



A Center for Multicultural Engagement Publication • Fall 2021 • Volume 4

Voices

*Equity-Mindedness:
A Priority to Making
Excellence Inclusive*

Inspiring Collegiality, Diversity, Equity and Inclusion at CSU Channel Islands

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A MESSAGE FROM THE FACULTY DIRECTOR

As a young child, I remember saying to my parents, “But it’s not fair!” A typical response I would receive is, “Life’s not always fair!”

Life is *not* always fair. We are born with a given set of genes, limitations, freedoms, and opportunities. Many are born and raised in communities or placed in circumstances that are unsafe, impoverished, and inequitable. While some are privileged simply due to the color of their skin.

While growing up I was taught that by being motivated, working hard, and not giving up, you can get ahead in life, *even if* circumstances are not in your favor. “*Ganbatte kudasai!*” my grandfather would exclaim, meaning “Don’t give up! Do your very best!”

When a person fails, we tend to blame the individual and/or their parents for not being motivated, not working hard enough or not taking advantage of opportunities. Through my work on diversity, equity and inclusion, I came to the realization that this is actually a common misconception—It does not address the systematic barriers and biases inherent in our society.

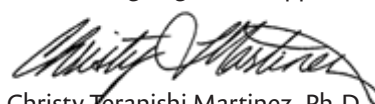
The COVID pandemic has exposed many of the underlying inequities in our communities and throughout the world. Disparities are seen between those who have and do not have access to vaccinations, adequate health care, employment, affordable housing, and food security. Over the past year, while teaching online I observed firsthand the widening of the achievement gap due to a *digital divide*. Students without access to working computers, software (e.g., SPSS), and/or high speed internet experienced greater challenges, lower motivation, and poorer school performance.

Equity must be a number one priority in order to stand behind our vow to make excellence inclusive at CSU Channel Islands. Increasing our representation of students, faculty, and staff of African American, Chicana/Latina, Asian American, Indigenous and Native American heritage is important. However, it is imperative we are cognizant that everyone receives equitable treatment, resources, and support in order to ensure that we can all tap into our potential to truly achieve success. Being equity-minded entails the willingness to identify our own biases and assumptions, acknowledge our lack of knowledge of racism, sexism, and oppression, take responsibility for the success of historically underserved and minoritized groups, and critically assess our own values and practices¹.

Although each of us have experienced unique challenges and different degrees of hardship, we have all faced a global pandemic together, which has impacted on our entire world and way of living. The challenges we have faced over the past year and a half reveals we are all vulnerable and susceptible to losing our jobs, homes, friends and relatives. We have relinquished many of the freedoms that we are all so accustomed to, re-envisioning the way we work, go to school, communicate, and stay connected with our co-workers, students, mentors and loved ones.

Gender, racial, and social inequities have impacted our stress levels, which can ultimately lead to poorer physical and mental health. We need to develop positive coping skills by coming together as a community to listen to one another and to hear each other’s stories—sharing our sadness, pain, suffering and trauma, as well as our inspirations, lessons learned and AHA moments. This will help us move on to the next level to support each other in our healing and to make the world a more equitable place.

As things begin to slowly open up, and we start to go back to work and school, we have a chance to create more positive equitable workplaces, schools, neighborhoods and communities—where everyone can thrive and be successful, contributing to greater happiness and well-being.



Christy Teranishi Martinez, Ph.D.
Faculty Director of the Center for Multicultural Engagement
Professor of Psychology
Editor of the CME Voices Magazine



¹See McNair, T., B. Bensimon, E. M., & Malcom-Piqueux, L. (2020). *From Equity talk to Equity Walk*. NJ: Jossey-Bass.



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Center for Multicultural Engagement (CME)
*Inspiring Collegiality, Diversity, Equity
and Inclusion at CSU Channel Islands*
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A MESSAGE FROM THE STUDENT AFFAIRS DIRECTOR

Why is equity important when we speak about issues related to diversity, equity and inclusion? Equity speaks to the fair and just treatment, access, opportunity, and advancement for all people. How do we make our communities, particularly academic communities, more just, fair and welcoming to all? How do we transform our communities, campus and ourselves to be spaces and places for growth, development and full participation for all people? In this period of American reflection, we have questions that need bold and radical solutions.

What role does equity play in the creation of a community where all members feel respected, acknowledged and appreciation? Does diversity in and of itself solve the issue? Does inclusion solve the matter? Does equality solve the problem? As we think about each of these factors that contribute to creating a just and fair community, which factor might be most critical? I might suggest that equity is the foundation of any collective efforts in social and restorative justice. In order to truly create an environment where all feel valued, cared for and acknowledged, there must be a bold a deliberate commitment to equity. If we consider the history of prejudice, discrimination and injustice in our country, communities and institutions the only way to truly transform our society is through equitable intentional action that systemically provides marginalized and disenfranchised people what they need to fully participate in the benefits of a society built on inequality.

There have been discussions of reparations as it relates to African Americans over the years. Black Lives Matter has reengaged this issue and concerns of other communities with regard to targeted violence and prejudice. Some Americans find these concerns invalid. Is there a place in the restorative and social justice discussions for a sincere effort toward systemic equity? Some define systemic equity as an intentionally designed transformative complex combination of interrelated elements applied in an environment to support, create, reimagine and sustain social justice. A system approach to addressing some levels of inequality and injustice that have been allowed to flourish in this society and American institutions for far too long. American leadership has not made the needed efforts to right many of the systemic wrongs that plague many marginalized and disenfranchised communities. Many of these communities have historically contributed to the prosperity of this country to the detriment of their communities and families. Can American leadership rise to address this moral concern?

This is a question that has concerned me more significantly during this past two years of death and destruction from community violence, police brutality, economic injustice and the pandemic. We have witnessed the very communities that have been sacrificed for centuries in this nation suffer the worse during these most challenging times. We see it nationally, locally and we see it in our campus community. Can we commit to systemic solutions? Can national leadership prove that a nation of people with selective cultural and historical amnesia nevertheless care for the most vulnerable and disenfranchised? Unfortunately, I do not have the answers, but I am hopeful the solutions are forthcoming for our communities that need it most.

Charles E. Osiris

Charles E. Osiris, Ph.D.
Associate Vice President for Student Affairs
Retention, Outreach & Inclusive Student Services
Student Affairs Director of the Center for Multicultural
Engagement



SHARED DEFINITIONS – PRESIDENT’S ADVISORY COUNCIL ON INCLUSIVE EXCELLENCE (IE)

inclusiveexcellence@csuci.edu

*Approved by CSUCI President, Academic Senate
and Staff Council*

EQUITY is defined through acknowledgement that different people need different things to be successful. Improving equity therefore involves increasing justice and fairness through procedures and processes of institutions and systems, as well as through the distribution of resources, so that all students, staff, and faculty have the access and opportunities they need for success and advancement.

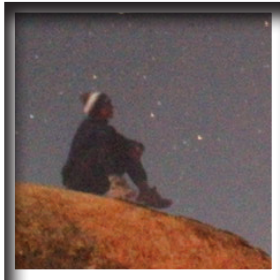
Operationalizing the value of equity requires a building of an understanding of the historical root causes of outcome disparities within our society, cultivation of the habit of asking questions that account for these inequities in the decision-making process, acting with direct, explicit, and intentional efforts to raise awareness about racial and social justice, and transforming university policies and practices that create or worsen inequality, especially for historically underserved populations of students, faculty, and staff.



Student-Faculty-Staff Voices **Meanings of Equity**

Ryan Lucero

Psychology major



The meaning of equity can vary among different groups of people. For some, they might think of finances. For others, perhaps they confuse it with the word equality. But for many, the attainment of equity has a significantly larger impact on their lives. What equity means to me is living in a world where people of all different backgrounds, ethnicities, genders, and lifestyles can live freely without oppression or unfair bias. Some people might confuse this with equality, and that we should treat these people equally. Now, that sounds right, but equity is a little different. To put things in perspective, take our country for example, the United States of America. We believe in granting people liberty and equal rights. Well that's the goal at least.

However, historically we have oppressed minority groups such as African Americans, LGBTQ community, and Indigenous peoples, to name a few. Every US citizen technically has these equal rights written for them, but are they really being treated fairly? Well no, they haven't been. Many of these minority groups don't have access to certain resources that are held back from the dominant groups who oppress them. With that said, equity for me means equity and fairness for all of us. Like the great John Lennon put it, "Imagine all the people sharing all the world." I want to see a world where the idea of equity is upheld and lived by in day to day life. Now wouldn't that be something?

Ryan is a Moorpark College transfer student in his senior year at CSUCI. He plans to travel and pursue a Master's degree after graduation.

Jessica Cardenas Cordova

Psychology major, Chicana/o Studies minor



Under every smile, frown, or scowl lies a story that only a few could learn to appreciate. We are always learning, either learning new words, activities, stories, you name it, but that's what makes us human, the capacity to take new information and channeling it into knowledge. Over the past three years I've learned a lot, about myself, my community,

my family, my education and most importantly I've learned to appreciate all opportunities I receive. These opportunities have given me hope, courage, gratitude, pleasure, and even stress (which has only helped me find the path of resilience). I want others to be able to experience the joy of having the advantages to succeed within their everyday life.

After high school, I began my journey at Cuesta College in San Luis Obispo. Gratefully, I was able to attend for free for the first 2 years due to a school grant called "Cuesta Promise." The Cuesta Promise gave students who lived in the San Luis Obispo county the advantage to pursue an education, this grant is one example of equity. However, I spent many more years at Cuesta than I had planned. After 2 year I began to feel as if I was unworthy to get a higher education, and thought I was a lost cause. And because you are hearing from me today, we know that was not the end of my journey just the start.

Sometimes we just need a little reminder of our worth, and I was given my worth back when I talked to an old high school companion, she helped me envision my journey. Reminders are only helpful after we have all of the necessary tools to ensure

equity amongst all students. Fast forwards a couple of months, I am now attending CSU Channel Islands (CI) as a Junior studying Psychology. I am living in the dormitory, and I am absolutely loving everything about my environment. During my journey at CI, I began to notice how much I have been able to accomplish, and all thanks to the emphasis of equity at CI.

Equity has given me self-worth, a title, strength and knowledge. However, to overcome my personal barriers I had to take a risk and get out of my comfort-zone. In fall semester of 2019 (the year I started CI), a professor mentioned the different counseling programs that were offered at CI for student, so I went and signed up for my first therapy session. For me, that was a tough decision that I had to make because that meant it was time face my fear. Having access to counseling has help me redeem my worth. A couple of months later, there was an opening position as Vice President of the Psychology Club for spring semester of 2020, and thanks to Dr. Adams who motivated me to nominate myself. The opening position, the opportunity to nominate myself, has given me the title today as President of the Psychology Club.

In Spring of 2020, before the pandemic, I attended a Chicana Retrieve at the Santa Rosa Island. Even though I was not taking any Chicano/Chicana studies classes, I was told by a classmate to sign up. This Chicana Retrieve was an eye-opening opportunity, that helped me gain strength and knowledge of the person I am and the person I'm becoming. Equity can be open programs for students, club participations, words of professors telling us we are capable, peer-engaged activities, access to everyday materials, but knowing opportunities are available it's up to us to take a risk to appreciate them.

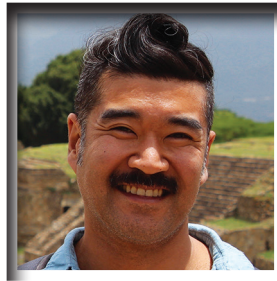
Jessica, a first-generation student, is currently in her senior year at CSUCI.

OPPORTUNITY



Tadashi Dozono, Ph.D.

Assistant Professor of Education



Equity means addressing inequalities in the past and present in order to create equality in the future. Equity is justice-oriented, determining what changes are necessary to repair the harm from past injustices, and move from current systemic inequalities to a fair and just future. In order to truly create a fair and just future, equity requires honesty and humility about the often unseen and hidden impacts of inequality on all of us. Equity means acknowledging our individual positions in larger systems of power, and how our

various identities intersect with those interlacing systems of power. Equity requires accountability for privileges and assets accrued through past systemic injustices.

Tadashi is an assistant professor of History/Social Science Education at CSUCI. His research centers the needs and assets of racially marginalized students in history classrooms, drawing on his background as a queer Japanese American cis-male teaching in New York City public schools.

Ron Berkowsky, Ph.D.

Assistant Professor of Health Science

When CSUCI transitioned to virtual-only instruction at the start of the COVID-19 pandemic, my heart initially sank in dread—not only out of fear for the safety of my students and colleagues, but also out of fear that my students may not have access to the necessary technologies or have the necessary digital skills to thrive in the virtual environment. Living in the digital age, we often assume everyone has access to digital tools needed for school and work, and we often assume everyone is inherently an expert at using these tools. My research has examined technology use in different communities, and let me tell you: not everyone has easy access to these technologies, and there is definitely a larger proportion of people than you'd think that encounter issues when using these technologies.



Why bring this up when discussing equity? We generally equate equity with equality—that is, if we want everyone to succeed, we need to make sure that resources are available to everyone. But equity goes beyond equality. Just because a resource is available does not mean a person has meaningful access to it, that it can be used to its full potential, or that it can address a problem equally in different groups. Equity, to me, starts with identifying disparities in access and use before implementing strategies to address these disparities. This is applicable to discussions of digital access and literacy, but is also applicable to discussions in education, health, and so many other domains.

Ron teaches and conducts research on aging issues, in addition to engaging with university, community, and national organizations to advocate for and promote equity in all its forms (e.g., health equity, digital equity) across the lifespan.

Rebecca Lawrence, J.D.

*Executive Director of Equity & Inclusion
Title IX Coordinator; ADA Coordinator
for Students*



My definition of equity has shifted as my understanding of the world expanded. Like many, my first conceptualization of equity came from my parents' statements and modeling of "treat others like you want to be treated." In college and graduate school, as I studied identity theories and social policy, my definition focused on the redistribution of resources. I came to understand that equitable treatment alone is not enough to remedy the longstanding negative effects of systems that were built on biases.

In law school and during my first years in higher education administration, the definition shifted and was centered upon the concepts of equity present in civil rights laws and regulations. The focus on "leveling the playing field" and "removing barriers" is heavily reactive and does not leave much room for substantial proactive work. Like many in my area, I have come to expand my professional definition of equity to include the dismantling of systems, and the building of new structures that focus on inclusion from the outset and incorporate lessons learned from our previous biases and mistakes.

Lastly, on a personal level, the way in which I receive and interact with others must also be rooted in equity. To that end, equity in my everyday life includes 1) meeting folks from all backgrounds and identities where they are, 2) valuing their culture and lived experiences, and 3) leveraging whatever privilege I may have in ways that do not erase or harm them.

Becca is committed to ensuring that diversity, equity, and inclusion are not just buzzwords, but are engrained in the fabric of CSUCI.

THE IMPORTANCE OF ETHNIC STUDIES: INTERVIEW WITH JOSÉ ALAMILLO

By Christy Teranishi Martinez, Ph.D.

I sat down with Dr. José Alamillo to talk about the new Ethnic Studies Requirement to help gain a better understanding the new Ethnic Studies (ES) requirement and why it is important for our students and CSUCI Mission.

Christy: What is AB1460 and why has it now become a CSU requirement?

José: In Fall 2020, the Governor signed a bill mandating all CSU campuses to offer Ethnic Studies courses. Incoming CSUCI students (graduating in 2024-2025) are required to complete at least one 3-unit course in Ethnic Studies course as a general education requirement.

Christy: Why is it important to have the Ethnic Studies (ES) at CSUCI for our students?

José: When you think about our student body, the majority are non-White students. Over 55% of the entering freshmen are Latinx, and a small percentage make up the AAPI and Black student body. Given the student demographics, it is important for us to offer ES courses to these students.

Christy: Why is Ethnic Studies important for the CI Mission?

José: The CI Mission puts students at the center of the educational experience. We can see how ES covers all areas of the CI Mission founded with integrative, international, multicultural, and community engagement approaches. The birth of ES started as the Third World Liberation Front that sought to create a Third World college that connected struggles for self-determination and freedom abroad addressing racial minority group struggles at home. Community engagement has always been part of ES from the beginning by making education relevant and empowering marginalized communities to seek social justice.

Christy: How can ES help eliminate racial and social inequities and promote equity and justice? Can you provide specific examples of what students might learn or how they might apply what they learn from the classes they're taking?

José: It not only inspires students to learn about their own history, but they also become critically aware of social justice struggles of their ancestors, parents and communities. Then the next step they ask, "How can I help my community address these racial and social inequities?"



One example that comes to mind is the Bracero Oral History project. Students wanted to do more than study and research the history of the Bracero program and help Bracero families today. So they came up with the idea of designing and selling Bracero t-shirts with proceeds going to Bracero families. Out of this, they developed the Bracero Student Scholarship, awarding descendants of Braceros up to \$1,000 each year to complete their college education. This is a great example of a project that came out of an ES class.

Christy: What about the Multicultural Perspectives requirement? Don't you think that is important also? ES leaves out Women and Gender Studies, LGBTQ+ Studies, etc... How can we promote those courses as well?

José: ES is very different now than when it created, as it was initially centered around race and ethnicity.



Over the years ES has evolved to be more intersectional, embracing Women Studies, Gender Studies and LGBTQ+ Studies. Multicultural education has a very different history, which started in K-12, whereas ES was birthed by students demanding change in higher education. So they have very different trajectories. The fundamental difference is that multicultural education focuses on cultural differences which is celebratory and less threatening. ES goes deeper and interrogates issues of racism, white supremacy, colonialism, and de-colonization. It's not to say there's no overlap. ES is making its way into K-12 schools. There's definitely a place to incorporate teachings that help students explore different cultures. But they need to go deeper, examining structural forms of racism, anti-racism, and develop tools to dismantle white supremacy. ES allows for students to interrogate systems of oppression and learn the tools to dismantle all forms of oppression.



Christy: Given that it is a requirement to take one 3-unit ES course, do you think it's more important for students to learn about the history of their own ethnic/cultural group or should they learn about other groups they don't belong to?

José: I think both. If you require a class, at least it gives them a taste. Once they get an introduction, they are going to want to take more advanced courses—And hopefully they'll want to major or minor in ES. Ideally, they would take two courses, one lower division and one upper division ES course.

Christy: What was your favorite ES class, and what do you remember from it? How did it impact you?

José: My first course at UCSB was Introduction to Black Studies. It was totally eye-opening because I remember Dr. Otis Madison taught

Walter Rodney's book, *How Europe Underdeveloped Africa*, and it got me to think about how the U.S. underdeveloped Latin America. So learning about Black history helped me to think about my own history, and then I realized I didn't know enough of my own history, so I enrolled in a Chicano Studies class. Because of Black Studies, I began to take more Chicano Studies courses, and then I realized I wanted to study Ethnic Studies in graduate school. Taking Chicano Studies inspired me to share what I learned with my parents. It was the first time I actually had a conversation with my parents about what I was studying in college. Before that I couldn't really talk to them because it was so foreign to them. I remember one assignment where I had interview them about Mexican proverbs. They got really excited to share all their favorite proverbs with me. It was as if their knowledge was finally being recognized and validated by the university. So there's something to Ethnic Studies curriculum that connected me with my family and culture in a special way.

Christy: It's great you still remember that to this day! Any last thoughts? Anything you want to share with students and professors that may perhaps are resisting the idea of the new ES requirement?

José: I would suggest reading some key works in ES. Books by Ronald Takaki, Angela Davis, Vine Deloria Jr. and Gloria Anzaldua were fundamental to my training in ES and still remain really relevant today. Once you start learning more about ES you will realize that it is not about victimization, but about self-determination and community empowerment. The biggest misconception is that ES teaches students to be victims. That is totally not what happens. In my case it was the opposite. ES inspired me to become more confident and take control of my own learning.

José M. Alamillo, Professor and Chair of the Chicana/o Studies, and former co-chair of the President's Advisory Council on Inclusive Excellence, helped develop shared definitions for the campus to adopt, created an equity framework to review policies and practices, and made recommendations to the President on how to make CSUCI a more equitable and inclusive campus. He is the author of Making Lemonade out of Lemons: Mexican American Labor and Leisure in a California Town and Deportees: The Making of a Sporting Mexican Diaspora. He is a consultant on Smithsonian Institution's National Museum of American History exhibition on Latinos and Latinas in baseball.



THE IMPORTANCE OF BEING EQUITABLE

By **Monica Pereira**



In 2020, the CSUCI Academic Senate passed a resolution¹ endorsing definitions of diversity, equity, and inclusion (DEI), accompanied by guidelines for realizing them on the campus. The definitions were crafted by the President's Advisory Council on Inclusive Excellence, and filtered through the dynamics of several town halls and other campus conversations. It

was not a comfortable process. As it unfolded, we witnessed virulent anti-immigrant sentiment, unapologetic police brutality, vilification of the Black Lives Matter movement, and attempts to disenfranchise voters on a national scale. Democracy was seen to be demonstrably fragile. However, discomfort can be a catalyst for change, and these social fractures highlight the necessity of committing to DEI work. Similar to the issues surrounding environmental degradation, there will never be a convenient time, and it will not be smooth sailing.

Institutionally, we encourage adherence to the DEI definitions but we cannot control the thoughts and actions of individuals. For example, most of us may be vaccinated, and masked around others, but not every individual chooses to share the responsibility to protect themselves and others by becoming vaccinated and wearing a mask. Indeed for some, the refusal to do one or both stands as a political statement. This example may have nothing to do with DEI, but it signals that we live in at least two worlds: the world of our campus and our private worlds. Those private worlds may not be focused on, or even motivated to pursue, DEI work. It would be convenient if all these worlds were in alignment with DEI definitions.

For me, the most complicated part of DEI is the E. Equity is meant to provide access to resources and opportunities for disadvantaged, marginalized, and historically underrepresented individuals or groups, such that eventually, equality becomes a sustainable reality. But social institutions do not readily provide equitable access to education, healthcare, housing, and so on, which promotes and even endorses inequities. The colonial practice of codifying a hierarchy of skin color has allowed privilege for some, and inequality and inequity for others. The legacy of colonial thinking continues to influence how we think of people of color in the 21st century. As a result, people of color routinely carry the burden of incarceration, poverty, food insecurity, police brutality, and disenfranchisement.

This rationalizes differences by maligning individuals and groups such that society thinks of them as somehow unworthy. We are seldom encouraged to interrogate the institutions that justify and sustain such undemocratic practices. My equity work over the last decades has been to unpack such justifications and reeducate myself. There is no level pathway here; no vaccines or antidote.

We can each define for ourselves what this work entails. I have decided that equity requires honesty and courage to work against the social, racial, and economic disparities that deny the dignity of others, and inflate my own. I acknowledge that history is lived, not merely something I read. There is no shortage of wrenching stories of the pain of being an undocumented immigrant, other-abled, queer, female, poor, homeless, neuroatypical, or any number of differences between myself and others that seem insurmountable. Books are a window into worlds I do not occupy, and conditions I do not endure. It is interactions with different kinds of people that enlivens my book-learning, lets me be a witness to the lived experiences of others. Authentic learning prompts me to use my discomfort as a catalyst for change. I also believe that this work is worthwhile.

The aspiration to increase DEI is akin to the preamble to the Constitution of the United States that exhorts us “to form a more perfect Union.”² It will take a lot of work to realize those inspiring words. I equate a “more perfect Union,” with realizing DEI; they are intertwined. When I work towards the one, I am working towards the other. Accomplishing measurable progress requires foundational work on a personal level. If diversity and inclusion are the ‘what’ of the solution to the more perfect outcome, equity illustrates why but only if I dare to look. It is a different kind of privilege to work for change rather than going through the motions as a performance. It can be easy, and sometimes amusing to spot the performative, but that is a distraction. I know the work will never be finished, but I have been committed to it for over 30 years. The journey enriches me in ways I never anticipated. I am grateful to grow in understanding, as much as I am grateful to serve.

Monica is an Associate Librarian and Head of Collection & Resource Management in the John Spoor Broome Library and Equity Advocate on the IEAT team.

¹ <https://senate.csuci.edu/minutes/2020-2021/documents/meeting-materials/6a-ie-proposed-shared-definitions-final-approved-by-pres-beck-revised-11-2-2020.pdf>

² <https://constitution.congress.gov/constitution/>



MISSION FOR EQUALITY

By **Karina Chavarria, Ph.D.**

Equity is necessary before we can fulfill our mission for equality. Yet, in mainstream discourse, these terms have sometimes been used almost interchangeably. But equity is not equality. For example, having equal resources in schools does not mean that schools are fair, equal, or much less equitable.



So, what do we mean by equity? In the realm of education, I view equity as systems where unequal goods (funding, resources) are redistributed to form structures and create schools that share an increased likelihood of becoming more equal so that we get closer to our ideal of equality. Of course, this means that we move beyond individual distinctions like motivations or giftedness that do not explain large-scale group realities because large-scale inequalities are rooted in more endemic, systemic, and structural practices and policies. Though this shift in thinking and practice may seem a steep, up-hill challenge, it is possible; but particularly when the change is defined as essential to the survival of educational institutions and public education.

As the upheavals produced by the pandemic have shown us, quickly adjusting and shifting to online teaching, our institutions can actually move swiftly to institute new practices and policies when these are defined and treated as essential to its survival. Thus, transforming our institution into a place that not only prioritizes, but actually enacts equitable policies, programs, and resources will require that we all hold ourselves accountable for pursuing equity within our classrooms, our programs, divisions, and highest positions of leadership.

Karina is Assistant Professor of Sociology and ChiLFASA Faculty Co-Chair.



A MESSAGE OF GRATITUDE AND SUPPORT TO ALL EDUCATORS

Nanci Luna Jiménez has been a resounding resource and source of support for CSU Channel Islands. Nanci was a keynote speaker at our CSUCI Insight Conference, provided training for the Inclusive Excellence Advancing Faculty Diversity grant, facilitated retreats for the President's Advisory Council on Inclusive Excellence, and provided guidance for our Faculty Equity Advocate Program.

Through the Luna Jiménez Institute for Social Transformation (LJIST), we have received phenomenal virtual learning and development workshops over the past year and a half, including LJIST 25th Anniversary Tour: Shifting Attitudes, Healing Together, Stopping the Cycle of Oppression, and Transforming Relationships.

The following is a message of gratitude and support from Nanci Luna Jiménez to all educators and parents at the beginning of a new academic year as we continue to be resilient through another year faced with the pandemic: <https://bit.ly/3jybHhu>

CME Mini-Grant Awardees



Abigail Michelini, Lecturer, Writing & Multiliteracy Center *Celebrating Heritage Languages Open Mic*

On Feb. 25, the Writing & Multiliteracy Center, supported by a grant from the Center for Multicultural Engagement, hosted a Celebrating Heritage Languages Open Mic in honor of International Mother Languages Day and in recognition of the language diversity found at CSUCI. The event featured CSUCI's own Dr. Raquel Baker, who shared work from several of her favorite poets. Thirty-one students attended the event, with 13 reading their own work or favorite authors' work in English or Spanish. Themes of the poems shared included language,







identity, personal experiences, and culture. The CME grant allowed for the purchase of four books for a giveaway at the close of the evening and four student attendees excitedly selected their winnings, including *No Dictionary of a Living Tongue* by Duriel Harris, one of Dr. Baker's readings. At the end of the event, students requested another Open Mic so the WMC held a second open mic on the evening of Apr. 22.

Raquel Baker, Assistant Professor of English *Virtual Kwanzaa Celebration*

This creative digital humanities project brought together faculty, staff, and students to create a virtual Kwanzaa celebration. Through this project students and those who viewed the post on social media --such as Twitter, Instagram, and Facebook -- learned about Kwanzaa and its daily principles. Students participated in a virtual artmaking event where they made candles and learned how to make gifts for the ritual gift-giving part of Kwanzaa. Students and faculty also made videos for each day of the daily candle-lighting ceremony. I have begun posting the materials on Canvas to archive our research, artmaking, and candle-lighting ritual. Envisioning this as a digital humanities project allows us to harness the power of the digital to work toward attracting, retaining, and investing in Black community at CSUCI. As a digital project, this work is participatory, archival, and spatial—actually helps us build community and a positive space of belonging even as it is a virtual project. I look forward to continuing to build this project thanks to the inaugural support through the CME.



SPEAKERS

 DERRICK JEFFERSON, M.F.A., M.L.S. <small>Title: When Worlds Collide Date: Tues, February 2nd Time: 4:30 pm</small>	 KYMBERLY KEETON, M.L.S., C.A. <small>Title: Collective Relevance: Curating Black Art & History through Independent Archival Praxis Date: Wed, February 3rd Time: 10:00 am</small>	 DR. RAQUEL BAKER <small>Title: Speculating Blackness Date: Wed, March 10th Time: 6:00 pm</small>
 DR. LASONYA DAVIS <small>Title: Health Inequity: An Academic Crisis in America Date: Tues, March 30th Time: 5:30 pm</small>	 DR. ARIA HALLIDAY <small>Title: Consuming Your Immigration Date: Wed, April 14th Time: 4:00 pm</small>	 DR. ROBIN MITCHELL <small>Title: Fireside Chat: Book Launch for Venus Hope: Black Women and Colonial Fantasies in Nineteenth Century France Date: Thurs, April 29th Time: 4:00 pm</small>

Colleen Harris, Head of Instruction, Engagement & Assessment, John Spoor Broome Library *Black Scholars on Black Lives CSUCI Library Lectures Series*

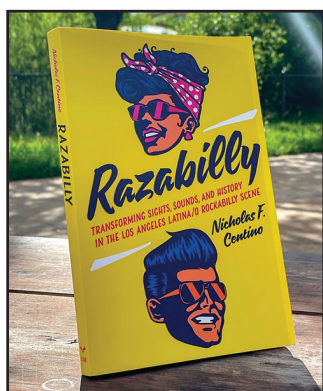
With the CME mini-grant and other partnerships, Broome Library was able to launch a new lecture series, Black Scholars on Black Lives, which focused on elevating the voices of Black scholars and exposing our campus and community to scholarly work often no heard about. Scholars discussed topics ranging from archiving and curating the work of Black artists, Black speculative fiction, health inequity, and the public consumption of Black girlhood. Over the course of six lectures in Spring 2021, 366 registrants attended. 37% of attendees were affiliated with CSUCI (staff, students, and faculty), another 6% of attendees were Ventura County residents, and 53% of attendees identified as attending from outside Ventura County. More than 63% of attendees noted that they definitely or probably would not have been able to attend the lectures for various reasons including work schedules, childcare, location, and health concerns, so it appears that offering the lectures virtually was a more equitable practice allowing for more access, demonstrating it was a great success.

Jessica Hasson, Lecturer of University Studies
Divine Reflections of Sikh and Punjabi Spirit Virtual Hybrid Library Exhibit

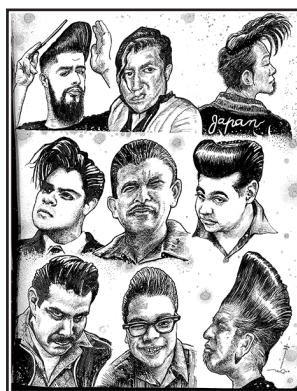
With the CME mini grant, a dual virtual hybrid exhibit was carefully curated to make sure that South Asian cultures, specifically Sikh and Punjabi, have authentic and adequate representation in Broome Library. Stanford Punjabi Literature and Language professor, Dr. Kuldeep Singh, and CSUCI professor, Jessica Hasson researched literature and works that would act as an encompassing introduction to Eastern treasures of wisdom for our larger academic community. They meticulously selected authors, works, and North Indian musicians who represented true wisdom of the East, and who would also be able to bridge global identity and culture in a way that would facilitate rich conversation and exploration. Seeing authors of South Asian descent as a norm and not a rarity in our libraries normalizes healthy concepts of South Asian identities. Making the culture more accessible through a virtual component where participants can hear and feel Punjabi and Sikhi culture helps the CSUCI community begin to form more accurate firsthand perceptions and impressions of Asian culture rather than basing conceptions on social media bias and stereotype.



Nicholas Centino, Assistant Professor of Chicana/o Studies
Razabilly Graphic Illustrations



Nicholas Centino published his book, *Razabilly: Transforming Sights, Sounds, and History in the Los Angeles Latina/o Rockabilly Scene* by the University of Texas Press, available to the public on July 14, 2021. He received a CME mini-grant to cover the art permissions and duplication costs necessary for



the illustration of core concepts in his research. As a highly visual medium, rockabilly style is a spectacular sight that necessitates visual representation and documentation in order to be best understood by those outside of the subculture. As such, two works created by Los Angeles based Latino graphic artist, Roque Torres were created for the book. These images will serve an in an important capacity as Centino develops pedagogical tools to inform the campus community.

The Center for Multicultural Engagement (CME) mini-grants support faculty efforts to enhance multicultural and diverse perspectives via teaching, mentoring, program development, research, and creative endeavors.

We encourage faculty mini-grant proposals for projects emphasizing the promotion of diversity, multicultural perspectives, and inclusive excellence using innovative virtual spaces as project platforms. www.csuci.edu/cme/faculty/mini-grants

Center for Multicultural Engagement Advisory Board Members 2020-2021

CME Faculty Director:
Christy Teranishi Martinez

CME Student Affairs Director:
Charles Osiris

Student Representative:
Juliane Martinez

Faculty Advisory Board Members:
Ronald Berkowsky
HyeSun Lee
Jennie Luna

Student Affairs Representatives:
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Kem French
Natalie Johnson

Executive Director of Equity & Inclusion Title IX Coordinator; ADA Coordinator:
Rebecca Lawrence

Manager of Institutional Equity and Deputy Title IX Coordinator:
William Nutt

Communication & Marketing:
Joanna Murphy

Ex-Officio Members:
Jules Balén
Pilar Pacheco
Marie Francois

Mission-Based Centers Coordinator:
Jeannette Edwards

Moving Beyond Courageous Conversations to Collaborative Action

BUILDING A BELOVED COMMUNITY

Over the past several years Dr. Alma Clayton-Pedersen has been an incredible support and resource for our CSU Channel Islands campus, facilitating implicit and explicit bias workshops and diversity training for our faculty, staff, students and administrators. She also worked with Dr. Estela Bensimon in the USC Center for Urban Education designing the webinars we utilized for the IE Advancing Faculty Diversity as we revamped our faculty hiring and retention practices.

In Spring 2020, right before our campus closure (due to the pandemic), Dr. Clayton-Pedersen facilitated our *Moving Beyond Courageous Conversations to Collaborative Action* workshop with over 60 students, faculty, staff and administrators in attendance, including the President's Advisory Council on Inclusive Excellence (PACIE) team and members of our Center for Multicultural Engagement (CME) Advisory Board. Valuing the benefits of this work, Dr. Richard Yao (then Vice President for Student Affairs) and the Provost's office (Provost Elizabeth Say) along with the Center of Multicultural Engagement set aside essential funding for Dr. Clayton-Pedersen to hold a follow up workshop.

Building on the initial workshop, on March 25 Dr. Clayton-Pedersen facilitated our *Moving Beyond Courageous Conversations to Collaborative Action II: Building a Beloved Community*, however this time virtually. With the support of the CME, the PACIE, Interim Vice President for Student Affairs Toni DeBoni, Associate Vice President for Student Affairs Cindy Derrico, Associated Students, Inc. (ASI), ASI Executive Director Helen Alatorre, the Psychology program, and the Wellness Promotion & Education office, it was a huge success, bringing students, faculty, administrators, and staff together to work on strategies for reducing implicit/explicit biases and fostering a more positive campus climate.

The flyer features a portrait of Dr. Alma Clayton-Pedersen on the left. At the top right is the Channel Islands California State University Center for Multicultural Engagement logo. The main text is centered and reads: 'Students, Faculty, Staff, Administrators Addressing Our Challenges Collectively MOVING FROM COURAGEOUS CONVERSATIONS TO COLLABORATIVE ACTION: BUILDING A BELOVED COMMUNITY'. Below this, it states 'FACILITATED BY DR. ALMA CLAYTON-PEDERSEN' and 'THURSDAY MARCH 25, 2021 3 TO 5 PM via Zoom'. An RSVP link is provided: 'RSVP: <https://bit.ly/3l5oXsX>'. At the bottom right, contact information for Jeannette Edwards is listed. Two logos at the bottom are for the Division of Academic Affairs and the Division of Student Affairs.

Dr. Clayton-Pedersen is CEO of Emeritus Consulting Group that uses organizational development principles to assist nonprofit, public and education entities in enhancing their effectiveness for the public good.

When educators intentionally work to make excellence inclusive, they work to extract the unique contributions that each person brings to the learning environment and to use it for the learning of all.

~ Alma Clayton-Pedersen

SAFE Training and Training for Trainers



Jules Balen, Director of Faculty Development and Professor of English
Catherine Burriss, Associate Professor of Performing Arts
Ronald Berkowsky, Assistant Professor of Health Science

This past year in developing our annual SAFE Training workshop, we were confronted with a two-fold challenge: (1) to consider how to create a similarly impactful *virtual* SAFE training, and (2) to develop a cadre of trainers to offer future trainings. It was an opportunity to really dig into what we expected from the trainings, and how we might improve the trainings overall. While there would be no easy way to make the virtual training “the same,” we wanted to be sure to engage folks as fully as possible—emotionally and intellectually.

To do this, we integrated structured constructivist listening opportunities with each element to give participants a way to more deeply explore their own emotional and intellectual grasp of the concepts, ideologies, and practices that we were asking that they evaluate—and possibly change. Participants then had opportunities to share out with the larger group and deepen their understanding from the range of perspectives shared.

We held the training on Apr. 28 with 16 participants. From the workshop evaluation it seems to have been as impactful as past training workshops. Several folks from the training were interested in becoming trainers themselves. In addition, we gained several people interested in not only developing the training of the trainers piece, but in thinking about SAFE beyond the training. A few of us met several times after the training to plan for Fall 2021 and beyond.

We all may have come on different ships, but we're in the same boat now.

~Martin Luther King Jr.

Just and fair inclusion. An equitable society is one in which all can participate and prosper. The goals of equity must be to create conditions that allow all to reach their full potential. In short, equity creates a path from hope to change.

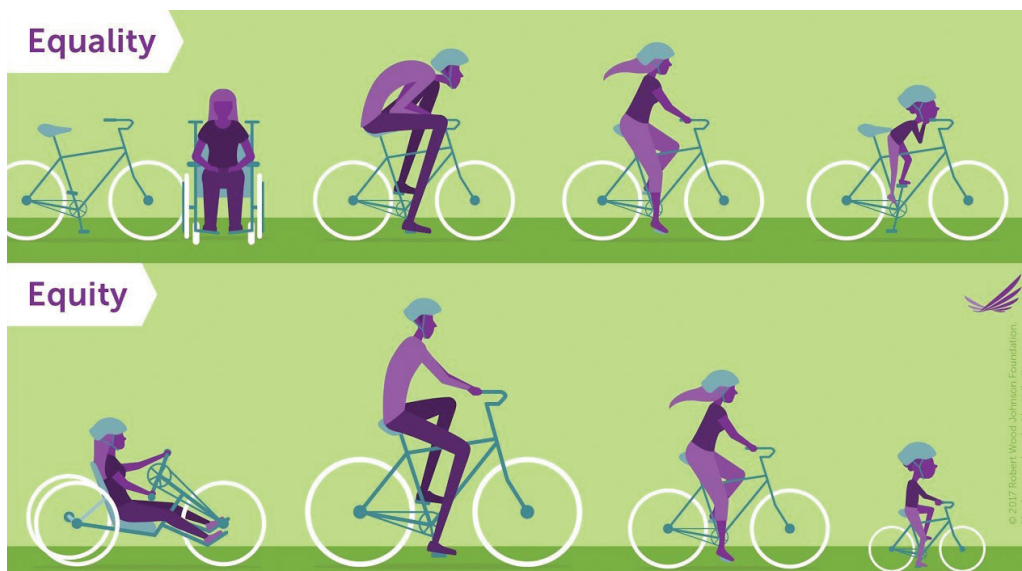
~Unknown

Our differences do matter but our common humanity matters more.

~Bill Clinton

If tolerance, respect and equity permeate family life, they will translate into values that shape societies, nations and the world.

~Kofi Annan



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Ongoing Events & Workshops

INTERNATIONAL WOMEN'S DAY

<https://www.internationalwomensday.com/>



To celebrate International Women's Day, the 19th Annual Women's Recognition Award Ceremony was held via Zoom on March 10 to recognize our female leaders at CSUCI and throughout community. Student leaders on the Intercultural Services staff, Yessica Arreguin and Andrea Murillo, did a wonderful job hosting the event. Dr. Teranishi Martinez told her story of the strong female role models and leaders who paved the path along her journey, and spoke on behalf of the Center for Multicultural Engagement as a co-sponsor of the event. Andrea Murillo provided the student keynote speech, and then we welcomed

the student keynote speaker, Lizbeth Mateo, an activist and lawyer, who shared her challenges and triumphs as an undocumented attorney.

The following were our 2020-2021 award recipients:

Sophie Nguyen (Student)

Julia Ornelas-Higdon (Faculty)

Helen Alatorre (Staff)

Mandavi Chattopadhyay (Community Member)

Rachel Tafoya (Administrator)

They are all exemplary female role models and have made incredible contributions to our community, leaving a legacy to follow.



CAMPUS READING CELEBRATION:

Dr. Safiya Umoja Noble

In Spring 2021, we held our annual Campus Reading Celebration honoring the work of Dr. Safiya Umoja Noble, author of *Algorithms of Oppression*. In her book, Dr. Noble challenges the idea that search engines like Google offer an equal playing field for all forms of ideas, identities, and activities. She argues that a combination of private interests promoting certain sites and the monopoly status of a relatively small number of internet search engines leads to a biased set of search algorithms that privilege whiteness and discriminate against women of color.

Dr. Noble is currently an Associate Professor at UCLA in the Departments of Information Studies and African American Studies. She is a CSU alumni from Fresno State.

We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color.

~Maya Angelou

When a flower doesn't bloom, you fix the environment in which it grows, not the flower.

~Alexander Den Heijer

Access to same opportunities. We must first ensure equity before we can enjoy equality.

~Unknown

Equality is leaving the door open for anyone who has the means to approach it; equity is ensuring there is a pathway to that door for those who need it.

~Caroline Belden

OUR STORIES MATTER DISCUSSION SERIES – Sponsored by the Mission-Based Centers

A thought-provoking series focused on interdisciplinary, evidence-based perspectives presented by CSUCI faculty and invited experts who speak to and discuss specific topics related to pandemic politics, imagining our democratic futures and student activism.

FALL 2020

Mission Based Centers Our Stories Matter Discussion Series

Pandemic Politics

HOW HEALTH CRISES REVEAL INEQUALITIES

WED. SEPTEMBER 30TH
4 PM via Zoom at bit.ly/2Eh3A7e

Health is considered political when there is a debate on the cause of the problem, disagreement on who's responsible for addressing the issue, and when it affects people disproportionately. A better understanding of all of these dimensions requires (1) exploration of the link between health and stigma/blame/shame, and (2) shedding light on health disparities and the social determinants of health.

Dr. Katie Elder (Health Communication) and Dr. Andrea Grove (Political Science/Global Studies) discuss these issues in the cases of HIV/AIDS and Covid-19, both in the United States and globally. The discussion explores how elements of structural violence, such as racism and colonialism, underlie public health debates in the national and international contexts.

PANDEMIC POLITICS
(Andrea Grove and
Katie Elder)

Our Stories Matter

Mission-Based Centers Discussion Series

IMAGINING OUR DEMOCRATIC FUTURES: ERADICATING THE POLITICS OF SYSTEMIC EXCLUSION, INEQUALITY AND DEMOCRACY

Tadashi Dozono will discuss from a minority perspective, what also might democracy look like beyond the idea that "the majority wins"? His relationship to democracy begins from his family's internment as Japanese-Americans during World War II. In this talk, he will trace his own explorations of democratic practices within and for marginalized communities, to imagine what our democratic futures could look like.

Charles Osiris will examine the politics and exclusion that have limited the voices and democratic opportunities for people in our country. He discusses how we can all play a role in overcoming these obstructions to democratic ideals and participation of all people—imagining a future unlike our past and present.

Wednesday, October 28th
5:30 PM
Zoom: <https://bit.ly/2HtZV0A>

Dr. Tadashi Dozono's (Assistant Professor of History/Social Science Education) research explores how social studies classrooms can be accountable to the experiences of marginalized racial populations. Dr. Charles E. Osiris (AIDS Studies Affinity) research focuses on the gender inequality factors for African American Men and Men of Color through analyzing the impact of various factors that contribute to student resilience and overall academic success toward degree completion. Other research interests include: Spiritual development in the ivory tower and inclusion issues in higher education and society.

IMAGINING OUR
DEMOCRATIC FUTURES
(Charles Osiris and
Tadashi Dozono)

SPRING 2021

Student Activism 101

Join us for a workshop to help students understand how to become an activist for change in their communities and society

Manuel Criollo
Wednesday March 24th 3:00-4:30pm
<https://csuci.zoom.us/j/8901385090>

Cindy Wiesner
Wednesday April 7th 3:00-4:30pm
<https://csuci.zoom.us/j/8901385090>

For more information contact: jenae.johnson@csuci.edu
Sponsored by Chicano Studies, Center for Multicultural Engagement, Our Stories Matter

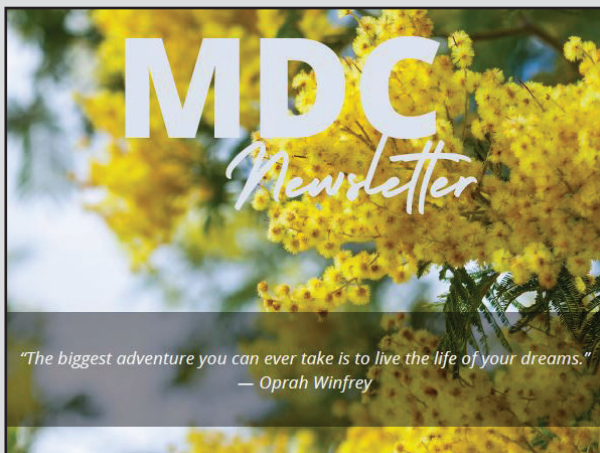
INSTRUCTIONALLY RELATED ACTIVITIES
C H A N N E L I S L A N D S

STUDENT ACTIVISM 101
(Manuel Criollo and Cindy
Wiesner)

MULTICULTURAL DREAM CENTER NEWSLETTER:

May 2021 events, workshops, guides and more at www.csuci.edu/mdc/may21news.pdf

For more information on the Multicultural Dream Center, visit www.csuci.edu/mdc/



ART WITH IMPACT: Movies for Mental Health

A thought-provoking series focused on interdisciplinary, evidence-based perspectives presented by CSUCI faculty and invited experts who speak to and discuss specific topics related to pandemic politics, imagining our democratic futures and student activism.

ART WITH IMPACT

ONLINE
Thursday, April 22, 2021 • 5:00pm - 7:00pm PT

MOVIES FOR MENTAL HEALTH

Connecting with ourselves and others through films about mental health.

Option to join anonymously!

FREE REGISTRATION
bit.ly/csuci-m4mh

CO-ORGANIZED BY: CHICANO & PSYCHOLOGICAL SERVICES, CHANNEL ISLANDS
For accessibility-related accommodations or questions: amy@artwithimpact.org
DEAN OF STUDENTS, CHANNEL ISLANDS



Raudel J. Bañuelos, Jr., Retired CSUCI Director of Facility Support and Chumash Cultural Advisor gives remarks after receiving the Doctor of Humane Letters (L.H.D.) degree at one of the 2021 Commencement Ceremonies held in May.

Resources

WORKSHOPS/TRAINING

- **DACA Training** (Deferred Action for Childhood Arrival) – www.csuci.edu/cme/multicultural-resources/diversity-training
- **SAFE Training** (Students, Administrators and Faculty for Equality) – www.csuci.edu/cme/current-events

SUPPORT SERVICES

- **Academic Advising** – www.csuci.edu/academics/advising/
- **CAPS** (Counseling & Psychological Services) – www.csuci.edu/caps
Borderline Survivors
- **CARE Team** (Campus Access, Retention & Equity) – www.csuci.edu/campuslife/care
- **DASS** (Disability Accommodations & Support Services) – www.csuci.edu/dass/
- **Dolphin Pantry** Arroyo Hall, Room 117 – www.csuci.edu/basicneeds/food-assistance
- **Emergency Intervention & Basic Needs** 805-437-3332 – www.csuci.edu/basicneeds
- **Mariposa Evolucionando*** – www.mariposabefree.org
- **MDC** (Multicultural Dream Center) – www.csuci.edu/mdc
- **TITLE IX** 805-437-2077 – www.csuci.edu/titleix
- **Undocumented Student Ally Resources*** – www.affordablecollegesonline.org/college-resource-center/undocumented-college-student-resources/

AFFINITY GROUPS

- **AAPI** (Asian American and Pacific Islander) **UNITY GROUP** – hyesun.lee@csuci.edu
- **BFSA** (Black Faculty and Staff Association) – BFSA@csuci.edu
- **ChiLFASA** (Chicana/o Latina/o Faculty and Staff Association) – www.csuci.edu/chilfasa/
- **LGBTQIA+ Student Resources** – www.csuci.edu/mdc/resources/academic-support-pages/lgbtqia
- **UNITY COALITION** – karina.chavarria@csuci.edu
- **WOMEN OF COLOR FACULTY** – WOCfaculty@csuci.edu

STUDENT CLUBS – www.csuci.edu/clubs-organizations

(e.g., Latina Leadership Coalition, InterVarsity Christian Fellowship, Queer Student Alliance, Kilusan Pilipino, etc.)

*Non-campus resources

The process of empowerment cannot be simplistically defined in accordance with our own particular class interests. We must learn to lift as we climb.

~Angela Davis