

CCC + LGBTQ+ Summit
November 11, 2017 @ UC Riverside
Opening Plenary Transcript

Speakers:

Nancy Jean Tubbs – Director, LGBT Resource center, UC Riverside

Dr. Michael Paul Wong – Dean of Student Services, Moreno Valley College

Rhonda Mohr – Interim Vice Chancellor, Student Services and Special Programs, California Community Colleges Chancellor's Office

Dolores M. Davison – Secretary, Academic Senate for California Community Colleges; Professor & Chair, Departments of History & Women's Studies, Foothill College

Courtney Cooper – President, Student Senate for California Community Colleges

Nancy Jean Tubbs: The last thing that I want to say, before I turn it over to Michael Paul, is we have a lot of people say, "Why is UCR hosting this conference when I go to California Community College?" So I'm going to tell you a brief history of how this came to happen.

We had a summer graduate intern named, Jessica Newman, three years ago and for her summer project, she worked with Riverside City College about what they could do to improve resources for LGBTQ students. Because she did that work, she inspired me to do an inventory.

I visited all 114 websites of California community colleges, and I made a list of what I found. There's some exciting stuff that was happening, but compared to the other systems, there weren't a lot of resources, as students in the room know, for LGBTQ students.

In addition, after we posted that inventory on a blog, we start getting phone calls from staff, faculty administrators about, "Well, what could we do or how could we develop more resources?"

So some folks in California community colleges worked with me to create this event. It was planned by California Community College staff, faculty, administrators, and the students. Logistics were done by professional staff and volunteers at UC Riverside. The motivation for me, to have you here... I want to take a moment and I want to ask all the students, clap your hands if you're a student from a California community college. Clap your hands.

Clap your hands if you're a staff, faculty, or administrator from a California community college. Students, you heard that second clap, every one of those folks are here, to make sure you, as an LGBTQ student or ally succeed at the California Community colleges. They are here for you.

I want to back track a moment and just explain, I'm having vision problems. I can't see anyone's faces. I'm assuming you're all smiling at me. Awesome. If I could see your faces, I wish I could, because what I see if you're a student ... as far as I'm concerned every one of you are future Highlanders. I'm not saying you have to apply to go to UCR, but really you should apply to go to UCR. We want you here. UCR wants you here. We want you here, not despite the fact that you may be LGBTQ, but because you are LGBTQ. Because we value you.

And if you haven't had a chance to stop by the fidget cube table, to get some marketing from Admissions, do so before the day is done. We'll give you a fidget cube as a thank you. But mostly, I want to say thank you all for giving up a Saturday, for many of you a three day weekend, to be here, and I'm going to turn it over to Michael Paul. Welcome, y'all. Welcome.

Michael Paul Wong:

I'm Michael Paul Wong. Dean of Student Services Counseling at Moreno Valley College. Thank you so much, everybody for being here. It's just so exciting and you know one of the best things about working in a California Community College is that you get to do so many first time ever kind of things and this is our first time ever Summit so it's really exciting. Give yourselves a hand for being part of history.

When got a call from Nancy Jean, you know, she just put it out to a whole bunch of people and said, you know, "Hey, who wants to work on a summit on the state of LGBTQ people in the California community colleges?" Of course.

You know, when we worked in the community college or community colleges you know whenever somebody says, "Hey we've got some work to do, it's really important. Let's do it." You know, we're like, "Yeah, me, me, me!" And then sometimes you look around and nobody else is doing that but in this case a lot of people jumped in and said, "Yeah" and I was one of them so I'm so proud to be a part of this effort.

We've got some fantastic speakers for you today, but also as a former staff member here at UC Riverside before I came to California Community Colleges, I do want to echo what Nancy Jean is saying about UCR. They really should [inaudible 00:04:17] from my own personal experience.

So let me introduce some amazing speakers who are going to be coming to us today. I'm going to introduce them and then they're going to do some opening remarks. Does that sound good?

Okay, so on your left is Rhonda Mohr, she is the Interim Vice-Chancellor for student services and special programs for the California Community Colleges. So let's give a hand to Rhonda.

And next to her to your right, in the middle is Dolores Davison and she's the Secretary of the Academic Senate for the California Community Colleges,

Professor and Chair of the Departments of History and Women's Studies at Foothill College, so let's give a hand for Dolores.

On the far right, to your right, is Courtney Cooper, who's the President of the Student Senate for the California Community Colleges.

[inaudible 00:05:23] but also, I think for the rest of us, I think one of the things that we're going to get out of today is just a really good briefing on how does a community college work? So how does the leadership work and how does change happen?

So we've asked each speaker to give us a little ... include in their opening remarks a little explanation of what it is that they do and what is their organization. So you're going to get a little bit of that. So Rhonda, would you like to start with opening remarks?

Rhonda Mohr: I would like to.

Michael Paul Wong: Is this working? There we go.

Rhonda Mohr: Couple seconds-

Speaker 4: Two second delay.

Rhonda Mohr: Okay. Good morning everyone. Thanks for having me. When Nancy Jean invited me I think she told me maybe hopefully 100 people would arrive and now I think we have 400. So, yeah. Good job. Good work.

I work in Sacramento at the Chancellor's Office so since a lot of you are students and maybe don't know what the Chancellor's Office even is, I'm going to start out with a little two minute, try to keep it to two minutes.

So most public segments of higher education have a system office. At the Chancellor's Office we're about 140 people in Sacramento. Our most important function, if you talk to all the administrators at the California Community Colleges is to send them the money.

So the state in the Governor's budget, and the legislature appropriates about eight point six billion dollars to the 114 community colleges and the two point some odd million students and at the Chancellor's Office we send the money.

We also tell you all the rules. Tell the campuses all of the rules about how to spend that money. So we make regulations, we help implement and interpret the laws that the legislature sets out.

One big difference though between the California Community College system Chancellor's Office and the system offices for like the California State

Universities and the UCs, the CSUs and the UCs system office have a lot of authority. So the University of California President's Office, which is in Oakland, can really boss around the UC campuses. They have authority. The CSU system office is located in Long Beach. They have a lot of authority.

In addition to laws regulations and giving out the money the California Community Colleges are organized, 114 colleges into 72 districts each of those districts has a locally elected Board of Trustees. And there is a lot more local decision making that happens at the California Community Colleges than some of the other public education systems.

Which is nice, because you get to have a local voice. It makes it a little bit more difficult because sometimes when you want everybody to be doing the same thing, we don't have the authority at the Chancellor's Office to ensure that everybody's doing the same thing. So your job locally is a little bit more difficult but you also do have local autonomy and control to make sure that your districts and colleges are making decisions that help your community and the people that you care about.

So, speaking of money we have, I try to think of some of the pots money that you would be interested in. There's 140 million dollars that's appropriated to all of the community colleges for equity. In addition, there's 260 million dollars for student success and support. There's 100 million dollars for basic skills. We just got this year 135 million dollars for a Guided Pathways project. A couple of years ago there was a one time funding for equal opportunity employment funding and we provided some training.

So we send out those pots of money. Let me concentrate on the equity funding for a second. So 140 million dollars started in, I think '14-'15 was the first year those funds came out. And there's a list of 14 populations that that money is supposed to help. You're not one of them. So there was legislation that the Governor just signed in October that added LGBTQ populations as one of the equity populations that must be included in disproportionate impact studies and in determining the use of that student equity money.

It's good. I'll take a little bow, because I asked our legislative staff in government relations to specifically add LGBTQ to the education code. Because what I saw happening is institutions were asking us, "Are we allowed to spend any of that 140 million on LGBTQ?" And I would say, "Yes of course you are. They're an equity population." And many would point to the legislation and say, "But it doesn't list LGBTQ in here so we are having trouble getting our campuses to send any of that money our way because it's not expressly called out in the legislation."

So even though I would send an e-mail note, you know, with my high status, not, even though I would send an e-mail note giving them, you know, permission, there was still hesitation at the local level because they didn't think

the law allowed that money to be spent on LGBTQ. Some campuses were doing it, others were not.

So the Governor signed the legislation. LGBTQ and actually homeless populations were added to the legislation. You can now spend money on LGBTQ populations and colleges are now required to conduct disproportionate impact studies when they next do their student equity plans.

For the students in the audience, let me explain what that means. For three or four years, colleges have been required to conduct disproportionate impact studies by gender for Latinos, for African Americans, for Asians, for foster youth, for veterans. So there's 14 of those. There's two more added now, LGBTQ and homeless.

Disproportionate impact studies, and there's lots of them, I was going to give you one example and I was going to use the example of transfer. If your transfer rate on your campus is 35 percent of those students who indicate transfer as their goal, everybody on campus is 35 percent. But if you conducted to study to see what the transfer rate was for LGBTQ students and it was only 14 percent that's the disproportionate impact. If your campus is transferring 35 percent of its general population but only 14 or 15 percent of the LGBTQ population, there's a problem there. That's called an achievement gap. And that's what that money is meant to help address.

So you have, in your hands right now, legislation from the state of California and help from the Chancellor's Office up in Sacramento and help locally to make that happen. It does require still local efforts. I can't tell your campus to spend one sixteenth of that 140 million dollars on your population. I don't have the authority to do that. You've got to work that out locally. Okay?

And just seeing the people in this room and the support, you have the power to do that. Okay? You just got to keep it up. Am I running out of time? Okay.

Just a couple more things. In order to conduct the disproportionate impact studies, you have to have the data. We've been on the CCC Apply application, which the vast majority of our colleges use for admissions data, there is a question about sexual orientation and gender identity on that application. We have been dutifully collecting it because legislation said we had to over the last couple of years, but we haven't been sharing it with you.

The folks that run our technology center have had a hesitation to share that data with the campuses because they're afraid for LGBTQ students' safety. We have the LGBTQ community for the most part saying, "Where's the data? Where's the data?" But our technology center is saying, "There's a liability if we share the data and a student is harmed because of sharing that data."

It's been for a good reason that the technology center has been hesitant to share the data, but we think the data needs to be shared.

Steven Deineh: These are legally protected characteristics in the state of California, just like gender, veteran status, ethnicity ...

Rhonda Mohr: There is absolutely no reason for us not to share this data. It became a ... we had to actually, our attorneys had to send a letter to the technology center and pretty much demand that the data be released. It was supposed to be released yesterday so that I could come up here and get like extra fidget things or something, a bigger bottle of water. The data is ready to be released, we're going to test it with a couple of institutions next week. Within the next couple weeks you'll have your data.

Some institutions do not use the CCC Apply application, they have their own application, so if you're from a college that has their own application, if your college is not collecting that data, you're going to have to work with your college to get that data collected and then share that data with the research department. I think there's only 10 or 12 colleges that run their own admissions application and you'll have to check locally. I didn't come with a list of those.

I think I'll stop there and let Dolores talk, because I've been jabbering.

Dolores Davison: Thank you. Good morning so my name is Dolores Davison. I am the Secretary for the Academic Senate for California Community Colleges. I am a 24 year faculty member at Foothill College as the Chair of the departments of History and Women's Studies. We were one of the first Women's Studies programs in a California Community College created in 1972. We actually were before most of the UCs so that's a small proud moment and I'll say nothing else. No, so the Academic Senate for California Community Colleges represents the 58 thousand faculty, part time and full time in the community college system in terms of academic and professional matters.

We are not a union, we are an advocacy group increasingly because we really haven't had a choice, but our focus primarily is on areas around things like curriculum and program development, program review, roles of faculty within the curriculum processes, grading, all of those sorts of things. The Academic Senate for California Community Colleges was actually founded 50 years ago, next year. The power of the Academic Senate both at the state level and locally comes out of legislation that was passed in 1988 by John Vasconcellos. he was the author of AB-1725 which is the legislation that granted all of your local community college academic senates power over what's known as the 10 plus one, which are areas such as curriculum, grading processes, program development, those sorts of things.

And the reason that I'm sharing that with you is that's because faculty are the primary creators, purveyors, etc. of things like curriculum. And so on your

campuses, if you have a program that is an academic or student services program, it is largely created by faculty. One of the absolute heroes of this particular movement in terms of curriculum development is here and if you have an opportunity to see him speak this afternoon, Johnnie Terry from Sierra College ... I have to say that most of what I do as the Equity, Diversity and Action Committee Chair this year centers around the, "What would J. do? What would Johnnie do?" That's what my WWJD bracelet is. Because this year I'm fortunate enough - really I seriously like, "What would Johnnie do about this? Would Johnnie agree to this? No Johnnie would think this was a dumb idea. I won't do this."

Most of the time Johnnie agrees with me, but, you know ... But the Equity and Diversity Action Committee for the statewide Academic Senate, which I have the privilege of chairing this year is focused on a number of issues around equity and diversity. The plans that Rhonda spoke about, about not including LGBTQ students in the original 2014/2015 plans, the Academic Senate passed a resolution in 2015 demanding that LGBTQ students be included in those equity plans. And we ... Thank you. Thank you to the one person. I'll take that applause. I'm faculty, I'm needy. I need feedback.

The Senate started putting pressure on the Chancellor's Office in spring of 2015 that this was a population that needed to be included. We needed to look at the disproportionate impact. I know that there was a comment about the concerns about releasing that data from the tech center. I happen to teach at Foothill College in the heart of Silicon Valley, one of the most fortunately open and proud areas of California, but I have a lot of colleagues that teach at colleges that are not nearly that way and that are not necessarily of the mindset that having LGBTQ students on campus is such a good thing. And so there were concerns that those students would be targeted, especially if those populations were really, really small and they could be very easily identified.

So the tech center did hesitate, the Chancellor's Office, thank goodness, continued to fight until that information will actually be released in the next couple of weeks. And the Senate will continue to work with that information to inform a number of different decisions about what we do.

In terms of the makeup of the Academic Senate, there are 14 elected members, four officers, of which I am one, and then ten regional representatives. And the 14 of us represent the 58 thousand faculty around the state. If you think that that is crazy, you are right. We do have a lot of volunteers and I saw Peggy Campo come in somewhere. She's here from Norco College. Johnnie Terry has served on a number of committees for us over the years. We've had a lot of assistance so a quick plug to any of the faculty in here, I still need one more member of the Equity and Diversity Action committee for this year, and I'm always looking for additional folks to help out so if you're interested talk to me afterwards.

Thank you for inviting us. I'm looking forward to Michael Paul's follow-up questions and I've got a whole bunch of things we've been doing that I'm happy to talk about when we get to those questions. So I'll turn it over to the person you all came to hear, I hope, which is the amazing and talented Courtney Cooper.

Michael Paul Wong: Before we hear from Courtney I do want to say that I've [inaudible 00:23:48] this room including myself, are in the process of writing these student equity plans that are now legally required to include information about what is the status of your LGBTQ student and what do you plan to do to address disproportionate impact so [inaudible 00:24:08] have a variety of structures in terms of their process, but at the local level, every community college must pass that equity plan past their academic senate. So, if it doesn't ... I will personally take this document to our academic senate next week Monday and if it doesn't have LGBTQ they're going to ask me [inaudible 00:24:31] So just another-

Dolores Davison: He's on the hot seat.

Michael Paul Wong: Piece on the local side of exactly how this fits to your personal, you know, the individual campus where you either work or go to school.

So, I'd like to introduce ... sorry...

Dolores Davison: Go ahead.

Michael Paul Wong: Courtney who is the President of the Student Senate for the California Community Colleges.

Dolores Davison: Yay.

Courtney Cooper: [crosstalk 00:25:02] really quick, from the student perspective, a quick plug [inaudible 00:25:08] I was the student rep on the Equity Diversity Action Committee. It's an amazing committee, it's still one of my favorite [inaudible 00:25:14] that I've done statewide so, quick plug for that [inaudible 00:25:18].

So, how many- just to get a gauge, how many students in the room have heard of the Student Senate for California Community Colleges? [inaudible 00:25:26] and how many of you are coming to the General Assembly next week. [inaudible 00:25:29] There we go.

Speaker 4: One, two, three.

Courtney Cooper: So we're [inaudible 00:25:31] that number. I don't know if [inaudible 00:25:34] though. So, the Student Senate for California Community Colleges it's kind of embarrassing that more of you don't know about it because there is a delegate on every campus that is supposed to be voting for your voice. So the Student Senate for California Community Colleges, we represent all 114 campuses

because [inaudible 00:25:54] 115 ASOs, Associate Student Organizations, and the two point one million students that are currently enrolled in our system.

We have the largest system of higher education in the country and possibly in the world and so your voice is very important to what we do. The way that our system works, or our board, we've recently become incorporated so we are a non-profit organization. We're all student run currently. We have no faculty or staff. We are run, right now, [inaudible 00:26:23] grant through the Chancellor's Office [inaudible 00:26:27] we'll make it work.

The state is split up into ten regions so you first need to know what region you're in and then each campus has a delegate. You decide who that delegate is. Some codify [inaudible 00:26:40] your bylaws where you say, the student trustee or the student President they will always be your representative, but they are your voting voice.

And you might think, "Well, why is that important?" It depends on like where you're at and how you see your own student government, but the reason why that's important is because the law that we're talking about AB-1018 that was a law that we sponsored.

Speaker 4: Yay.

Courtney Cooper: So huge, huge shout out to Assemblywoman Reyes she is a Freshman Assemblywoman and she came to us and said, "We want to do something to help more students." And we had said, "What kind of language [inaudible 00:27:17]." And she asked the students what we need. And this comes directly out of what you, the students, have told us, what do you need? What is the problem you've seen maybe be on your campus that can be affecting students statewide?

And so now it's been signed by the Governor. That's a law. That's something that came out of student voices that said that homelessness is an issue, and LGBTQ rights are an issue on campus. So from that, the General Assembly that I mentioned, that's something where we get together twice a year so in the fall and spring and we usually have about 90 to 100 of the 114 colleges represented.

As I said, the delegates are the voting body, so each school, you have one vote, one voice, that you get to decide. You also give us resolutions so these resolutions you might put forward and say things like, "We want homeless students to have access to the showers on campus." "We want foodbanks." "We want healthy, sustainable food." "We want to have transportation that's affordable and accessible."

So from that language, again, two years ago we had a student, I believe from Santa Barbara Community College. They put forward a resolution that wound up turning into bill language for AB-1995.

[inaudible 00:28:26] himself, who is the graduate of the community college system picked it up because he used to have to take showers out by the beach while he was a student and he was homeless. From that, in one [inaudible 00:28:34] cycle we wound up getting that law passed. That came directly from a student voice.

So if you're wondering why Student Senate is important, if you're wondering why you're important, that's why. Because when we actually get together, we might not have a big budget, we might not have a lot of people, we have a board of 37 members representing two point one million students. You all are what makes it happen. When we ask you, "Can you help get us data. Can you come to the state capitol [inaudible 00:28:59]. Can you sign this [inaudible 00:29:00] postcard so that we can make sure we can deliver it [inaudible 00:29:02]." You are so important to that.

So I want you all when you go back to your campus, find out who's your representative? Who's voting for you at these regional [inaudible 00:29:09]? Who's voting for you at the [inaudible 00:29:11]? Is your voice actually being heard? Are the issues pertaining to your campus actually being put forward?

Last year we had another [inaudible 00:29:21] that went out about [inaudible 00:29:22] transit. That if you're going to talk about having these green communities and things like that, students need to be able to get there. And unfortunately it was vetoed, but we're going to bring it back next year and I hope that we can have your buy-in for that. That if that's something you see as important, we want to be able to fulfill it.

The vision of this organization is that we are a bottom-up organization. Think an upside-down triangle. The two point one million students tell your delegates and you tell us. You tell me what you need to get done. You have the power, you have the voice and if you're not being served well, dispose of them, flip it over, but we need to keep moving forward. We don't have time for people who are just in their positions only for the titles.

Hopefully that kind of gets you all to look into it. Go to studentsenateccc.org and if it doesn't work, we're in the middle of trying to fix the website, if it doesn't work just hit refresh. It's there, trust me. But check us out. Find out whose representing you. Find out your voice. And you can find my contact on that website as well.

Michael Paul Wong: Thank you very much.

Okay, this part of the program we have a few general follow-up questions and a few specific follow-up questions for individuals. So you are ... our panelists are doing a great job because I keep having to like cross off follow-up questions. Things that they've already said.

- Speaker 7: Yeah.
- Michael Paul Wong: Okay. So, if you have a question, you can get up and- wait a moment though, you can get up and go to the center microphone, but first we're going to have a few follow-up questions.
- Michael Paul Wong: Okay, while we're adjusting our seating, I have a question for each candidate to answer one at a time.
- Dolores Davison: Candidate?
- Rhonda Mohr: Candidate.
- Dolores Davison: Each candidate?
- Michael Paul Wong: Did I say candidate?
- Dolores Davison: You did.
- Michael Paul Wong: Are you running for something?
- Rhonda Mohr: Queen.
- Dolores Davison: Yeah, Queen. I'll take Princess.
- Michael Paul Wong: Okay, you are all in positions of leadership with the California Community Colleges. Please share what California Community Colleges is currently doing to support LGBTQ people on campuses or in the system.
- Rhonda Mohr: I think I was supposed to wait until this question before I gave my long talk.
- Michael Paul Wong: So, is there anything else you'd like to add?
- Dolores Davison: I'll do one. Want me to do one?
- Rhonda Mohr: No, I have one.
- Dolores Davison: Okay, you do yours.
- Rhonda Mohr: I have one that I wanted to say toward the end, but maybe this is a good space. I am a leader at the state level at the community college Chancellor's Office. So I have a lot of influence.
- I was born in 1955. When I was young, I thought people my age were old. Right now I consider myself middle-aged. So I went to a conference last week with a younger staff member and after the conference was over she said, "Oh, that

was amazing. There's all these older people, mostly women, who are the leaders and there's not a lot of young leaders."

So, as I was preparing for this I thought, "I am an older, middle-aged, straight, white woman and I'm in charge of the 140 million bucks for equity." I was born in a Democratic household, but my parents didn't really, we weren't intentional about being inclusive. I wasn't raised with a lot of exposure to people other than myself. Straight white families. I kind of take it for granted that I'm open and inclusive.

But what I've realized since I came to the California Community Colleges and what you and other groups have taught me is that I can't take that for granted. The people around me think the same way I do that I'm naturally inclusive. That I and we have to be intentional about what we do. And it's been a great lesson for me personally and that's how I try to use my leadership position is to help make intentional decisions that will help you and other populations that have achievement gaps at the California Community Colleges.

So I appreciate the ability to do that.

Dolores Davison: Oh, fine. So I get to follow that by being not all of those things.

Rhonda Mohr: She's not old.

Dolores Davison: Oh, I'm old. I am old. I had a milestone birthday this year and boy, you do not realize what that means until you get that AARP card in the mail.

And you're like, "What the hell is this?"

Michael Paul Wong: Do we have a senior discount?

Dolores Davison: Don't even go there.

Rhonda Mohr: If you've ever flipped off a piece of mail ...

Dolores Davison: I set it on fire in my backyard. I really did. So I will say, similar to Rhonda, I am white, I am straight, I am binary, I identify as such. I did grow up in a much more inclusive ... in terms of diversity. I grew up on the east side of San Jose. We were the only white family in the neighborhood. I didn't think anything about that. Never occurred to me.

I had a significant number of friends, even in high school that were out, some of them very publicly, some of them very privately. I knew a lot of it. And it never occurred to me that that was anything different from what it should be.

I have a 13 year old niece who is currently questioning her gender identity. My sister calls me because I'm the one that can call her and talk her down and make sure that she understands that that's okay and I'm the safe space.

Having said all that, about my background, I think of the most important things that community colleges have done in the last couple of years, in terms of what the Senate does and in terms of curricular development, is the creation of the Associate Degree for Transfer in Social Justice.

We had significant discussions at the statewide level. How many of you are familiar with the Associate Degrees for Transfer? Okay, Okay, cool. Excellent. Those of you that aren't familiar with these, in two quick sentences, it is a degree that you can take a community college that guarantees you admission into the CSU system in a similar major. Does not guarantee you admission into a particular college, does not guarantee you acceptance into a specific major, it can be similar.

There was nothing in Gender Studies, LGBTQ Studies, any of the area studies that we consider. Latin-American, Asian and Pacific Islander, any of those. And that was not part of the legislation initially when SB-1440 was passed, that was not part of the legislation.

New legislation was passed two years later, to include what we call Area of Emphasis degrees and the Senate fought very hard that one of those should be what we called Social Justice Studies.

I was involved in the initial discipline interest group meeting. I will tell you that we fought fairly lengthy battles about what we were going to call that degree. There was talk about whether it should be Race, Gender, and Ethnicity and then people were like, "Well, wait a minute, that doesn't include this population." "Well, then we should call it Sexuality studies." "Well that doesn't include this population."

And ultimately Social Justice Studies seemed to be the best idea. And it is an umbrella degree that incorporates more than 24 degrees that you can transfer to at the CSUs. It includes everything from Women's Studies, and Gender Studies, Sociology focus on Sexuality, Asian Studies, Asian-American Studies, African-American Studies, LGBTQ studies, Queer studies. Huge realm of options for you to transfer to at the CSUs.

What it has done is it has provided an opportunity for students to see that those degrees have validity and significance and value on campuses across the CCC system. When you're talking about something like the program that Johnnie Terry started at Sierra, that was the first program in the state at the community college [inaudible 00:39:53]

Michael Paul Wong: One was San Francisco, but they don't count.

Dolores Davison: Oh, I do have to say CCSF-

Michael Paul Wong: I mean that's obvious.

Dolores Davison: We got CCSF folks in the house? Yay. Nicely done.

So, considering that this program that Johnnie created was in a relatively, I would say comparatively conservative area with some real concerns about LGBTQ issues, and he managed to carve that program out of pretty much nothing and make it extraordinarily successful. But those students didn't necessarily have a program to transfer to. And they didn't have a guarantee that they would be able to transfer and the ADT program has guaranteed them a spot when they transfer.

Right now, I believe that there are seven colleges that are either working on the ADT or have had it passed. CCSF has four different tracks that you can do with the ADT, Foothill has three. So you can focus, you can do a focus in Gender Studies, you can do a focus in LGBTQ Studies and then you can transfer to a CSU and earn a degree in that program that you can then go and use for anything.

That is a program that will translate into almost any kind of job. So that kind of work that the statewide Senate has focused on and has been really integral in, I think is one of the things that we've been doing, or we've been trying to be doing- trying to be doing, that is a fabulous sentence- trying to do.

Mornings are not my strength. This whole get here by nine thing, I was like, "Really?"

But those are the kinds of things that we've been working on statewide to ensure that students have places that they can do and things that they can major in that matter to them and that are important to them. And that hopefully will lead them to come back and teach at the community college level, which is another one of our goals. We want our students to come back. We want you to teach for us and be with us because you reflect the diversity far more than our full-time faculty do at this point.

Rhonda Mohr: [inaudible 00:41:56]

Dolores Davison: I mean, yeah, no, I know. We all know that. I mean, you know, I'm in a field that is white men and there's nothing wrong with that, but it's difficult when I'm sitting in a class for Latin-American studies and I have no Latino faculty. I have one Hispanic faculty member in my department.

So the more diversity we can bring to the campuses in the more areas, the better that is for our students, the better it is for our communities. The better it is for educating future voters.

So, okay. Off the soapbox, handing off the Courtney.

Courtney Cooper: So first I'm going to push it a little bit with what is an LGBT issue. Immigration rights is an LGBT issue. Black Lives Matter is an LGBT issue [crosstalk 00:42:39]. Access to healthcare, access to [inaudible 00:42:43] that's an LGBT issue. So I will say that that's something we need to keep in mind, that none of us are these individual silos. That we are this Venn diagram, which is beautiful and which is intersectional. We need to keep that in mind that our brothers and sisters and our non-binary cousins, they are in every demographic and part and we need to be above that.

And I know that everyone thinks like, "Oh just because you're all minorities, or just because you're all LGBT we're all like on the same team now." There's going to be internal conflict, there's going to be internal fights. Not everyone agrees that marriage equality is the greatest hurdle we have to get over. I want the right to housing without discrimination. I want the right to work without discrimination. And that's something that still needs to be fought for. Needs still [inaudible 00:43:23] at the forefront of our mind.

And when you're asking, "Well what does that [inaudible 00:43:26] on our campuses?" I would say that there has been a push to recognize that 30 percent of the DACA students, [inaudible 00:43:33] in this country are in the community college system in California. 30 percent just [inaudible 00:43:37].

Imagine if you went to class and 30 percent of your classmates were gone. Homelessness is an LGBT issue, foster youth is an LGBT issue, and this is passionate for me because I am all of these demographics.

I did not grow up in a very diverse community or in a very accepting home. I'm from Louisiana. I am a black woman from Louisiana who [inaudible 00:43:57] who is semi-closeted. My brothers know about my identity. I [inaudible 00:44:01] ever tell my family. I did not tell my mother before she passed. And that's a right that not everyone has to come out. And even recognizing that that is not a one-size-fits-all.

So what I would say was the biggest push in the California Community College system, there's two things. One is participatory governance. Sometimes it's called shared governance. Who's representing you in these committee meetings when we talk about access to who has the space on campus? Who has a food pantry? What is being considered when we consider about undocumented students and about undocumented students' rights on campuses? Are they bringing up the LGBT perspective as a part of that?

For me, it's like, "Are they bringing up LGBT, are they bringing up disability?" All these things. Because as someone who's hurt, spaces are not very comfortable if you have any kind of disability whether it's cognitive or it's physical.

Who is bringing up your voice in these meetings? Who is representing you. So I would say participatory governance both at the statewide level and the local level. That's majorly important because that's where the change happens.

And it's not generally malicious I'd say. [inaudible 00:45:02] best intentions, people are getting into education because they want to help students achieve their goals. They want to help social mobility and all that good capitalistic stuff, but you also have to think, people don't know what they don't know. So your voice, if you're not making sure you're heard. If you're not making sure the person who's representing you is making sure your voice is heard, they're going to continue to [inaudible 00:45:21] structures without you in mind. Not with malicious intent, but just without that information.

Do your faculty, your admin, a favor and speak up so that they can fulfill the goal in their values of helping you get there.

The second part is, you're going to start hearing more about guided pathways and the ideal of it right now, it's still in this ambiguous planning stage right now, but the idea is how do we decide all this? We know that our [inaudible 00:45:45] communities do really well in [inaudible 00:45:47], but we only can serve four thousand of our 14 thousand students. They're doing really well over here in [inaudible 00:45:52], they're doing really well over here in [inaudible 00:45:54] but they're only [inaudible 00:45:55] serve this.

If we don't serve these niche communities, how can bring up all of our campuses? How can we extend that so that it's not the diversity officer like Dean of [inaudible 00:46:08]. It's not their job, it's all of our jobs. Both as a student as faculty as an admin, how do we like break that down and the vision that I hope stays as Guided Pathways continues on is that. So that when they're considering about immigration status of students, whether it's thinking about accessibility, when they're considering about someone's ethnic identity, they're also considering as a part of that, their sexual identity, their gender identity.

So those are two things I think the system is doing right now and we need to do our part so we're giving the input.

Michael Paul Wong: Thank you very much. [inaudible 00:46:50] individual questions. I see you, and thank you for being patient. I have one more specific question and one general question for the group. Courtney, you already started talking about this question, and so, let's put it out to the whole group for any of you. What do you need from people in the room today in your position of leadership to push these issues forward? How do we work together to get to the finish line?

Dolores Davison: You turned the mic on.

Michael Paul Wong: You know, specifically, how can we improve or create new resources for LGBTQ people at the California Community Colleges?

Dolores Davison: I think there are a number of things we need from the fellow faculty in the room and classified professionals and administrators. We need stronger support on campus for these programs. If you do not have a pride month or you don't have an LGBTQ month, you need to have one. If you don't have an LGBTQ support system, you need to have one. If you don't have faculty that are willing to teach those classes, and be able to introduce students to Queer Studies and LGBTQ Studies and Women's Studies and Gender Studies and Sexuality Studies, you need to hire those faculty so they can teach those classes. That is crucial.

For the statewide Academic Senate, we operate by resolution. Faculty bring resolutions to our two plenary sessions, one was just last week, the other one is in the spring. State Student Senate is modeled off of the same sort of structure. If there are concerns, if there are issues, for example with the student equity plans not including LGBTQ in that information, with the data not being released from MIS data and from CCC Apply data, about LGBTQ students. That information ... we were able to have resolutions come forward from faculty at the plenary sessions and then go as the statewide Academic Senate and say to the Chancellor's Office, this information needs to be released. This needs to be changed in the equity plans. This needs to be done.

I'm the Liaison this year to the EEO committee for the Chancellor's Office and we are looking at diversity in hiring. That's one of the big issues right now. Full time faculty need to diversify. That's not going to happen if all we're doing is replacing faculty that retire. It's just not going to happen. If you're losing one or two faculty members a year, you're not going to diversify at any kind of speed. We need more money from the state to be able to increase hiring for diverse faculty.

We need to support our part time faculty who tend to be far more diverse because many of them are fresh out of Grad school, comparatively fresh out of Grad School. So they're, you know, enthused and not bitter and angry like I am. Where I'm like, "Really another plagiarized paper? Are you kidding me? Okay." They're like, "Let me help you understand why you plagiarized." I mean that's the ... I do that too, I'm not that bitter or that angry yet. I'm getting there. Especially with that AARP card, but anyway.

But our part-time faculty need training, they need support, they need money to be able to be paid a living wage.

They're basically ... Any of the students that have complaints about the fact that your part-time faculty members aren't available all the time? They're teaching at four or five campuses. They are working out of their cars.

I was a freeway flyer for a little bit, not nearly as bad as most of my colleagues. We are working on that too at the statewide Senate. The more that you can request in terms of resources, the more that you can request in terms of curriculum and curriculum additions, I know that the curriculum process can be daunting for faculty, I helped author the streamlining plans last year. We're

continuing to work on that to make curriculum more relevant and make it get through more quickly.

I mean, you've got to work on all those. So any of those kinds of things and advocacy at the state level for diversity in hiring, diversity of programs, I would say those are of the biggies.

Courtney Cooper: The two that I want to do is just, again, accountability, whoever you have elected, whether it's your student government or your academic senate, whatever it is, hold them accountable in their positions so they're actually following up that they are taking these issues seriously for the student senate side, we have a matrix of about 200 and something resolutions that are still currently active.

When I was the chair of the Equity and Diversity Committee for the Senate, I was able to sign 74 resolutions. We are a board of only 37. We have only maybe like 10 members sometimes on committees right now that committee has been combined with another committee, which is great because now we have about 90 something resolutions to work on but there's [inaudible 00:51:53].

So, what I think that we can do to keep pushing further is just jump in. I think a lot of times we feel like we need permission to take on leadership or it's [inaudible 00:52:04] and they're like, "Well, we have two Listservs because we want one where it's private and we can ask questions." And the idea that we're told that there's no stupid questions. Maybe there are, but there's better ways to form a question, but it's okay not to know everything. And it's okay to come and ask me because those are usually people who get us to move forward to ask, "Well, why is it like that? Why are we doing this?" That kind of question.

So if you're looking for a sign of permission, jump in. Even if you don't have like a position on your campus, jump in. [inaudible 00:52:36] take on those actions. For us, please call in. We have teleconference meetings mainly. Call in. [inaudible 00:52:44] like, "Hey, I want to help out."

We have, I believe, three or four active resolutions on gender inclusive restrooms. It's been something that I've tried to see if we could get someone to pick up as legislation for the last two years, but that's something that we need that support from you all. Like the power comes from students. So the more of you we can get to buy-in and to come into it, that will make it easier.

And I guess the last thing is safe spaces we think of, we need spaces or resources centers on campuses. Make yourself a safe space. Make it so that people know who they can go to. Don't get burnt out. Because people [inaudible 00:53:21] eight, nine people and you're the one leading the charge on all these things, and that's great, but also it's okay [inaudible 00:53:27] when you are on the verge of tears on campus, do you know who you can go to? And do people know if they can come to you?

So be a safe space for each other, take care of each other so that you don't burn out. Activism is exhausting. Being other is exhausting so take care of each other. That would be my [inaudible 00:53:44] we can keep doing this work and can keep pushing each other and holding each other accountable.

Michael Paul Wong: Thank you. I'd like to take a question from the audience.

Speaker 9: Okay, I have a question. My name is [inaudible 00:54:02]. I'm from Sierra College and I'm part of the Spectrum committee there. I'm also a student. I'm a geezer student, but I'm a student.

Speaker 4: Geezer student.

Speaker 9: I'm also an activist, and by the way I just started the first class in the major in the- yeah, I'm in it.

Speaker 4: Awesome.

Speaker 9: Being an activist for a long time, you can always learn something new. This is my activist question. Okay, my understanding of 1018 is that it adds more categories but it doesn't add more money, am I correct?

Rhonda Mohr: That is correct.

Speaker 9: Okay. My second question is that LGBT students do not always come out on the first surveys, they come out later and what I've seen in terms of when I reapply and reapply you know for the next semester there's no question on there that updates that status. Are we going to capture the people who come out in college? Because this is very important especially with conservative areas such as [inaudible 00:55:01] County where we come from.

Rhonda Mohr: I have not heard that question before so when you apply first on CCC Apply application and the question's there.

Speaker 9: Yup.

Rhonda Mohr: And then you're there for fall semester and it's time to register again for spring.

Speaker 9: Right.

Rhonda Mohr: Do you go back to CC Apply at that point? You're just [crosstalk 00:55:26]

Speaker 9: [crosstalk 00:55:27] that's going to be a problem going forward.

Rhonda Mohr: So they ...

Michael Paul Wong: It would be useful to have data before students come out to compare with the data after students come out.

Rhonda Mohr: Yeah.

Michael Paul Wong: But that would be a local matter that we would [crosstalk 00:55:46]

Rhonda Mohr: That's going to have- yeah, the systems that all of the campuses and districts have that gather the information after the initial application are all local systems. I mean, I think it would be great if we all had one student information system and then the state could have some standards. There's a movement toward that but we are many, many years away from accomplishing that.

Speaker 9: Okay and my third question is this, I also have my own fund social action and I'm targeting the fund for LGBT homeless youth. Now, in terms of what the campuses can do, again that's going to be statistical interesting thing to capture. Has the issue of housing, which seems to be the stickiest issue for homeless youth come up as something that could be discussed on a statewide level in terms of finding a solution?

Dolores Davison: Yeah, we ... oops. Technology. The statewide Senate did a survey about two years ago on disenfranchised students. And one of the things that we found out very quickly was that the description of disenfranchised varies from campus to campus. It was very eye-opening for me because I was still my local Senate President and I mentioned it at my Board of Trustees that we had both food and housing insecurities on campus and several members of the Board of Trustees were like, "We do?" And I was like, "I know we are a really rich neighborhood but you understand we have many students that come to us from other areas."

So the State Senate is actually- we just passed a resolution last week that we are revising our student equity plan paper. I will be chairing that. We're planning to have it out by fall to include those issues of housing insecurity and food insecurity and to provide resources for faculty and staff and administrators and students on campus.

We've had a lot of discussions about the fact that you need to know who the person is who knows where those services are available and in a lot of campuses, you know, you may know by word of mouth that so-and-so knows this or so-and-so knows this. But those resources need to be more visible and more obvious and there need to be more of them.

Courtney Cooper: And then [inaudible 00:58:15] statewide [inaudible 00:58:17] participate as the student representative in the first basic needs participatory governance. And literally that is what the entire meeting is about. It was supposed to only be about ten members. We wound up having a completely full room of I believe over 20 representatives from both the data kind of collection side, faculty, admin, student, Chancellor's Office and just directly to figure out, what do we

do about housing and food insecurity? I mean these studies coming out [inaudible 00:58:45] the fact that like a third of our students experience homelessness. That's something [inaudible 00:58:54] language. When you ask someone if they're homeless, [inaudible 00:58:59] and I was like, "Why are you asking me?" I had a tent. That's having housing. And when you ask in a different way, "Do you know consistently where you will sleep for the next three months?" That's a lot different. [inaudible 00:59:11] I'm going to sleep on my aunt's couch until she gets mad at me then I'm going to sleep in my car until I can't park there anymore or [inaudible 00:59:18] city passes an ordinance."

So when we talk about basic needs, we're going even beyond that also mental health services because obviously if you're foster youth, LGBT or any kind of a part of that, that is really taxing. And you can think of different [inaudible 00:59:34] that become homeless that we do face food insecurity it does take a long term mental toll. So there is a taskforce on that. Right now it's only been approved for a year of funding but I know that the Chair of Equity is trying to make sure that this becomes a consistent permanent committee.

Speaker 9: Thank you. You've given me hope.

Dolores Davison: I know I just want to mention to, one of the other groups in the disenfranchised surveys that we haven't mentioned but, which has a significant LGBTQ is our incarcerated and reentry students. That ball got dropped for a little bit. There were a lot of other things going on. A lot of balls in the air. That committee, that particular taskforce at the Chancellor's Office has been reconstituted, met for the first time last month and is looking at some very specific issues around that in terms of support during incarceration and following [inaudible 01:00:27].

Jeffrey: Hello, my name is Jeffrey I'm from [inaudible 01:00:32] college in [inaudible 01:00:35] and we are creating a [inaudible 01:00:37] Social Justice studies and so far we've got three areas of emphasis ready to go.

Dolores Davison: Awesome.

Jeffrey: One problem we've encountered is the extremely long delay in getting CID approval for our courses. They've had my course now my [inaudible 01:00:53] LGBT Studies for three years now and we're still waiting on approval for that. It took them about six months to get our Gender course turned around. So that's one problem we're having.

Another problem has to do with the Chancellor's list of approved disciplines in order to engage in hiring. We've gone up and down that list looking for disciplines that would be appropriate to have somebody Chair the department. We're actually creating a new department of Social Justice Studies and we have a hire approved to hire somebody to Chair this department so the very nature of finding somebody appropriate for that department it has to be a very

interdisciplinary sort of person and there's nothing on the Chancellor's list of approved disciplines that allows them to hire that person.

LGBT Studies is not included on that list, Sexuality Studies is not included on that list, Social Justice, that isn't even included on the list of approved disciplines to teach in that program. So those are some of the frustrating things that we've encountered.

Dolores Davison: We are very familiar with the CID issues, trust me on this one. We have struggled, quite frankly, with our CSU partners. We have a list of CCC faculty that are reviewing courses and they have struggled against the CSU folks in there. We are working very closely with them on CID advisory committee. I just met with the person who appoints their faculty last month to start talking about, "We need to look at what you guys are using as criteria for appointing faculty to do this job. They do not need to be tenured Associate Professors who have taught for x number of years and are serving on their local Senate and you know, 18 million other more "Pluto in retrograde" things to get appointments."

So we are aware of that and we are working on that. As far as the disciplines list, yes for the Min Quals, this is a concern. There is the interdisciplinary studies minimum qualification which you can use, but that is a little difficult and at a lot of colleges they're very hesitant to use it because it is so broad. I would strongly recommend Jeffrey talking to Marc Coronado at De Anza. Do I have anybody from De Anza here? I didn't see them on the list. Oh, hey. Yay. Yay. I didn't see you guys on the original list. I'm thrilled.

But their interdisciplinary studies program exists. They have it housed, it's an entire program and they would have an idea of how to talk to your administration about that. I can put you in touch with them.

Jeffrey : Thank you.

Dolores Davison: De Anza. De Anza always.

Katherine: My name is Katherine from Los Angeles Valley College. I teach psychology at [inaudible 01:03:42] and we do not have LGBTQ psychology or anything remotely inclined to discussing LGBTQ issues. So I proposed to create a curriculum to create a class in our department that also includes a separate class that says LGBTQ Psychology. However, I've been told that it will take about six to seven years and you have to go through about ten, 15 layers of administration at the higher CCC college levels and all the administrative stuff and it will take many, many years to do that to create that class. I was willing to provide all the resources. I have professors who are willing to get together create the class, create the curriculum.

They said, "Well, this is what you can do, you can make the psychology classes that you're teaching, more LGBTQ inclined, which I already do. However, in the

student brochure, when they register you cannot put that in there unless five, six years later you go through all these layers to create the class. So I just wanted to ask, is there any other way that we can create an LGBTQ Psychology class that does not have to take seven years?

Dolores Davison: Okay, so. I spent last year as the statewide curriculum chair working on streamlining curriculum processes. We did a huge statewide effort and we heard complaints at two levels. Basically, at the local level and at the Chancellor's Office level. The Chancellor's Office level has to this point largely been dealt with in terms of new courses to existing programs. In theory, if you submit a new course to the Chancellor's Office that's for a program that already exists, which would be psychology, you would have automated, almost immediate approval. It will not take six months, it will not take three years, it will take about 24 hours, in theory.

Those of you who have not yet dealt with the curriculum inventory, we will talk separately about that. But that part of it has largely been cleared up. The local processes are a slightly different story and those depend on what your local administrative procedures and processes around curriculum are. In most cases, when we polled campuses and I talked to people from- I went to 12 different colleges last year and talked to faculty. We ended up touching about 90 of the campuses all told.

Most of them said that their curriculum processes if they worked well, took about three to six months. The problem is that if you get a hold up, for example if your department chair and your chair in your department does not want that class, if you have a Dean that does not want that class and refuses to enter it, you have a chair that does not want that class, or any of those things, then you're basically butting your head against a wall. What I would strongly recommend to any of you that are struggling with curriculum issues is to reach out to the Senate and talk to one of the curriculum experts on the Senate because we can help with that.

And I know the curriculum chair for LACCD and I can help with that too because I ... we know lots of people.

Katherine: Thank you very much.

Dolores Davison: Of course. I'm going to- this is being videoed. It's going to be played back to me and I'm going to be like, "Oh, God. I sound like I'm ordering a hit on the LACCD person."

Dolores Davison: Are we out of time?

Michael Paul Wong: Get ready to be laid out. If you're not already in the line or if you're at the end of the line I just want to like not have you be disappointed.

Dolores Davison: We need that sign like at Costco-

Michael Paul Wong: Yeah.

Dolores Davison: Like this is the end. This line is closing.

Michael Paul Wong: Just to make you aware that the lines pretty long and we've got about 15 more minutes for this session. So next question. Thanks.

Eric: Good afternoon.

Dolores Davison: It's on.

Eric: Good afternoon, everyone, my name's Eric. I'm an American Studies major at City College of San Francisco.

Dolores Davison: Woo.

Eric: Thank you. We're accredited and we're free.

Dolores Davison: Yay. And we're free, yay.

Eric: If you're a San Franciscan. Come move to San Francisco and take a class at our college. First of all, thank you so much to UCR for hosting this summit.

Dolores Davison: Yay.

Eric: Thank you so much to the panel participants for sharing your experience and for doing the work that you do for the public system. That's amazing. I have a quick question for the audience, how many of you feel like your college substantially supports queer students on campus, raise their hand.

Okay that really bums me out. How many of you don't feel like your college substantially supports queer students on campus? I was expecting the inverse.

Dolores Davison: Yeah. That's a bummer.

Eric: So a question for you. So Rhonda Mohr, thank you so much for being- I mean there's so much information in your particular segment. I really appreciate it. So you mentioned that there's a great deal of autonomy at the campus level, rather at the district level. If a college is not complying with AB-1018, or any other sort of section of the Ed code pertaining to queer students on campus, what kind of tools are available to through Chancellor's to prompt compliance, if any? And if there are any, is there any way that students, faculty, administrators, whomever, can reach out to the Chancellor's Office and request some kind of intervention?

Rhonda Mohr: Good question. There's a couple of things that you could do. You could reach out to me personally. I oversee the student services department at the Chancellor's Office. My e-mail address is rmohr@cccco.edu. I really, really suck at voicemails so don't call me.

If you go to the Chancellor's Office website and go down to the bottom, there's a complaint form if you want to file an official complaint. And then those complaints would make it to me. Any of those complaints would be dealt with. How we would deal with them, we wouldn't just like plaster it all over the newspaper or anything like that, but myself or one of my staff members would contact the college, the administrators at the college and say, "Hey, what's going on?"

One problem with our authority is that we can encourage them to- they're required to run the disproportionate impact study and study the data. What they're not required to do is, even if they discover a disproportionate impact, they're not required to spend any money on it. Because- I know, I know. Because it may be in that example I gave where the transfer rate is 35 percent for everybody and the transfer rate for LGBTQ is 15 percent. It may be that transfer rate for Latino is 10 percent. And they decide to put their money ... okay? So there's no requirement that each of those 16 populations get any equal chunk or any chunk.

They should at least- the law is that they have to do the disproportionate impact study, they have to address whether they're going to address a disproportionate impact study and so if you see situations where they're not, you should contact us at the Chancellor's Office.

Eric: Thank you very much.

Rhonda Mohr: You're very welcome.

Dolores Davison: You're going to get like three dozen e-mails.

Rhonda Mohr: I know.

Katherine: Hi, my name is Katherine. I'm a [inaudible 01:12:07] so I noticed, with the exception of one of the milestones in the back of the pamphlet the plus part of the LGBTQ+ avenue is not represented in the title of this summit or anywhere else [inaudible 01:12:27] and as somebody that falls into that, I mean it's not uncommon, but it's more hurtful to see it [inaudible 01:12:38] like that [inaudible 01:12:39] are we represented in the legislation that protects equity? [

Rhonda Mohr: Yeah. It's a good question. Remember that I said that I was old? Just still learning. I don't know what plus means.

Katherine: It encompasses a range of identities like asexual, pansexual, intersex.

Rhonda Mohr: So I believe the legislation, AB-1018 only reference LGBT. It doesn't reference Q, doesn't reference plus. I tend to think that was unintentional probably from those middle aged leaders like me who just aren't aware. We can certainly put out guidance that clarifies that we want all of those populations included. I will make a commitment that there's written guidance that goes out to AB-1018 that covers that. I can't do anything about the program here today. Again, I would think that it's probably unintentional and just a matter of us learning.

Katherine S.: Thank you.

Rhonda Mohr: You're welcome.

Joey: Hello, hello, my name's Joey and I am the President of the Butte College Gender and Sexuality Alliance and I am actually happy to announce that we are actually the biggest club on Butte College campus. So my question is, what is that clubs like the GSA can do to help with this fight?

Rhonda Mohr: I might have an answer for you. We just this year in the budget, for the first time, veterans got some called out money, right? Foster youth, a couple of years ago got some called out money. They got that because they have advocacy groups, statewide advocacy groups that went up to the capital that lobbied. That found an author, an Assemblyperson or a Senator to do that legislation. If you clubs could form a statewide association, you'd probably be much better off in getting that statewide exposure. Because you need the statewide exposure to get the money from the state.

You can work locally to get some of the pot that distributed locally, but if you want to call out at the state, you have to be up in Sacramento. So I would just say, both for faculty, administrators, and staff an association, but students, if you can band together your clubs into more of an association that has some lobbying capabilities, that would be great.

Courtney Cooper: On that note, we do have that.

Rhonda Mohr: Oh never mind.

Courtney Cooper: No but exactly that but we can always use more of it. So through the Student Senate for California Community Colleges we also have caucuses. Right now we don't have as many active, but the Spectrum caucus is active. The current President of that caucus is Lee Amethyst. Oh my gosh, San Diego ... is it Miramar?

Speaker 15: MiraCosta.

Courtney Cooper: MiraCosta. Thank you. Jesus. So Lee Amethyst. So you're region one and you can go on Facebook [inaudible 01:17:00] region one Facebook page. I know that she posted they were having a meeting last month, but if you search even Spectrum

Caucus, I'm sure it's likely to come up. If not, also go into our website, StudentsenateCCC.org. That will come up. But exactly what Dean Mohr said. We need you in the capitol and so the more people who get active in the caucuses, that's more powerful. When we put out a call saying, "Hey, we need that lobby list. We need a writing campaign." Or someone to have pointed out where it's like, "Where's the plus?" In this. That's going to come from those caucuses, which is basically like a Superclub for statewide. But I would definitely say please get involved and active through that. The fact that you're the largest club on your campus, I'm sure that we could use that support statewide.

Nancy Jean Tubbs: Two things, y'all. Is this on? Two things y'all, we will be here later this afternoon to lead the student caucus space so you'll have a chance to meet the lead of the Spectrum caucus, right? Second, we're going to keep going because they're still putting lunchboxes up and also, just to let you know, then I'll hand the mic back, after we're done with this panel, but before we release you all to get lunch, before we do that, because there's a lot of you all, we're going to invite anyone who wants to be in the biggest frigging photo ever to come up here. All panelists I give you the option of, when we do this to stay where you're sitting or if you want to go somewhere else, that's fine too. We'll have people standing behind you and in front of you and you have to be comfortable being in a public photo. Because, we're going to share it widely. If you're not comfortable doing that, do not come up here when we do the group photo, okay? So I just wanted to explain that, now I'm giving the mic back.

Dolores Davison: And I just wanted to say that the Academic Senate also has caucuses and the ASCCC LGBTQIA+ caucus was renamed this past year to reflect the QIA+ language, but there is no one from Butte currently on that membership so talk to Carrie Roberson, talk to others from your college, your faculty leaders and ask them to get involved in it because that would be a great way to increase visibility as well.

Speaker 16: I'm also the President of [inaudible 01:19:31]

Dolores Davison: Thank you. I saw you, but I'm blind so I was like, "I know I know you." Awesome, thank you.

Michael Paul Wong: Let's take the next question.

Speaker 17: Hi you all. Just to start out I want to show some appreciation to the individuals who called out being part of the plus community and not seeing that. It takes a lot of courage to speak up ... but coming from a lot of different marginalized groups, I'm not perceived that way to my own benefit so I'm able to access different kinds of spaces, but I can see, and I know that sometimes it's not safe for us to have a voice so I really appreciate you for doing that.

I also appreciate you for acknowledging ignorance to some of this information. There are a lot of people who are in power, and making the decision who hear

and are confronted with information that they made a mistake somewhere and instead they are attacking us. They're angry and antagonistic, and I really appreciate that you were just honest and said, "I don't even know this, please help me." So I'm really appreciative of that.

I'm disappointed coming from De Anza that no one else is here from De Anza-

Dolores Davison: Yeah.

Speaker 17: At least the sister college is here. Thank you for being here.

Dolores Davison: In force.

Speaker 17: Hopefully you can encourage them because this is a necessary resource for students and Courtney it's so good to see you. I have only been here for a few months since coming from up north. My family is not a safe space for me so seeing family from up there and seeing the resources that have been put in to SCCC for EBT means so much to me because I couldn't eat on campus when I don't have money and I have [inaudible 01:21:18] and I have no healthcare, etc, etc, etc. That's so important so just appreciation for a start.

One of the things I've noticed after serving on Student Senate at De Anza and then coming down here, especially to a much more conservative area, is that when buzzwords are used in places of power such as "student-run," "student-controlled," "student-centered," it still marginalizes the students. The student still feel the historic trauma of these institutions from pre-school up through 12th grade that they can't speak up. That they don't have their own thoughts to [inaudible 01:22:01] that they can't tell their advisors, their counselors, or people, even their own needs or their own wants. Or they can't say, "Hey I want to try a conference for community colleges to be able to come and talk about what resources we need." They're not even invited to the table sometimes. And if they are at the table, they're looking to their advisor for all the answers and sometimes these advisors are horrible people who have marginalized more people than anyone in this country including Trump, who is like verbally explicit about marginalizing everyone who doesn't look like him.

My question is, I don't know what to do. I went into those spaces and they even made comments to me thinking that, "Oh, she's a little more mature, she's a little older than her peers." And would say, "This is all for show and you know that. It's just to make them think that they have some power." I would say, "No, they're adults. We're not children, you can't treat me like you're my parent. Like that's gross. It's paternalistic, it's wrong." So I don't know what to do at an institutional level because you can be a really good cog, but if the machine is broken, you aren't going to fix it. What do you suggest we do to start, not just empowering the students to know that we're in control here, even if we treat this like a capitalistic business, we're the customer so you're working for us, not for you know whatever Trump [inaudible 01:23:35]

Dolores Davison: I'm not taking this one.

Speaker 17: My final question is, what do I do to support the faculty so they feel they can stand up for us and don't feel like they're going to lose their jobs or even administrators or even staff? Because sometimes our only friends are the people who are part-time faculty. And they're afraid to lose their position so how do we support them and then how do I support the students who think that- I mean, some of them don't even understand statistics today. You know they don't even want to listen to the research today and they're making decisions off of this. So I'm just looking for advice and I suppose hope, is what [inaudible 01:24:15].

Courtney Cooper: So to your first question I'd say empower people to know their rights. As Dolores touched on earlier there's ten plus one rights. That same piece of legislation, SB 1725 also gave students nine plus one rights. How many of you even know that you have nine plus one rights on your campus? That's because you read my break out.

I always forget what the other one is, but you have the legal right to have input on your curriculum. On your disciplinary process, on what programs are begun and ended, on what local fees, there are like statewide, the minimum, what fees are on your campus, things like that. So first off, empowering students to know it's not just that you're in a room as a show, they legally have to have you in that room and you should be speaking up. At worst, if they just have to because they know they need to meet accreditation, because that's a part of accreditation also, they need to make sure that they can show that they have a strong student government.

The student government your first act is not for events, even though events are fun, this is one of my pet peeves, I love events, you need them for community building, but your first legal right, people had sit-ins, people had strikes, so that you could have the right to have input on how your campuses run and what is done. So if someone's elected and they can't go to that meeting, you need to find someone else that can go to that meeting and report back. It's not enough to say we're busy. We're all busy, we're all like [inaudible 01:25:28] and starving but you need to have that representation on boards on campus, which goes back to accountability. Holding those people accountable. Who are on these taskforce, who are in these meetings? What do want to [inaudible 01:25:36] educational resources? We went to Academic senate and tried to work with them. We asked, "Are you willing to support this resolution? Who else do we go to?"

Find allies in your campus. So don't go already assuming the worst, assume that they want the best and once you realize they're not willing to work with you, figure it out. Empower yourself to know what is your school structure? Why are you asking this Dean about having a food resource pantry on campus, when that's not even under their wheelhouse? Know your structure. Empower yourself to know the structure of your school, know your legal rights, know

who's representing you in those legal rights, who's on those participatory governments, who's on the [inaudible 01:26:12] committee on your campus as the student representative? Do they actually go to that meeting? Why isn't there a business capitalist A but there's a business capitalist part B that I'd be able to transfer? Who was [inaudible 01:26:21] at that meeting? Why is there no accessibility for the disabled?

So I would say, that's how you're going to get that done is to empower. And when the faculty come to you and they ask for things like [inaudible 01:26:30] form, different things like that, we've had bills where we've supported other organizations to get part-time faculty office hours. I've had faculty who you had to drive to a different school just to get time with them. You have them walk with them to the parking lot. That's not okay.

If we want to have quality we also need to end teachers who are also facing food and housing insecurity and support them in getting back their rights.

Michael Paul Wong: I just want to jump in and say that administrators have very important roles here to play as well because when you have these meetings, often the administrators are in these facilitation roles and you have to act like students need to be there to make this decision. What would happen if the curriculum committee met and no faculty show up? Would you just make that decision? Of course not. You know, it would be an emergency right? And you would go to your Senate and like, "Hey, what's going on?"

And you have to act the same way when you have these important meetings and no students show up. You know, there's faculty in the room, there's administrators in the room, no students in the room. That is a problem and you have to act like that's a problem. And you go to your government and ask them, you know, don't just- and if they're like, "What the heck is that? What are you talking about?" Then you've got to go to the government meetings and explain what that committee does, why is it important, why is it important for students to be there so that it's part of our educational role as an institution as well.

And this should not be just all on the students to know these things. They're here to get an education and we have an important role, for the administrators in the room to make sure that that's part of an educational mission, students are educated about their power.

Dolores Davison: Okay and I just want to emphasize what Courtney said. Absolutely make sure that the students are in the room. One of the most frustrating things as a faculty leader is to know, as we do, that students have to be appointed to our curriculum committees. Every curriculum committee should have a student. Absolutely. That is one of the nine plus one, it is a requirement. Every curriculum committee including the statewide curriculum [inaudible 01:28:38] committee has a student.

If the student doesn't show up, what do we do? We've got to pass curriculum through. We can't wait because the student didn't come because he or she had to study or he or she had a car break down. You've got to have a phone tree, make sure there's always somebody- phone tree, look at me, I'm like 100 years old. And then you send your carrier pigeon with the information about the meeting. You need to have something so that you always have a backup. You've always got a student there.

You've got to have your students go into the Boards of Trustees meetings. Your Student Body President should be there. Shouldn't just be your student Trustees that have to rely on conveying that information. Because if you end up with a bad Trustee, or you end up with a bad Student Body President, which I have encountered both of in my years, you want to make sure you've got somebody who can represent the students accurately and actually be there as their representative. And if you don't have that, then what do we do? We're in a quandary as well, so I definitely would say that that's a huge, huge part.

And I will say that the statewide Senate, the Student Senate has done a much better job of appointments in the last couple of years. It's very lucky that I'm on the same campus as Courtney because when my representative wasn't showing to any of my meetings last year, I was able to basically accost her at the cafeteria and say, "Where is this student?" And she's like, "He's filing minutes." "No he's not. He's not coming." So we took care of that and we were able to have a student actually participate. So, make sure that you're doing that.

Michael Paul Wong: I want to get a big hand for all of our panelists for their [inaudible 01:30:13]. To everybody's who's been waiting in line very patiently, unfortunately we've run out of time for the panel presentation-

Dolores Davison: Sorry.

Michael Paul Wong: I want to turn this over to Nancy, but thank you very much panelists for your great answers.