

Academic Senate Retreat

August 19th, 2020

Welcome Remarks

Roy Shahbazian, Academic Senate President

Dr. Marilyn Flores, Interim President

Senate Retreat Agenda

1. Welcome – Roy Shahbazian
2. College President Remarks – Dr. Marilyn Flores
3. Culturally Responsive Teaching – Special Guest: Michelle Velasquez Bean, ASCCC At Large Representative – 50 mins
 - *Break 10 mins*
4. Refocusing on Student Success Through Faculty Hiring: Second Minimum Qualification as an Equity Framework - Special Guest: Dr. Luke Lara, MiraCosta College Academic Senate President
5. AS Goals - Preliminary Discussion
6. Announcements – Roy Shahbazian
 4. SSCCC Town Hall, August 21, 2020, Teleconference, Registration link
 5. Remote Instruction Certification
7. Comments / Final Thoughts
8. Adjournment



Academic Senate
for California Community Colleges
LEADERSHIP. EMPOWERMENT. VOICE.

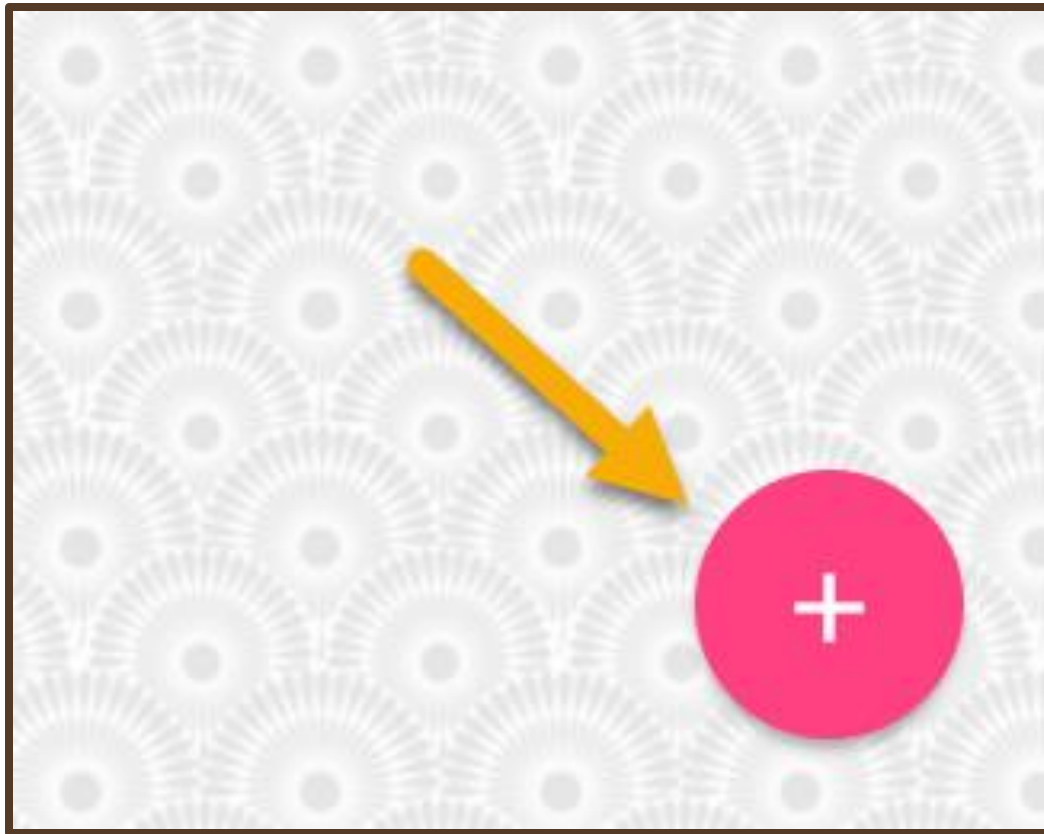
Culturally Responsive Teaching, Anti-Racism, and Social Justice

Today, we will

1. Engage in a fun activity
2. Review definitions of culturally responsive teaching, anti-racism, and multiculturalism
3. Discuss curricular design
4. End with your commitment



What's your CULTURAL SUPERPOWER?



- Use Padlet
<https://padlet.com/ProfessorBean/muf93qtuaugah55b>
- Click on link in CHAT
 - Click **pink plus +** in bottom right corner
 - Type your answer (optional title—your name)
 - Like other's posts—use heart button

Reflection



- Who designed our education system?
- Whom did it benefit? Whom does it harm?
- What are you doing to work toward anti-racism?
 - Education is activist work!

Decide to enter this space.

–Dr. Regina Stanback Stroud

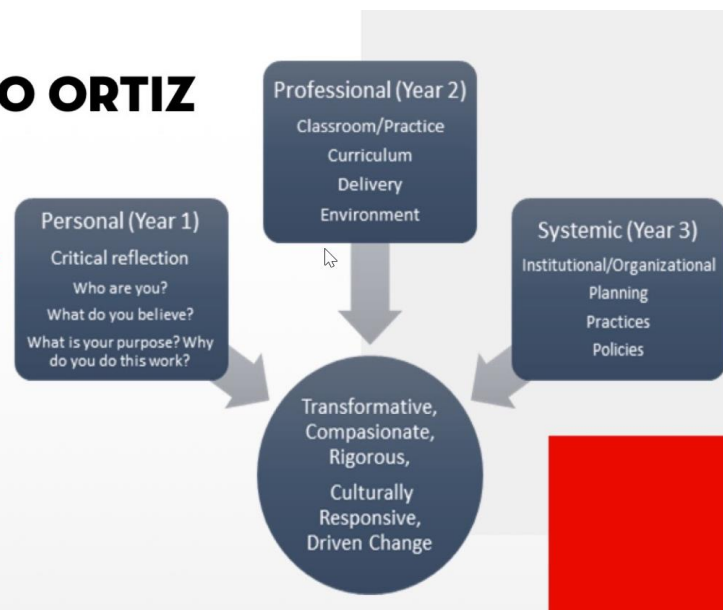
SAC Call to Action



SANTA ANA
C O L L E G E

DR. FERNANDO ORTIZ **FRAMING OUR TIMES**

- Addressing Equity from the Personal to Institutional Practice & Policy



- Digital Literacy and Equity Keynote
- Student Panel
- Data Review
- Professional Development Workshops and Canvas shell
- Critical Reflection

When I dare to be powerful—to use my strength in the service of my vision, it becomes less and less important whether I am afraid.

—Audre Lorde

How is this all connected?

Equity Minded

Multiculturalism

- Celebrating **diversity**
- Exposing privileged with **multiple perspectives**
- Using **representative** images and readings

Social Justice

- Raising **consciousness** of everyday inequities
- Creating an **anti-racism** lens
- **Disrupting** systems, practices, **patterns**
- Addressing **curricular trauma**

Culturally Responsive Teaching

- Focuses on a **mindset shift**—widening your aperture
- Creating agency by celebrating and providing space for learning in a **collective**
- Establishing a community focused on **affective** to build intellectual

Design COLLECTIVE ENVIRONMENTS



- Provide brave spaces—validate and just listen
- Be authentic and build relationships
- Affirm students' identities and backgrounds
- Build on schemata—what students bring to the classroom
- Be flexible—give options for agency
- Create collaborative learning opportunities

Design with RIGOR



- High expectations with scaffolding and support
- Evaluate your Course Outline of Record
- Redesign your SYLLABUS
- Interrogate your policies and practices

Design with ACCOUNTABILITY

Take ownership and be a
CO-LEARNER

- Goals and outcomes
- Formative assessments
- Regular and substantive feedback
- Intrusive practices
- End of semester surveys





Healing—Restorative Justice

- There can be no healing without caring!
- Mindset—awareness of students' experiences and acknowledgement that we must do better
- Provide regular routines and flexibility with a space to practice
- Go slow to go fast—develop the community, the village, the familia first
- This is the foundation for rigor
- Find your huddle and time to recharge yourself

History, despite its wrenching pain cannot be unlived,
but if faced with courage need not be lived again.

—Maya Angelou

What ACTION will you take to create your PLAN?



- How will you actualize and operationalize equity, anti-racism, culturally responsive teaching?
- Click on link in CHAT
<https://docs.google.com/document/d/1V84r5J8S3uOF2sEXfVhg6yFfsK5EeF5xAxou25pgyfA/edit?usp=sharing>
- Volunteer to share out: What will you do?

Thank you!
Any questions?
info@asccc.org

“I’m not saying I’m going to change the world, but I guarantee that I will spark the brain that will change the world.”

–Tupac Shakur



Resources

- Hammond, Zaretta. (2014). *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Thousand Oaks, CA: Corwin.
- Kendi, Ibram X. (2019). *How to be an Antiracist*. New York: One World.
- Love, Barbara, Dejong, Keri, and Hughbanks, Christopher (2007). *Critical Liberation Theory. Social Justice Education*. Amherst: University of Massachusetts.
- Major, Amielle. (2020, May). How to Develop Culturally Responsive Teaching for Distance Learning. *Mindshift*. KQED. <https://www.kqed.org/mindshift/55941/how-to-develop-culturally-responsive-teaching-for-distance-learning>.
- Sims, Jeremiah J., Taylor-Mendoza, Jennifer, Hotep, Lasana O., Wallace, Jeramy, Conaway, Tabitha. (2020). *Minding the Obligation Gap in the Community College*. New York: Peter Lang. <http://www.mindingtheobligationgap.com/>
- Wood, Luke and Frank Harris, III. (2020). *Addressing Anti-Blackness on Campus: Implications for Educators and Institutions*. CORA Learning. <https://www.youtube.com/watch?v=XLfJME7gnKk&t=2910s>.

KSAs of Equity- Mindedness

Equity-mindedness is about

1. Taking individual responsibility
2. Being culturally proficient (i.e., race conscious) to meet the needs of a diverse student community
3. Being systemically aware and institutionally focused
4. Taking action on equity based on evidence

Applying an equity framework to your hiring process allows you to focus on a candidate's **knowledge, skills, and abilities (KSAs)** related to meeting the 2nd minimum qualification



Refocusing on Student Success Through Faculty Hiring:

Second Minimum Qualification as an Equity Framework

Dr. Luke Lara, MiraCosta College Academic Senate President
Part-time Faculty Hiring
Santa Ana College Academic Senate Retreat
August 2020

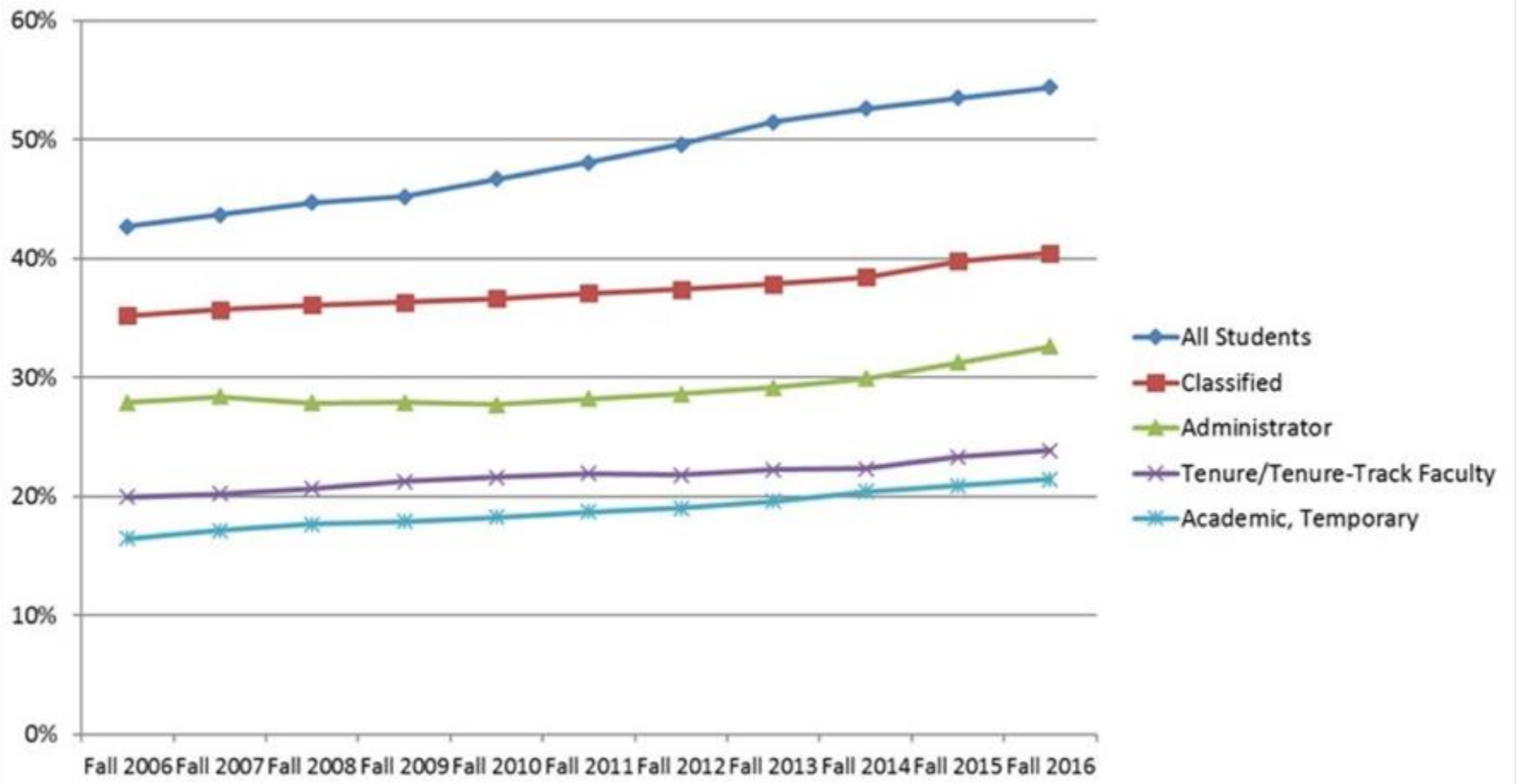
Partially Adopted from a ASCCC Fall 2019 Plenary Presentation

Today, we will

1. Discuss how equity achieves diversity
2. Identify challenges to hiring associates
3. Understand equity through 2nd min qual
4. Explore equity-minded tools and practices

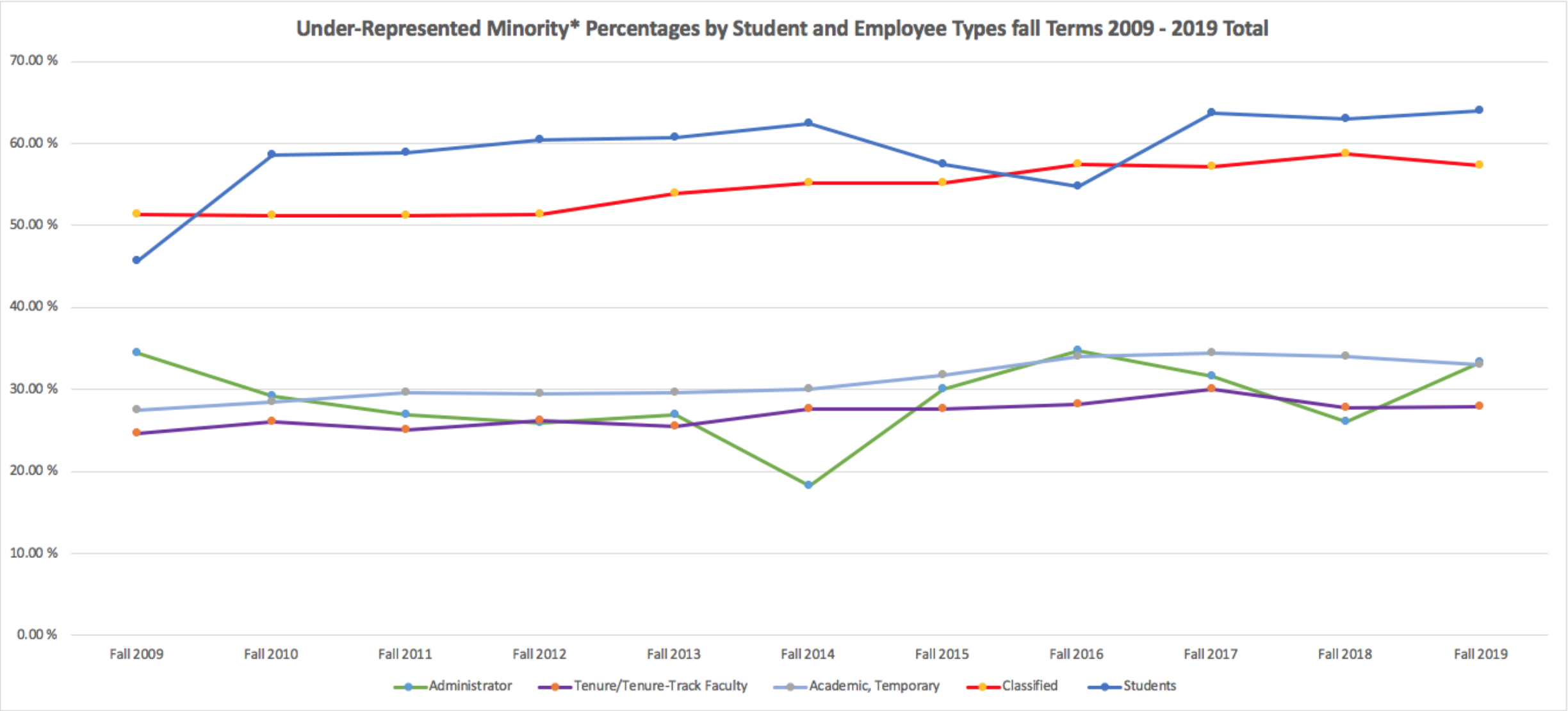
Statewide Data

Under-Represented Minority* Percentages by Student and Employee Types Fall Terms 2006 – 2016 TOTAL



* Under-Represented Minority: Black, Hispanic, Native American, and Pacific Islander
Non-Under-Represented Minority: Asian, Multirace, and White

Santa Ana College Data

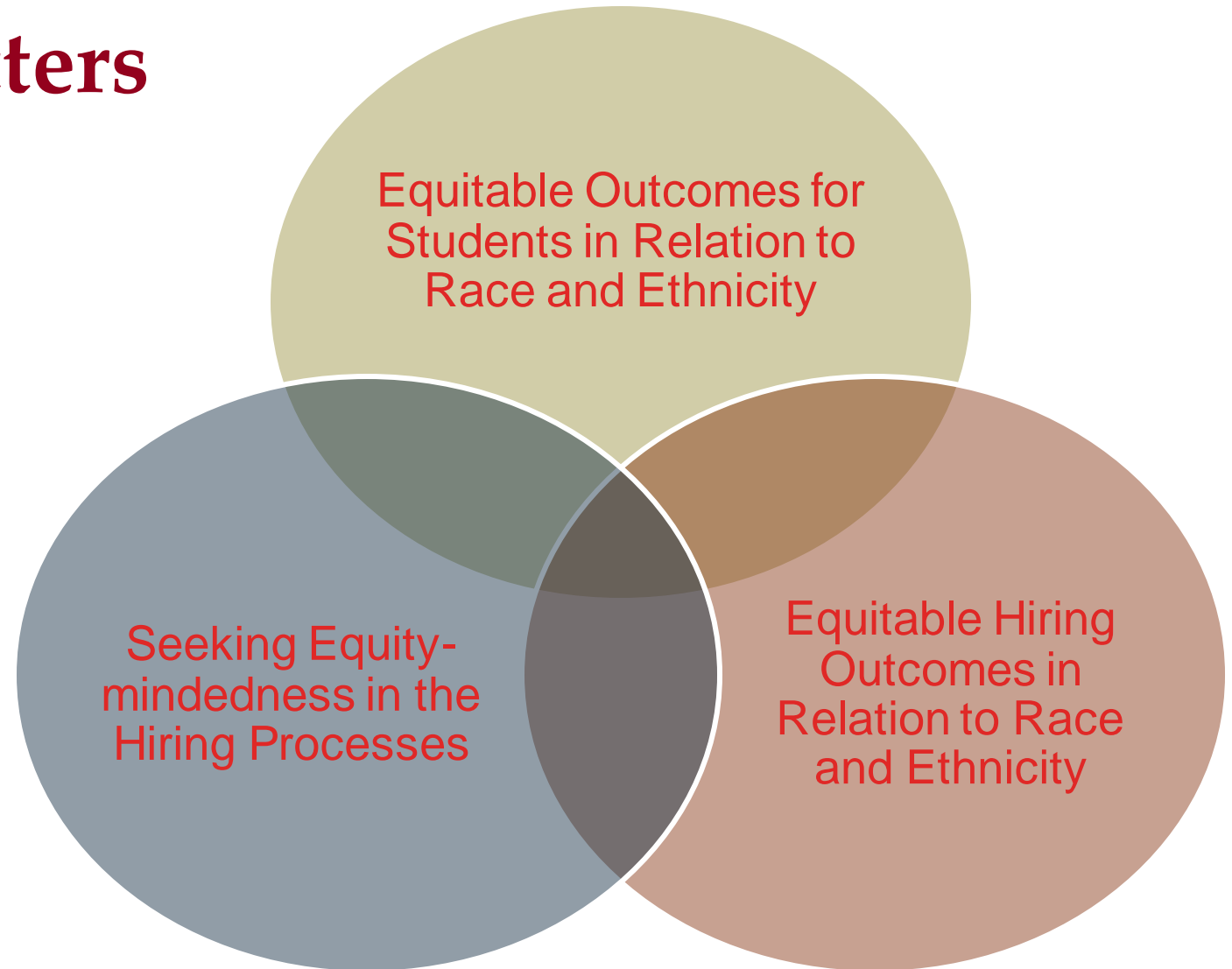


*Under-Represented Minority: Black, Hispanic, Native American, and Pacific Islander
 Non-Underrepresented Minority: Asian, Multi-ethnicity, White

Why Diversity Matters

Community College Goals:

- Serve community of diverse learners
- Prepare students for global community
- Close student equity gaps
- Increase racial and ethnic diversity of faculty and staff
- Hire the most qualified candidates



Challenges to Hiring Part-time Faculty

- Legal issues
- Timing/need
- Less guidance/structure/scrutiny
- Hiring to teach specific content within a discipline
- More chance for implicit bias
- Traditional notions of Merit and Fit

Diversity is Job-Related

Education Code section 87360 and Title 5 section 53022 state that Academic & Administrative applicants must demonstrate:

“Sensitivity to and understanding of the **diverse** academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic **backgrounds of community college students.**”

Suggested equity tools and practices

- Develop a Faculty Intern Program / Pipeline (GROW YOUR OWN)
- Job Description, Interview Questions, and Demo (AUDIT for EQUITY)
- Applicant Pool (EXPAND and TARGET)
- Emphasize 2nd Minimum Qualification (*THE HOW*)
- Equivalency Process (INCREASE UNDERSTANDING)
- Mimic full-time hiring process (BE PURPOSEFUL)

Your turn

- What proactive and equity-minded strategies do you use to hire and retain equity-minded faculty?

Other Resources

- [ASCCC paper “A Reexamination of Faculty Hiring Processes and Procedures”](#)
- [ASCCC presentations “Evaluation Institutional Bias in Organizational Structures” and “Effective Hiring Committee Training”](#)
- [ASCCC presentations “Equivalency to the first Minimum Qualification” and “Refocusing on Student Success through Faculty Hiring: Second Minimum Qualification as an Equity Framework”](#)
- [California Community College Vision Resource Center module “Improving Equity in Campus Hiring”](#)
- [Unconscious Bias resources](#) from University of California San Francisco
- [Harvard Implicit Bias tests](#)
- Santa Ana College Administrative Regulation: [BP 7100 / AR 7100](#) (Commitment to Diversity), [BP 7120](#), [AR 7120.1](#) (Full-time Faculty) and [EEO Plan](#)
- RSCCD [Equivalency Process](#)

Thank you!

Contact Information:

Luke Lara (llara@miracosta.edu)

Academic Senate Goals

Preliminary Discussion

Share your ideas in chat and our chat monitors will assist us in identifying themes for Senate goals.

- **EEO Training & Part-time hiring guidelines**
- **Cultural Curriculum Audit**
- **Dual Enrollment Promotion & Education/Training**
- **OER Promotion & Education/Training**

Announcements

1. [SSCCC Town Hall, August 21, 2020, Teleconference, Registration link](#)
2. [Remote Instruction Certification](#)

Closing Thoughts
