

## AIP Forum Planning and Notes – Block 5

### Goal 5: Make Antiracism a Central Value in CC's Academic and Co-curricular Programs

Facilitators: Jessica Kisunzu, Rachel Jabaily, Peony Fhagen

Attendees: 6 faculty members, 4 staff members

#### *Goal 5 Current Commitments:*

- *Create new curriculum that incorporates and encourages the development of courses and learning opportunities that challenge racism and racist legacies in the U.S., globally, and in academic disciplines*
- *Develop one course in each of six “Learning across the Liberal Arts” categories*
- *Conduct a curriculum review and mapping process to address gaps and ensure that principles of diversity, inclusion, and antiracism are helping to guide course offerings across the entire curriculum*
- *Review and enhance co-curricular programming to ensure that antiracism efforts are supported in all activities*

#### **Meeting Notes**

Conversation began at 3:30 pm

- Intro from Dean Fhagen on the theme of these conversations, introductions, context
  - Read the four current commitments for Goal 5 and delivered key updates:
    - Development of General Education requirements; having Equity & Power (E&P) courses required through the Learning across the Liberal Arts categories; Increasing offerings of these courses across programs/departments/disciplines; Using the development program to build capacity (Commitment 2)
    - Annual ADEI reports for academic departments and programs are now being submitted. These reports are being used to assess progress. Dean Fhagen carried out a content analysis to look at the categories of work that was being done. The dimensions most worked on included curriculum, course content, E&P, student-centered programming, and classroom practices. (Commitments 1 and 3)
    - Curriculum review and mapping – This is ongoing, but would need collaboration from all the depts and programs to gain a picture of the full curriculum. (Commitment 3)
    - Co-curricular programming less analyzed so far. There is definitely significant work being done, but there is not as much data or assessment. (Commitment 4)
  - Questions from the attendees:
    - Where are we with respect to our peers? (This was related to the annual ADEI reports and the specific dimensions that groups are working on).
      - Most institutions don't track and report in this way, so we can't compare as well. We can use some climate survey data to compare, but we will need better metrics.

- What areas are we not working on that we should be?
  - We have waited to identify that until we had student climate data. NACCC student campus climate data demonstrate that more students of color feel they mostly or strongly matter in classes with faculty of color than white faculty. Most White students feel they mostly or strongly matter equally in both classes with faculty of color and classes with students of color. This indicates that the work should focus on "how" we teach, as opposed to "what" we teach.
  - Although there are limitations with the LACRELA survey, we have it now as a baseline and can use it to compare.

#### Questions Posed by Facilitators:

1. How have you personally augmented your courses, co-curricular activities, or learning opportunities to incorporate antiracism in terms of...
    - a. How you teach? (practices)
    - b. What you teach? (content)
  2. How did your department or program discuss our ADEI commitment & goals when preparing the annual report? What are ideas of ways to make these conversations richer and ongoing?
    - a. For those in non-academic departments – how does your office/division discuss our ADEI commitment and goals when recapping the year or when planning for the year?
  3. What impact are antiracist teaching curricula and pedagogies having on our students? What evidence do we have, or would we like to have, to see if what we are doing is making a difference?
  4. What impediments are you or your colleagues facing to further implementation of antiracism in our curriculum (or co-curricular programming)? What resources or support do we need?
- Offered up question 1 for conversation, first in small groups, then for broad share-out
    - Point of clarification: How do we define co-curricular? During the conversation, co-curricular was loosely defined as “learning/teaching opportunities that aren’t directly tied to a course, but are also not part of a club or similar group”. An example was the “Dismantling Hate” series.
    - Share-out of different ways people have adjusted their work:
      - Addressing content: those who work in law or policy discuss legal issues or documents and place them in context. In the sciences, framing content around the question that is being studied and answered, rather than centering some of the traditional names.
      - Providing open access or loaner textbooks, calculators, etc.
      - In Culturally and Linguistically Diverse (CLD) education, the content is often applicable to race - race of the student as well as of the teachers when doing ESL classes. Additional topics of classism, refugees, etc. direct conversations on equity and power.
      - Incorporating methods like ungrading, visual notebooks (creativity and innovation)

- Acquiring materials for special collections – historically, there is bias in who has been donating and gathering collections (often rich white men). Using resources intentionally to diversify our collections.
  - Activities – how do we bring “extra-curricular” into connection with the “co-curricular”? For example, outdoor education and making those spaces more inclusive.
  - Invitation to think about what affects students’ comfort and feeling of welcome in the space (tied to LACRELA data). How are students comparing trust of the white faculty “vs” the faculty of color? What kind of additional work do white faculty need to do to make it real? For example, will students believe a faculty member of color’s statements of welcome more readily at face value, where white faculty might not be believed at first and will need additional actions?
  - Discussing planning, participants, and results in research - who is doing the study? Where? With what assumptions? We know how things work with white males, but possible no one else (for example, in exercise studies)
  - Research ethics – human rights
  - The framework – the stories that we tell in history and western study. How do contemporary colleagues of color read the history? Thinking about how canonical writers connect to and write about these topics. Highlighting what has normally been glossed over.
- Question 2 – ADEI reports; General conversation with the full group
  - Question: Do non-academic departments write these reports? (for example, divisions under the Dean of the College). Colkett (writing, qrc, speaking, cld), Library (dean of the faculty) all have DEI goals that are part of their planning.
  - Department report
    - Some put ADEI work on the agenda for retreats and discuss individual and collective work.
    - Some departments don’t write it together, but also do it at the retreat. Discuss questions like - How do we think about courses and assess which ones are E&P courses and why, how can we do incorporate that.
    - Some have a beginning of the year discussion all together, then later on have individuals summarize and add/present their specific actions.
  - Discussing ADEI practices is/can be embedded in other conversations. Sometimes it’s more explicit than other times – for example, it’s the underlying reason behind the topic while not being the direct topic
    - For example, accessibility of things like practicums, internships, etc., review of syllabi
  - The importance of naming this work when you’re doing it – Being specific about how it connects to ADEI principles. This allows us to give recognition to the work and validate what is being done. Also allows us to see how we can do more (if we can do this thing that makes a difference, how about the next step, etc.)
  - Recruitment and retention of faculty - the intentionality of the hiring and retention process for example.
- Question 3 – Impact on students

- Assessing practices – looking at grades; tracking as department changes with respect to grades, climate, etc. Baseline data and a concerted effort within a department are both needed.
- Reaching out to current seniors/young alumni
  - proof of concept questions, are we advancing each year, where do you see improvement. What are the areas that students are continuing to push us in? For example, intersectionality as we keep looking into oppression as whole?
- LACRELA survey every other year, now that we have a baseline
- When students leave, they often realize that issues of racism and inequity are a national problem and that at CC we're actually talking about things and working toward change, even if it can be slow.
- Question 4 – Impediments and Resources
  - Recruitment and retention of faculty and staff – continued improvement needed in supporting incoming faculty and staff of diverse backgrounds so that they can thrive here.
  - Building infrastructure and policies that make the recent changes sustainable over decades.
  - We need to stay up to date on what's happening; how do we engage with places that have a faster pace? What are they doing to move forward? Not trying to reinvent the wheel but building on existing knowledge.
  - Building safe and internally brave spaces that support self-accountability

Conversation ended at 5 pm.