

## DEI and Anti-Racism Professional Development Workgroup Recommendations

*We acknowledge that SRJC, like every institution in the United States, contains histories of racism, sexism, and other oppressive structures that continue to dehumanize our students and colleagues. We also acknowledge that we were brought together as a workgroup by the Academic Senate in response to direct calls from our students and colleagues of color, and in response to the larger calls for transformational justice across the country, to focus on building a district culture that is free of oppression.*

*SRJC needs to engage in action planning to help us move beyond “well-meaning” conversations, and we need a model of professional learning that helps us engage in critical action.*

Our Shared Vision of Diversity, Equity, Inclusion, and Antiracism (DEIA) Professional Learning (PL) Guiding our Recommendations:

- Workplace safety is at the heart of Diversity, Equity, Inclusion, and Antiracism Professional Learning.
- Powerful professional learning is ongoing (not once-and-done), invites all district stakeholders into learning (students, classified professionals, administration, and faculty) and invites us to lean into discomfort.
- Transforming our Ecosystem through DEIA Professional Learning: Creating a culture that addresses racism and critical issues, decenters whiteness, centers students and learning, and focuses on critical, tangible action through active participation in professional learning and curriculum development.
- Transforming Teaching and Learning through DEIA Professional Learning: Creating cultures that welcome, support, validate, and invite students into transformative learning.

### Equity, Diversity, Inclusion, and Antiracism Professional Learning Recommendations

#### 1. Mandatory DEIA PL and Embedding DEIA PL into Workload:

- a. Require faculty, classified professionals, and administrators to engage in DEIA PL for ½ of their yearly PL requirement
- b. Provide compensation for PT faculty to engage in PL
- c. Embed DEIA PL into existing work time
  - I. Integrate PL into committee work
  - II. Provide reassigned time for PL

#### 2. Professional Learning specifically addressing the BSU list of demands, including Police Reform

- a. Provide professional learning opportunities to aid in the fulfillment of the BSU List of demands

#### 3. Redesigning Evaluation and Integrating with DEIA PL:

- a. Develop a more meaningful evidence-based and reflective faculty evaluation process that supports faculty as they implement DEIA curriculum/pedagogy
- b. Include DEIA PL as a structured part of all faculty evaluations
- c. Design a collaborative evaluation process

## **DEI and Anti-Racism Professional Development Workgroup Recommendations**

- I. Invite a faculty of color to serve on evaluation/tenure review committee
- II. Partner with students to assess DEIA implementation
  1. Revise student evaluation
  2. Use student evaluation to inform professional learning

### **4. DEIA PL Coordinator:**

- a. Increase reassigned time for professional learning co-coordinators to 50% each
- b. One PL coordinator will have the lived experience (faculty of color) and DEIA expertise to lead efforts in assessing/designing DEIA PL across District and for all constituents (students, classified professionals, administrators, and faculty)
  - I. Lead development of criteria/rubrics to aid in selection of DEIA PL
    1. Provide options for DEIA 101, intermediate, and advanced PL
  - II. Lead development of standards to support DEIA PL presenters
  - III. Work with DEIA PL Workgroup (or subcommittee) to determine what constitutes appropriate DEIA training and at which levels

### **5. Professional Learning for DEIA Pedagogy:**

- a. Offer ongoing and robust PL in DEIA pedagogy at discipline, department, and district levels
- b. Design PL that invites knowledge-building, reflection, and critical action, and that does not retraumatize/other people of color
- c. Work on explicitly integrating DEIA inquiry and conversations in classes across disciplines
- d. Provide PL that is inclusive of Black, Asian American, Pacific Islander, Latinx, and Native American groups
- e. PL topics specific to each discipline, including but not limited to:
  - I. Shared understanding of DEIA concepts, principles, and practices
  - II. Cultural Humility
  - III. Culturally Sustaining Pedagogy
  - IV. Critical Pedagogy
  - V. Courageous Conversation
  - VI. Inclusive Curriculum
  - VII. Culture-Based Learning
  - VIII. Antiracist Pedagogy
  - IX. Implicit Bias
  - X. White Privilege
  - XI. Universal Design for Learning

## **DEI and Anti-Racism Professional Development Workgroup Recommendations**

XII. Systemic Oppression

XIII. Ally Training

### **6. Professional Learning for DEIA Curriculum Redesign:**

- a. Offer ongoing and robust PL in DEIA curriculum redesign at department and district levels
- b. Invite Curriculum Review Committee to develop a DEIA Framework that is integrated into COR requirements
- c. Develop COR requirements that root DEIA into curriculum across the district
- d. Guided Curriculum Equity Audits
- e. Hire a 100% FT curriculum mentor, who is a faculty of color, to aid in DEIA curriculum development and PL

### **7. Scale Existing Professional Learning Opportunities with focus on DEIA:**

- a. DEIA-focused Professional Development Days
  - I. Fall 2021 & Spring 2022 PDA: Keynote and all sessions will focus on DEIA
  - II. Fall keynote speaker to consult/mentor (with 100% availability to meet demand) throughout the year to aid committees, departments, etc. to engage in DEIA work
    1. Veronica Keifer-Lewis
    2. Roberto Hernandez
    3. Lasana Hotep
    4. Laura Rendon
    5. Pedro Noguera
    6. Tim Wise
    7. Robin DiAngelo
    8. Glenn Singleton
- b. Scale DEIA Communities of Practice, FIGS, and Department DEIA Committees to increase opportunities for shared knowledge-building and pedagogical reform:
  - I. Support development/continuation of DEIA Communities of Practice/Committees/FIGS
  - II. Offer training/support for those leading above efforts
  - III. Increase CoP participation so classified professionals, administrators, and faculty can learn together
- c. Redesign New Faculty Orientation to include mandatory DEIA PL:
  - I. Open to all full-time and part-time faculty
  - II. Establish meaningful mentoring following orientation
- d. Arts & Lectures

## **DEI and Anti-Racism Professional Development Workgroup Recommendations**

- I. **Invite speakers** to consult with departments, committees, programs, etc. to integrate new knowledge into action
- e. **Scale Intercultural Center History Month efforts to provide PL that is inclusive of Black, Asian American, Pacific Islander, Latinx, and Native American groups**
- f. **Conferences and Professional Learning Opportunities beyond the district:**
  - I. **Identify DEIA conferences and online professional learning opportunities and invite a diverse group of classified professionals, administrators, and faculty to attend yearly using District funding**
  - II. **Identify no-cost ASCCC/CCCCO DEIA professional learning that we can invite all classified professionals, administrators, and faculty to participate in**
  - III. **Create a means to more formally share the knowledge and ideas gained through these learning opportunities**

### **8. Professional Learning for DEIA Organizational and Policy Change:**

- a. **Adopt an equity conceptual framework to guide PL efforts (see examples below)**
- b. **PL for Organizational Transformation (esp. to connect Student Services and Academic Affairs)**
- c. **PL to aid in Policy Revision**
  - I. **Curricular-level in CORS**
  - II. **Board Policies & Procedures**
- d. **PL to support and assess DEIA Institutional Effectiveness**
  - I. **Data-informed decision-making**
  - II. **Shared Governance Training**
  - III. **How to utilize available data, like Dashboard**
  - IV. **Support in assessing DEIA to determine if DEIA efforts are working**
- e. **Connect DEIA PL with roll-out of Guided Pathways**

### **Additional Recommendations:**

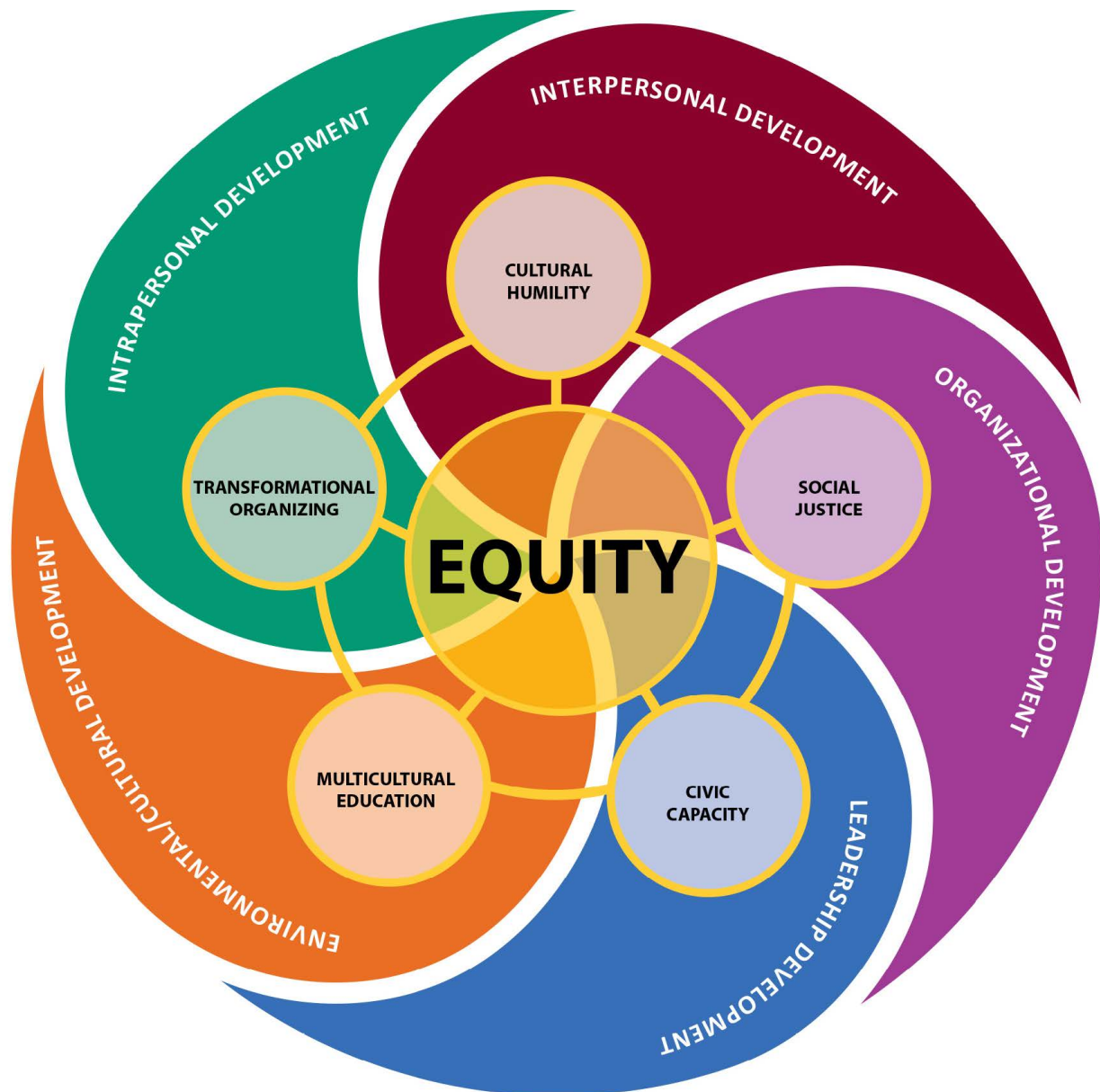
1. **DEIA audit of SRJC Budget**
2. **Form group of SRJC students and employees (faculty, classified professionals, and administrators) to review policies through antiracist lens. Board policy (specifically Complaint/Grievance and Hiring) needs revision through DEIA lens**
3. **Hiring: Post diversity data of candidate applications, those interviewed, and finalists**
4. **Reform Tauzer Lecture**
5. **DEIA in software licensing and usage: District policy should require DEI evaluations before software or services are contracted (as it already does re: student privacy, see existing 2.13p)**
6. **Create a Faculty Diversity Internship Program**
7. **Campus leaders (AFA, Senate, etc.) should have mandatory DEIA training/coursework**

## DEI and Anti-Racism Professional Development Workgroup Recommendations

8. Strengthen process for reporting and handling racism in District, so there are actual consequences
9. Ask AFA and District to revise and negotiate contract requirements for PT faculty, so PL is a paid component of PT faculty workload

### Example DEIA Frameworks

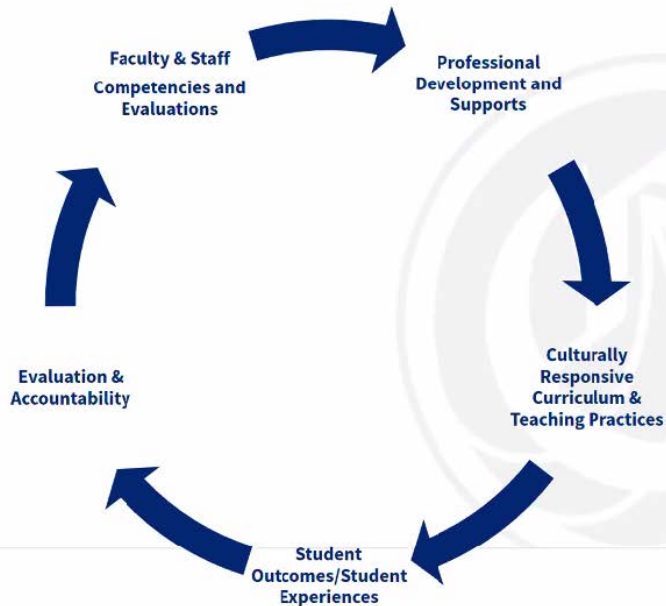
De Anza College's Conceptual Framework:



# DEI and Anti-Racism Professional Development Workgroup Recommendations

From Chancellor's Office:

**An Equity-Centered Teaching & Learning Ecosystem has to be Anti-Racist.**



## Workgroup Members

4/21/21

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4/23/21

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4/26/21

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## **DEI and Anti-Racism Professional Development Workgroup Recommendations**

4/29/21

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