



Academic Senate
College of the Siskiyous
800 College Avenue
Weed, CA 96094

www.siskiyous.edu/academicsenate/

ACADEMIC SENATE AGENDA
Wednesday, November 16, 2022
2:00 p.m. in DLC Rm #3
(See below for virtual attendance locations)

A. PUBLIC COMMENT

B. ANNOUNCEMENTS

1. Delineating Academic Senate vs. Faculty Association tasks
 - a. Responsibilities of having release time
2. Limit Time for Presentations to Academic Senate

C. APPROVAL OF MINUTES

D. ACTION ITEMS

1. Student Survey – Dr. Nathan Rexford
2. Assign Members to Committees and Taskforces
 - a. Emergency Operations Committee – Leigh Moore
3. Academic Senate Goals
 - a. What is meant by “*supporting assessment and program review*”?
 - b. Taskforce to serve as intermediary between Faculty and Institutional Review to receive data

E. DISCUSSION ITEMS

1. Faculty Prioritization Taskforce Results

F. COMMITTEE REPORTS

1. Curriculum Committee
2. Distance Learning
3. Instruction Council – Purview over probation, dismissal, and readmission practices (BP4250, AP4250, and AP4255)
4. Flex
5. IPB
6. SJEDI – DEI topics from ASCCC plenary
7. OER

Academic Senate Officers:
President: Andrea Craddock
Secretary: Ann Womack
At Large: Tyler Knudsen

Vice-President: Patrice Thatcher
At-Large: Jayne Turk
Past President: Ron Slabbinck

8. Other Committees

G. GOOD FOR THE ORDER

H. ADJOURNMENT

Virtual attendance locations:

College of the Siskiyous, Distance Learning Center (DLC) Room 4

College of the Siskiyous, Gymnasium 110

College of the Siskiyous, Theater 3

19112 2nd Ave., Weed, CA 96094

It is the policy of College of the Siskiyous not to discriminate on the basis of race, color, national origin, sex or disability in its educational programs and its employment practices.
(<https://www.siskiyous.edu/humanresources/nondiscrimination.htm>
and <https://www.siskiyous.edu/mainfiles/titleIX.htm>)

*Secretary: Ann Womack
At Large: Tyler Knudsen*

*At-Large: Jayne Turk
Past President: Ron Slabbinck*



ACADEMIC SENATE MINUTES
Thursday, October 20, 2022
12:15 p.m. in DLC Rm #3
(See below for virtual attendance locations)

Regular meeting October 20, 2022, convened at 12:15 IN DLC 3

Attendance: Jude Baldwin, Sherice Bellamy, Emaly Brann, Neil Carpentier-Alting, Maria Fernandez, Liz Jungermann, Michelle Knudsen, Tyler Knudsen, Shirley Louie, Leigh Moore, Lyndi Scholl, Ron Slabbinck, Patrice Thatcher-Stephen, Kirk Thomsen, Jayne Turk, Alison Varty, Ann Womack, Carly Zeller, Val Roberts, Charlie Roche, Mark Klever, Mark Fields, Regina Weston, Christina Van Alfen, Steph Wroten

PUBLIC COMMENT

1. There were no public comments.

A. ANNOUNCEMENTS

1. There were no announcements.

B. APPROVAL OF MINUTES

1. Patrice Thatcher-Stephens moved to approve. Shirley Louie seconded. Passed unanimously.

C. ACTION ITEMS

1. Student Equity Plan – Regina Weston
 - Jayne Turk moved to approve the Student Equity Plan. Kirk Thomsen seconded.
 - The new plan is for 2022-2025.
 - Overall, it is less activity-driven and more institution-driven than previous plans.
 - The plan must be submitted to the Chancellor’s Office.
 - The plan was developed to be community-driven, thoughtful, meaningful, fluid, race-conscious. It works with all campus areas and integrates multiple funding sources. This was also the intent of

Academic Senate Officers:
President: Andrea Craddock
Secretary: Ann Womack
At Large: Tyler Knudsen

Vice-President: Patrice Thatcher
At-Large: Jayne Turk
Past President: Ron Slabbinck

previous equity plans, so we've been doing this even though it wasn't explicit in the previous plan.

- By requirement, the plan was built based on data from the Chancellor's office for 2021, a year heavily impacted by the pandemic. There was also the familiar issue of having small sample sizes, which can skew interpretations of data.
- Regarding the enrollment:
 - All local students encouraged to apply to COS, even as a backup plan.
 - There is a need for targeted outreach.
 - There are plans for purchasing software that would provide a fully online tour, which could be required for new students.
 - Jayne Turk mentioned that COS could be a ZTC campus if we buy textbooks for everyone for classes that can't use OER. This could be a recruiting tool.
- The plan could include funding for FDIP program being developed by Alison Varty.
- Maria Fernandez asked where Distance Learning is in this plan? Everything in the plan must have equitable access for DL students. We need to make it clear that this is for all students.
- Michelle Knudsen suggested adding existing programs that serve first-generation students to the plan.
- Tyler Knudsen suggested that athletics to needs to be added to recruitment plans in all areas, especially Asian males.
- Motion to approve passed unanimously.

DRAFT

2. Nominating Faculty for Emeritus Status – Tim Frisbie

- Leigh Moore moved to approve emeritus status for Phil Maas. Kirk Thomsen seconded.
- Phil Maas was head football coach with the highest winning percentage of any COS football coach. He was also head track coach. Outside of athletics, Phil headed of Spanish department, taught math and is a published author.
- Motion passed by acclimation.

3. Zero-cost vs low-cost textbooks – Jude Baldwin

- Jayne Turk moved to accept proposed ZTC/LTC definitions. Carly Zeller seconded.
- Michelle Knudsen noted that textbooks are required for transfer courses and must be listed in the COR.

Academic Senate Officers:
President: Andrea Craddock
Secretary: Ann Womack
At Large: Tyler Knudsen

Vice-President: Patrice Thatcher
At-Large: Jayne Turk
Past President: Ron Slabbinck

- The definition will include supplies in determination of ZTC because we believe that students will focus on “zero” and less on whether supplies are part of textbook costs.
- Homework site subscriptions count as textbooks.
- Maria Fernandez suggested the definition be modified to remove “no textbook.” It was decided that this will be kept in the definition because not all courses are for transfer, and some may not have textbooks.
- Ebook costs are a moving target. Some courses may no longer be ZTC if the library can’t pay for ebook access. HEERF funds are running out, but SEA may be able to help.
- The new purchase price for print will be used for LTC determination because the bookstore can’t guarantee used copies will be available.
- It was noted that for some disciplines, acceptable OER resources are not available.
- It was suggested that we could modify the LTC definition to add the ebook option as a price benchmark.
- Book vouchers, which provided \$400 for students to use to purchase books in whatever format they preferred, are going away.
- It was noted that ZTC/LTC is a selling point for courses, and students may be more inclined to enroll in a ZTC/LTC sections over sections with more expensive textbooks.
- The amended definition (LTC determination may ebook as price benchmark) passed unanimously.

4. Prioritizing Goals in Academic Senate Survey

- Jayne Turk moved to approve the Academic Senate goals. Tyler Knudsen seconded.
- The Senate could adopt the priority list and then focus on get done what we can.
- Ranked list:
 1. Survey students about modalities
 2. Transparency in IPB processes
 3. Assessment/program review
 4. Data taskforce
 5. Dept. chairs process
 6. Delineate obligations...
 7. Revisit DL handbook
 8. Other (focus on surveying)
- Discussion about modality survey:
 - Maria Fernandez asked about which population(s) we should target with the survey and suggested that we expand the scope

Academic Senate Officers:
President: Andrea Craddock
Secretary: Ann Womack
At Large: Tyler Knudsen

Vice-President: Patrice Thatcher
At-Large: Jayne Turk
Past President: Ron Slabbinck

beyond campus. We want to include potential students. It's not important to survey faculty at this time. That information can be obtained at the department-level.

- Shirley Louie noted that we also have to enrollment into account when choosing modalities. Some courses wouldn't "go" in-person, and we can capture more students online.
- The plan is for Senate exec to create the survey and bring it back the Senate for approval.
- Tyler Knudsen asked about how the survey be distributed to students.
- Patrice Thatcher-Stephens said that all ECE students were surveyed last spring. The takeaway was that students want all options available all the time.
- Maria Fernandez shared that national and statewide data show students want both online and in-person courses, but our local data could be different. This survey should be part of the discussion around who we are as a college and who we want to be. We want to try to reach the entire community, not just typical student populations.
- Leigh Moore noted that survey parameters are important. If we have too many options, we won't get reliable data.
- The motion passed with 14 yeas and 4 abstentions.

D. DISCUSSION ITEMS

1. Faculty Diversity Internship Program (FDIP) – Alison Varty

- Faculty mentors work with interns who assist with courses, maybe teach a course, and interact directly with students.
- The goal of the program is to bring diverse role models to students.
- Examples of similar programs from other colleges were presented.
- At COS we don't have graduate students, so we would likely have to run the program online, which would be different from other programs.
- Proposed timeline would be to have an application deadline in June. The intern would complete training courses during the following Fall semester and would participate in instructing a course during the Spring semester.
- How would it work to have an online EIA (the intern)? They could create modules and participate in discussions.
- Tasks still to do including writing a handbook, creating applications for all roles (mentors, interns, etc.), get funding approved.
- Mentors will be paid \$50/hour.

Academic Senate Officers:
President: Andrea Craddock
Secretary: Ann Womack
At Large: Tyler Knudsen

Vice-President: Patrice Thatcher
At-Large: Jayne Turk
Past President: Ron Slabbinck

- The long-term vision to have a fulltime coordinator. For the pilot, we are aiming for 2 mentors, 2 interns, and 1 coordinator.
- The program handbook will be brought the Senate for official approval.
- Jude Baldwin noted that limiting the program to online courses/students/faculty makes sense but excludes some disciplines.
- Maria Fernandez would like to see interns only working in courses that meet OEI standards. Perhaps this could be established in the faculty mentor criteria.
- Sherice Bellamy suggested adding an in-person component at end. This could be a good avenue for recruiting new faculty, especially if we can get them here in-person.
- Michelle Knudsen noted that internships are required for counseling degrees. Perhaps an intern could fulfill their requirement while participating in the program.
- Jayne Turk suggested that instead of focusing on running the program entirely online, seek out people in our local community to participate. Alison shared that she got similar feedback from the SJEDI committee. Local educators could possibly receive continuing education credits.

2. Spring Schedule – Val Roberts, Mark Klever, Charlie Roche

- Schedule will be released before Nov. 7.
- Val shared that she hopes for more in-person courses in LAS next semester. When building the schedule she considers myriad factors including which session (winter, spring, fall), degree requirements, faculty recommendations on the number of sections, the need to have sections “in reserve”, having a balance of in-person and online courses, enrollment (some courses won’t go, low enrollment not great for participation), sports practice times, public transportation schedules, cafeteria schedules, faculty availability, and diversity of class choices in each block. She watches how classes fill (which ones fill first?) for insights into preferences and patterns. She consults broadly with counselors, coaches, local high schools, other deans and VPs.
- Kirk Thomsen inquired about need/plans for more summer courses.

3. Highlight different faculty members in Campus Connections/Board of Trustees meetings

- Andrea will reach out to faculty she’d like to highlight. The goal is to focus on positives. Faculty can decline if they want to.
- The Board expressed a desire to learn more about faculty.

Academic Senate Officers:

President: Andrea Craddock

Secretary: Ann Womack

At Large: Tyler Knudsen

Vice-President: Patrice Thatcher

At-Large: Jayne Turk

Past President: Ron Slabbinck

4. Discuss Academic Calendar for AY 23 - 24

E. COMMITTEE REPORTS

1. Curriculum Committee
2. Distance Learning
3. Flex
4. IPB
5. SJEDI

F. GOOD FOR THE ORDER

G. ADJOURNMENT – 1:49 PM

Virtual attendance locations: College of the Siskiyous, Theater Building, Rooms 3 and 28

DRAFT
DRAFT

It is the policy of College of the Siskiyous not to discriminate on the basis of race, color, national origin, sex or disability in its educational programs and its employment practices.
(<https://www.siskiyous.edu/humanresources/nondiscrimination.htm>
and <https://www.siskiyous.edu/mainfiles/titleIX.htm>)

Academic Senate Officers:
President: Andrea Craddock
Secretary: Ann Womack
At Large: Tyler Knudsen

Vice-President: Patrice Thatcher
At-Large: Jayne Turk
Past President: Ron Slabbinck

Notes for the Academic Senate November 2022 Meeting on the Student Course Modality Survey

- SURVEY IS “LIVE”. DO NOT HIT SUBMIT!
- General Notes
 - No more than 10 questions if at all possible – soft limit for “single-issue survey” fatigue
 - Demographic questions not required, but main ones are (except write-in feedback)
 - “Electronic completion, physical promotion” – time set aside in class, QR codes in classrooms, cafeteria, lodge common spaces, etc.
 - Why Microsoft Forms? Easy to compile data, easy to prevent duplicates while keeping it anonymous, mobile format arguably more intuitive and convenient than alternatives
- Question 1: Modality preferences (THE question)
 - The conundrum: increasing the base options increases the number of necessary choices for a “fair” comparison, necessary when evaluating alternatives.
 - If A,B,C = A only, B only, C only, A&B only, A&C only, B&C only, A&B&C
 - Two options is the only case that allows a “manageable” A only, B only, or A&B
 - Proposed language merges VC and “traditional” in-person classes, then synchronous and asynchronous online classes
- Question 2: Time of Day Preference
 - These are not the so-called “schedule blocks”. These are broad divisions of time generally recognized by students across the system (actual ranges vary slightly, but it was convenient that it turned into three 5-hour ranges).
- Question 3: Saturday Class
 - You cannot rely on precedence or proximity for something that has not been sufficiently there. But a house with no barking does not necessarily mean a house with no dog. I have tried to create wording that offers the most desirable situation possible for what is basically a new option (the “critical test”).
- Question 4: Comments
- Question 5: New vs Continuing Student
 - This will be replaced with whichever term we launch it in (likely Spring 2023)
- Question 6: Full-time vs Part-time Student (standard conventions)
- Question 7: Employment
 - While technically on occasion we do have students continuing their education while employed full-time with us, at a 40 hour a week load, it almost doesn’t really matter the “where” of the employment.
 - Not necessarily thrilled with “no job currently” wording, but I want to ensure option reflects recognition that this could change
- Question 8: Live in Siskiyou County (self-explanatory)
- Question 9: Age “but not”
 - I would actually propose changing it to five years. Systemwide data indicates that ESPECIALLY after the advent of promise programs at the state and local level that 18-24 is the overwhelming bulk of anything resembling “traditional” students. 5 years would be 18-23 and would still seem natural.
- Question 10: there is none, but there *could* be. And arguably could be either substantive or demographic in nature (or the student would be content with a 9-question survey I’m sure).

BP4250

CHAPTER 4: ACADEMIC AFFAIRS BOARD POLICY 4250: Probation, Dismissal and Readmission

Last Approved 3/3/20

Current Wording

Probation: A student shall be placed on academic probation if the student has attempted a minimum of 12 semester units of work and has a grade point average of less than a "C" (2.0). A student shall be placed on progress probation if the student has enrolled in a total of at least 12 semester units and the percentage of all units in which the student has enrolled, for which entries of "W," "I," "NC" and "NP" were recorded reaches or exceeds fifty percent (50%). A student who is placed on probation may submit an appeal if the student believes an error has been made. The appeal will be reviewed by the Registrar. A student on academic probation shall be removed from probation when the student's accumulated grade point average is 2.0 or higher. A student on progress probation shall be removed from probation when the percentage of units in the categories of "W," "I," "NC" and "NP" drops below fifty percent (50%).

Dismissal: A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 2.0 in all units attempted in each of three (3) consecutive semesters. A student who is on progress probation shall be subject to dismissal if the cumulative percentage of units in which the student has been enrolled for which entries of "W," "I," "NC" and "NP" are recorded in at least three (3) consecutive semesters reaches or exceeds fifty percent (50%). A student who is subject to dismissal may submit a written appeal in compliance with administrative procedures. Dismissal may be postponed and the student continued on probation if the student can demonstrate evidence of extenuating circumstances or shows significant improvement in academic achievement.

Readmission: A student who has been dismissed may request reinstatement after one semester on an appeal that indicates extenuating circumstances have changed. Readmission may be granted, denied or postponed according to criteria contained in administrative procedures. The Superintendent/President shall develop procedures for the implementation of this policy that comply with the Title 5 requirements.

AP4250

Chapter 4: ACADEMIC AFFAIRS ADMINISTRATIVE PROCEDURE 4250: Probation

Last Revised 12/4/19

Current Wording

Definition: A student who has attempted at least 12 cumulative semester units as shown on the transcript is subject to either academic or progressive probation. **Academic Probation:** A student will be placed on academic probation if the student attempted 12 or more cumulative semester units and earned a cumulative grade point average of less than 2.0 in all graded units attempted.

Progress Probation: A student will be placed on progress probation if the percentage of units in which the student has been enrolled for which entries of "W" (withdrawal), "I" (incomplete), "NP" (no pass) or "NC" (no credit prior to Fall 2009) are recorded in at least three (3) consecutive semesters reaches or exceeds fifty percent (50%) on the official academic record.

Actions:

1. A student who is placed on probation will have the notation "Academic Probation" and/or "Progress Probation" on their transcript. The probation notation(s) will be carried forward to each semester until the conditions are met for removal from probation. A
2. probationary letter will be mailed to students on academic or progress probation notifying them of their probation status based on the above definition. The letter will inform the

student of the meaning and significance of being on probation, description of the services available, and process for appeal.

3. A student on academic or progress probation will be advised to meet with a COS academic counselor prior to registration.

4. At the end of the third semester in which the student is on academic or progress probation, a notice that the student is subject to dismissal will be sent to the student informing them as such.

Removal of Probation Status A student on academic probation who attains a cumulative grade point average of 2.0 or greater will be removed from academic probation. A student on progress probation who successfully completes at least fifty percent (50%) of his/her cumulative attempted units will be removed from progress probation
Appeal of Probation A student placed on academic and/or progress probation may file a written petition of appeal if the student believes an error has been made. The appeal will be reviewed by the Registrar.

General:

1. For the purpose of this procedure, summer is considered to be a semester.

2. Financial aid progress policy is separate from this procedure.

3. Student discipline probation is separate from this procedure.

AP4255

Chapter 4: ACADEMIC AFFAIRS ADMINISTRATIVE PROCEDURE 4255: Dismissal and Readmission

Last Revised 12/4/19

Current Wording

Definition Academic Dismissal: A student who is on academic probation shall be subject to academic dismissal if the student has earned a cumulative grade point average of less than 2.0 in all units attempted in each of three consecutive semesters. **Progress Dismissal:** A student who has been placed on probation shall be subject to progress dismissal if the student has failed to complete 50% of the cumulative units attempted satisfactorily for three consecutive semesters (“F”, “FW”, “W”, “I”, “NC”, and “NP”).

Actions:

1. A student who is dismissed will receive a “registration hold” that blocks all registration activity. A student who is dismissed will have the notation “Academic Dismissal” and/or “Progress Dismissal” on their transcript. The notation(s) will be carried forward until conditions are met for removal from dismissal.

2. A dismissal letter will be mailed to students on academic or progress dismissal notifying them of their status. The letter shall include the reference to this procedure, what dismissal means and the significance of the dismissal, procedure for reinstatement, and procedure to appeal the dismissal.

3. A student on academic or progress dismissal will be required to meet with a COS academic counselor prior to registration. At that meeting, the student and counselor will complete the form “Petition for Academic Reinstatement After Dismissal.”

If the student is approved for reinstatement by the academic counselor they must:

- Complete a “Petition for Academic Reinstatement After Dismissal” with an academic counselor each semester until their cumulative GPA is at least 2.0 and they have completed at least 50% of the cumulative units in which they are enrolled.
- Student will update their educational plan with student’s academic counselor.
- Student will follow up on any recommendations given by the approving academic counselor.

Removal of Dismissal:

A student who attains a cumulative grade point average of 2.0 or above will be removed from academic dismissal.

A student who successfully completes 50% of the cumulative units enrolled will be removed from progress dismissal.

The "registration hold" will be removed when the dismissal status is removed.

Appeal of Dismissal:

The student has the right to appeal a dismissal action if the student feels that facts exist that warrant an exception to the dismissal action. The student must file the written petition of appeal to the Counseling Services Office within 10 days after the dismissal letter was mailed. If the student fails to file a written petition within 10 days, the student waives all future rights to appeal the dismissal action. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons. Petitions will be reviewed by **the Academic Standards Committee**. (We believe that this committee was never formed.)

The student will continue on probation status until the **Academic Standards Committee** decides on the student's appeal.

The decision of the **Academic Standards Committee** will be communicated to the student in writing by the Academic Standards Committee. The Academic Standards Committee will notify the student of their action within 10 days of receipt of the student's appeal. The student may appeal the decision of the Academic Standards Committee in writing to the Superintendent/President within 10 working days of the date of notification. The decision of the Superintendent/President is final.

If the dismissal appeal is granted, the student will be continued on probation for an additional semester. At the end of the additional semester, the student's academic record will again be evaluated to determine whether the student may be removed from probation, should be dismissed, or should be continued on probation.

To be considered for re-admission after dismissal, a student must complete the "Petition for Academic Reinstatement After Dismissal" form, and have a COS academic counselor approval.

Approved students will be allowed to register in no more than 12 units for the reinstated semester. Students who do not meet re-instatement criteria may need to wait up to one year to petition to reinstate and re-apply.

General:

1. For the purposes of this procedure, summer is considered to be a semester.
2. Financial aid satisfactory academic progress policy is separate from this procedure.
3. CCPG satisfactory progress policy is separate from this procedure.



Dealing with the Hate They Give: Antidotes to Microaggressions, Racelighting, and Attribution Ambiguity

May 2022

[Michelle Bean \(/directory/michelle-bean\)](/directory/michelle-bean)

ASCCC Treasurer

[Karen Chow \(/directory/karen-chow\)](/directory/karen-chow)

ASCCC Area B Representative

[Amber Gillis \(/directory/amber-gillis\)](/directory/amber-gillis)

ASCCC South Representative

Power concedes nothing without a demand. It never did and it never will. Find out just what people will submit to, and you have found the exact amount of injustice and wrong which will be imposed upon them; and these will continue until they are resisted with either words or blows, or with both. The limits of tyrants are prescribed by the endurance of those whom they oppress.”

(Frederick Douglass in a letter to an abolitionist associate, 1848)

Microaggressions. Macroaggressions. Racism. Bad behavior. These have not diminished after George Floyd’s murder. They have been perpetrated before and continue still, even in the halls of academia. We feel the impacts and continue to grieve. And while we know that we want and need to effect change on our campuses, knowing exactly how to exact lasting change is challenging.

In her article, “Racelighting and Inauthentic Allyship: How To Recognize It and How To Change It,” Liann Herder (2022) describes Dr. J. Luke Wood’s kindergarten experiences with racism and blatant name-calling. Wood recalls, “I knew to put it in the ‘Racism Box,’ and knew that I wasn’t inviting them to my birthday party; [...] ‘But as I got older, [those epithets] became more subtle—dismissive looks and put-downs. I didn’t know what to do with that.” Herder goes on to name Wood’s experience as attribution ambiguity. Defined by Baumeister and Vohs (2007), attributional ambiguity is “a psychological state of uncertainty about the cause of a person’s outcomes or treatment.” Couple attributional ambiguity with “racelighting” (Wood and Harris,

2021) where “People of Color question their own thoughts and actions due to systematically delivered racialized messages that make them second guess their own lived experiences with racism,” and it becomes clear that the road to genuine allyship needs to extend beyond performative gestures of solidarity.

As we pass the two-year mark of George Floyd’s murder, we must pause and take note of where we are as a nation, as people, as faculty. Furthermore, we need to both acknowledge the attribution ambiguity and racelighting experienced by California community college students, faculty, and academic professionals, as well as find the courage to evaluate our own part in consciously or unconsciously normalizing this attribution ambiguity and racelighting on our campuses. This means we must learn and utilize strategies to call out ambiguous statements when we hear them in meetings or see them in emails, create spaces of strength and protection for our BIPOC (Black, Indigenous, people of color) colleagues where there are none, destabilize power imbalances and hierarchies in order to diversify leadership and amplify BIPOC voices, and defuse instances of racelighting.

What follows is a list of strategies that can help diffuse behavior that dehumanizes, discombobulates, aims to assert dominance, or reinforces existing hierarchies that excludes or dismisses the divergent opinions or ideas on our campuses. We need to call out bad behavior for what it is and instead normalize behavior that creates and sustains safer professional work environments for all.

RESPONDING TO ATTRIBUTION AMBIGUITY OR RACELIGHTING INCIDENT:

Dr. Wood and Dr. Harris (2020) developed a strategy with the easy-to-remember acronym, R.A.V.E.N., to provide possible approaches for dealing with microaggressions. Below are a few phrases under each of the approaches in R.A.V.E.N. that we have found useful, helpful, and appropriate to professional settings:

Redirect, intervene, correct, or pull the person aside. This is an approach to use with colleagues you know well. It takes empathy and openness on both sides:

“I’d like to speak confidentially with you about something. I’m wondering if you’re aware that that statement/image/tone/look you used/gave/had the impact of dehumanizing/belittling/affirming certain stereotypes/etc. That may not have been your intention, but I have to bring to your attention the impact. I hope you’re willing to reflect on what I’m saying and think about what kind of follow-up might generate healing and growth.” [if true and your colleague is willing, proceed with “I’m happy to talk more about it and/or offer suggestions for resources/people to consult with regarding this matter”]

Ask probing questions for clarity:

“I think I heard you say [repeat phrasing]. What do you mean by that?”

“I want to make sure I understand what you were saying. What I heard was [repeat phrasing]. Am I understanding correctly?”

Values clarification: Bring the conversation back to your college, academic senate, or group values by saying:

“We are working intentionally to create a space that is safe and welcoming for all. What you just said is not in alignment and/or inconsistent with our institutional values that prioritize equity and inclusion.”

“Because we value diverse ideas and perspectives, we will listen to our colleagues respectfully.”

Or, if you are needing to make your point and stop inappropriate comments, strongly assert one of the following phrases and move to the next item on the agenda:

“What you just said is not socially acceptable; let’s reframe that to a positive.”

“That comment is harmful to others because [explain the reason].”

Emphasize your own thoughts and feelings: Do this by shifting to “I” statements, such as the following:

“When I hear your comment, I think/feel...”

“In my experience, many people might take that to mean [explain your interpretation]. Am I understanding this correctly?”

Next steps: Focus on the action and accountability and say something like the following:

“The next time you encounter this situation, you may want to consider doing...”

“Going forward, we will include a ‘parking lot’ for questions and comments so that we do not interrupt or cut off our colleagues and that everyone who wants to share ideas has an opportunity to do so.”

WHAT TO SAY IF YOU GOT IT WRONG AS A LEADER:

No one is perfect and you will get it wrong sometimes, so give yourself grace and space to correct and grow. Accepting constructive criticism and seeking advice are two signs of a strong leader. If you say something that was taken outside of your original intent or was received negatively and resulted in harm to someone, avoid the urge to explain your intent, because no matter your intent, the harm still happened. Remember, intent is not obvious, but behavior is. Taking ownership and addressing your own mistakes will help you evolve as a leader and sets a positive example of strong leadership.

QUESTIONS TO ASK YOURSELF WHEN ENGAGING IN SOCIAL JUSTICE WORK AND ANTIRACIST PRACTICES:

- Am I merely intellectualizing/giving lip service or am I truly actualizing a safe space for diverse voices from multiple perspectives?
- Am I “going along to get along” or am I going to speak up when something is “off”?
- Will I speak up when I see exclusionary behavior or hear unwarranted, harmful comments?
- Will I celebrate the discomfort? Am I willing to grow, listen, engage, and acknowledge others for their diverse perspectives?
- Am I engaging in liberation and healing and not self-loathing or denial?

We hope that as faculty we remember that we all have love and light to give. Let's truly begin to embrace it and continue to grow.

A FEW OTHER RESOURCES TO CONSULT FOR FURTHER SUPPORT:

[Responding to Microaggressions \(https://www.diverseeducation.com/opinion/article/15106837/how-to-respond-to-racial-microaggressions-when-they-occur\)](https://www.diverseeducation.com/opinion/article/15106837/how-to-respond-to-racial-microaggressions-when-they-occur)

[ASCCC Effective Dialogue Tools](https://drive.google.com/drive/folders/1vqxolui8yl5c0SX4c3tdTh7TM1c7kUOn)

[\(https://drive.google.com/drive/folders/1vqxolui8yl5c0SX4c3tdTh7TM1c7kUOn\)](https://drive.google.com/drive/folders/1vqxolui8yl5c0SX4c3tdTh7TM1c7kUOn)

[Courageous Conversation Toolkit](http://www.polkdecat.com/Toolkit%20for%20Courageous%20Conversations.pdf)

[\(http://www.polkdecat.com/Toolkit%20for%20Courageous%20Conversations.pdf\)](http://www.polkdecat.com/Toolkit%20for%20Courageous%20Conversations.pdf)

[Intervention Scripts \(https://www.teachinginterventions.com/scripts\)](https://www.teachinginterventions.com/scripts)

[Tools for Building Professional Community \(https://www.schoolreforminitiative.org/protocols/\)](https://www.schoolreforminitiative.org/protocols/)

[Open Rawness Handout \(https://drive.google.com/file/d/146OpEk7_PSJUSR2o2nVtDH9PK7tAOcmF/view\)](https://drive.google.com/file/d/146OpEk7_PSJUSR2o2nVtDH9PK7tAOcmF/view)

[PBS Student Clips on Microassaults and Microinvalidations](https://ca.pbslearningmedia.org/resource/cb19-ss-types.microaggressions/microassult-microinsults-and-microinvalidation/)

[\(https://ca.pbslearningmedia.org/resource/cb19-ss-types.microaggressions/microassult-microinsults-and-microinvalidation/\)](https://ca.pbslearningmedia.org/resource/cb19-ss-types.microaggressions/microassult-microinsults-and-microinvalidation/)

[YouTube Video on Microaggressions \(https://www.youtube.com/watch?v=xAIFGBIEsbQ\)](https://www.youtube.com/watch?v=xAIFGBIEsbQ)

[UCLA Handout on Microaggressions](https://academicaffairs.ucsc.edu/events/documents/Microaggressions_Examples_Arial_2014_11_12.pdf)

[\(https://academicaffairs.ucsc.edu/events/documents/Microaggressions_Examples_Arial_2014_11_12.pdf\)](https://academicaffairs.ucsc.edu/events/documents/Microaggressions_Examples_Arial_2014_11_12.pdf)

REFERENCES:

Baumeister, R. F., & Vohs, K. D. (2007). Attributional ambiguity. In *Encyclopedia of social psychology* (1). SAGE. <https://dx.doi.org/10.4135/9781412956253.n40> (<https://dx.doi.org/10.4135/9781412956253.n40>).

Harris, F. & Wood, L. (2020). How to respond to racial microaggressions when they occur. *Diverse Issues in Higher Education*. <https://www.diverseeducation.com/opinion/article/15106837/how-to-respond-to-racial-microaggressions-when-they-occur> (<https://www.diverseeducation.com/opinion/article/15106837/how-to-respond-to-racial-microaggressions-when-they-occur>).

Harris, F. & Wood, L. (2021). Racelighting: A prevalent version of gaslighting facing people of color. *Diverse Issues in Higher Education*. <https://www.diverseeducation.com/opinion/article/15108651/racelighting-a-prevalent-version-of-gaslighting-facing-people-of-color>. (<https://www.diverseeducation.com/opinion/article/15108651/racelighting-a-prevalent-version-of-gaslighting-facing-people-of-color>).

Herder, Liann (2022). Racelighting and inauthentic allyship: How to recognize it and how to change it. *Diverse Issues in Higher Education*. <https://www.diverseeducation.com/demographics/article/15290943/racelighting-and-inauthentic-allyship-how-to-recognize-it-and-how-to-change-it> (<https://www.diverseeducation.com/demographics/article/15290943/racelighting-and-inauthentic-allyship-how-to-recognize-it-and-how-to-change-it>).



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

©2022 Academic Senate for California Community Colleges