TOOLS FOR ACHIEVING STUDENT EQUITY

DAY 5
FTLA 2017
GRUMPY CATS – Day 4

What worked to support your learning today?

- Discussion on Equity was very informative
- Much good info about equity was provided
- Awesome breakfast. Learning the difference between equity as equality about stereotype threat and unconscious bias
- Peer discussion w/ facilitators allows us to think outside the box and be innovative
- Experiences and knowledge sharing
- CRTL underscored my beliefs about the importance of equity

What questions remain?

- None
- Ongoing
- Is there a template that a new faculty is given to craft the syllabus?
- How to look at things with an equity lens
- I’m curious to see how this will work in practice
- Rubrics
EQUITY - DAY 1

- DANGER OF A SINGLE STORY
- STUDENT EQUITY PLANS
- CRTL – CULTURE, RACE, MINDSETS, LEARNING BARRIERS
  - Unconscious Bias
  - Microaggressions
  - Stereotype Threat

Social Capital - Access to certain social resources within networks of people and knowledge systems. Who you know influences what you will learn and know. Help students to create “knowledge” capital networks

- STUDENT SUCCESS (RE)DEFINED ACTIVITY
  - 6 Success Factors – Today – Tomorrow – Academic Year

- SYLLABUS WITH AN EQUITY LENS (HW)
WHAT QUESTIONS REMAIN?

1. How to look at things with an equity lens?
2. How this will work in practice?
3. Rubrics?
QUESTIONS

• How do we prevent the equity gap from growing?

• Where can CRTL principles/practices be embedded in our daily practice to eliminate learning barriers and provide students with the support they need?
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• How do we prevent the equity gap from growing?

• Where can CRTL principles/practices be embedded in our daily practice to eliminate learning barriers and provide students with the support they need?
THINK - PAIR- SHARE

Revisit your (short) story about your culture/life identity.

Think of a situation where you experienced unconscious bias, a microaggression, stereotype threat. How did you feel. (1 minute)

Pair and share your story (2 mins)
PRIVILEGE

A special right, advantage, or immunity granted or available only to a particular person or group of people.

White or male privilege is hard to see for those born with privilege and access to power and resources.

Privilege means power.

Privilege is institutionalized and systemic.

U.S. Constitution written to ensure white privilege.

http://www.whitesforracialequity.org/
ACTIVITY
THINK - PAIR - SHARE

Peggy McIntosh on Privilege

- [https://youtu.be/e-BY9UEewHw](https://youtu.be/e-BY9UEewHw)
- Read "White Privilege, Unpacking the Invisible Knapsack"
- Think about your areas of privilege.
- Write 5 of them down
- Pair-up to discuss how this knowledge can help increase your compassion for others.
• Communication of High Expectations
• Active Teaching Methods
• Teacher as Facilitator
• Inclusion of Culturally and Linguistically Diverse Students
• Cultural Sensitivity
• Reshaping the Curriculum
• Student-Controlled Classroom Discourse
• Small Group Instruction and Academically-Related Discourse
CRTL CAN BE USED TO...

• Address disparate impact, close and/or eliminate gaps, and transform college culture

• Increase Access – M&P (digital, outreach)

• Increase completion and transfer rates - Embed in classrooms, programs, and frontline services (use in cohort programs, FYE, Completion Agendas (2nd year), Guardians, Tutoring Centers, SI, GO Days, etc.)

• Create Welcome Centers / Welcoming Environment

• Provide Professional Learning for Faculty and Staff – Training in CRT, Service Improvements, Qualitative Data Analysis, SI, etc.
BECOMING EQUITY-MINDED PRACTITIONERS

- Evidence Based: Review your course data. Where are the achievement gaps? What populations?
- Race Conscious – Are students from historically underrepresented racial/ethnic groups participating. Do they feel welcome? Are they succeeding?
- Institutionally Focused - through an equity lens – not just student’s actions
- Systemically Aware - Acknowledge institutionalized and structural racism and bias. Be an ally for
- Equity Advancing – Do something – Use your privilege as educators and equity practitioners in the service of others
EQUITY-MINDED SYLLABUS

• Can alter how students see us and whether they seek assistance for academic challenges

• LANGUAGE – when friendly, students view instructors as warm and approachable and believe they are highly motivated to teach. Harsh language is intimidating, discouraging and hinders success.

• HELPFUL – eliminates concerns and alleviates anxiety. If punitive, students less likely to seek help.

• DEMYSTIFY PROCESS AND RESOURCES SUCCESS – students of color benefit from full disclosure – be clear

• WELCOMES STUDENTS AND COMMUNICATES EXPECTATION OF SUCCESS – positive and uplifting language

• ENGAGES
Syllabus Review Activity

How does a student experience my syllabus?
What would I take away regarding the culture of the class?
My instructor’s teaching style?
My instructor’s expectations of me?
How might I experience the syllabus if I were a first generation student? An African American student? A Latino/a student?
What does it mean to assess a course syllabus from an equity perspective?
SYLLABUS REVIEW ACTIVITY

• How might students experience the syllabus (or specific policies, rules, assignments, or statements within the document?)

• How might the instructor have greater impact with the syllabus by writing it differently??
HOW?

- Establish an environment of respect, caring, and positive rapport with students
- Use cooperative learning to build a sense of belonging
- Provide frequent positive feedback and recognition
- Give students a voice in what they learn and how they complete assignments
- Establish "norms" and allow students to have input in creating rules and consequences
- Recognize one’s own beliefs and biases and how it contributes to creating learning barriers
- Connect with the community and students’ cultures
• Be aware of the broader social, economic, and political context
• Examine current practices and policies in terms of equitable treatment
• Are we more patient and encouraging with some students, while more likely to chastise others?
• Do we use hairstyle and dress to form stereotypical judgments of our students’ character and academic potential?
• Consider the learning styles and needs of your students
• Help increase students’ social capital - build their networks of knowledge
• Communicate high expectations
• Utilize high-impact practices
• Respect students’ cultural wealth, background and knowledge
Six Success Factors

Students have a goal & know how to achieve it

Students stay on track—keeping their eyes on the prize

Students’ skills, talents, abilities & experiences are recognized; they have opportunities to contribute on campus & feel their contributions are appreciated

Students feel somebody wants & helps them to succeed

Students feel like they are part of the college community

Students actively participate in their learning both in & out of class
Equity Community of Practice – Goals

• Identify successful equity-minded policies and practices implemented to address disparate impact, close achievement gaps, and support student success.

• Provide professionals with training, tools and resources for developing an equity framework to ensure equity principles are embedded throughout policies, procedures, strategic planning initiatives, and all aspects of the college.

• Practice consistent dialogue, information sharing, and collaborative activities to increase awareness, demonstrate the valuing of culture and diversity, encourage self-assessment, and promote inclusion for building equity-minded institutions.

• Support educators to integrate principles of cultural humility, culturally responsive teaching and learning (CRTL), and other high-impact practices for instruction (face-to-face and online) and student services to facilitate engagement, increase retention and promote student success.
3CSN will support you in becoming equity-minded change agents through:

- Appreciative Inquiry
- Professional Learning
- Networking opportunities

- Northern Equity Institute – March 10-11, 2017
- Mission College
Additional Resources


- **THE SAGUARO SEMINAR: CIVIC ENGAGEMENT IN AMERICA.** Dr. Robert Putman, Harvard Kennedy School, [http://www.hks.harvard.edu/programs/saguaro/about/about-saguaro](http://www.hks.harvard.edu/programs/saguaro/about/about-saguaro)

- **BetterTogether:** [http://www.bettertogether.org/](http://www.bettertogether.org/)

- Stanton-Salazar, Ricardo “Manufacturing Hope and Despair: The School and Kin Support Networks of U.S. Mexican Youth”


- **Student Support Redefined: What Students Say They Need To Succeed.** Darla Cooper, Director; Research and Evaluation, Rogeair Purnell, Senior Researcher and Terrence Willett, Senior Researcher; The RP Group

Dweck, Carol - Mindsets, The New Psychology of Success

A GIRL LIKE ME - https://www.youtube.com/watch?v=PAOZhuRb_Q8

STUDENTS DISCUSS STEREOTYPE THREAT - https://www.youtube.com/watch?v=W2bAlUKtvMk

Steele, Claude. On Stereotype Threat https://www.youtube.com/watch?v=failylRONrY

Dweck, Carol - Mindsets, The New Psychology of Success

A GIRL LIKE ME - https://www.youtube.com/watch?v=PAOZhuRb_Q8

Steele, Claude- Whistling Vivaldi and Other Clues to How Stereotypes Affect Us


http://www.npr.org/2012/07/12/156664337/stereotype-threat-why-women-quit-science-jobs

http://www.reducingstereotypethreat.org/

What is Stereotype Threat- https://www.youtube.com/watch?v=iOLdxZC3Yp8

VIDEO – Say what?! Small slights, big impact https://www.youtube.com/watch?v=f83xiclSj4

VIDEO – Microaggressions in everyday life https://www.youtube.com/watch?v=BJL2P0JsAS4

VIDEO – “White Like Me: Reflections on Race from a Privileged Son” | Talk at Google https://www.youtube.com/watch?v=oV-EDWzJuzk