

# Academic Senate Communities of Practice Spring 2024

## **Title:** Reflective Practice in Culturally Responsive Teaching

**Description:** In the field of early childhood education, practitioners routinely engage in what we call Reflective Practice. The goal of Reflective Practice is the constant movement between observing the children in our care and assessing the effectiveness of our practices based on children's responses, engagement, and growth. In this community of practice, we intend to apply Reflective Practice to our relationships with adult learners. The focus of this CoP is to come together as a community of teachers-as-learners, and to create a space where we can safely share and reflect on our own practices in the classroom with the goal of implementing new techniques that scaffold our students' learning and engagement.

Authors including Zaretta Hammond and Resmaa Menakem tell us that culture is the architecture of the brain. Learning is deeply rooted in culture, and educational environments designed to promote a culturally responsive space invite learners to feel engaged enough to take intellectual risks and build on their academic identity. By reflecting on the role of culture in learning using articles, video content, and lesson plan suggestions, our CoP will encourage faculty to experiment with in-class strategies to engage a diverse group of adult learners. Homework will include using emergent strategies in the classroom and reflecting on what we learn with our colleagues.

**Audience:** Faculty

**Facilitator(s):** Alice Hampton and Jenn Perez, Child Development

**Modality:** Online only

**Dates:**

February 29, 2- 4:30 p.m.

March 14, 2- 4:30 p.m.

April 11, 2- 4:30 p.m.

April 25, 2- 4:30 p.m.

May 16, 2- 4:30 p.m.

**Homework** (Claim as Flex using Activity Code FF:34 – Community of Practice Work (unpaid): YES

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## **Title:** Cultivating Culturally Affirming and Community Responsive Tutoring Spaces and Practices

**Description:** This CoP invites tutors from across the district to work with Rooted in Love on designing high-impact and anti-racist strategies for tutoring. The CoP will define common DEIAJ concepts including, culturally sustaining/affirming, student-centered, community responsive, Belonging, and Liberation and will invite attendees to apply these concepts to the practice of tutoring students. Sessions will include professional learning around justice-

## Academic Senate Communities of Practice Spring 2024

centered andragogy, as well as the invitation to create a "proposal for impact" as a culminating activity. Tutorial services are a critical component of our enrollment and retention efforts, and this community of practice is designed to support all district employees who are engaged in providing direct academic support through our tutoring spaces.

**Audience:** Faculty, Classified Professionals, STNC, Administrators

**Facilitator(s):** Amy Flores (Tutorial Center)

**Modality:** Fully online

**Dates:**

Session 1: February 21 (4:30-7:30)

Session 2: March 15 (1:00-4:00)

Session 3: April 10 (4:30-7:30)

Session 4: May 3 (1:00-3:00)

Session 5: May 10 (1:00-2:30)

All sessions will be solely online.

**Homework** (Claim as Flex using Activity Code FF:34 – Community of Practice Work (unpaid): **YES**)

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### **Title:** Forging a Women of Color Feminist Pedagogy and Classroom Practice

**Description:** How might we approach Women of Color feminism in these ongoing moments of student crisis? This CoP considers Women of Color feminisms as a political practice through which we can build coalition, envision community accountability, and challenge institutional oppressions that permeate our teaching practices. In other words, we will be examining what Women of Color feminism means in the past, present, and future, specifically in the context of teaching.

By turning to Women of Color feminisms, this CoP will: 1) reckon with histories and current formations of Women of Color feminisms, 2) confront and begin the work to refuse the modes of oppression that are enacted in our classrooms, and 3) utilize a Women of Color politic in building critically empathetic classroom spaces. To do so, we will ask: what are the historical, political, economic, and societal conditions that shape both our students and our experiences in the classroom? What are the stakes of envisioning our role in the classroom through a feminist practice? What can Women of Color feminism offer us as we identify and work through the limitations in our teaching?

Throughout this CoP, we will talk through themes including structural oppression, imperialism, settler colonialism, war, labor, masculinities, sexuality, gendered existence, and domesticities as a way to reckon with and reimagine our pedagogical practices through the lens of Women of Color feminisms.

# Academic Senate Communities of Practice Spring 2024

**Audience:** Faculty

**Facilitator(s):** Dr. Stephanie Chang

**Modality:** To Be Announced

**Dates:** (Updated 1/18/2024)

February 23rd: 10:30–1:00 pm (2.5 hrs)

March 15th: 10:30–1:00 pm (2.5 hrs)

April 12th: 10:30–1:00pm (2.5 hrs)

April 26th: 10:30–1:00pm (2.5 hrs)

May 3rd: 10:30–1:00 (2.5 hrs)

**Homework** (faculty may claim as Flex using Activity Code FF:34 – Community of Practice Work (unpaid):

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**Title:** IDEAA Through the Lenses of Indigeneity and Western Enlightenment

**Description:** This CoP engages with the contrast between Enlightenment ideals and the implementation of IDEAA values from a Native perspective. The goal is to look at embedded assumptions and lenses that guide our daily interactions as SRJC employees.

Susan Neiman’s controversial recent book *Left Is Not Woke* asserts the urgency and relevance of progressive Enlightenment values in order to promote justice and universalism in the course of human progress. Leanne Betasamosake Simpson’s *As We Have Always Done* offers a theory of radical resurgence, asserting Indigenous freedom through radical resistance; the book reframes gender, internationalism, pedagogy, the understanding of the self, and other issues relevant for the implementation of IDEAA values from a Native perspective. The contrast between these two frameworks will help us explore in our discussions the IDEAA themes of cultural competency, professional self-reflections, and professional self-improvement. The goal is to look at embedded assumptions and lenses that guide our daily interactions as faculty, classified staff, and management. The practice of skillful communication in our dialogues will strengthen capacities for conversations about controversial or charged topics where our answers may not be fully formed.

**Audience:** Faculty, Classified Professionals, Administrators, STNC

**Facilitator(s):** Jurgen Kremer (Psychology) and Solen Sanli Vasquez (Sociology)

**Modality:** Remote only

## Academic Senate Communities of Practice Spring 2024

**Dates:** Thursdays, 12:00 –2:00 p.m. via Zoom (the meeting on May 9 will be 12 – 2:30) –details below.

February 22, 12:00 –2:00 p.m.

March 7, 12:00 –2:00 p.m.

March 28, 12:00 –2:00 p.m.

April 11, 12:00 –2:00 p.m.

April 25, 12:00 –2:00 p.m.

May 9, 12:00 – 2:30 p.m.

**Homework** (Claim as Flex using Activity Code FF:34 – Community of Practice Work (unpaid): **YES**)

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**Title:** Equity–Minded Teaching and Grading Practices

**Description:** This Community of Practice is designed to give faculty the opportunity to share equity–minded teaching and grading practices. Our goal is to focus on in–person classroom strategies that faculty can use to create a more equitable assessment environment, increase student engagement, and enhance the academic success and sense of belonging for students. We will also share equitable grading designs and best practices to encourage transparent faculty–student communication.

**Audience:** Faculty

**Facilitator(s):** Anna Brown (Mathematics) and Jeniece Lusk (Sociology)

**Modality:** In-person only

**Dates:**

Tuesday, 2/13, 3 – 5 p.m.

Tuesday, 3/12, 3 – 5 p.m.

Tuesday, 4/9, 3 – 5 p.m.

Tuesday, 5/14, 3 – 5 p.m.

**Wednesday**, 5/22, 1 – 3 p.m. (please note last date is NOT a Tuesday)

**Homework** (Claim as Flex using Activity Code FF:34 – Community of Practice Work (unpaid): **YES 2.5 hrs.**)

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## Academic Senate Communities of Practice Spring 2024

### **Title:** Understanding the Israeli–Palestinian Conflict

**Description:** In this CoP, we aim to build open dialogue, trust, and partnerships among SRJC’s classified professionals, faculty, and management, as we attempt to create a deep understanding of the Israeli–Palestinian conflict. Participants should be prepared to read articles and book chapters, watch videos, and listen to podcasts suggested by the facilitators, with the goal of equipping themselves with an accurate historical understanding of the following topics: anti–Jewish, anti–Arab, and Islamophobic prejudices and forms of racism; the creation of Israel; and settler colonialism in Palestinian territories and its consequences. Those in attendance will be encouraged to bring their personal histories of the conflict into the sessions and should be prepared to maintain a safe, collegial, and respectful space, so genuine dialogue and understanding can happen. The sessions will be facilitated by two faculty members with ties to the region: English faculty Johnny Sarraf, and Sociology faculty Solen Sanli Vasquez, who are founding members of SRJC’s Middle Eastern and North African Association (MENAA). Everyone, with or without links to the region, and with or without prior knowledge of the conflict, is invited to participate. Everyone will be asked to keep an open mind, support themselves with academically vetted sources when making factual claims, and take a supportive and empathetic stance when listening to others.

**Audience:** All SRJC Employees

**Facilitator(s):** Solen Sanli Vasquez (Sociology) and Johnny Sarraf (English)

**Modality:** Remote Only

### **Dates:**

Wednesdays, 11:00 a.m. – 1:00 p.m. (on May 15, 11:00 a.m. – 1:30 p.m.)

February 21, 11:00 a.m. – 1:00 p.m.

March 6, 11:00 a.m. – 1:00 p.m.

April 3, 11:00 a.m. – 1:00 p.m.

April 17, 11:00 a.m. – 1:00 p.m.

May 1, 11:00 a.m. – 1:00 p.m.

May 15, 11:00 a.m. – 1:30 p.m.

**Homework** (Claim as Flex using Activity Code FF:34 – Community of Practice Work (unpaid): **YES**)

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### **Title:** The COR of the Classroom: Integrating IDEAA Principles into the Course Outline of Record

**Description:** At some point each semester, many faculty members begin to re–see or re–imagine certain lessons or assignments based on their own reflections, student feedback, collegial

## Academic Senate Communities of Practice Spring 2024

conversations, and/or their own reading and research. This process often results in stronger, more student-centered, and more relevant lessons and assignments. We can apply this same process to re-seeing and re-imagining our Course Outlines of Record: the COR of the Classroom. This CoP will focus on exploring course and lesson redesign ideas that have emerged from research on culturally relevant and responsive teaching along with the expertise and practice of the CoP's participants themselves to outline ways to integrate IDEAA principles into our Course Outlines of Record (COR).

This course invites instructors to combine their teaching practices with current research on culturally responsive teaching to integrate Inclusivity, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) principles into Course Outlines of Record (COR). Initially, participants are invited to complete assignments focused on their learning and teaching experiences to explore and examine effective learning and teaching routines they have already experienced and/or integrated into their own teaching. This initial exploration allows participants to begin the course using their knowledge and experiences to discover how they already embed culturally responsive teaching and IDEAA principles into their courses. Following this, participants will merge their reflections with information from assigned readings and course discussions to re-see and re-imagine the contents of a Course Outline of Record: the COR of the Classroom. At first, participants will analyze CORs in a general way, and then eventually focus on one COR within their specific discipline to craft a revision plan for that COR.

**Audience:** Faculty

**Facilitator(s):** Ann Foster

**Modality:** Remote, facilitator open to other modality for some timing of sessions

**Dates:**

I would like to propose a hybrid synchronous/asynchronous Community of Practice; I would like to meet via Zoom with CoP participants on the Fridays listed below from 9:30–11:30 AM. The remaining CoP time would then be reserved for online discussions, social annotation activities, Jamboards and/or Padlet assignments. I would arrange the Canvas modules so that the remaining CoP hours would be evenly distributed throughout the three-week CoP.

March, 9:30–11:30

March 8, 9:30–11:30

Remainder of time will be asynchronous

**Homework:** NO