Notes from the Fall 2020 ASCCC Plenary

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General Session 1: State of the Senate
- Mandatory culturally responsive curriculum (CORs), Student Services, and Student Supports
- Equity-Driven policies, procedures
- Integration of Guided Pathways across every committee, program, policy, etc.
- Infuse equity into all Senate processes, especially processes for recruiting and appointing standing committees
- Calling-out where systemic racism exists on our campuses is a critical first step
- Mandatory Anti-Racist Professional Development
- We must transform our institutions to serve the students we were designed to serve

Breakout Session: Antiracism Best Practices for Student Services Educators
- Evaluate your syllabus and consider:
  - Course syllabi are often written in language for professionals and other faculty, reread your syllabus with this in mind, evaluate it and reframe/adjust language for the intended reader, the student
  - Decolonizing your syllabus
  - Adding your pronouns and link to pronouns explained
  - Focusing on what to do, versus what not to do
  - Include links to Student Services
  - Frame language such that it reflects that the student and instructor are part of the same team and working towards the same goal
  - Add land acknowledgement statement
  - Explain and address micro-aggressions in the classroom
  - Determining classroom rules/guidelines together with students (policy for late work, absences, participation, etc.). Add outcomes of this discussion to syllabus
- Decolonize your syllabus:
  - Importance of introducing yourself and your intersectional identity to students
- Explain and use gender pronouns
- Respect the teaching space, teach about microaggressions
- Use welcoming as opposed to unwelcoming language, avoid deficit thinking and punitive language
- Student-centered vs. Faculty-centered, be inviting and engaging
- Introduce yourself, be available, equitize teaching, solicit student input, use supportive language, include resources.
- Mistakes are respected, expected and used for growth
- Student-centered rules
- "Education can't save us. We have to save education."
- Resources shared in this session:
  - It's time to decolonize that syllabus

- [Decolonizing Your Syllabus, and Anti-Racist Guide for Your College,](#) November, 2020 Rostrum
- Creating and Rethinking [Syllabi](#)
- Decolonizing your syllabus? You might have missed some [steps](#)
- Yes, mathematics can be decolonized. Here's how to [begin](#)
- Ethno mathematics and Language in Decolonizing [Mathematics](#)
- Syllabus Review Guide for [Equity-Minded](#) Practice
- An Equity Centered Syllabus [Journey](#)
- From Blah to Bling: Building an [Equity-Minded Syllabus](#)
- [Native Land](#)
- [Pronoun Guide from Palomar College](#)

General Session 2: [Addressing Anti-Blackness in the California Community Colleges: Meet the Summer Special Rostrum Faculty Authors](#)

- Read and discuss the [Summer Special Rostrum](#)
- Decriminalize the language we use within the institution (examples: probation, student record...)
- Disaggregate and interrogate equity data at your classroom level- who is thriving, who isn't? Why? What changes can you make? Who can you partner with?
- Continue to center Blackness and Anti-Blackness in equity conversations/initiatives/work
- It is critical for individual faculty to look at disaggregated course data with an eye for inequities and opportunities.
- Faculty often obstruct this critical work because they are afraid of "pointing fingers", but **If we were doctors, we would be committing malpractice—we must interrogate, can we really have racism without racists? If you do not accurately diagnose (name) the problem, you cannot properly heal. We must acknowledge that we work in a racist system that was not built for everyone, and then we must disrupt-->dismantle-->create.**
- It is often white faculty upholding racist systems
- Faculty upholding racist systems will often say they feel "unsafe" in equity conversations and resist opportunities to look inward at themselves and at their own practices
- Antiracist advocates are often isolated because those invested in maintaining the status quo have an aversion to "critical inquiry", which is necessary for us to grow
- "our institutions punish us for pointing out racist practices and racist people"
- Use your privilege to advance someone who is not like you—better yet, replace yourself
- Underground racism: demanding a culture of "niceness"
- "Time is up to 'assume best intent; now is the time to assume we are all racist"
- What is the opposite of equity/diversity? (that is the name of your problem)
  - Your committees should be named for the solution: "Task Force for Dismantling Whiteness on Campus" or "Racial Justice Task Force"
- STOP PLANNING-->START PILOTING
  - We need real action, now: deadlines, timelines, and accountability
- "Authentic care for Black students is considered 'lowering your standards' in many institutions"

Breakout Session: [Addressing Anti Blackness, Microaggressions and Gas Lighting](#)

- Consider how we, albeit often unintentionally, gaslight our students when we diminish their struggles (examples: "You just need to work harder", "It's not has hard as you think"…)
- Be cognizant of the "Black Tax", or the free equity work, our BIPOC colleagues do and are often requested to do.
- Address microaggressions directly when you hear them (example: "I don't understand what you mean, can you explain?")
- Consider that the very term "microaggression" minimizes the experience of being micro-aggressed. One participant summed this up by saying, "There is nothing micro about how I feel when I experience a microaggression".

Breakout Session: [Hiring Through an Equity Lens: Rethinking Policies and Procedures](#)
- Think beyond the typical places college's recruit for faculty (ex: HBC's, Black professional organizations). Don't wait on your HR department to do this for you
- Conduct "post hiring autopsies"- how diverse was the pool? Who wasn't represented? How could that be addressed in the future? How did this hiring compare to others in the past? Do trends emerge?
- Hire faculty in clusters to provide support for new faculty
- Include in equivalency processes a requirement that discipline faculty are consulted for proposed equivalencies to their discipline

Breakout Session: Promoting Diversity in Curriculum Design and Pedagogy (no slides)
- Decolonize your curriculum: in STEM particularly look to highlight the work on non-white men. Include local and current examples of historically marginalized people working in STEM. Invite those that live locally to your classroom
- For STEM courses and programs, find ways on campus to intentionally welcome historically underrepresented students to STEM. Be mindful that these students come with experiences that have reinforced the stereotype that BIPOC students don't belong in STEM. STEM programs must intentionally dismantle and work against this perception through student engagement activities.
- Meet with students early in the semester through one-on-one conferences to address what is going well and what supports students may need/benefit from. This could also be a post exam/midterm reflection/check in.
- As much as possible individualize assignments as higher interest in topics lead to higher performance and comprehension.
- Consider having multiple "low stakes" assessments across the semester versus the high stakes traditional midterm and final.
- Reframe assessments as celebrations of student learning
- Consciously create a welcoming environment in your classroom:
    - Play music at the beginning of class as students are arriving and getting settled, poll students on what kind of music they listen to and incorporate it.
    - When taking attendance, personalize the experience for each student. Example: a math instructor at SDC has each student say their name and what they aspire to be. Other students in the class and instructor cheers for each student

Breakout Session: [Ethnic Studies in California Community Colleges](#)

- There are more questions about how this will all work than there are answers right now statewide.
- Some people were asking about the necessity of an ethnic studies prefix to distinguish the classes and there was discussion of this.
- It was emphasized that a separate department is not necessary to do this nor does the program need to live in one department.
- There are good reasons why incorporating multiple departments might be a good idea. Relying solely on individual disciplines to inform ethnic studies won't ensure best quality.
- There were strong feelings that colleges should be consulting those faculty in the state who have been educated in ethnic studies since it is a discipline, and they are faculty experts.
- There were concerns raised about the quality of the education since the demand is going to be so high because it is a requirement. How to ensure that colleges commit to quality and ensure breadth?
- Need to ensure that faculty working on this are compensated.
- People were concerned that the expectations from the CSU's seemed intrusive as it may require prefix changes to 'ES'.
- Others noted that the competencies of the high schools should align with the CSU's.

Session: [Grow Your Own Faculty - How to Encourage our Students to Become Community College Instructors](#)

- "Grow Your Own" movement is nationwide. There are many different programs that capture the essence of the movement itself and each of these operates independently on campuses.
- Discussed the different ways each of our campuses does this and how faculty can individually support and encourage their students. These approaches in our CCC system take on one of a few different forms.
    - established "GYO" mentorship programs on our campus/district
    - have partnerships with other academic/community organizations to encourage mentorship
    - have no formal mentorship program or partnership but encourage mentoring through student organizations
    - Mentorships are informal and at the discretion of our individual instructors
- People spoke on the importance of these mentoring relationships to their own college experiences and their journey to becoming an instructor.

Breakout Session: [New Horizons: Competency Based Education and the CCC CBE Collaborative](#)

- **Important docs (in the Team file area):**
    - Competency Based Education Info Sheet
    - CA Competes CBE/CPL Brief
    - 2019 Edge Coalition – CBE Skills Upgrading

- o National Survey of Post-Secondary – CBE Lumina, October 2019

Notes:

- This session focused on new approaches in Competency Based Education (CBE) coming to CCC's.
- It is VERY workforce/employer centric and assumes that students are at the CCC's in order to enhance their value to employers. Appeared to be primarily targeting CTE/CE programs...for now.
- Already is present in some courses and programs but this a push to expand this into whole degree structures.
- ALOT of material was provided on this and I will upload these docs for everyone.
- Chancellor's office and the CCC's Foundation were the presenters on this.
- CBE focuses on skills mastery and CPL (credit for prior learning) allows students to demonstrate that they already have skills so they can receive credits for what they already know.

Some highlights from the presentation:

- o "Direct assessment competency-based education" in the California community colleges is an intentional outcomes-based and equity-minded approach to earning a college degree in which the expectations of learning are held constant, but time is variable through a flexible, self-paced, high-touch and innovative learning practice (from proposed Title 5 regulations)
- o Both the evaluation of student achievement and the award of a degree or credential are based solely on the demonstration and mastery of competencies
- o Students proceed at their own pace rather than progressing through courses in a traditional academic term timeline; faculty assist and facilitate the progress of each student individually
- o Students are expected to demonstrate the competency at a high level of achievement (mastery = 80%)
- o Conventional grades are not necessarily assigned; mastery is recorded
- o No punitive grades
- o Establishes "credit-hour equivalencies" between CBE competencies and traditional course student learning outcomes.
- Suggestions about faculty involvement in teaching courses this way proposed ideas like having faculty members in a department all collectively co-teach classes so the curriculum would all be identical, there would be little to no individual choice in the curriculum, some faculty would handle grading, others would choose and manage course materials, while still others would handle designing in course for student interactions and assessment creation for all courses.
- Questions about academic freedom, faculty working conditions, etc. were not actually addressed.
- This is being promoted and backed by the Lumina Foundation (please see the actual bibliography for this evidence) as well as others with strong ties to economic development and corporate interests in the state of California.

Session: Re-framing Collegial Consultation
- This session focused on what collegial consultation means in terms of the current hierarchy for CCC's.

- Presenters acknowledged and emphasized that, although Title 5 §53203 in discussion of the 10 + 1 states the following explication:
- d) "Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:
- 1)relying primarily upon the advice and judgment of the academic senate; or
- 2)agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.
- The governing board of any CCC determines whether they will do it and whether mutual agreement is mutual.
- The takeaway here is that although Title 5 §53203 requires this, they don't have to abide by the outcome of such consultation, they can, in the end, after consulting collegially, decide to do whatever they want.
- For those parts of the 10+1 where they are required to rely primarily upon the advice and judgment of the academic senate, they can decide against that advice and judgment in **exceptional circumstances and for compelling reasons** and can then decide that the recommendations of the senate not be accepted. There are no criteria written in about what exceptional circumstances and compelling reasons might be and apparently the Board gets to decide when circumstances and reasons meet those criteria.
- For those parts of the 10+1 where they must *Mutually Agree with the senate (and agreement has not been reached)*: Existing policy shall remain in effect <u>except</u> in cases of legal liability or fiscal hardship. Also, a Board may act, after a good faith effort to reach agreement, only for **compelling legal, fiscal, or organizational reasons**.
- Again, both are defined by the Board and it is at their discretion to decide when such situations arise.
- Boards are required to inform senates when either of these scenarios arise.
- So, the conclusion is that it matters how you ask your Board for things and how you approach scenarios where they are choosing not to consult or are not fulfilling their obligations to do so or are overriding the necessity for primary reliance or mutual agreement.
- Be nice! Offer to educate! This will go over much better than demanding that the Board follow the rules or objecting when senates are overridden.
- Even when this has to do with faculty working conditions, since the Board has right of assignment they don't have to negotiate before implementing changes. An example was given and we were put into breakout groups to discuss the example scenario given below:
  - At Zinfandel College, during the October 2020 Board of Trustees meeting, the Board of Trustees acted to require that the college add an element in the Course Outline of Record (COR) for a description of how the curriculum supports diversity, equity, and inclusion. All CORs are to include this update by fall 2021.
  - Can or should the Board of Trustees do this? Why or why not? What are the roles of the academic senate and the curriculum committee?
  - Most of us said that without discussing this with the senate first, no, they should not. Some of us said that requiring faculty to do this work would require negotiation with the faculty union before this was implemented as this would require a change in working conditions for anyone who had to make these changes. We were told that while they

should not do this, they can and since they have right of assignment, the union would not be able to demand this be negotiated first.

- The big takeaway was that establishing a good, trust-based relationship with your college's board of Trustees is vital to getting them to include your academic senate in the matters it should be involved in. Being hostile or demanding is likely to alienate them. It is important to discuss the meaning of collegial consultation with your board and educate them so they will understand its importance when they decide whether to rely primarily upon the judgment of the senate or to come to mutual agreement with them on the individual parts of the 10+1.

Session: [Academic Freedom and Equity (with conversation about paper)](#)
- Important Docs:
  - <u>Chicago Report</u>
  - <u>Protecting the Future of Academic Freedom During a Time of Significant Change</u> (written by presenters of session)
- **College/Board Policy:** This does not inspire confidence. It is about 3 lines long and does not enumerate the Board's interest in protecting academic freedom or its role in doing so, only that it supports it and supports Article 9 of the contract. [Board Policy 3.8](#). It is appreciated that the Board relies completely upon the union to define academic freedom and this is certainly important for showing support, the board has its own role and responsibility in enshrining the importance of academic freedom and defending it.
- **Academic Senate Policy:** In checking our constitution and by-laws I was unable to find a specific reference or topic for Academic Freedom. I found an old resolution, ["Academic Freedom and Integrity in the Learning Environment"](#), by the senate from 2005 that covers some of the senate's commitment to this and our [Professional Code of Ethics](#) covers parts of it implicitly but it may be worth considering that we need to have an explicit Article or official statement that includes all those things that were mentioned in the session, in detail, as being of importance. The resolution seems very general.
- **Union Policy:** For those who are interested, our own AFA article about academic freedom, [Article 9 of our contract](#), was of great interest. I shared it with the other participants.
- Academic freedom definition and what is protected at your college should be clearly defined in detail. Policies should not make distinctions between tenured and untenured, full-time or part-time faculty.
- Academic freedom is not absolute, and it is not the same as freedom of speech.
- Tenure is still the greatest safeguard of academic freedom

Breakout Session: [Faculty Mentoring](#)
- One CCC provides 40-hour mentorship trainings for new faculty including system overview, SLOs, learning styles, etc. Over 7 Saturdays.
    - Another CCC offers new faculty orientation with discipline mentoring and affinity groups as part of the first semester hired, no teaching until the Spring semester, Fall is training/orientation!
- F.I.T. at College of the Canyons
    - Adjunct training, M-F, 3 hours x 3 weeks.
    - Review of pedagogy, rubrics, history of CCCs, how to find a FT job, value of social and networking with this training, "adjunct-ing is hard" so this program was designed to support adjunct success

Breakout Session: [Hiring Through an Equity Lens](#)
- Prop 16 did not pass, so how do we hire diverse faculty?
    - "Hire faculty more representative of our student population" is one way to achieve the goal without using non-allowable language.
    - Get applicants to give you the answers you are looking for by asking the right questions.
    - Retention is just as important as recruitment.
- All students do better with a more diverse faculty, and a diverse faculty better prepares students to live and work in diverse communities.
- ASCCC created a Canvas shell with resources around hiring principles and procedures.
- You cannot solve your hiring and retention problems unless you name/admit your (data-informed) problems with hiring and retention.
    - Campuses should investigate why minoritizes leave, especially if they leave before they earn tenure.
- Students should be voting members on ALL faculty hiring committees
- See slides for more DEI strategies in hiring
- Full- and Part-time faculty should have equitable access to paid and mandatory anti-racist professional development.

Breakout Session: [Building an Equity Driven System](#)
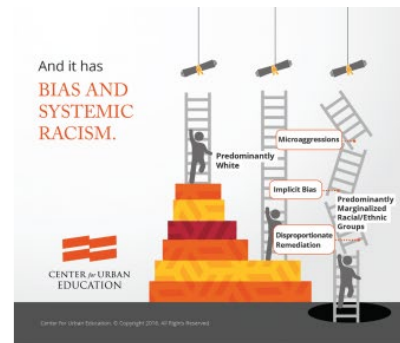
Breakout Session: Organizing Your Campus to Advance DEI Work (no slides)

- Put DEI in faculty evaluations
- Put DEI in core curriculum
- What does your Senate do to support DEI in committees and departments?
- Weave DEI into the fabric of your institution. DEI is a lens, not a step, check box or roadblock.
- Remember our CCC student population is in large part from disproportionately impacted groups.
- Requires a culture change, not a one-time performative statement or a few actions.
- Replace "generic diversity committees" with "Anti-Racist Task Force", whose only charge is the revision of every program, policy, practice, process, program, and committee with anti-racist best practices in mind.
- Create Social Justice-focused town halls and working groups
- Revise the strategic plan with a focus on social justice
- Include **voting** student representatives on ALL committees, including hiring committees.
- Link to ideas: https://docs.google.com/document/d/1oOuNgmL5aG4UjUhEvXIeeMpjxgzqXvFzJ-VLSS3ycqc/edit