



**SANTA ANA COLLEGE MISSION STATEMENT**

*Santa Ana College inspires, transforms, and empowers a diverse community of learners.*

**Academic Senate Retreat  
Minutes**

| Panelists                 |  |                             | Attendees            |  |                                |
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- (1) Curriculum including establishing prerequisites and placing courses within disciplines;
- (2) Degree and certificate requirements;
- (3) Grading policies;
- (4) Educational program development;
- (5) Standards or policies regarding student preparation and success;
- (6) District and college governance structures, as related to faculty roles;
- (7) Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- (8) Policies for faculty professional development activities;
- (9) Processes for program review;
- (10) Processes for institutional planning and budget development;
- (11) Other academic and professional matters as mutually agreed upon between the governing board and the academic senate

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Date: **Wednesday, August 19th, 2020**  
Time: **9-Noon**  
Location: **Zoom Webinar Location**

**Retreat Agenda:**

1. **Welcome** – Roy Shahbazian – 9:02
2. **College President Remarks** – Dr. Marilyn Flores
  - a. 400 in attendance at Convocation.
  - b. Welcome & 3 asks.
    - 1.Focus on self-care, difficult times and new norms, must be flexible and fluid not just with ourselves but with our students.
    - 2.These things are out of their control, take care of *yourself* and *your students*.
    - 3.Student survey data suggests students want to come back face-to-face.
    - 4.If you are willing to pilot a late start 8-week face to face in an outdoor classroom, please consider it.

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5. Would not attempt to do it unless we are in Phase 2. Take into consideration heat, weather, and rain. Let your Dean know. Look at the list, look at Guided pathways and try to scale a pilot for an outdoor classroom.
6. Hearing from students, most are requesting face to face, students are looking for remote live. They want a schedule; they want synchronous and they want to know when to do their work. These students don't necessarily thrive in an online environment.
7. Please consider late 8, 10, 12- or 14-week class. GE classes.
8. College will market these classes.

3. **Culturally Responsive Teaching** – Special Guest: Michelle Velasquez Bean, ASCCC At Large Representative – 50 mins

- a. What is your cultural superpower? Padlet exercise.
- b. Who was our education system designed for?
- c. Whom did it benefit? Who was left out? Native Americans, African Americans.
- d. Education is activist work. Anti-racism.
- e. Decide to enter this space.
- f. 3 year plan that includes critical reflection, transformation, etc..
- g. Board resolved to actively strategize to take a stand against structural racism.
- h. Asked who is on board with supporting these actions? Faculty responded in chat.
- i. Reflecting on the data from Convocation focuses on student entering campus.
- j. Ask yourself: How do the students feel when they enter your classroom?
- k. Reflect on your practices as a vital part of our response.
- l. Don't weaponize our academic freedom but use this for good.
- m. Reflect on the following threads: Multiculturalism/Social Justice/ Culturally Responsive Teaching – not just awareness but disruption and action. Racialized pattern in data and looking at data through a race-conscious lens. Dismantle, disrupt, rebuild.
- n. Embrace risks to develop academic rigor for our students. Collective capacity go slow to go fast. We don't want students to feel defeated.
- o. Highlight, amplify & celebrate communities to learn as a collective. Shifting of our mindset.
- p. Designing Collective Environments
  1. Providing brave spaces that validate and give space for listening (with empathy).
  2. Be authentic and build relationships.
  3. Affirm student identities and backgrounds.
  4. Build on schemata, what students bring to the classroom.
  5. Be flexible to provide agency.
  6. Collaborative learning opportunities.

q. Designing with Rigor.

1. Designing with high expectations but scaffold and provide support.
2. Students want to succeed.
3. Value student intellect. Avoid false hope, acknowledge some of their barriers and struggles.
4. How do we dismantle our current system and rebuild with scaffolding that helps our students get through?
5. Start by evaluating your COR.
6. Redesign your syllabus. Affirmed name and pronoun.

r. Design with Accountability.

1. Take ownership and be a co-learner.
  1. Embed goals and outcomes
  2. Formative assessments
  3. Regular and substantive feedback
  4. Intrusive practices
  5. End of semester surveys

s. Why do this? Restorative Justice.

1. No healing without Caring!
2. Mindset – awareness of students’ experiences and acknowledgement that we must do better.
3. Provide regular routines and flexibility with space to practice.
4. Go slow to go fast – develop the community, the village, the familiar first.
5. This is the foundation for rigor.
6. Find your huddle and time to recharge yourself.

t. Google Doc activity: How will you actualize and operationalize equity, anti-racism and culturally responsive teaching?

u. There were questions about brave spaces and self-care, look to our state senate.

v. Student Senate is also active in making recommendations.

w. Roy asked what are good ‘next steps’ for an Academic Senate? Michelle recommended a resolution mimicking the district resolution and identify goals and actions.

*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)

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- a. Doctoral studies in hiring practices and systemic racism and the impact of hiring faculty of color.
- b. ASCCC & Chancellor's office is faculty diversification.
- c. Shared data on under-represented minorities by student and employee types.
- d. Shared Santa Ana data found at Chancellor's data mart.
- e. At this time, there are challenges to face with hiring part-time faculty.
- f. Legal issues
- g. Timing/need
- h. Less guidance/structure/scrutiny
- i. Hiring to teach specific content within a discipline
- j. More chance for implicit bias
- k. Traditional notions of merit and fit
- l. No AR for part-time hiring.
- m. Diversity is job-related: Ed Code Section 87360. Second minimum qualification. Must demonstrate 'Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sec
- n. Job Announcements – cornerstone, rock, everything within the interview process has to connect with the job description. KSAs, when we think about this minimum qualification, diversity is job related. Term equity-mindedness is relevant in the process. Taking individual responsibility as institutional agents, culturally sufficient, racially conscious, being systematically aware, and institutionally focused.
- o. How do we assess cultural consciousness and diversity? Our questions should have a lens of equity to allow for assessment of the 2<sup>nd</sup> minimum quals.
- p. Supplemental questions, how can this be demonstrated? Ask them to do something and ask how they will evaluate their students. Match what they do to what they say.
- q. Can be proactive even with targeted hiring to create a pool of qualified applicants who are ready and have met the minimum qualifications. Be intentional with your hiring, don't be reactive be proactive.
- r. Equivalency process. ASCCC recommendations around CTE.
- s. Try to mimic the full-time hiring process for the part-time hiring process, consider inviting other departments to work with you to invite cross-disciplinary conversations. This is what we expect for our students. What are the roles of a committee?
- t. Discussion:
  - 1. Getting HR involved
  - 2. Sophisticated discipline pools
  - 3. EEO training for part-time?
  - 4. HR not understanding the equivalency process could defeat applicants.
- u.

**5. AS Goals-** Preliminary Discussion

- a. Send goals to Senate email.
  - b. Part-time process and Cultural Audits made the list.
- 6. Announcements** – Roy Shahbazian
- a. SSCCC Town Hall, August 21, 2020, Teleconference, [Registration link](#)
  - b. Remote Instruction Certification
- 7. Comments / Final Thoughts**
- a. Kelvin asked for some guidance on names in Zoom.
    - 1. Rebecca Ortiz said you can set guidelines on names.
  - b. Rebecca would also like to promote the adoption of OER due to our student struggles with loss of income. OER alleviates obstacles. Perhaps promoting and educating as part of academic senate goals?
  - c. Renewed lens to dual enrollment, perhaps on academic senate goals as well.
  - d. Amberly Chamberlain shared the CCC Accessibility Center will be doing virtual trainings on campus. Will try to attend the Chairs meeting. Reach out to her about PD and needs.
  - e. Cherylee asked for people that feel that they are skilled in Canvas and online faculty to please help your colleagues. Be kind to the Distance Ed. Staff.
  - f. Susan Hoang, reminded that there is only remote access to the library. No physical course reserves.
- 8. Adjournment**