

# Version 1: Resolution Introduces the Guidelines

## **Resolution for Adopting and Maintaining Equity-Minded Communication Guidelines**

Whereas, we as a District are focused on building more equitable practices and supporting diversity;

Whereas, we recognize that it is our responsibility to ensure that our dedication to equity and diversity is reflected in every aspect of the culture and environment we create and support on our campuses in order to truly embody the values we have outlined and to which we have publicly committed ([GCCCD Mission Statements](#)),

Whereas, we understand and accept that our communication practices have a powerful impact on the culture we create—regardless of whether communications take place in physical spaces (such as in person) or virtual spaces (such as through Zoom or email);

Whereas, we are all able to support efforts at building an equitable and supportive culture by being mindful of how our words and actions impact our communities, and engaging in this work in a deliberate, direct, and clear manner;

Whereas, “Racelighting,” which is defined by Dr. Luke Woods and Dr. Frank Harris III as an “act of psychological manipulation [whether intentional or unintentional] where people of color receive racial messages that distort their realities and lead them to second-guess themselves,” harms our BIPOC community members in manners that often go unacknowledged and unaddressed ([racelighting.net](#));

Whereas, toxicity should not be accepted or validated through silence as silence in the face of toxic behaviors and practices is incredibly harmful and leads to a culture where some folks are isolated as they experience repeated harm;

Whereas, maintaining a healthy and supportive work culture and environment is essential for retaining and recruiting employees and furthering our overall Equal Employment Opportunity efforts;

Resolved, that the Cuyamaca College Academic Senate work to promote, model, and uphold the standards set for equity-minded communication as listed below in “[Equity-Minded Communication Guidelines](#).”

## **Equity-Minded Communication Guidelines**

### **1) Maintain safe and supportive spaces focused on establishing partnerships and promoting growth.**

- Employees of the District are expected to treat other members of the District, students and members of the public with courtesy, honesty, professionalism, fairness, mutual respect and civility, in accordance with AP 3050 Institutional Code of Conduct ([AP 3050: Institutional Code of Ethics](#)).
- Since all communications have an impact on our work culture, it is important to make sure to frame them—even when disagreeing or engaging critically with each other’s work or ideas—as opportunities to strengthen a sense of collaboration and help each other and ourselves grow.
- When offering feedback, critique ideas and not the person saying them.
- When communicating in a public medium, it is important to offer feedback in a supportive manner to avoid anyone feeling singled out or targeted. Public spaces are often not very conducive to a balanced exchange of ideas—especially when navigating power differentials. Sometimes feedback is best offered in a smaller, more supportive group to facilitate direct and more equitable communication.

### **2) Put people first.**

- As we engage in our work, we should keep in mind that our rhetoric, tone, and actions—regardless of intention—have direct impacts on everyone around us. Because of this we must work together to preserve each other’s sense of humanity and dignity.
- Feedback and criticism should be rooted in empathy, compassion, and kindness as no one should be made to feel small or unwelcomed in any of our spaces—whether those spaces be physical or virtual.

### **3) Focus on uplifting and empowering members of our community.**

- As members of a shared community, we are connected to and reliant on each other. Simply put, we are a team and as such we act to uplift each other as doing so strengthens our shared power and allows all of us to thrive.
- Making sure our communications are rooted in kindness and care for each other, makes them not only more effective, it also builds a work environment where we can feel fulfilled and strengthens our capacity to offer grace and care to others.

#### **4) Be mindful of the power differentials within relationships.**

- Whether we are communicating through email, phone, or speech, there is no way to erase or make invisible power differentials and thus we need to be mindful of our communication choices so as to avoid perpetuating the inequities and aggressions (micro and macro) that we seek to target through our equity work.
- When responding to communication, it is important that we aim to listen attentively and respectfully from our own social locations and allow space for equitable communication where our colleagues, especially our colleagues from historically marginalized communities, may share their perspectives and concerns without intimidation or fear of retaliation.
- In correspondence to historically marginalized faculty, staff, and administrators we want to make sure that we are not engaged in racelighting practices. “Racelighting” is defined by Dr. Luke Woods and Dr. Frank Harris III as an “act of psychological manipulation [whether intentional or unintentional] where people of color receive racial messages that distort their realities and lead them to second-guess themselves” (from [racelighting.net](#)). As a reference the conceptual framework on racelighting is accessible below.
  - [Wood, J. L., & Harris III, F. \(2021, Feb 12\). Racelighting: A prevalent version of gaslighting facing People of Color. Diverse Issues in Higher Education.](#)
  - Additional resources can also be found at [racelighting.net](#)
- It is important to understand and accept that intent is different from the impact. When you do or say something, your feelings are tied to your intent. However, impact is tied to how your words and actions make the recipient feel. Even if you have good intentions, that won’t stop the impact they have on others—and their feelings are valid.

#### **5) Disrupt toxic behaviors and practices whenever possible.**

- As silence in the face of toxic behaviors and practices is incredibly harmful and leads to a culture where some folks are isolated as they experience repeated harm, it is crucial that we disrupt toxic behaviors and practices when we are able to identify them. In other words, toxicity should not be accepted or validated through silence.
- Communications should support our goal to create and maintain safe spaces by holding each other and ourselves accountable. We can use equitable communication practices to call people in and support their personal and professional growth by bringing attention to harmful words or behaviors, including bias, prejudice, microaggressions, and discrimination, that need to be addressed.

#### **6) Validate lived experiences and avoid tone policing**

- When a member of a historically marginalized community speaks of their experience, they speak with experiential knowledge and thus should be trusted to “know” this truth and not be pressured to defend or justify their knowledge.

- It is essential that while we work together to hold each other accountable and engage in analytical work, we be mindful not to diminish, invalidate, or decontextualize the feelings and experiences of our colleagues, especially our colleagues from historically marginalized communities, by tone policing and prioritizing positivity over their needs (also known as “toxic positivity”).

# Version 2: The Guidelines are *in* the Resolution

## **Resolution for Adopting and Maintaining Equity-Minded Communication Guidelines**

Whereas, we as a District are focused on building more equitable practices and supporting diversity;

Whereas, we recognize that it is our responsibility to ensure that our dedication to equity and diversity is reflected in every aspect of the culture and environment we create and support on our campuses in order to truly embody the values we have outlined and to which we have publicly committed ([GCCCD Mission Statements](#)),

Whereas, we understand and accept that our communication practices have a powerful impact on the culture we create—regardless of whether communications take place in physical spaces (such as in person) or virtual spaces (such as through Zoom or email);

Whereas, we are all able to support efforts at building an equitable and supportive culture by being mindful of how our words and actions impact our communities, and engaging in this work in a deliberate, direct, and clear manner;

Whereas, “Racelighting,” which is defined by Dr. Luke Woods and Dr. Frank Harris III as an “act of psychological manipulation [whether intentional or unintentional] where people of color receive racial messages that distort their realities and lead them to second-guess themselves,” harms our BIPOC community members in manners that often go unacknowledged and unaddressed ([racelighting.net](#));

Whereas, toxicity should not be accepted or validated through silence as silence in the face of toxic behaviors and practices is incredibly harmful and leads to a culture where some folks are isolated as they experience repeated harm;

Whereas, maintaining a healthy and supportive work culture and environment is essential for retaining and recruiting employees and furthering our overall Equal Employment Opportunity efforts;

Resolved, that the Cuyamaca College Academic Senate work to promote, model, and uphold the standards set for equity-minded communication;

Resolved, that Cuyamaca College Academic Senate prioritizes maintaining safe and supportive spaces focused on establishing partnerships and promoting growth;

Resolved, the Cuyamaca College Academic Senate upholds that all employees of the District are expected to treat other members of the District, students and members of the public with courtesy, honesty, professionalism, fairness, mutual respect and civility, in accordance with AP 3050 Institutional Code of Conduct ([AP 3050: Institutional Code of Ethics](#));

Resolved that the Cuyamaca College Academic Senate upholds the importance of making sure to frame all communications—even when disagreeing or engaging critically with each other’s work or ideas—as opportunities to strengthen a sense of collaboration and help each other and ourselves grow;

Resolved that the Cuyamaca College Academic Senate upholds that when offering feedback, it is important to critique ideas and not the person saying them;

Resolved that the Cuyamaca College Academic Senate upholds that, when communicating in a public medium, it is important to offer feedback in a supportive manner to avoid anyone feeling singled out or targeted as public spaces are often not very conducive to a balanced exchange of ideas—especially when navigating power differentials;

Resolved that the Cuyamaca College Academic Senate upholds that it is necessary to put people first;

Resolved that the Cuyamaca College Academic Senate upholds that we must work together to preserve each other’s sense of humanity and dignity as we engage in our work since our rhetoric, tone, and actions—regardless of intention—have direct impacts on everyone around us;

Resolved that the Cuyamaca College Academic Senate upholds that feedback and criticism should be rooted in empathy, compassion, and kindness as no one should be made to feel small or unwelcomed in any of our spaces—whether those spaces be physical or virtual;

Resolved that the Cuyamaca College Academic Senate upholds the need to focus on uplifting and empowering members of our community as we are connected to and reliant on each other—and supporting each other strengthens our shared power and allows all of us to thrive;

Resolved that the Cuyamaca College Academic Senate upholds the need for our communications to be rooted in kindness and care for each other in order to make them not only more effective, but also builds a work environment where we can feel fulfilled and strengthen our capacity to offer grace and care to others;

Resolved that the Cuyamaca College Academic Senate upholds the need to be mindful of the power differentials within relationships in order to avoid perpetuating the inequities and aggressions (micro and macro) that we seek to target through our equity work as there is no way to erase or make invisible power differentials whether we are communicating through email, phone, or speech;

Resolved that the Cuyamaca College Academic Senate upholds that, when responding to communication, it is important that we aim to listen attentively and respectfully from our own social locations and allow space for equitable communication where our colleagues, especially our colleagues from historically marginalized communities, may share their perspectives and concerns without intimidation or fear of retaliation;

Resolved that the Cuyamaca College Academic Senate upholds that in correspondence to historically marginalized faculty, staff, and administrators it is essential to make sure that we are not engaging in racelighting practices—as a reference the conceptual framework on racelighting is accessible in [Wood, J. L., & Harris III, F. \(2021, Feb 12\). Racelighting: A prevalent version of gaslighting facing People of Color. Diverse Issues in Higher Education](#) with additional resources can also be found at [racelighting.net](#);

Resolved that the Cuyamaca College Academic Senate upholds the importance of understanding and accepting that intent is different from the impact and that—as your feelings are tied to your intent, but impact is tied to how your words and actions make the recipient feel—even if you have good intentions, that won't stop the impact they have on others—and their feelings are valid;

Resolved that the Cuyamaca College Academic Senate upholds the need to disrupt toxic behaviors and practices whenever possible;

Resolved that the Cuyamaca College Academic Senate upholds that communications should support our goal to create and maintain safe spaces by holding each other and ourselves accountable;

Resolved that the Cuyamaca College Academic Senate upholds that we use equitable communication practices to call people in and support their personal and professional growth by bringing attention to harmful words or behaviors, including bias, prejudice, microaggressions, and discrimination, that need to be addressed;

Resolved that the Cuyamaca College Academic Senate upholds the need to validate lived experiences and avoid tone policing;

Resolved that the Cuyamaca College Academic Senate upholds that when a member of a historically marginalized community speaks of their experience, they speak with experiential knowledge and thus should be trusted to “know” this truth and not be pressured to defend or justify their knowledge;

Resolved that the Cuyamaca College Academic Senate upholds that it is essential that while we work together to hold each other accountable and engage in analytical work, we be mindful not to diminish, invalidate, or decontextualize the feelings and experiences of our colleagues, especially our colleagues from historically marginalized communities, by tone policing and prioritizing positivity over their needs (also known as “toxic positivity”).