



# ACTION

**MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION**

**DATE:** *August 19, 2020*

**ITEM TITLE:** **4.1a**

**CONTACT PERSON:** *Laurie Popp, Executive Assistant to the Board of Education*

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**SUBJECT: APPROVAL OF MINUTES – July 15, 2020**

**Session 1009**

A meeting of the Mt. Hood Community College District Board of Education was held on July 15, 2020, with Board Work/Training Session at 3:00 pm, held via a Zoom meeting.

**1.0 CALL TO ORDER**

Members present: Diane McKeel, board chair, Jim Zordich, board vice chair, Annette Mattson, Andrew Speer, LaVerne Lewis, Kenney Polson, Diane Noriega

Additional Attendees: Dr. Lisa Skari, president, Traci Simmons, director of Diversity, Equity and Inclusion

McKeel called the meeting to order at 3:03 p.m.

**2.0 TRAINING – SESSION 1**

Traci Simmons led a training for board members on equity-minded leadership. She provided an overview of the ground rules for the training and engaged board members in several activities and discussion in response to several questions. There was a discussion regarding the reading assignment from the book *Privilege, Power, and Difference* by Allan G. Johnson. The next board training is scheduled during the board work session on September 2, 2020. A copy of the PowerPoint presentation is attached.

**3.0 ADJOURNMENT**

The board work/training session was adjourned at 6:01 p.m.

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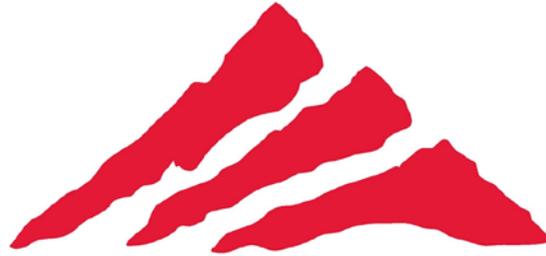
Clerk

Board Chair

*Minutes recorded by Laurie Popp, Executive Assistant to the Board of Education.*

# EQUITY- MINDED LEADERSHIP

Facilitated by Traci Simmons,  
Director of Diversity Equity and  
Inclusion



**MT. HOOD**  
COMMUNITY COLLEGE

# Group Agreements

Be mindful

Stay engaged

Step Up, Step Back

Use 'I' statements

Consider impact vs. Intent

Be honest and vulnerable

Listen to understand

Avoid assuming the intent of others

Offer grace

Suspend blame, shame, guilt, fear, and denial

Strict confidentiality

Accent non-closure

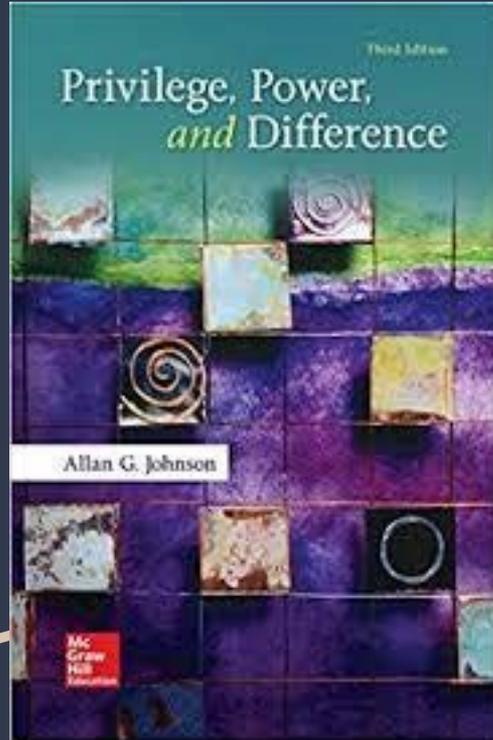
# Methodology



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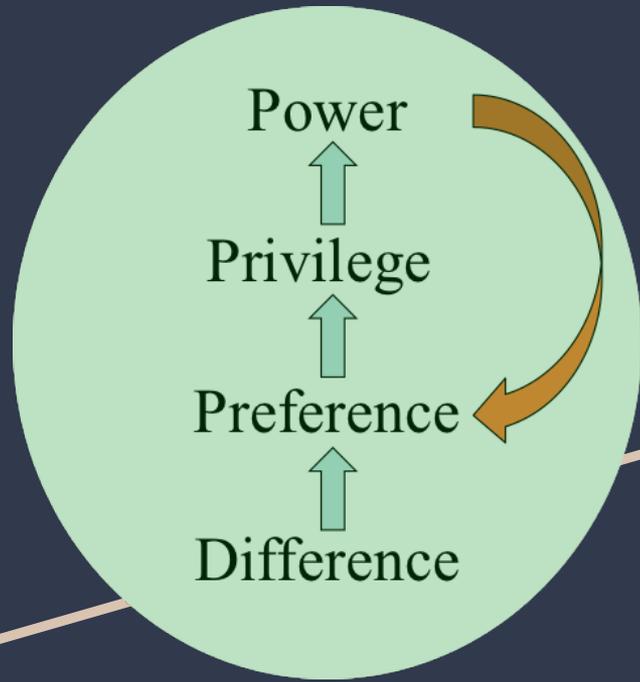
Human conversation is the most ancient and easiest way to cultivate the conditions for change – personal change, community and organizational change, planetary change. If we can sit together and talk about what’s important to us, we begin to come alive. We share what we see, what we feel, and we listen to what others see and feel. - Margaret Wheatley (2002)

# Objectives for part I



- Share reflections from Chapter 1 & 2 of Privilege, Power, and Difference
- Discuss Social Location
- Explore: Cycle of Socialization
- Explore: This or That Activity
- Exploring Race

# The Trouble



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“We are, each of us, part of the problem, because, in one way or another, and for all our differences, we have in common the fact of our participation in a society we did not create. We can also make ourselves a part of the solution, but only if we know how.

That there are choices to be made is true for everyone, no matter how we are located in the world, and the effectiveness of those choices can be no better than our understanding of how it works. What we bring to that is shaped by our position and experience of the world. But no matter who we are and what we know because of it, we still need tools for making sense of reality in ways that connect us with the experience and lives of others.

Because it is only then that we can come together across lines of difference to make something better than the legacy that was passed to us.”

# Reflections from Chapters 1 & 2

Any Ah-ha's?

Moments of clarity?

Things that stood out?

Things that you bristled at?



# Identity Iceberg



# This or That?

- You will be guided through a series of prompts
- Follow along and resonate with what is being asked
- Reflect on that experience
- If you have not had the experience, reflect on that
- I invite you to give voice to your lived experiences or the reality of not having certain experiences

# This or That?

- Reflect on our students and what they experience

In what ways are there commonalities with their experiences? How do you reconcile if there is a vast difference in your lived experience vs. the experiences our students face daily?

What does this all mean for your leadership?

# Exploring Privilege

“Privilege exists when one group has something of value that is denied to others simply because of the social category they belong to, rather than anything they **have done or failed to do.**” Peggy McIntosh

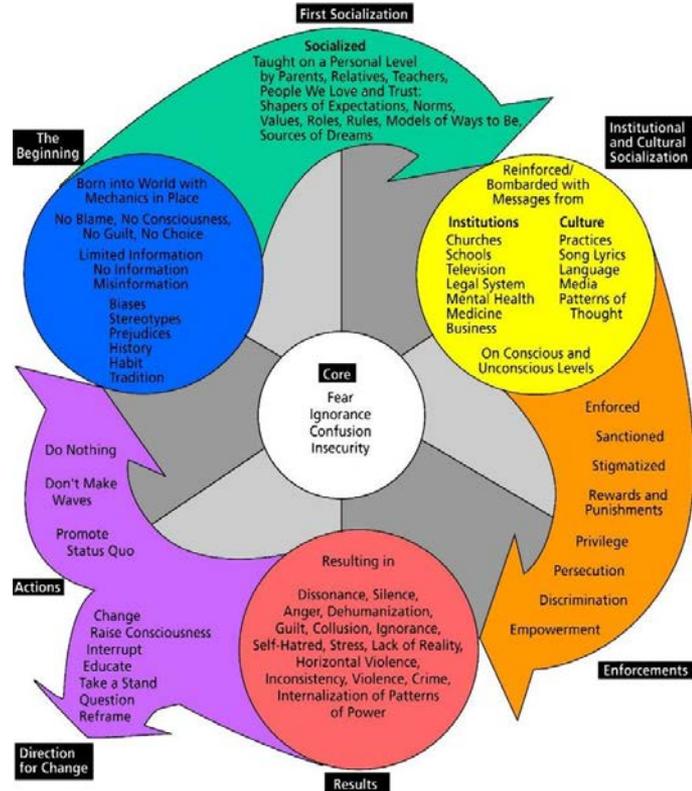
Inoculation: never being “marked” as a person who is/should be denied privilege

Immunity (Cabrera, 2016): never being subject to the experiences of those who are denied privilege

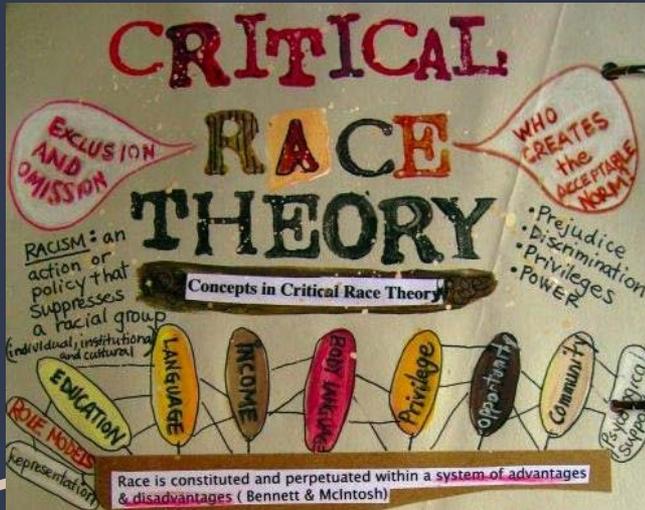
Isolation: never knowing the personal experiences of those who are denied privileges through separation and segregation (epistemic privilege or obliviousness)

Invisibility: privilege is always working in the background; the status quo is maintained by making privilege invisible (predicated on the experiences you don't have)

# Cycle of Socialization



# Why we start with race?



First tenet of Critical Race Theory (Kohli, 2008)

We live in a highly racialized society and race is the most profound determinant of our life outcomes.

-think “systems”

Racism is the most stubborn obstacle to true liberation.

\* See 2020

# Talking about race begins with personal reflection



When were you first aware of your race?

What do you remember from childhood about how you made sense of human difference? What confused you?

What childhood experiences did you have with friends or adults who were different from you in some way?

How, if ever, did any adult give you help thinking of racial differences?

# Break time!!!

## Break Time Reflection:

How does the interplay of privilege, oppression, and difference show up at MHCC?

How does it interact with your role as a member or the Board of Education?



# Social Mobility and Education



# From Chapter 4

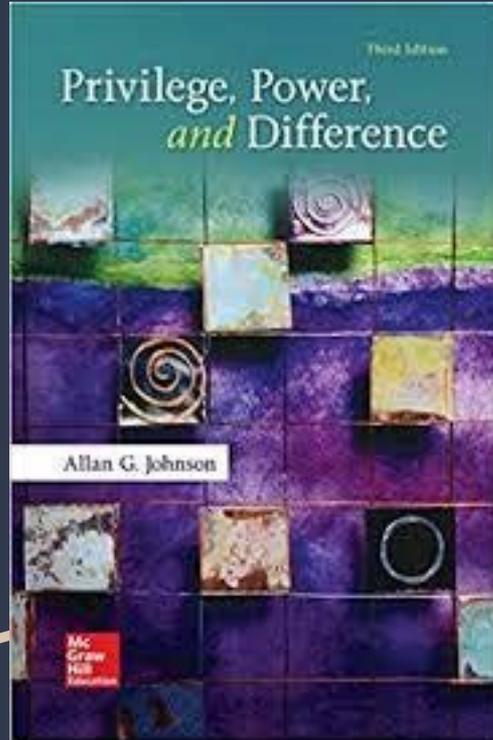


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“In all its forms, the problem of privilege and oppression stands between us and the kind of world in which all people have the best chance to thrive. To do something about it, we first have to see how it affects us, because only then are we compelled to do something about it.”

-Allan G. Johnson

# Objectives for part II



- Share reflections from Chapter 3 & 4 of Privilege, Power, and Difference
- Discuss Economic Systems
- Exploring Class/Classism
- Explore: Cycle of Liberation
- Explore THRT resources
- Explore ACCT Equity Action Agenda

# Reflections from Chapters 3 & 4

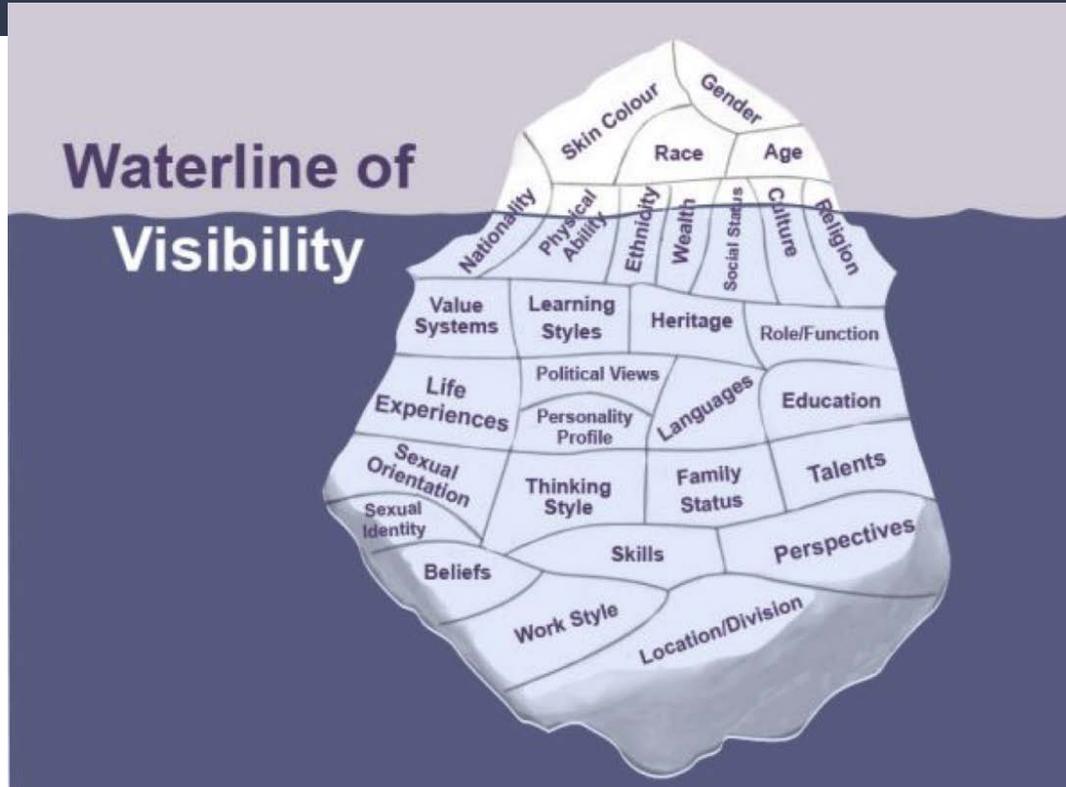
Any Ah-ha's?

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# Identity Iceberg



# Exploring Privilege

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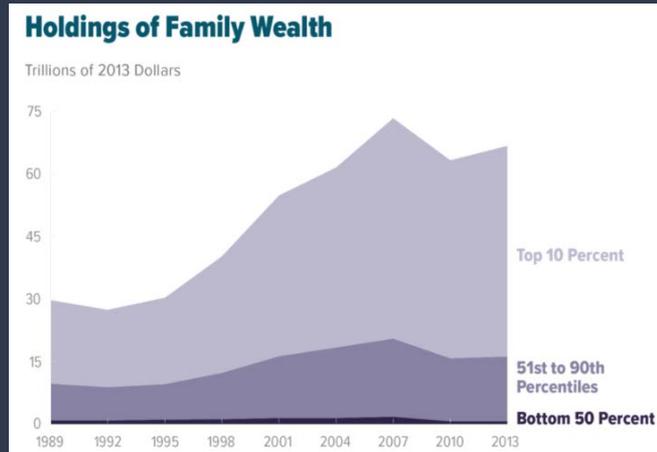
# Oppression

Oppression is the concept that points to social forces that tend to “press” on people and hold them down, to hem them in, and block their pursuit of a good life. Just as privilege tends to open doors of opportunity, oppression tends to slam them shut. (Frye, 1983)

# Economic Systems

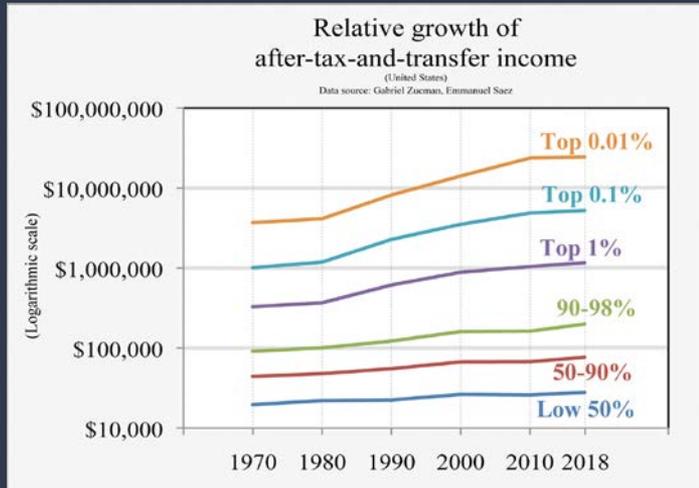
- Capitalism perpetuates privilege and oppression
- We are currently veering more towards Oligarchy, where the political systems are influenced by the very few who hold economic power
- Racism as a biological determinant was invented to rationalize slavery and slavery was created as an economic system to fuel capitalism
- Racism was also used to rationalize the colonization and subjugation of indigenous people for the land that also fuels capitalism

# Data to Inform



- Political Economy: 158 wealthy families/300 million families donated half of all monies in the 2016 primaries for the presidency
- Income Inequality: The richest 10% of the US population hold 75% of the wealth, including 70% of cash, more than 50% of the land, more than 90% of business assets and 92% of stocks.

# Data to Inform



- The richest 20% of households receive 59% of all income, leaving 41% to be divided among the remaining 80%.
- “While capitalism produces overall abundance of goods and services, it distributes wealth so unequally that it simultaneously creates conditions of scarcity for most of the population.”

# Interrogating Capitalism

What happens in the political sphere when people begin to question capitalism? Why?

# Talking about class begins with personal reflection



When were you first aware of your class?

What do you remember from childhood about how you made sense of your class position? What confused you? Or were you aware at all?

What childhood experiences did you have with friends or adults who were from a different class?

How, if ever, did any adult give you help thinking of class differences?

# Intersections of class, privilege, and oppression

- Matrix of Domination
- Interwoven factor of social categories that interact with social location to determine how one experiences both privilege and oppression simultaneously
- Capitalism has perpetuated all forms of oppression by creating a distraction and putting oppressed people in competition for scarce resources

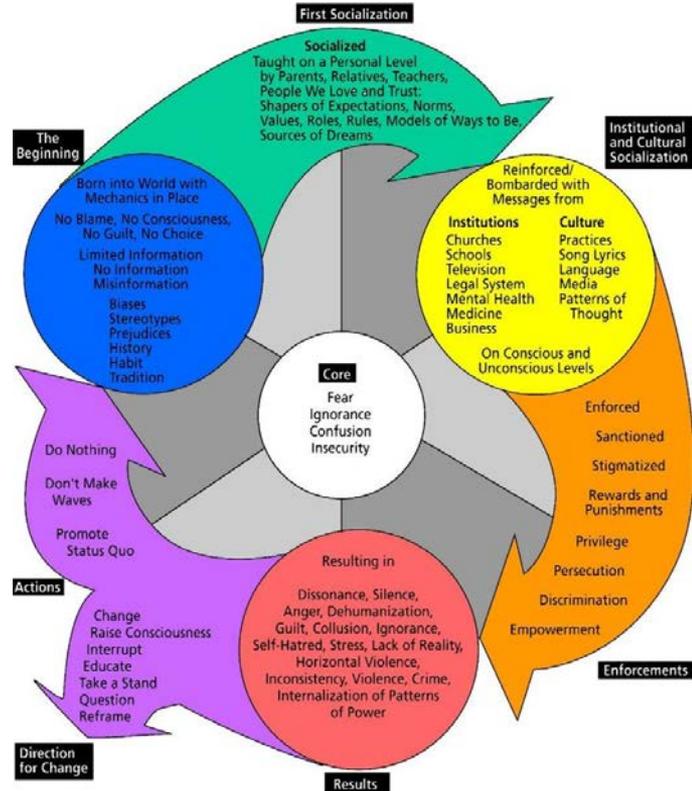
# Truth, Healing, and Racial Transformation (THRT)

Reactions? Reflections?

What appetite do we have to do this work on the individual and organizational levels?

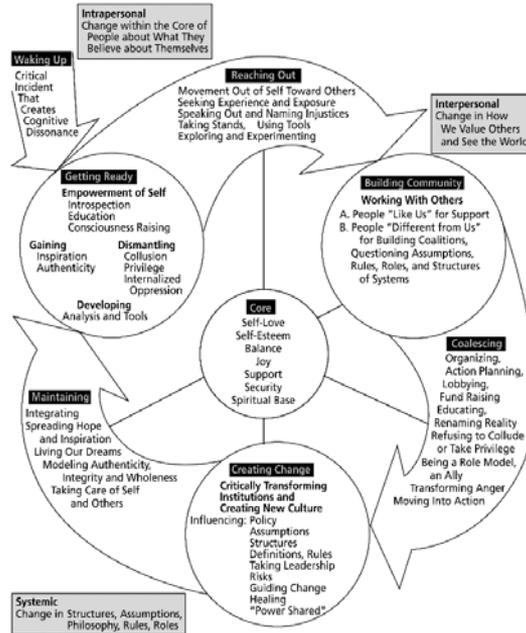
What actions will we need to take to shift institutional culture and jettison the hierarchy of human value?

# Cycle of Socialization



# Cycle of Liberation

## Cycle of Liberation



Source: Developed by Bobbie Harro

# Homework

In preparation for our next time together:

Please read PPD Chapters 5, 6, 7, 8 & 9

Final Reflections: In THRT, for Organizations, there are “drivers of the racial hierarchy.”

How will you lead to eliminate organizational barriers to jettisoning the belief in a hierarchy of human value?

Please also do a personal assessment:

In PPD Chapter 4, there is a list of ways in which Avoidance, Exclusion, and Rejection happen.

In a journal reflect upon these behaviors and pay attention to your social interactions in the next month. Pay close attention to your behavior and the behaviors of others.