

ACADEMIC SENATE FOR CALIFORNIA
COMMUNITY COLLEGES

SPRING
PLENARY 2022

APRIL 7-9, 2022 | HYBRID EVENT

LOS ANGELES MARRIOTT BURBANK

Strengthening Teaching,
Leading, and Learning

through Racial Justice
and

Academic Freedom

Acknowledging Power and Race in Academia with DEIA Curriculum Equity Planning Tool



Presenters

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General Session Description

Curriculum is at the foundation of the work we do in the California Community Colleges; it is our heart work. Come to this session to learn about a tool that can be used at your college to facilitate dialog about power and race in academia. The tool provides promising practices that can be used by faculty, deans, curriculum chairs and committees, chief instructional officers/vice presidents of instruction, and local academic senates to begin conversations on how to redesign practices from working within a traditional Eurocentric model to working within an equity-minded framework. We will discuss and share practices that faculty can use to begin conversations on implementing inclusion, diversity, equity, antiracism, and accessibility (IDEAA) at the classroom level and ways that local curriculum committees and academic senates may support IDEAA work in reviewing credit and noncredit curriculum, course outlines of record, and curriculum documents and processes in the classroom and beyond in culturally responsive ways.





Conversation and Dialog Norms

1. Be true to yourself.
2. Commit to learning from each other.
3. Acknowledge each other's experiences.
4. Trust that others are doing the best they can.
5. Challenge the idea and not the person.
6. Speak your discomfort.
7. Step Up and step back.





Many Acronyms - Shared Goal

- **DEI**- Diversity, Equity and Inclusion
- **DEIA**- Diversity, Equity, Inclusion and Accessibility (used by CCCCO)
- **IDEAA**- Inclusion, Diversity, Equity, Antiracism and Accessibility (used by ASCCC)



Equity and Academic Freedom

- *“Academic freedom allows for “invention, scholarship, and creative enterprises that support and enrich humanity. The common good depends upon the free search for truth and its free exposition” (Franke, n.d.). The connection between academic freedom and equity is fundamental. Without the rights of faculty to speak, research, and pursue diverse ideas, equity is not possible. Academic freedom allows faculty to academically challenge racist ideology and structures in the context of their expertise.”*
- *“By asserting their right to academic freedom and using that right to challenge traditional theories, scholars have been able to create a more diverse and robust exchange of ideas that introduces students to that “multitude of tongues” identified by the Supreme Court. The results of this progress are evident in the proliferation of disciplines such as ethnic studies, gender studies, and LGBTQ studies, among others”*
- *Protecting the Future of Academic Freedom During a Time of Significant Change, Adopted Fall 2020:*
https://www.asccc.org/sites/default/files/Academic_Freedom_F20.pdf
- *Academic Freedom and Equity, Rostrum article November 2020:* <https://asccc.org/content/academic-freedom-and-equity>





Acknowledging Power and Race: The Why

- We need to come with **INTENTIONALITY**—to dig deeper and go beyond compliance
- **IMPACT** is acknowledging
 - the baseline—we have minimum requirements for serving our diverse students
 - we need to start somewhere—with no shame or blame
 - sustainable practice is cultivating cultural humility—self-reflection and accountability
- Why do we discuss **race** and **race neutrality**?
 - social constructs—color blindness does not acknowledge racial inequities
 - systemic barriers—we need to disrupt the systems that creates barriers
- What does the **social justice journey** entail?
 - the struggle is part of the path
 - the work requires intentionality to level the playing field
 - we all win when we have equity





DEI Leadership as Heart Work

- DEI work is hard work and heart work
- Need to build relationships
- Create intentional space and time for relationships and trust
- Need to have the conversations in order to move the work
- May encounter frustrations but keep moving forward





What ASCCC Says about IDEAA in Curriculum

[9.01 F21 Adding Culturally Responsive Curriculum, Equity Mindedness and Anti-Racism to Course Outline of Record \(COR\) Requirements in Title 5](#)

[9.05 S21 Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit Process](#)

[Anti-Racism in Education Paper \(Fall 2020\)](#)

Recommendation #5 Enact culturally responsive curricular redesign within disciplines, courses, and programs and with curriculum committees.





5C: Collective work on DEI and Curriculum

As colleges design curricula to meet the needs of our diverse student populations, it is recommended that colleges address innovative ways to approach curricular design and the curricular impacts on student success as an opportunity to eliminate equity gaps. The California Community College Curriculum Committee (5C) recommends framing dialogue and decision-making for reimagining curriculum through an equity lens using the following principles:

- Principle 1: Commitment to curricular diversity, culturally responsive content, and anti-racism
- Principle 2: Commitment to change policies to remove systemic barriers to student success and equity
- Principle 3: Commitment to building system resiliency





Introducing: DEI in Curriculum Model Principles and Practices

- The intention of the DEI in Curriculum Principles and Practices chart is to focus on acknowledging the inequities of historically marginalized racial and ethnic groups (Black, Indigenous, Latinx/a/o, Asian Pacific Islander).
- Provide a tool and support structure to have conversations at your campus on looking at current practices and supporting analysis and change.
- The tool is not exhaustive, it provides multiple topics but is designed to be expanded as need to support local questions or concerns.
- While acknowledgement of intersectional identities is important and valued, the aim of designing the chart was not necessarily addressing accessibility tools, as the California Virtual Campus and Accessibility Center have robust training and support for inclusion and accessibility requirements.



Acknowledging and Identifying Eurocentric Processes



Equity Minded Frameworks



Optimist: The glass is **HALF** full
Pessimist: The glass is **HALF** empty
Engineer: The glass is **TWICE** the
size it needs to be





Models and Practices for the Classroom

Engaging with the third column:

- All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise.
- This column provides promising practices that faculty can begin implementing at the classroom level.
- Classroom level and curricular practices may include but are not limited to those listed in the chart.





Models and Practices in Curriculum Process and Policy

Engaging with the fourth column:

- Curriculum committees and academic senates have the opportunity to engage in equity-minded review processes of curriculum.
- This column shows ways that local curriculum committees and academic senates may support equity work in reviewing credit and noncredit curriculum, course outlines of record, and curriculum documents and processes in culturally responsive ways.





Areas identified in the tool...your college can locally add more

- Textbooks
- Student-facing documents
- Role of discipline faculty
- Course syllabus
- Classroom assignments/assessments
- DEI in all disciplines
- Ethnic Studies as a discipline
- Siloed programs and services

Your college can add more!



Let's walk through one of the sections

| Traditional Eurocentric Practice Supporting research may be found at the end of this document. | Equity Principle Supporting research may be found at the end of this document. | Culturally Responsive Classroom Practices All faculty <u>have the opportunity to</u> engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following: | Culturally Responsive Practices for Curriculum Committees and Local Senates Curriculum committees and senates <u>have the opportunity to</u> engage in equity-minded review processes of curriculum that may include but are not limited to the following: |
|---|--|--|--|
| <ul style="list-style-type: none"> ● Classroom experiences, assignments, and assessments are built from an individualist perspective | <ul style="list-style-type: none"> ● Shift to a collectivism perspective to engage authentic lived experiences and relate to <u>students</u> cultural norms | <ul style="list-style-type: none"> ● Build on diverse backgrounds to engage as a <u>familia</u>, tribe, village through collaborative classroom activities. ● Be a warm demander and co-learner with students. ● Intentionally create collaborative engagement opportunities (e.g., group work, peer to peer work, pair shares, etc.) | <ul style="list-style-type: none"> ● Encourage assignments, practices, and assessments that are formative in addition to summative. ● Review for a variety of methods of evaluations, assignments, and assessments. ● Encourage and provide professional development for the creation of authentic assessments. |

How to use the tool locally

- Not going to solve all problems but tool to move the conversations and work forward.
- Take this back to your local senates and curriculum committees (also will be highlighted at the CI 2022 in July)
- Meant to be shared in cross functional conversations (faculty, staff, students and administrators)
- Dedicate time to working through the tool, conversations may need to take multiple meetings. There is no shortcut to this work.
- Be willing to be vulnerable and uncomfortable in these conversations.





From Discussion to Action

- Once you have the conversations be willing to act on your findings.
- Don't just talk about changing policies, processes and procedures, do it.
- It does not have to be perfect before you make changes (first pancake).
- Discuss how you are going to evaluate the change and its impact.
- Share what is working and what is not with fellow colleagues, let's learn together.



Next Steps

- 1) 3.02 S22 Adopt the *DEI in Curriculum Model Principles and Practices Framework***
Resolved, That the Academic Senate for California Community Colleges adopts the *DEI In Curriculum Model Principles and Practices* and encourages local senates to use the model to review their curriculum practices; and

Resolved, That the Academic Senate for California Community Colleges works with system partners to support the implementation of the *DEI in Curriculum Model Principles and Practices* through collaborative professional learning. DEI in Curriculum Model Principles and Practices

- 2) Joint memo to field from Chancellor's Office, ASCCC, CCCIO and SSCCC and professional development support for implementation**



Support and Resources

Email: info@asccc.org

Local Senate Visit on using DEI in Curriculum Model Policies and Practices or Generally on IDEAA in Curriculum

OERI has also developed a curricular audit tool to share with your colleagues (link is in the DEI Model Policies and Practices Document)



QUESTIONS?

