**Building Equity Driven Systems: Embracing Anti-Racism**

ASCCC Fall Plenary Session | Thursday, November 5, 2020

Breakout Session 1 – 10:15-11:15

**Which of the following institutional structures has/will your academic senate begun/begin to examine? There are 4 areas for your consideration, and a 5th area for anything else.**

* Please add examples to the list and put a “+” next to those that your academic senate is addressing or has addressed.
* At the end of this document, feel free to include your college, contact information, and notes about what your academic senate has done, plans to do, or would like to do, OR any questions you may have.

1. **Review and revise academic senate bylaws and constitution**
   1. Academic Senate Officer and Senator Election or Appointment Processes

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| Example: Diversification of the Academic Senate |
| * +bylaws |
| +We are currently reviewing our by-laws and working on term length (in order to encourage more participation from faculty.) We have built in mentorship for the Vice President position as an elect and immediate past VP so that the incoming person can learn the job as our Senate VP is in charge of Program Review. This is extra important now as our entire program review process has been revised and restructured. (Southwestern College) |
| +We are revising our Bylaws, but we could use more diversity on our executive teamI ha |
| Our senate at Cuyamaca College is already very diverse |
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| We revised our Bylaws to expand to Part-Time Senators, did more personal outreach within Divisions. |
| It’s on our radar since 2019 and we’ve discussed diversifying faculty and hiring committees but have NOT talked about diversifying Senate (which is an interesting oversight!) |
| Our AS is going to start working on a recruitment of diverse faculty representation this year. |

+Creating task forces to address equity for different areas (i.e. equity minded syllabus)

+Expanding our Senate Exec to include officers who specifically focus on Equity

+Our Senate from Gavilan has created a resolution to define terms and make our commitment to equity, diversity, inclusion and anti-racism. We hope this can be a document that can be used to help us with our work in all areas of the campus; including updating our own bylaws.

* 1. Term Limits for Officers and Senators

+Our Senate has created a President-elect role as a training mechanism to prepare them for the role of AS President.

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| Example: 2-year terms staggered to increase diversity |
| Yes, we’ve recently changed by-laws regarding leadership in order to promote diversity (& focused attention on term limits as a mechanism for this) |
| we have 2 year terms, but VERY LOW interest, so we need to implement a practice of actually transitioning regularly |
| We have term limits for officers, senators, and committee members |
| Yes Gavilan does this. |
| Yes, we do have 2 year term limits but need to recruit more diverse individuals to our senate. |
| Have 2 year terms, with a 3 term limit; recently-ish revisited these but senators suggested they could simply vote to change leadership regardless of term limits |
| We added term limits for Executive Officers, increased to create an ASExec to work on agendas & issues, and include Senate-chosen membership along with Exec council |
| I love this idea of staggering term limits. We have an entirely new executive board this year, and I think keeping one or two experienced officers would’ve been helpful. |
| Our AS has term limits; however, without a plan to build diversity in faculty representation, those terms limits have not had any effect on diversity--particularly when it comes to race and/or ethinicty.  +We are beginning to address implementing succession processes to ensure that our senate leadership is diversified. |

* 1. Other ex-officio or nonvoting members of the academic senate

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| Example: Faculty representation from a diversity, equity and inclusion council |
| This will probably occur anyway - we are a small faculty (91 FT), so those active in governance are often in multiple places |
| We have student reps who are ex-officio as well as federation reps so our bodies can work together more cohesively. |
| As Senate President, I have asked for us to reconvene our Equity Committee (this group stopped meeting last year and the President wanted to create a workgroup around Equity, Inclusion and Diversity). I requested she use the Committee that was established and work with me and others to possibly revise the committee charge. |
| Ex-officio members include Students, our Equity Committee, Faculty Union, Classified Professionals Senate |
| +++ Great idea; our by laws don’t include this but they should. |
| Yes, we have ex-officio members in our officer’s committee |
| we have student spot in our by-laws (non-voting), but I’ve never seen it filled. Practice needs to change, not policy  It would be nice to be able to compensate students for their participation.  It is important to have diverse racial and ethnic minority representation; however, do not assume they are also coming with an Equity mindset! |
| Our AS allows for non-voting participation. |

* 1. Liaisons to the academic senate from other constituency groups

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| Example: Representation from Affinity groups |
| We have affinity groups on campus (Black Faculty Association, Asian Pacific Islander, Womxn Alliance, Pride Alliance, White Allies for Antiracism, etc.) and each contribute. |
| Yes we are doing this I have worked with Classified Professional Senate- would be nice to have a liaison |
| * we are trying various ways to connect ASC with other committees - creating reliable communication connections is very hard when so many are so busy. |
| Yes, this happens in different ways with lots of cross referencing taking place as part of AS agenda. We also have an LGBTQIA+, Gender, Racial/Ethnic Diversity Advocacy Committee as a sub-committee of the Senate (and that reports monthly back to Senate as standing agenda item.) |
| Yes, these collaborations exist |
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* 1. Academic senate-led committees (standing committees, task forces, work groups, and the like that are senate-led)

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| Example: Appointment/selection process to include a method for diverse representation |
| looking at now |
| We are modifying our process for committee appointments to help ensure diverse representation on hiring committees |
| We are intentionally appointing people from marginalized areas on our campus like Non-Credit, Workforce and more adjuncts |
| We just approved a new VP of equity, diversity, and inclusion position for our senate and this individual will be chairing our new equity, diversity, and inclusion standing committee.  Senate chairs the curriculum/faculty PD subcommittee of the President’s Advisory Committee on equity. |
| Yes  Standing committees are: Curriculum, Ed Policy, PD. Task forces/workgroups arise as needed and usually are one semester in duration. |
| Current |
| Yes. Have an LGBTQIA+, Gender, Racial/Ethnic Diversity Advocacy Committee as standing sub-committee of Senate for 3 years now. Our college as of Fall 2020 has established an IDEA Taskforce and the Senate Pres is an supporting member (not a core member). |
| ++Curriculum. Curriculum. Curriculum. I can’t express how important it is to integrate anti-racist ideas into our curriculum. |

* 1. Other…

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| Example: The review of the Constitution and Bylaws to reflect equity, diversity, inclusion with an anti-racism lens |
| +development by faculty for faculty of inquiry and examination tools to use in the critical review of their curriculum and classroom practices. Some are willing, but just don’t know how to proceed. |
| We are updating our bylaws, Constitution and operating agreements and adding a student rep to every possible committee |
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| We just passed a new senate policy mandating racial equity focused PD for all faculty annually. We also passed a resolution declaring that the lives of Black students and faculty matter |
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1. **Initiate or request a review of the college and/or district shared/participatory governance processes**
   1. Recruitment, selection, and appointment processes for faculty to serve on college committees (standing committees, task forces, work groups, and the like)

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| Example: Apply a method for diverse representation |
| * We have a resolution from July: “CCC's ASC will work to agendize creation of a phased plan to implement antiracist actions, initiatives and policies at all participatory governance committees” words are great - how do we move this to practice? Contra Costa College - kkrolikowski@contracosta.edu) |
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| Our college is currently working on a complete restructuring of our participatory governance via our Jaguar pathways (Guided Pathways). We are focusing on rethinking how we approach committees and moving toward more efficient meetings with clear deliverables and routes of communication. Part of this is to also implement a training component for all colleagues who are new to the committees so they will know what their roles and responsibilities are. This is to help people use their voice as an advocate but also understand their part in communicating with their constituents. (Southwesern College) |
| In progress |
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* 1. College and/or district committees (standing committees, task forces, work groups, and the like) structure and charge

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| Example: Method to assess changes in the charge with a diversity, equity, inclusion and anti-racism lens |
| +Mendocino College Senate has requested all committee description and decisions include reference to the CCCO Call to Action, Equity, inclusion, structural racism, and Guided Pathways - |
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| Ensuring diversity and perspective lenses are included in committees and connected to Antiracism and Equity frameworks. |
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* 1. Other…

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| Example: Communication with the campus community on changes |
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| We are working on a statement of values in regard to equity that explicitly addresses institutional racism that will go from the AS through all our participatory governance processes |
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1. **Create or revise a/the faculty hiring manual and/or the college/district faculty hiring policies and procedures**
   1. Recruitment

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| Example: Opening the search to attract a diverse applicant pool in affinity groups publications |
| +We just revised our hiring policy and administrative procedure and finished the collegial consultation process |
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| This is important for us we at Peralta are going to Work with our HR. We did a resolution on this. Looking at AP and BP to impact |
| Currently, we are working on a districtwide hiring processes task force |
| * This is a Union-led issue … we have a robust conversation leading to recommendations for our district at every step of the hiring process. (which includes everything below in this section. ) Contra Costa College - kkrolikowski@contracosta.edu) |
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* 1. Job Description, minimum qualifications, desirable qualifications/experience

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| Example: Job announcement describes the gender, racial, ethnic, and cultural diversity of your campus community, including faculty, students, and staff |
| Currently, we are working on a districtwide hiring processes task force |
| currently update our faculty hiring manual which includes job announcements, hiring committees, equivelancy |
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* 1. Screening/Interview Panel composition and processes

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| Example: Engagement of students |
| +Currently, we are working on a districtwide hiring processes task force |
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| Modified the screening and interview committee appointment process to coordinate among appointing authorities. Each identifies appropriate, potential members to serve on each screening/interview committee. To maximize diversity in representation, appointments are finalized by each authority once the range of possible combinations is examined. This process was codified in AP with input from each stakeholder group. |
| Each committee member must participate in the District unconscious bias training, and also the committee membership must reflect diversity as well as discipline expertise |
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* 1. Other…

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| Example: The articulation of the equivalency process |
| Example: Assessment of how a candidate actualizes equity and culturally responsive pedagogy for multiple perspectives and by varying the teaching or student service methodologies |
| This example should be both in equivalency and in the recruitment/screening/selection process for both full-time and part-time faculty. and what about classified professionals? administrators? |
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1. **Examine and revise the faculty tenure process**

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| Example: Tracking the retention of faculty of color |
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| Include support structures such as new faculty orientation, ongoing program for first (more?) year |
| In their self evaluation, have faculty address actions they have taken to address and support IDEA |
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| Our Tenure Coordinator is equity-minded and very supportive to new faculty who are hired. Mentorship is provided and supported for the entire 4 year process. |
| We are in process at Gavilan. |
| +This is also a union issue - but we have an ASC resolution: “17. CCC’s ASC will advocate that faculty evaluations incorporate a focus on racial equity goals, action steps, outcomes and collection of student retention and success data per courses” (Contra Costa College - kkrolikowski@contracosta.edu) |

1. **Other structures…**

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| Example: Faculty, academic senate, faculty bargaining unit, and administrative leaders working with and listening to the needs of faculty of color and other diverse groups to improve theInc tenure process  Incorporating equity questions into the curriculum submission and revision process |
| We have developed a Canvas shell for anti-racism on our campus. Faculty are free to enroll and participate. Our flex committee has approved flex credit for participating and completing readings, discussions, etc. |
| Be explicit in program review - does the program support the mission of IDEA? What actions are being taken to address inequality of outcomes. Re |
| Diversifying curriculum seems most difficult because of regs and mindset. |
| Currently, we’re doing a listening tour by the President’s Racial Equity and Social Justice Task Force |
| Added to our regular curriculum reports at meetings an “Equity-Minded Curriculum and Pedagogy” Report that is open so reps from different disciplines can share practices, resources, challenges, and wins across disciplines. |
| We have an annual Equity Training Series that include all 4 constituency groups |
| We have a College/district supported Equity Institute that asks in faculty members to create & lead the institute sessions  We created an Equity & Inclusion Council in an effort to collaborate with all individuals/groups doing equity work. |

**Connecting…**

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| **Name** | **College** | **Contact Information** | **Notes or Questions** |
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| Sharyn Eveland | Taft College | seveland@taftcollege.edu | Idea/process sharing |
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| Hossna Sadat Ahadi | Palomar College | hsadat@palomar.edu | Sharing great practice |
| Cheryl O’Donnell | Hartnell College | codonnell@hartnell.edu |  |
| Liz Romero | Clovis College | elizabeth.romero@cloviscollege.edu |  |
| Christina Yanuaria | City College of San Francisco | cyanuaria@ccsf.edu | To what extent is the CCC AS applying this internally- specifically but not limited to how it relates to the processes for serving on statewide committees? |