

Centering DEIAB

In the Age of the New Contract

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15c. Faculty Standards for All Regular (Tenured) Faculty

Faculty at Chabot College and Las Positas College have been selected with considerable care and with particular attention to their ability to give freely of their knowledge and talents to students. Each unit member is asked to assume the personal and professional obligations which inhere in a career as college instructional, Counseling, Library, or Special Assignments Faculty. **The unit members are expected to, with diversity, equity, inclusiveness, accessibility and belonging in mind, meet the Faculty Standards by demonstrating excellence: in working with students; in collegial participation; in professional and personal enrichment; and in professional responsibilities.**

29F.5: Data- Informed DEIAB Practice in Faculty Evaluations

- a. Purpose: To strengthen our culture of continuous improvement and commitment to student success, the District and Faculty Association agree to use disaggregated student success data as part of faculty evaluations. The goal: support faculty growth and student success through structured reflection.

**29F.5: Data-
Informed DEIAB
Practice in Faculty
Evaluations**

- b. Faculty being evaluated will:
 - ii. Participate in at least one individual reflection session led by the college's DEIABCT Coordinator.
 - iii. Include a short, written reflection in their evaluation materials, either in the self-evaluation or goals section.

29F.5: Data-Informed DEIAB Practice in Faculty Evaluations

d. This is not an evaluative or scored element. Reflections will not be rated and will not be used punitively. The focus is on professional growth and equity-minded teaching and service.

Interpreting the New Standards

- Using the handout, work in groups of 3-4 to interpret and summarize 29F.5
- Based on your interpretation of the language, what are the steps of this process?

FA Agreement Lang Summary

Academic Freedom and the FA Agreement

AREAS OF ACADEMIC FREEDOM

Academic freedom is generally understood to encompass three main areas:

1. Freedom in the Classroom: This involves the freedom to discuss all relevant matters in the classroom. Educators have the autonomy to determine course content, teaching methods, and materials, including addressing controversial or unpopular ideas. This ensures that both teachers and students can engage freely in the learning process.

2. **Freedom in Research:** Scholars have the freedom to conduct research and explore all avenues of scholarship, creative expression, and to publish their findings without fear of censorship or retribution. This aspect of academic freedom allows for the pursuit of truth and the advancement of knowledge, even if the topics are controversial or unpopular.

3. **Freedom of Public Discussion:** This includes:
- **Intramural Speech:** The freedom to participate in the governance of an educational institution without institutional censorship or discipline.
 - **Extramural Speech:** The freedom to speak or write as citizens on matters outside their professional expertise without fear of institutional punishment or censorship.

These elements collectively protect educators and researchers, allowing them to contribute to knowledge and society without undue restriction or interference.

Freedom in the Classroom

Freedom in the classroom refers to the ability of faculty to teach and discuss ideas pertinent to their subject matter without fear of censorship or inappropriate/undue interference. This aspect of academic freedom ensures that educators can present diverse perspectives and encourage critical thinking among students. It directly affects faculty by protecting their rights to design curricula, choose teaching methods, and introduce ideas relevant to their courses. Those rights are centered around instruction of the approved Course Outline of record as defined in Title 5 Section 55002 (a)(4). Local Academic Senates have purview over the approval of Course Outlines of Records. Required elements for CORs are explicitly called out in CA Title 55002 (a)(3), (b)(3), and (c)(3). Students also benefit from this freedom as it exposes them to a broad spectrum of viewpoints and fosters an environment of open discourse. Institutions, in turn, foster intellectual diversity and fulfill their educational missions more effectively when academic freedom is upheld.

Weaponizing of Academic Freedom

Academic freedom, while essential to higher education, can be misused or "weaponized", often when invoked to justify harmful, exclusionary, or unprofessional behavior under the guise of intellectual freedom.^[30] Understanding how this happens is key to protecting academic freedom while upholding educational equity, inclusion, and responsibility.

How Academic Freedom Has Been Weaponized

To Justify Harmful Speech or Content Without Accountability

- Faculty have cited academic freedom to defend the use of racist, sexist, or xenophobic materials without context or pedagogical grounding.

Harm: Marginalized students may experience curricular trauma, alienation, or a hostile learning environment.

To Resist Inclusion Diversity, Equity, Anti-Racism and Accessibility IDEAA Framework/Initiatives

- Some have used academic freedom to oppose hiring practices, curriculum changes, or training programs aimed at increasing representation and equity, framing them as ideological coercion.
- Harm: Undermines institutional efforts to create IDEAA centered environments.

To Avoid Peer or Institutional Accountability

- Academic freedom has been used as a shield against faculty evaluations, curriculum standards, or shared governance decisions.
- Harm: Can erode trust and collegiality if seen as a license for unchecked autonomy.

To Suppress Student Expression

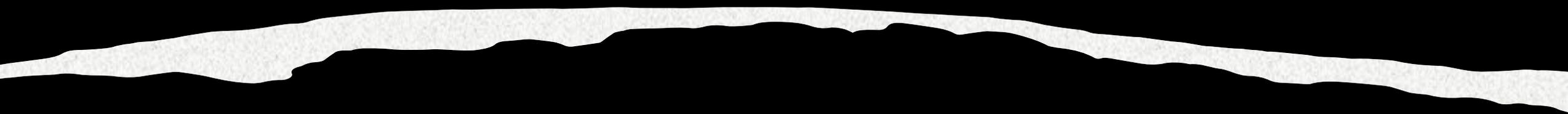
- Some faculty or institutions have claimed academic freedom while penalizing students for expressing dissenting views or engaging in activism.
- Harm: This misapplication can violate students' freedom to learn and participate in academic discourse.

To Undermine Institutional Values

- Faculty have invoked academic freedom to publicly contradict institutional policies or DEI values, often in ways that damage trust with students and colleagues.
- Harm: Leads to climate tension, reputational harm, and governance instability.

**Discussion: Academic
Freedom and the
Weaponization of Academic
Freedom**

Curricular trauma refers to the psychological and emotional harm experienced by students—particularly those from marginalized or historically oppressed groups—when educational content or teaching practices perpetuate exclusion, misrepresentation, or erasure of their identities, histories, and experiences



1. What role does/or could Academic Freedom play in your personal teaching philosophy?
2. In your efforts to create balanced, diverse perspectives in your field of study and course content, how might Academic Freedom bolster your efforts? How might Academic Freedom be weaponized to further curriculum trauma?
3. When you choose controversial course materials, what is being centered? Is there a risk of curriculum trauma? How has the course environment been prepared to discuss controversial issues? How have you created a space where all voices feel safe and heard?
4. Are you considering potential student harm in your curricular decisions?
5. Where is the balance, for you, between Academic Freedom and centering student safety, implementing trauma-informed teaching practices, and/or creating learning spaces where historically minoritized students are centered?

Report Out



Workshop Evaluation