**USC Equity Leadership Alliance**

**Topic: Opposing the Erasure of Asian Americans, Pacific Islanders, and Native Americans**

**Session#12** 8-2-2021

Debrief date: 8-2-2021

**Attendees:**  Maria Aguilar Beltran, Jennie Beltran, Teresa Mercado-Cota, Thu Nguyen, Rebecca Ortiz, Adriana Ramirez

**Debrief Participants:** Dr. Vaniethia Hubbard, Maria Aguilar Beltran, Jennie Beltran, Teresa Mercado-Cota, Thu Nguyen, Rebecca Ortiz

**Debrief Notes:**

* There needs to be space to have ongoing opportunities for reflection, questions, more dialogue and conversations for students, faculty, and staff.
* Equity Summit follow up- This idea was discussed at prior summits. Having one that is focused on Equity. There is a Student Equity Conference that is being planned through ASG office.
* We don't provide the space for students to express their cultures and identities. Using the Johnson Center and the new building to leverage spaces for students to be recognized.
* We need to evaluate the process and support that is in place for student clubs. We should streamline this process and provide support for student participants. For example, there are times that students are not able to find advisors to support them. Can classified staff provide this support? This is a great way to create community and a sense of belonging.
* We should review our mascot as “El Don” is a figure that represent oppression for the indigenous communities. We need to involve our local Tongva elders and work with them. This process was started in the SEAP Committee, follow up needed for this coming year. This should include a conversation with Brenda and John Nguyen.
* We should expand the ways we celebrate students on campus. Our students should feel seen and represented.
* There is a need to have a dedicated space for a Cross-Cultural Center that students, staff, faculty, administrators can use to learn from each other about the different cultural backgrounds. [UCI Cross Cultural Center](https://ccc.uci.edu/) was shared as an example. Based on the experience of one of the participants it felt like “a place to express culture and heritage. It was welcoming. Many students attended various club meetings to support and because it was a club they identified with. It was a great place to kind of relax, study, find support, and remove the performance that you had to put on outside the building”.
* Specific classroom deep dive questions and PD opportunities we need to continue to explore are: How can we get faculty to facilitate discussion each semester to learn about the students they are serving right there and then?
* Add to history courses contributions made by the Asian Americans and Pacific Islanders community.
* A workshop on “how to facilitate discussion in the classroom after a major event”.
* Campus wide question: How do we support involvement in particular when our students are is busy?
* We need to continue to learn about the history of Asian Americans, Pacific Islanders, and Native Americans. Expand our curriculum and programming to go beyond the monthly celebrations.
* Continue the discussion of how the SEAP committee can support this work.

**Session Notes: Opposing the Erasure of Asian Americans, Pacific Islanders, and Native Americans**

**Asian Americans & Pacific Islander:**

* How have the lived experiences of these student groups changed since the pandemic?
* Will campus be a safe haven for our students, faculty, staff, administrators?
* What specific efforts have been made at SAC to support AAPI community?

There has been a 150% increase in hate crime against AAPI community.

Video resource:

[#STOPASIANHATE](https://youtu.be/4Ps1D-hESes) Stand up. Speak out. Stop. Asian Hate. Together Video Together Ft. Olivia Munn, Ken Jeong, Di Barbadillo and more: Directed by Bao Nguyen.

Asian Americans are not a monolith! It is important that we as a college continue to create a space for learning and elevating the specific needs, experiences, and cultural assets of the AAPI community. Keep in mind that needs of the AAPI community are not a one-size fit all because the intersecting identities and experiences may differ.

History PDF link of the term Model Minority

<http://inside.sfuhs.org/dept/history/US_History_reader/Chapter14/modelminority.pdf>

Success Story 1966 (William Peterson). We need to understand that the creation of this concept is an act of anti-blackness because it was meant to create a wedge between AAPI and the Black community.

**Native Americans:**

* Based on the CCC Chancellor's office data Native American student enrollment has decreased in the community college by 150% even though the population has increased by 9%.
* "…it's like we're (being" swept under the rug. They didn't get rid of us through assimilation with the off-reservation boarding schools, but now they're trying to get rid of us in this count." Celeste Townsend, President of California Indian Nations College
* We should not use the excuse that numbers are so low or not showing up to mean we could leave our Native American students, faculty, classified, and administrators out of the conversation.
* [Reclaiming Native Truth](https://rnt.firstnations.org/wp-content/uploads/2018/06/FullFindingsReport-screen.pdf) -National effort report that highlights the efforts to achieve equity, inclusion and policy changes that will improve the lives of Native families and communities
* It is important to highlight that assimilation for Native American communities ultimately means extension because unlike other groups such as Thai, Chinese, etc. there is still a country that holds the knowledge, traditions, and culture of the people.

Video resource:

[A Conversation with Native Americans About Race](https://youtu.be/siMal6QVblE)

How can our college collaborate with the indigenous elders in the community to develop a partnership land acknowledgement and a authentic collaboration?