the daily. So it is not due to lack of education, it is complicity. If we're going to move towards change and that's what we're doing here, we need to be honest about that.

Okay. Rylee, did you want to say something?

>> RYLEE: Thank you, Sydney, first of all. and I'm sure for a lot of you, that was very uncomfortable to sit through. But we have to ask ourselves why am I uncomfortable in thesis spaces in these talks where we are talking about race, and we're talking about heavy subjects. And when you're talking about racism, Black people should be centered as well.

When you are creating events and healing circles, and educational, you know, lectures about racism, or about George Floyd, or mentioning things that are happening right now. Like the black genocide we're in. We're in a genocide. Black people need to be centered. I'm tired of receiving emails from people at GCC conducting healing circles for Black people without being mentioned.

When you're not actually targeting Black people, your demographic is being skipped over, and then we're having these healing circles or these lectures that aren't for us. But they're talking about us. We need to be centering Black people in issues

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

concerning black genocide. And we need to be asking ourselves why it's so uncomfortable to do otherwise?

Thank you.

>> SYDNEY SARAGOSA: So I want to take a second to tie this back to the students, the black students on campus. I will say that these past few months have been especially taxing, considering how our community is disproportionately affected by COVID-19. But on top of that, adding the trauma of George Floyd and I believe there's been hundreds of people killed and adding on top of that has been devastating.

So BSU has been actively reaching out to the black students on campus and thanks to Alexander and David, we were able to do a healing circle of our own for our community to talk about what we're experiencing. And I just want to put this, I want to put this into perspective for everyone. Is that when you are witnessing someone being killed because they look like you, and you have to make peace about the fact it is the grace of that alone that you're still living.

That takes a toll on your spirit and turn around and held to the standard of everybody else is rough. And checking in with ourselves, because we're living this as ourselves and checking with the students as a collective of courser things I heard across-the-board are not sleeping, you know, loss of appetite, froth eating, depression, bursting

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

into tears in the middle of the day.

Because we're having to -- because of all of this and still having to show up because our grades will be affected. And I want to also echo at a this is not just the students. For the few black faculty or staff members that you do have, they're experiencing this too. And they still need to show up.

And at the cost of our collective mental health, because even within this context, we're dealing with blatant racism, biases, micro-aggressions. I want to share that even in one of my classes, I did not want to go to class. This was when everything started happening. And I couldn't even wrap my mind around how I was going to focus on school, let alone process and heal from everything that's going on.

But I go anyway, because I don't want to be penalized. And my teacher opens up the floor to discuss what's going on with the protest and everything and George Floyd. And she's not a moderator. Didn't facilitate the conversation whatsoever. Did not read the room to see I was the only Black person in the class, which is the experience of many Black people, the few Black people on this call.

Which left me open to more racial trauma as I am defending myself back against the wall while all students are coming at me trying to make me answer for everything that's going on. Ignoring the fact that we are literally watching our brothers and sisters

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

being slaughtered.

These are the experience that GCC's black student and faculty have to deal with.

So I want to put that out there that the change that we want to see is in the structures and the environments that allow things like that to happen. Number one, there's plenty of changes and there's a list that we want to see although GCC.

But in order for an environment and for those had to happen, the environment is there. Anti-black environment is thriving. And if whoever is on this call did not know that and you're shocked to hear it, ask yourself why. And how? How have you been able to carry on business as usual when you were literally watching being murdered by the very people who are "Supposed to protect."

And I keep bringing this up because there's no separation for us. There isn't school if then this. It exists together for us. We don't get to separate it and neither do you guys who are on our in administrative positions. Okay. So I'm going to address also the protests since that's something that everyone seems to want to talk about.

And it's polarizing for some people. I first want to start out by saying if you have not attended a protest, you should have no opinion or comment about them. Rylee and I personally have been on the frontline of the protests. Peaceful protests when we have been literally attacked by the police officers with our hands in the air or as our backs are

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

turned and they're firing at our backs.

So, again, if you have not attended the protest, you should have no opinion, number one. Two, I would like to remind everyone, especially everyone who is interested in history that there has been no change, especially no change for Black people that has been not one through fighting back and through protest. There's has not been nothing given to us. And for those protest that have happened, every single group, every single marginalized group has benefited from them.

From the Stonewall riot we mentioned earlier, I'll call them rebellion and they were facing brutality because of their identities. From the Stonewall rebellions. Those were led by Black and Brown transgender folks. Every transgender person and I understand every person in LGBTQ+ Community, regard of your race benefits from those efforts of Black and Brown bodies being brutalized essentially.

The Civil Rights Movement, every single race marginalized group race has benefited from those efforts. So please keep that in mind. When you are criticizing. And please keep in mind what we're actually fighting against. It is not fun to be out here. It's not fun to be watching what's going on. But we are literally asking people to stop killing us. And the fact that people want to contest that is crazy to me.

Okay. I'm going to go ahead and just read through some things that I wrote. And

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

then I will move along since I know that we're on a time crunch. So I appreciate everyone who is listening with open ears and open heart. And if anyone finds issue with anything that Rylee or I have said, then I really want you to dig deep as to why that is.

Because you have something you need to address. We can't fix that for you. You need to dig deep in and resolve that, so I'm going to read what I wrote. So, again, Rylee and I have done our best to encompass what the black students and what we have been dealing with. But Black people are not monolithic. And we can speak for everyone. So please understand that the experiences and things we're sharing are from our perspective and things that have been related to us.

I wanted to emphasize for the people who are, you know, wanting to be allies as I mentioned earlier that we appreciate the sentiments of sympathy and prayers and all of that, but I want to be clear that does not safe our lives doing the work and fighting. If you're unsure how to do that, do the research. There's tons of literature and things out there. I also want to highlight everything that's been going on, this movement is not new.

It's been going on, it really never ended, at least from Black Lives Matter, it's been going on for years it's just the protests are culmination of that. And people from all backgrounds standing with us, and I appreciate that. But, again, that happens offline. We

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

are literally witnessing history right now and we're the largest Civil Rights Movement in history.

And to bring us a system that we all deserve and benefit from. I will say up until this point, it is recognized that while there have been some efforts by GCC, that the solidarity, even in the letter addressing what's been going on with the protests have been problematic in some respects. But also performative at best. So we challenge everyone here, especially those in leadership position to do better.

On behalf of -- sorry, before I say this part. I also want to highlight the fact that in light of systemic racism and all of that, that the food pantry was shutdown at Glendale shortly after the protest occurred. And that was very intentional. And it makes no sense as everything is opening up why they're still shutdown. So I would like to request you open up the food pantry.

No one is in danger of anything, stop accessing these things that people need and stop trying to villainize the protest. We will circulate a petition that will ensure dismantling systematically structure that's GCC. And decolonizing our faculty, our curriculum, and other measures to ensure that we have a healthy and safe learning environment for all of us.

So with that being said, we are trying to change GCC from the inside out in a way

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

that will positively benefit all of us. And I look forward as a member of the BSU and black student on campus being able to see that through. Thank you for your time, everyone.

Rylee, if you would like to say something?

>> RYLEE: I'll just turn it over what you said is more than enough.

>> KAYLA KIRSTEN REGALADO: Thank you so much, Sydney and Rylee for your time, your energy, and for just being here tonight even with all that's going on. And I just wanted to touch on what Sydney mentioned, how the work of anti-racism shouldn't stop after the camera stop rolling. And, so, we need to be on social media, be on the news, be educating ourselves to take this work into our own workplaces to create safe and healthy learning environments here at GCC.

So tonight, I know we want to kind of save time for Q&A, but I'll be speaking a little bit about how we can start to do that work from a student leadership perspective on ASGCC specifically. And discussing a little bit about what we've done so far and what we can continue to do. So Elise, whenever you're ready, go ahead and share those slides. Okay. Before I do that, I kind of want to tell you guys a little bit about what ASGCC actually is.

So ASGCC is the official student government organization on campus. The ASGCC legislature is a group of students elected appointed represent the varied interest of GCC

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

incredibly diverse student body. And we address various concerns of our students and connect the gap between students and administrators by representing students and important college wide decisions.

So we also at one point student group such as Black Student Union and sponsor campus life and if we go on to the next slide, so in terms of progress, we have seen a slight demographic shift in the organization within the last year. And here we have the demographics of the spring 2019 ASGCC legislature, again, we're legislature of 26 people. So you can fill in the blanks and do the math a little bit there.

But, yeah, among the very ethnic backgrounds our students come from, we only had representation from black and African-American students. We had one black officer. Latino Hispanic students and Filipino students. And, again, I was the single Filipino officer on ASGCC last spring. If we look at the percentages, 3.78% black or African-American. 3.8% Filipino.

15.4% Latino or Hispanic. At 61.5% over half identified as Caucasian or Armenian. And if you go on to the next slide, we can see we made some progress and more accurately representing our student body. But we're still lacking major representation of students that come from other ethnic backgrounds.

And it's important to note that we had no black or African-American students in

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

our legislature this year. And at 51.3% still slightly over half our legislature identified adds Caucasian or Armenian. And this is just the first example of the work that still needs to be done surrounding diversity and inclusion in ASGCC specifically.

And these next few slides will be a sample of the results from our campus climate survey Hoover was mentioning which was administered about a year ago, or year-and-a-half ago and this semester, student representatives on the student affairs committee shared this with the rest of the legislature. And, so, 3,000 of our students responded. And pretty much shared their feelings about the racial environment here at GCC, which was really important for us to look at as student leaders whose mission is to ultimately create a sense of belonging for students here at GCC. So if you go on the next slide, we can see some questions and results from the survey. And what I wanted to point out in this data is that black students consistently reported higher feelings of racial segregation here at GCC. And then the next slide.

This next question have you experienced or heard about the following happening at GCC? Race based physical attack, race based verbal attack, race based physical aggression, for example, being bump into on purpose. And among all the ethnic groups taking the survey hearing racial verbal attacks at GCC, again, I want to emphasize at GCC was reported mostly by black students.

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

And if we go to the next slide, sorry, I'm kind of running through these really fast for the sake of time. But we can see the strength continues with black students overwhelmingly being assumed to be a natural athlete or member of the sports team, or hearing jokes related to race that have made them feel uncomfortable.

And if we go on to the next slide, these last couple of questions I want to sit with for a little a while. So has the overall racial environment on your campus resulted in any of the following? Increase in your personal motivation or activism to make change. Declined in your academic or performance/grades. Decline in your physical health. And then the second question has the overall remainder environment on your campus resulted in any of the following?

Decline in your emotional well-being, feeling of frustration or anger, feeling of loneliness, not belonging and/or isolation.

And you know, again, higher percentage of black student's report decline in academic performance/grades. Feelings of frustration and/or anger. And feelings of loneliness and not belonging and as a result result of our racial environment at GCC. And Sydney was generous enough to share the experiences and this result solidified the notion these things are still happening at GCC.

And black students still feel unsafe at GCC because of our racial environment and

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

as a legislature, we were looking at these results and we recognize this is where we need to come in as student leaders and step up and advocate for the overall well-being and success of our black students. And also so many of our other students from underrepresented represented groups at GCC. So we've done a few things and I don't want to forget to highlight what we've done so far. This semester, we adopted a

Model for our priorities and goals for our our student teams programming. So, in other words, social and educational events hosted by and for students as well as our larger campus communities. And through this model, we decided it was important to prioritize diversity, he can key, and inclusion objectives for the educational events.

And it would be impossible to represent the interest of diverse student body without events centered around equity, diversity, and inclusion. And this semester, we made a tiny step forward by hosting the colleges first Asian Pacific American heritage month celebration with diversity and Filipino programming and as only Filipina on the executive team and being part of the underrepresented group here in campus, it was important for me to get the program going.

And, hopefully, set the culture going for other student body and in addition to events, all the officers were required to attend the colleges equity and inclusion training this semester. Again, as student leaders, it was we felt it was important for to us

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

familiarize ourselves with what equity, diversity, and inclusion truly means. Like Sydney was mentioning, there's a lot of terms being thrown around.

Sometimes there's really no deeper understanding of what those mean. And we saw the slight demographic shift in the organization over the last year. And if we go to the next slide though, with all of that data from, you know, these last slides and even with the things that we started to get going on ASGCC, it's really clear that there's so much more work that needs to be done on this campus at all levels of leadership.

And it's really important for us to expand our cultural programming by working more closely with student organizations such as Black Student Union and GCC Familia. Because as it stands, we don't have a lot of that representation on our leadership. So we really have to kind of, you know, be in touch with what those students actually need.

In order to develop culturally relevant events that foster sense of belonging for students on campus. And, again, we need to listen to, and center and amplify the voices of our underrepresented groups on campus. Especially the voices of our black and African-American students given the results from that campus climate survey we saw.

And one way that can be accomplished in the most important area of improvement for our organization in my opinion is to really analyze our recruitment and selection processes. So are we actively reaching out to those students groups that are

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

not currently being represented on student government? What communication plans can we develop with those student groups?

So that they're informed when our applications open up, or how our interview processes work. And you know, by no means this is a comprehensive list of what we can do as a student government, but this is what we can just get started with to create more racially inclusive environment for our students here at GCC.

And, yeah, that's end of my presentation. I tried to make the as fast as I can. I just want to thank you, guys again so much for tuning in tonight. And if you want to stay connected as we continue to push for this progress at GCC, I think I put down our website down there. Glendale.edu/AS and that's the GCC website. And you can follow us at Instagram [@AS.GCC](https://www.instagram.com/AS.GCC). And you can follow our Instagram for [@BSU.GCC](https://www.instagram.com/BSU.GCC).

>> MICHAEL DULAY: Thank you, everybody, I have the questions. The first question is for the panel. The deconstructing racism series has been both appreciated and necessary. But to some maybe seen as reactionary. What measures are your organizations or the college as a whole planning to take to continue this dialogue into the future?

>> HOOVER ZARIANI: I can try to answer partially. I don't know if it's reactionary. I think a lot of people on campus felt like we have to do something. And it was only one

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

step. And it's a small step. If we have more time, after questions, there are a list of recommendations of what we are supposed to do.

So as far as a campus, the things that were being mentioned by Sydney, some of those things happen on campus, but not in a coordinated or organized way that is communicated to students. So it happens here, it happens there. But it can't be that way. It needs to be the whole campus, our whole system of education. Not just classroom, outside of classroom.

It has to be everywhere. So I don't know if it's reactionary, but it's definitely needing to address the issues in some ways or form. And it's not to say that this is the end all. It's the first step, tiny step that needs to continue.

>> MICHAEL DULAY: The person who asked the question sent me a message saying it's not meant to be confrontational. What would happen once the COVID-19 is over that we would return to old ways and there wouldn't be sustainable change?

>> HOOVER ZARIANI: I isn't taking it like that but I can see how people take it that way. No, that's fine. Sorry.

>> MICHAEL DULAY: Moving on to the next question. Hoover, let me read that one. Actually, Hoover, what is the star program at the college? I heard it work with local schools.

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

>> HOOVER ZARIANI: That's one of the things I ran out of time. I apologize. It's literally call students talk about race. And the concept is that we train our GCC students in this program which has a set lesson for 8 weeks. And we place them at our local middle and high schools. And in teams of 2 or 3, hopefully diverse teams.

Students go once a week for 8 weeks to the same classroom. If they discuss issues related a lot to, obviously, race and prejudice and how to interrupt racism and prejudice. Not just learn about it. About gender and stereotypes. Race, gender, et cetera.

So it's designed to get students in the middle and high school to talk. And the facilitators, the college students, actually learn facilitation skills on how to do that. So we train them before we match them to a class in the community. And one of those schools.

So that's one thing that we've done for, gosh, for like 20 years. And we have not many schools that are participating in that. We should have more. But hopefully, now, we will have more.

We reach out to all our high schools, middle schools, local. Not just Glendale, but Los Angeles area, close by. And we normally get one or two interested schools. That's usually the max. So we'll see how that goes. But we plan to continue it in the future.

>> MICHAEL DULAY: Thank you. Kayla, did you have something to add to that last question? I apologize.

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

>> KAYLA KIRSTEN REGALADO: I'm good.

>> MICHAEL DULAY: Next question here. That's a separate one. I'll email you Hoover. Thank you so much talking about many terms we use to label people around the world. And they're actually precise and culturally and geographically based as they're Angelo centric. Meaning we were given labels Middle Eastern due to the location in the West rather than geographically located.

These folks refer to the term SWANA. What is this decolonial word in place of the Middle East and? And why do you think we has to be adopted it broadly. For members of our community, including SWANA and beyond?

>> HOOVER ZARIANI: One of the USC recommendation, the question that Kayla was talking about is to do that. It's to look at our curriculum and see where we can work on injecting learning about race and racism. But also examples of what was shared in the question. Personally, I like new terms that are more descriptive of people.

So I have no problem using that term. The only problem I foresee which is obvious is whether the general public will catch on. But you know, that comes overtime. But, yeah, I am more for identifying as people want to be identified. So one thing I didn't share is in the Middle East, people usually identify with their culture or subculture of a culture.

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

Or their ethnic background. So they don't necessarily identify as a nationality, but more closely with culture. When I was inborn in the Middle East quote-unquote, I never heard the term Middle East until I came to the United States. So we didn't think ourselves as that. So it means nothing to me.

I would say I'm Iranian, Armenian, American. That's how I identify.

>> MICHAEL DULAY: Thank you. Couple more questions here. I heard that other college campuses, that at other college campuses create spaces where only faculty, staff, student of color come together and talk. No people of white decent? Do you see GCC doing something similar? Do you think that can be healing?

>> KAYLA KIRSTEN REGALADO: I can address this one if no one else has anything to say. Definitely. So we had one weekend where we had two healing circles. We had a community circle for allies and we had a community circle specifically for our black students. And with licensed black therapist and having more of those, we've been doing these healing circles as kind of an open space where people can discuss everything that's going on.

And everything that's being covered in these lectures. But I think we do need to continue that work and continue to provide healing spaces and just mental health resources in general for specifically our black students and our other -- and our black

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

faculty and staff. And our other faculty, staff, and students of color.

So, yeah, I can definitely see GCC doing something similar and kind of continuing and expanding upon that work.

>> MICHAEL DULAY: I have one last question and just a comment about tomorrow's session. Are there any future plans to involve the BSU in leadership decisions?

>> KAYLA KIRSTEN REGALADO: The leadership decisions, could that be clarified a little bit?

>> MICHAEL DULAY: I'm waiting for a follow-up from the person who asked the question. Certainly, I'm answering questions tonight, but I'm the division chair of social sciences. And, so, for what it's worth, I would certainly invite having conversations about having some of those things. Tomorrow talk, obviously, the intent was to wrap-up these first lecture series understanding this was going to be first of many efforts of the college to address the issues going on in the country.

It would be foolish to think we can address everything in one shot. In fact, it would be hasty to structure raise topic which we may have not had enough time to prepare. One of our lecture series that will happen in July actually reached out to a faculty member doing dissertation on police reform and we'll have sessions directed at

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

that. Your phrase for what to do with the lawsuit.

But we'll have separate conferencing about that and activities planned into July as part of the month called justice in July. And we understand that's supposed to be a movement entitled justice in June. But we'll continue again, to try to make efforts to have conversations so we can sustain them and address different kinds of change. Based on the batch of questions that we received so far across the last 7 days, my understanding is that roughly 60 or so folks that attended most sessions of these series. And some people have been only come to parts of it. So things may get missed. So we'll talk within differences tomorrow night. And we'll also talk about forms of community and tomorrow we're going to look at athletics as one example and we'll look at them more as weeks come forward. And we'll try to round out tonight looking at sound track for resistance.

So I encourage everybody, if they're available to come and join us tomorrow at 5:00 p.m. We'll follow a very similar format. And, of course, if you have any other questions that we were not able to get to this evening, please feel free to send them here. I see Hoover is also posted his email address there in the chat.

And Kayla, I believe you may have additional before you wrap? Thank you.

>> KAYLA KIRSTEN REGALADO: Yeah, Elise, you can close.

DISCLAIMER: These notes represent a CART session (communication access realtime translation). CART is for the general purpose of communication access only. This is not a certifiable document, is not strictly verbatim, and represents the content of the class or meeting. As such, these notes are not acceptable for use in any legal matter. These notes are either provided as rough notes, or are lightly edited and are provided as a courtesy only for the personal review of the individual(s) who utilize CART/Captioning services.

>> ELISE DULAY: Thank you for joining us tonight. I know this was a really heavy topic of discussion. And as people have mentioned earlier, we will be having a healing circle tonight at immediately after this. The link is in the chat. And I just personally want to thank everybody for engaging with us tonight. And I want to especially thank our speakers, Kayla, Sydney, Rylee, and Hoover.

And as Professor Dulay said, if anybody has any additional questions and questions that have not been answered tonight or any previous nights, we will be addressing them tomorrow night as well. Yeah. So, thank you, everybody, for joining us. And please join the healing circle if you would like to discuss.

[End of Session]