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

• DANGER OF A SINGLE STORY
• Jigsaw: “The Backlash Against Access” - Tom Fox
• EQUITY and CRTL – CULTURE, RACE, MINDSETS, LEARNING BARRIERS
  • Unconscious Bias
  • Microaggressions
  • Stereotype Threat
• STUDENT SUCCESS (RE)DEFINED ACTIVITY-6 Success Factors
• SYLLABUS WITH AN EQUITY LENS (HW)
• ENGAGING COLLEAGUES IN EQUITY MINDEDNESS
Before we begin, please jot a few notes in response to this question:

What does it mean to be equity minded?

We will return to this question this afternoon, so we encourage you to consider and if you choose, revise, your definition as you participate in today’s activities.

Now, here is a little technical context for the term “equity” in California Community Colleges.
DANGER OF A SINGLE STORY
WHAT IS YOUR STORY?

Think of five things that represent you, your life, your culture.

Write a short story of how these things have shaped who you are today.
CHAPTER 1: “THE BACKLASH AGAINST ACCESS”
JIGSAW READING & SHARING ACTIVITY

This chapter is divided into six sections:

1. “The Backlash Against Access”
2. “Exploring the Backlash”
4. “NCTE Standards Project”
5. “Standards for Teachers Versus Teachers’ Standards”

• Reading: In your groups of 6, each person will read one section of the chapter.

• Expert group: Each person will move to the expert group (with others who read your section) table to discuss the readings.

• Sharing your expertise: Return to your original group and share expertise of section you read.
JIGSAW: EXPERT GROUP & SHARING OUT

Expert Group:
• Discuss the points made in your section
• How did you relate to it in regards to your students or teaching experience?
• Did it make you think of strategies you can use in your practice?

Original Group Reporting:
In your original group, report out what you discussed in your expert group

Whole Group Share Out
5-MINUTE BREAK!!
STUDENT EQUITY

THROUGHOUT THE CAMPUS

• 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?
Latino Male Attainment

30.2% Overall

30.1% Full-Time

40.2% Mixed Enrollment

7.4% Part-Time

26.8% Economically Disadvantaged

32.2% Not Economically Disadvantaged

28.4% Latino Men First Gen

35.3% Latino Men Non-First Gen

Latino Men (Met Academic Advisor)

27.5% Never

39.6% Sometimes

45.7% Often

Data represent the percentage of first-time Latino men who completed a certificate, degree, became transfer prepared, or transferred in six years.

BPS 2009
Men Who Met with Academic Advisors their First Year of College

- Asian male: 45% Never, 53% Sometimes, 2% Often
- Black or African American male: 40% Never, 57% Sometimes, 3% Often
- Hispanic or Latino male: 53% Never, 43% Sometimes, 4% Often
- White male: 43% Never, 46% Sometimes, 11% Often
- Other male: 37% Never, 57% Sometimes, 6% Often
- Male of more than one race: 50% Never, 47% Sometimes, 3% Often

BPS 2009
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.
Learning Barriers

Unconscious Bias

• Prejudices we have but are unaware of. They are “mental shortcuts based on social norms and stereotypes.” (Guynn, 2015) A lifetime of experience and cultural history shapes every one of us and our judgments of others.  
  https://youtu.be/7iKio4oipws

Microaggressions

• everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.  
  https://www.youtube.com/watch?v=xAlFGBIEsbQ

Stereotype Threat

• Being at risk of confirming, as self-characteristic, a negative stereotype about one’s group; threat decreases confidence, effort, explanations, and outcome of student’s interactions in school. (Steele, 1992) https://youtu.be/Abi_KPViLJo
Stereotype Threat

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https://youtu.be/Abi_KPVIILJo
What Are the Effects?

Students may:
- not perform
- decrease effort
- not get involved
- feel singled out
- over perform with increased stress
- feel pressure to prove themselves
- feel invisible
- feel alienated
- have decreased trust and motivation
- lowered comfort around non-___ people
- not feel good enough...
• 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 in the Classroom

High expectations for all students
Call on students frequently, give feedback and praise
Active teaching methods that promote engagement
Faculty as facilitator and knowledge consultant
Know the cultures represented in your class
Small group instruction...increase student comfort of speaking and sharing in class
Empower students to direct their learning
Use learning activities that take culture into account
Identify ways of knowing, understanding, and representing language in a culture
student controlled discourse
Use relationships that are relevant to the student’s life
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
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
Classroom Culture

The syllabus is just one of many artifacts that communicate classroom culture.
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??
LUNCH
Six Success Factors

Students have a goal & know how to achieve it

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

Students feel like they are part of the college community

Students stay on track—keeping their eyes on the prize

Students feel somebody wants & helps them to succeed

Students actively participate in their learning both in & out of class
# SIX SUCCESS FACTORS

**Faculty Teaching and Learning Academy**

**Success Factor Note Taker**

Use this note taker to reflect on the six success factors and practices that you've implemented and want to implement with your students that address them. Take ___ minutes to write your notes below.

<table>
<thead>
<tr>
<th>Success Factors</th>
<th>Directed: students have a goal and know how to achieve it</th>
<th>Focused: students stay on track — keeping their eyes on the prize</th>
<th>Nurtured: students feel somebody wants and helps them to succeed</th>
<th>Engaged: students actively participate in class and extracurricular activities</th>
<th>Connected: students feel like they are part of the college community</th>
<th>Valued: students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are you doing now?</td>
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<tr>
<td>What are you going to do?</td>
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</tbody>
</table>
Embedding Equity and CRTL into your Classroom

• How you deliver this valuable service you provide?
• What does your service look like when viewed through an equity and culturally responsive lens?

• Are you approachable?
• Is your content relatable?
• Are you welcoming?
• Is the environment welcoming?
RECAP AND SYNTHESIS ACTIVITY

Think - Pair - Share

Reread your answer to this morning’s question:

**What does it mean to be equity minded?**

- Now, answer that question again based on what you have experienced today.
- Share your original and updated answers with your partner. Discuss your changes.
- Whole group share out
OUTSIDE THE CLASSROOM: ENGAGING COLLEAGUES IN EQUITY-MINDEDNESS
“First, if we are serious about increasing access to higher education for people of color in this country, then we first have to abandon the notion that skills alone provide access. Second, since social forces of inequality are so strong, we have to work with colleagues up and down the grade levels and across the curriculum to produce a citizenry that is committed to a new, more generous, more democratic society” (17).

-Tom Fox “The Backlash Against Access”
OUTSIDE THE CLASSROOM: ENGAGING COLLEAGUES IN EQUITY-MINDEDNESS

HOW:

Now, reflect and consider any experience you have had on your campus with a colleague who might have challenged one or more of the equity-minded principles you have encountered today.

• How did you and/or others respond?
• How would you respond now?
• What do you think would be an ideal response?

Discuss one or more scenarios in your groups.
Share out
OUTSIDE THE CLASSROOM: ENGAGING COLLEAGUES IN EQUITY-MINDEDNESS

(More) HOW:

A Few Recommendations

• Stand up for what you believe
• Avoid buying into a “Single Story” about any colleague or group of colleagues
• Approach colleagues with empathy
• Consider that your colleague may be coming from a place of fear and/or powerlessness
• Remember that many of your colleagues do not have your training
• Avoid taking anything personally
• Respond with students at the center
• Use data to support your position when you can
• Seek out and maintain an equity-minded network on and off your campus
THANK YOU......

Diana Bonilla diana@3csn.org
Paula Brown  paula@3csn.org
Clare Norris-Bell  norrisc@wlac.edu  310.287.4590
RESOURCES

- Equity First: The Equity Framework
  - By Curtis Linton

- The Dreamkeepers: Successful Teachers of African American Children
  - By Gloria Ladson-Billings

- Pedagogy of the Oppressed
  - By Paulo Freire

- Whirling Virulii
  - By Claude M. Steele

- Blowout!
  - By Darnell Hunt in the Chronicles of a Struggle for Educational Justice

- Why Race and Culture Matter in Schools
  - By Tyrone C. Howard

- Confronting Equity Issues on Campus
  - By Summer A. Inman

- The New Jim Crow
  - By Michelle Alexander

- Ta-Nehisi Coates: Between the World and Me

- Blind Spot: Why We're Not Seeing What's Right in Front of Our Eyes
  - By Todd Haridmain

- Mindset: The New Psychology of Success
  - By Carol Dweck

- Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation

- Untold Barriers: For Black Students in Higher Education

- Identity, Social Activism, and the Pursuit of Higher Education

- Latino Access to Higher Education: Ethnic Realities and New Directions for the Twenty-First Century
Additional Resources

- Truscello, David, Coleman, Larry, & Stone, P.  
  Social Capital, Stereotype Threat and the Myth of Effort: A Narrative of Two Culturally Responsive Education Initiatives.  
  The International Journal Of Interdisciplinary Educational Studies. Vol. 7. 2013

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

- BetterTogether:  
  http://www.bettertogether.org/

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

- Magdaleno, Kenneth, Fresno State University.  
  “Recognizing the Cultural Value Students Bring to School”  

- 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=W2bAIUKtvMk

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

VIDEO – Say what?! Small slights, big impact  
[https://www.youtube.com/watch?v=f83xclSm_j4]

VIDEO – Microaggressions in everyday life  
[https://www.youtube.com/watch?v=BJL2POJsAS4]

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