

Communities of Practice 2022-23

Audience: All SRJC Employee Groups

#1: Working Towards Science in Action

Facilitators: Mas Imura and Jan Kmetko

Homework: There will be 3 hours of homework outside of meetings total

Full Description: Equity and inclusion remain to be the main priorities of SRJC STEM departments and programs. First-generation and historically underrepresented students often lack the appropriate role models to guide them toward considering a STEM major as an attractive choice. In addition, many of these students have never seen high-tech, scientific instrumentation such as an X-ray fluorescence spectrometer, scanning electron microscope, atomic force microscope, or the NMR (nuclear magnetic resonance) spectrometer, nor have they had access to mentoring that would make these instruments available for this use and inspiration.

The goal of the proposed Working Towards Science-in-Action CoP, sponsored by the *Avanzando* Initiative, is to provide an inclusive exploration opportunity for the interested SRJC students to gain more hands-on experience with the state-of-art scientific instruments available at SRJC. The proposed Community of Practice will bring together interested faculty, staff, and administrators to plan Weekend Workshops. The participants will brainstorm and engage in relevant discussions, research and share promising practices, and discover and design together meaningful, engaging, and enriching hands-on activities for implementing a student Science-in-Action workshop series. During the student Science-in-Action workshop series, the faculty members will share their expertise with the interested students, and the student participants will gain more knowledge, including how these instruments are employed in a real research setting. At the same time, the experience will provide opportunities to foster their sense of belonging in the STEM community.

Meeting Dates:

All meetings will be in person

Fri, Jan 27th 11:30AM~2:00PM

Fri, Feb 3rd 11:30AM~2:00PM

Fri, Mar 3rd 11:30AM~2:00PM

Fri, April 7th 11:30AM~2:00PM

Fri, May 5th 11:30AM~2:00PM

#2: STEM Enrichment Activities CoP

Facilitators: Vince Bertsch and Darci Rosales

Homework: There will not be any homework outside of meetings for this CoP

Full Description: The STEM Enrichment Activities CoP will build on the success of previous STEM CoPs to develop the student activities that bridge equity gaps and build our students' engagement with STEM. Two important recent developments are the tripling of MESA funding and the start of SRJC's *Avanzando* STEM-HSI grant. We'd use the meetings to bring faculty involvement into those student support structures, help organize activities such as: Job Shadow, Poster Projects, Awards Ceremony, etcetera. We'd also share about any other student services activities that are happening in STEM. We'll be using a zoom meeting format. CoP is open to both administration and classified staff as they play a pivotal role in developing student activities.

Meeting Dates:

Modality: Some meetings will be via Zoom, others will be in-person

Thurs Jan 19, 1-3 pm

Thurs Feb 2, 1-3 pm

Thurs Feb 23, 1-3 pm

Thurs Mar 16, 1-3 pm

Thurs Apr 6, 1-3 pm

Thurs May 4, 1-3:30 pm

#3: Universal Design for Learning

Facilitators: Laura Aspinnall, Andrea Alexander, and Tara Johnson (All DRD)

Homework: There will be 3 hours of outside work assigned for this group, with none assigned for the last meeting

Full description: This Community of Practice (CoP) will address how to utilize Universal Design for Learning (UDL) in instructional and educational spaces. UDL is a practice that seeks to make learning environments as proactively accessible for as many learners as possible, and to mitigate the need for accommodation. Although we all benefit when we embrace and implement UDL, for minoritized students who have been historically excluded from post-secondary education, it is critically important. Administrators, classified professionals, and faculty are all invited to participate as student learning takes place both in and outside the classroom. CoP participants will have opportunities to share and exchange ideas, as well as hear from colleagues who are currently incorporating UDL in their work.

Meeting Dates:

This CoP will be fully online via Zoom

March 3rd: 10:30-1:00pm

March 17th: 10:30-1:00pm

March 31st: 10:30-1:30pm

April 14th: 10:30-1:00pm

#4: Native American Lecture and Discussion Series: Current Issues Within Indian Country

Facilitators: Lori Laiwa Thomas and Mary Churchill

Homework: There will not be outside homework for this group

Full Description: The purpose of this CoP is to provide faculty, classified staff, and administrators at Santa Rosa Junior College with foundational knowledge for understanding contemporary Native Americans and current issues in Indian Country. The series begins with key concepts then turns to important issues, topics, and methods in Indian Country today, with a special emphasis on California Indigenous Peoples. The CoP focuses on six major areas: 1) What is Indian Country, tribal sovereignty, and federal recognition? Who is an Indian? 2) The #LANDBACK movement in Indigenous communities; 3) Native language revitalization and envisioning a Native language center at SRJC; 4) Survivancy, resiliency and reconciliation; 5) Storytelling as Indigenous methodology; and 6) Native American women and activism. The information presented and discussed will help faculty wanting to incorporate or supplement content on Native Americans into their courses. In addition, the CoP will provide faculty, classified staff, and administrators with a foundation for working with Native American students, colleagues, community members, and Nations and an understanding of contemporary issues critical to Indian Country so that these professionals can make policy and practice decisions on a more informed basis. The series is led by the new tenure-track faculty member in Native American Studies, Lori Laiwa Thomas (an enrolled member of the Hopland Band of Pomo Indians), and the new coordinator of the Native American Center, Mary Churchill (Cherokee). This CoP will help to familiarize the campus with these new initiatives focusing on Native Americans and facilitate professional collaboration across campus units.

Meeting Dates:

Modality: Some sessions will be hybrid while others are in-person events

February 3, 2023, 12:00 pm - 2:00 pm

February 17, 2023, 12:00 pm - 2:00 pm

March 3, 2023, 12:00 pm - 2:00 pm

March 17, 2023, 12:00 pm - 2:00 pm

April 7, 2023, 12:00 pm - 2:00 pm

April 21, 2023, 12:00 pm - 2:30 pm

#5: Reimagining Identity and Rethinking Violence

Facilitators: Jurgen Werner Kremer and Rima Dasgupta

Homework: There will be 2 hours of reading per session, for a total of 10 hours of homework

Full Description: An exploration of assumptions about identity through the lens of readings by Kwame Anthony Appiah (*The Lies That Bind*), Gloria Anzaldua (*Light in the Dark*), Bayo Akomolafe (*The Wilds Beyond Our Fences*), and select articles and videos. Normative Western assumptions about identity are inextricably entwined with the history of colonialism and the shadow of enlightenment modernity as it manifests in racism, heteropatriarchy, economic inequality, and other ways. Understanding the origins of the persistent violence of coloniality/modernity and its role in identity formation seems critical. Tuck & Yang (2017) write in their introduction to an issue of *Critical Ethnic Studies*: “Identity has a chilling effect on analysis. It is a “leading idea” in the hegemonic sense, organizing under its umbrella a sweeping consensus for diverse projects and otherwise divergent politics. ... “Identity” as a term dampens clarity and conversation; it soft- pedals meaning.” Decoloniality offers a framework to explore in-between spaces and to retell identities and their entanglements with reality and thus to develop clarity, meaning, and questions beyond what seems commonsense. It encourages the exploration of questions where fear often prevents inquiry and discussion. Terms like “trans-raciality” (Akomolafe) and “post-oppositional perspectives” (Keating) offer starting points to heal the Western history of violence and its impact on identity and to re-imagine not only who we are but who we can be and what we may want to educate for. The discussion of pedagogies that facilitate learning beyond the blinders of Western assumptions will be an important part of our discussions.

Meeting Dates:

All meetings will be conducted via Zoom

2/27, 3/6, 3/13, 4/3, 4/10, 4/17

Meeting time Mondays 1-3pm, 4/17 meeting 1-3:30pm

#6: “The COR of the Classroom: Integrating IDEAA Principles into the Course Outline of Record”

Facilitator: Ann Foster

Homework: There will be no homework outside of meetings for this CoP

Full 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 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). Additionally, the CoP participants will read and discuss the two ASCCC sources to develop ideas for revising CORs with IDEAA principles: “ASCCC’s DEI in Curriculum: Model Principles and Practices” framework and “Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record.”

Meeting Dates:

Meetings are planned to be held via Zoom, but facilitator is willing to offer dual modality for those wishing to participate in person.

Fridays

Jan 20 9:30-1:00

January 27–9:30-12:30

February 3–9:30-12:30

February 10–9:30-12:30

#7: The Model Minority Myth - Asian American Stereotypes and how they hurt us

Facilitators: Albert Yu and Jerry Thao

Homework: There will be 2 hours of reading assigned for each meeting, for a total of 8 hours of homework.

Description: The term “model minority” has been used to refer to a minority group seen as being successful, especially compared to other minority groups. Asian Americans have often been designated as the model minority. This myth is based on stereotypes and supports a narrative that Asian Americans are an educated, high earning group where every kid excels academically. This generalization about a group as diverse as Asian Americans is not only inaccurate but suggests that Asian Americans as a group are monolithic. This perception of Asian Americans and their collective success has been used as a racial wedge aimed to minimize the role racism plays in the struggles of other racial minority groups, particularly black Americans. It eliminates the differences among individuals, ignores the diversity of Asian American cultures, supports the perception of Asian Americans as perpetual foreigners, erases racism against Asian Americans, and is harmful to the struggle for racial justice.

The focus and purpose of this workshop is to dismantle the Model Minority myth. Although educators can feature Asian American figures and texts in the classroom, it is important for classified and administrators to understand the varying histories and experiences of Asian American and Pacific Islander students and communities. We must unlearn the biased and simplistic views we may hold about what being Asian American or Pacific Islander means so that we can attend to the needs of our fellow Asian American Pacific Islanders in our community.

Meeting Dates:

All meetings will be conducted via Zoom

Friday 02/3 12-3:15pm

Friday 3/31 12-3:15pm

Friday 4/7 12-3pm

Friday 4/14 12-3pm

Audience: Faculty and Classified

#8: Math Pathway from Non-Credit to Credit

Facilitators: Lynn Erikson Rhode and Amy Flores

Homework: There will not be any homework outside of meetings for this CoP

Full Description: The CoP led by College Skills/Tutorial Faculty will focus on supporting students in the wake of AB705 to prepare for credit Math courses. Participants will review current math pathways and courses offerings at SRJC. Many students are currently struggling in credit math classes and feedback from instructors is that students need support in basic math skills and navigating college courses. The group will discuss and identify skills needed for successful completion of credit level math courses ranging from study skills to mathematical skills that students are expected to know prior to enrollment in credit math courses. If time allows, we will work on the development of lesson plans including study skills, supports on campus and math lessons. Additionally, identifying ways to provide students with the information through non-credit courses, short presentations in the Tutorial Centers, and other avenues. Throughout the discussions and development of lessons and presentations the group will take into consideration ELL, DRD and other accommodations students may need to successfully attain the necessary skills to continue to the credit math pathway.

Meeting Dates:

Modality: Meetings will be both in-person and online

February 10, 2023 - 9-11:30am

February 24, 2023 9-11:30am

March 10, 2023 9-11:30am

April 14, 9-11:30am

April 28, 9-11:30am

Audience: Faculty

#9: Creating an Anti-Racist PSYCH 1A

Facilitators: Catherine Williams and Jurgen Werner Kremer

Homework: There will be no homework outside of the meetings

Full Description: The Psychology Discipline has been meeting regularly to reimagine ourselves as an anti-racist discipline - we are moving PSYCH 1A through the curriculum review process to clean out the threads of colonization and imbue it with honoring indigenous wisdom and science traditions. For example, our new course description explicitly charts our course: "Students are invited to study behavior and mental processes by applying their life experiences. The field of psychology will be approached from transdisciplinary, decolonial, and anti-racist perspectives." However, our faculty have identified a need to be trained on how to deliver this new curriculum as we were all steeped in the tea of colonial western science traditions. Unlearning racism, sexism, homophobia, classism, indigenous extermination/invalidation, anti-Black, "one-English" takes a lifetime. Specifically, the field of Psychology is moving through its own atonement for its actions that actively contributed to systemic oppression efforts: <https://www.apa.org/news/press/releases/2021/10/apology-systemic-racism>. The purpose of this CoP is to invite participants to bring their experience, strengths, and wisdom forward to develop a shared PSYCH 1A Canvas resource that will be available as a training resource all future instructors of

PSYCH 1A at SRJC. In this way, we hope to grow our own trained anti-racist, decolonized instructors of psychology who honor indigenous ways of knowing and help students critically evaluate psychological theories, research, and practices in their soico-cultural-political contexts.

Meeting Dates:

All meetings will take place via Zoom

Spring 2023:

Meeting time: First Tuesdays of the month: 2/7, 3/7, 4/4, 5/2 - 3 hours 3:00-6:00pm, with the last meeting going until 6:30pm.

#10: Hands-On Teaching Strategies for Equity and Success for All English 1A Students

Facilitators: Sheryl Cavales-Doolan and Marc Bojanowski

Homework: There will be 2 hours of homework for each session for a total of 8 hours of homework to occur outside of the meetings.

Full Description: In response to AB 705 and AB 1705, English Department faculty members are innovating, experimenting, and challenging themselves to teach creatively, responsively, and well. The Department's goal is for all students—from all backgrounds and with a vast diversity of prior experience with reading, writing, and critical thinking—to learn, to demonstrate knowledge and skills, and to pass English 1A in their first year at SRJC. This is important for students so that they succeed early on and persist toward their educational goals.

Building on the conversation at the English Department's Fall Retreat, this CoP will provide opportunities for participants to share and see specific, concrete, and successful strategies that support strong, equitable learning. Hands-on strategies for equity and success include syllabus and course policy development, selection of texts, scaffolding strategies and assignments, writing assignments, grading strategies that emphasize teaching and learning, and building a community of learners.

Successful completion of English 1A also supports the College's enrollment health: students who have confidence in their reading, writing, and critical thinking skills and pass English 1A are more likely to take classes in subsequent semesters. Finally, when students pass transfer-level English (and Math) in their first year, the College receives additional funding, which benefits all programs and students.

Meeting Dates:

All meetings will occur in person on the Santa Rosa Campus

Th, Feb. 9, 3-6:30 (3.5 hours)

Th, Mar. 9, 3-6. (3 hours)

Th, Apr. 13, 3-6 (3 hours)

Th, May 11, 3-6 (3 hours)

#11: Exploration of best support practices for trauma-impacted students

Facilitator: Stacie Sather and Brijit Aleman

Homework: There will be no homework outside of meetings for this CoP

Full Description: Research indicates that approximately 65-85% of students walking into a college classroom will have experienced at least one traumatic event in their lives. It is important as educators that we maintain accountability for our students while still supporting their learning, emotional, and mental needs. While we can't be our students' therapists, there are ways that we can support our trauma-impacted students in ways that don't call out the trauma but empower our students to take control of the things they can: their education. This CoP will focus on helping educators understand what trauma is, what trauma looks like, and how we can best support our trauma-impacted students through various teaching practices and strategies.

Meeting Dates:

All meetings will take place in person

3 Feb 10-1:30

17 Feb 10-1

3 March 10-1

17 March 10-1

#12: Diversifying Curricula and Developing Racial Literacy

Facilitator: Jordan Bell

Homework: There will be 2 hours of reading assigned for each meeting, for a total of 6 hours of homework in addition to the meetings.

Full Description: The CoP will focus on ways that educators can diversify their curricula and create space in classrooms to discuss race and its impacts within and across disciplines. Across the nation, most college classes are taught through a Western, or predominately Eurocentric, lens. This approach to post-secondary education serves as a form of epistemic ignorance (Mills, 2007) and alienates and discredits many BIPOC and LGBTQIA+ bodies, ontologies, and philosophies. One way to disrupt epistemic ignorance is through developing racial literacy. How can educators disrupt epistemic ignorance and better support their students in classroom spaces while simultaneously developing racial literacy? This CoP will present concrete methods for addressing the dearth of diverse representation in most college courses as well as provide tools for developing students' racial literacy.

Meeting Dates:

Modality: In-person preferred but hybrid possible

Thursday, November 10 (Flex non-instructional day) from 11:00-3:00

Friday, December 2 from 11:00 – 3:00

Friday December 9 from 11:00 – 3:30

#13: Equitable and Inclusive Course Design and Teaching Practices

Facilitators: Danielle Bruns and Luz García

Homework: No homework will be assigned.

Full Description: Associate faculty are especially encouraged to opt for this Community of Practice. Equitable and inclusive teaching strategies are key for the success of all of our students. Having trained as teachers with extensive teaching experience, we would like to share straightforward, easy to implement research-based strategies with instructors to help them better meet the learning needs of all their students. Faculty who attend will be better prepared to serve the needs of our diverse population, particularly, English language learners and first-generation students. This course would be for full-time and part-time faculty members. Topics would include:

Student Centered Course Design

We will discuss creating a student friendly syllabus, equitable grading practices, using checklists and rubrics to ensure equity and aligning assessments and assignments with course outcomes

Active Learning Strategies

We will explore the active learning cycle, how to teach note-taking strategies, discuss lecture structures, and planning and facilitating discussions

Supportive Learning Environment

We will discuss ways of welcoming students into your course, engaging underprepared learners, fostering a growth mindset and checking for student understanding

Inclusive Teaching

We will examine practices for managing bias, reducing imposter syndrome, and creating an inclusive course

Language Acquisition in Higher Education

We will look at the ways to best help English as a Second Language students succeed in their courses and understanding different levels of language acquisition

Meeting Dates:

1/ 27 12:30-3 (In-person meeting)

2/10 12:30-3 (via Zoom)

2/24 12:30-3 (via Zoom)

3/10 12:30-3 (via Zoom)

4/14 12:30-3 (In-person meeting)