

“Not Playing Checkers”

**Keith Curry, Ed.D.
President/CEO, Compton College**

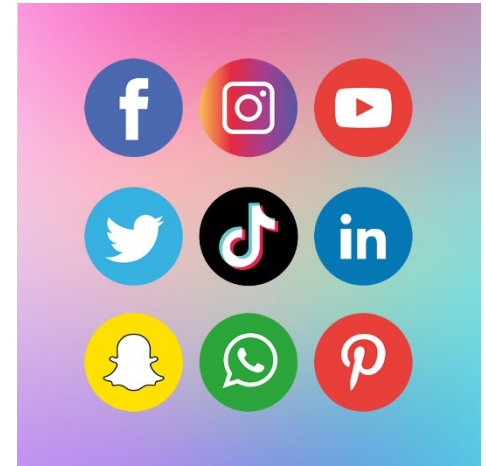
July 25, 2022



Keith Curry, Ed.D.

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EQUITY AVENGERS

#EQUITYAVENGERS

#EquityChat

Every Wednesday at 5:00 p.m. PST



**Keith
Curry**

President/CEO
Compton College



**Tammeil
Gilkerson**

President
Evergreen Valley College



**Pamela T.
Luster**

President Emeritus
San Diego Mesa College

Keith Curry, Ed.D.

- [From Ball Boy to Compton Community College District CEO](#)
- President/CEO of Compton College and Compton Community College District
- Education:
 - Doctor of Education - Educational Leadership from University of California, Irvine
 - [The Deaccreditation of Compton Community College: An Interpretation through the Kubler-Ross Grief Construct](#)
 - Bachelor of Arts - American Studies- University of California, Santa Cruz

First Generation Equity Practitioners: Are They Part of the Problem

1. Higher Education Professionals are generally racially illiterate.
2. Racialization - racist outcomes are produced through and by the habitual practices of faculty and others.
3. First-generation equity practitioners
4. Hiring of Faculty
5. Racialized Outcomes in Mathematics
 - Disaggregate data by race and ethnicity
6. Can Faculty Minoritized Groups Be First Generation Equity Practitioners?

First Generation Equity Practitioners: Are They Part of the Problem

We appropriate ‘first-generation,’ lifting it off students and applying it to faculty to call attention to their racial illiteracy and its detrimental consequences on their ability to educate minoritized students fairly, equitably, successfully, and with fidelity.”

“Openness to race-focused inquiry is most likely among practitioners who have the desire to do the “good” for their students (Dowd & Bensimon, 2015), as opposed to those who have a fragile professional identity and cannot believe they could be part of the problem.”

First Generation Equity Practitioners: Are They Part of the Problem

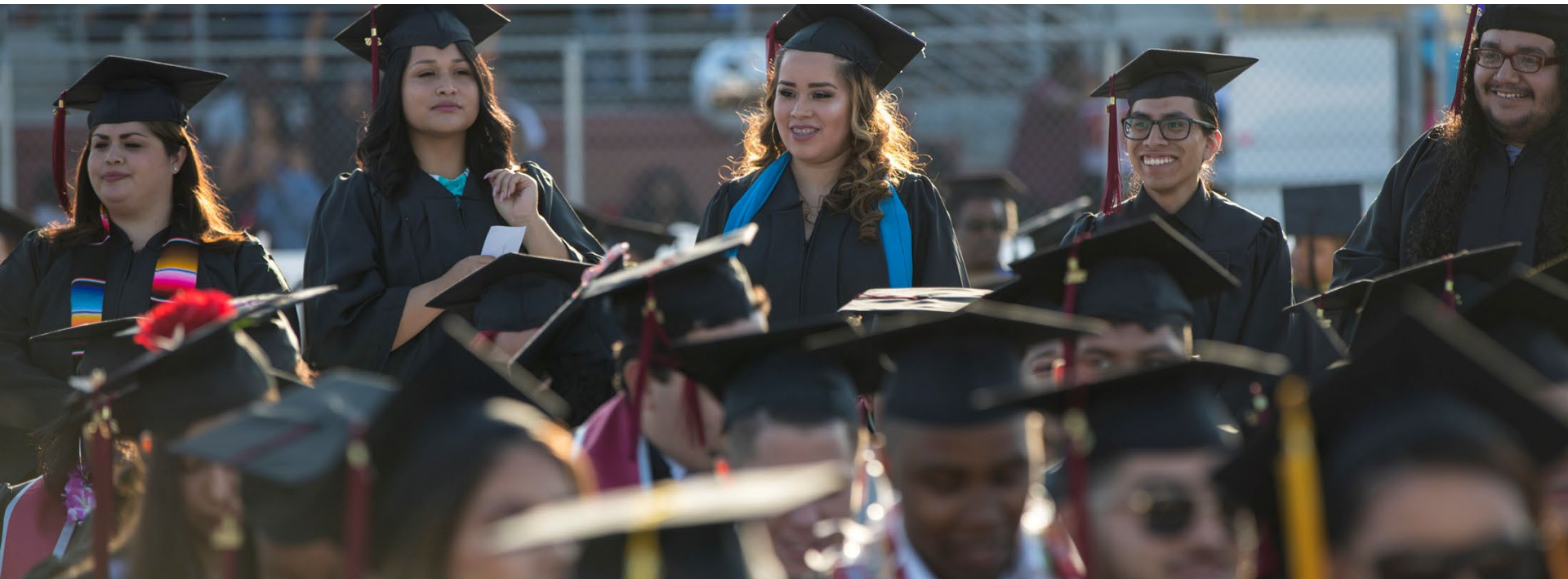
First-generation equity practitioners who acquire effective equity-minded competence seem to all share certain qualities:

- They are not intimidated by nor do they reject the idea of Whiteness as a characteristic embedded in the practices of institutions of higher education and practitioners.
- They do not claim to “not see race,” and they do not insist that they treat everyone equally.
- They invest effort in educating themselves to be aware of how racialization operates in interaction, routines, and in ostensibly neutral choices

First Generation Equity Practitioners: Are They Part of the Problem

First-generation equity practitioners who acquire effective equity-minded competence seem to all share certain qualities (Cont.):

- They advocate for responsible disaggregation of data by race and ethnicity, and they take precautions to establish conditions that will not lead to perverse outcomes.
- They can make a case for why racial equity has to be prioritized, particularly when there is a preference to focus on socioeconomic status.
- They do not accept “best practices” or “high impact practices” unconditionally because they understand that their deployment is vulnerable to Whiteness and can exacerbate racial inequity.



CALIFORNIA COMMUNITY COLLEGES' INITIATIVES



ACCCA 101 – July 25, 2022

California Community College Initiatives

- **Senate Bill - 1440** California Community Colleges: Student Transfer
- **Senate Bill - 1456** Community colleges: Seymour-Campbell Student Success Act of 2012
- **2014-2015 Budget Trailer Bill** - Student Success and Support Program: Student Equity
- **Assembly Bill - 288** Public schools: College and Career Access Pathways partnerships

California Community College Initiatives

- **Assembly Bill - 2364** Public postsecondary education: community colleges: exemption from nonresident tuition
- **2016-2017 Budget Trailer Bill - Strong Workforce**
- **Assembly Bill - 705** Seymour-Campbell Student Success Act of 2012: matriculation: assessment
- **Guided Pathways at California Community Colleges**

California Community College Initiatives

- **Vision for Success**
- **2017-2018 Budget Trailer Bill - Student Centered Funding Formula**
- **Assembly Bill - 19 California College Promise**
- **Assembly Bill - 30 Community colleges: College and Career Access Pathways partnerships**

California Community College Initiatives

- **Assembly Bill - 2** Community colleges: California College Promise
- **Assembly Bill - 132** Postsecondary Education Trailer Bill
- **Assembly Bill – 183** Higher Education Trailer Bill



NOT PLAYING CHECKERS

Strategic Leadership

Strategic leadership happens when a leader shares a vision and goal with their team and inspires them to work together to reach it. **A strategic leader often acts as the motivating force for an organization**, letting individuals know their role in achieving the vision. This leadership style helps others have direction at all times.

Source: [What is Strategic Leadership? And What Does It Look Like?](#)

CANDY LAND

A Milton Bradley Game



Chocolate Swamp

Gloppy

STUCK ON A LICORICE SPACE
Lose one turn

Candy Castle

King Candy

Princess Frostine

Snow Flake Lake

Lolly

Gramma Nutt

LOLLIPOP WOODS

STUCK ON A LICORICE SPACE
Lose one turn

PEANUT ACRES

Licorice Forest

Lord Licorice

STUCK ON A LICORICE SPACE
Lose one turn

GUMDROP PASS

Mr. Mint

GUMDROP MOUNTAINS

PEPPERMINT FOREST

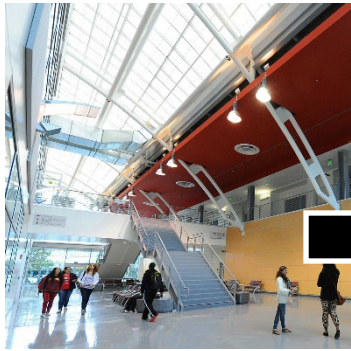
START

To the GINGERBREAD TREE

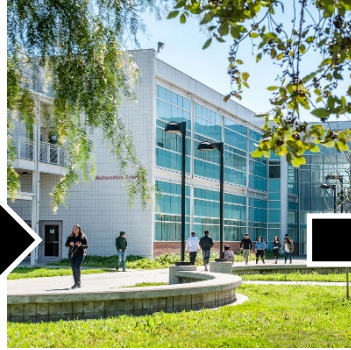
RAINBOW TRAIL



Compton College Completion by Design



CONNECTION
Initial Interest through
Submission of Application



ENTRY
Enrollment through
Completion of
“Gatekeeper” Courses



PROGRESS
Entry into Course of Study
through Completion of 75%
of Requirements

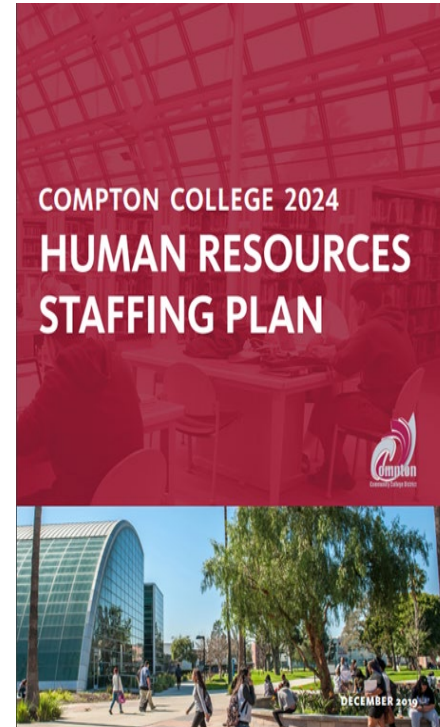
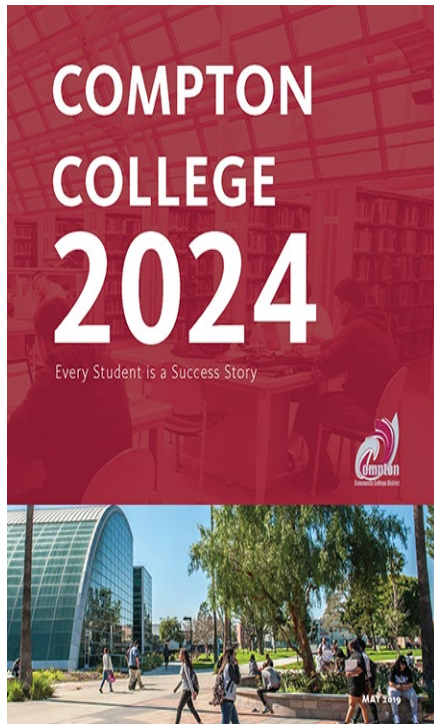


COMPLETION
Complete Course of Study
through Earning a Credential
with Labor Market Value



TRANSITION
Movement to Four-Year
University or to Workplace
with Living Wage

Compton College 2024



<http://www.compton.edu/adminandoperations/masterplan>

Compton College Equity Definition

Equity refers to achieving parity in student educational outcomes, regardless of race and ethnicity, backgrounds, or identity. Equity processes ensure that all people have an equal opportunity to engage and succeed in a high-quality educational experience while providing all students with the tools to support their academic, career, and personal goals. Compton College students identify needs and solutions to equity problems on campus. Compton College identifies and removes barriers that produce inequity and intentionally designs new programs or refines services to provide each student with what they need to be successful in their college experience.

Thinking Outside the Box

- [Compton College Student Resources](#)
- [Memorandum of Understanding between County of Los Angeles Department of Public Social Services and Compton Community College District for Data Sharing to Increase CalFresh Participation](#)
- [Compton College Guaranteed Income Program](#)
- Respond to the Call to Action - Development of the [Compton College Response](#) to the [California Community Colleges Chancellor's Office Call to Action](#)

Thinking Outside the Box

- Compton College Summer Scholars Transfer Institute – UC Irvine, Arizona State University – West, and Clark-Atlanta University
- Compton College Student Housing Proposal - \$80,389,00

New Normal

We can define the “new normal” for our organization.

- Opportunity to reimagine education for the student population we currently serve.
- Consider that traditional ways higher education institutions will operate may transform.
- Possibilities are endless, but we need to focus on improving the student experience.

2022-2023 President/CEO Priorities

1. Ensure faculty, staff, and students are in a safe and healthy environment.
2. Continue to focus on recruitment and retention efforts at Compton College.
3. Continue with Succession Planning - focus on improving how we document our various processes.
4. Continue to focus on the implementation of Diversity, Equity, and Inclusion (DEI) activities at Compton College.
5. Continue to monitor the implementation of the activities associated with the [Compton College Response to the Call to Action](#).

2022-2023 President/CEO Priorities

6. Continue to monitor the implementation of the recommendations/activities outlined in the [Compton College 2024](#) documents.
7. Continue to support the Foundation for Compton CCD.
8. Continue to be more accessible to Compton College faculty, Classified staff, administrators/supervisors, students, and the community.
9. Continue to follow up on all recommendations and requests and include information in the President/CEO Messages 'Closing the Loop' section.
10. Support Professional Development opportunities for faculty, staff, and students.

2022-2023 President/CEO Priorities

11. Continue to monitor the implementation of the California Competes Connecting Workforce and Adult Education Efforts to Advance Student Success Project Recommendations for Compton College.
12. Continue to monitor the implementation of the [Collaborative Governance Document](#).
13. Monitor the state and Compton CCD Budgets.
14. Monitor the completion of Compton College facilities projects.



RESOURCES

Resources

- [Compton Community College District Board of Trustees 2021-2022 Goals](#)
- [Compton College Institutional Set-Goals](#)
- [Compton College 2022-2023 Goals](#)
- [Director of Black and Males of Color Success](#)
- [PBS Hour - Fewer Black men are enrolling in community college. This state wants to change that](#)

Resources

- [Compton College Course Success 2016-2021_FacultyView | Tableau Public](#)
- [Summary of Total Outstanding Fees \(Spring 2020 to Spring 2021\)](#)
- [Compton College President/CEO Messages](#)

Thank You!

QUESTIONS?

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President/CEO

Compton College

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