Equity as an Organizational Framework: A Student-Centered Approach for Success

October 13, 2017
Hyatt Regency, Sandpebble C/D

Diana Bonilla  Paula Brown  Arnita Porter
GOALS

1) Provide an overview of an Equity-embedding Framework.

2) Discuss how Equity, Culturally Responsive Teaching and Learning (CRTL) principles, and other hi-impact practices can be used to address achievement gaps and support your campus student success goals.

“The secret in education lies in respecting the student.”

Ralph Waldo Emerson
Icebreaker: Who Am I?

- Ethnicity
- Class
- Gender
- Religion
- Age
- Nationality
- Ability
- Number of Children
- Marital Status
- Position on Campus
Sharing About Our Identity

• Which identities were the least comfortable for me to talk about?

• Which identities am I most conscious of? Why?

• What does it mean to me?

• How does this impact my work?
If we provide training on networking and we use action research methodologies, community college professionals will transform their environments and identities to create communities of practice that will produce powerful learning and working across campuses. This will lead to greater student success.
Building Networks that Work

• Identifying a Shared Problem

• Creating a Shared Vision of the Possible for Addressing It

• Building a Sustained Community of Practitioners Focusing on This Problem
Vision for Success

CCC Goals by 2022

Increase associates degrees, credentials, certificates, or specific skill sets for in-demand jobs. (20%)

Increase annual transfers to UCs or CSUs. (35%)

Decrease average number of units for associate’s degrees, from approximately 87 to 79 total.

Increase the percent of gainfully employed CTE students from 60% to 69%

Reduce equity gaps and cut achievement gaps by 40% within 5 years; fully close gaps within 10 years.

Reduce regional achievement gaps at colleges located in regions with the lowest educational attainment of adults; ultimate goal fully close regional achievement gaps within 10 years.

• https://vision.foundationccc.org/executive-summary/
At the same time, the CCCs face very serious challenges today:

Most students who enter a community college never complete a degree or certificate or transfer to a 4-year university. Researchers project that California’s public higher education system is not producing nearly enough educated graduates to meet future workforce needs.

CCC students who do reach a defined educational goal such as a degree or transfer take a long time to do so, often accumulating many excess course credits along the way.

Older and working CCC students are often left behind in the system, lacking services and financial aid that suit their needs.

CCCs are more expensive than they appear—both to students and taxpayers—because of slow time-to-completion and a lack of financial aid to cover students’ living expenses.

Serious and stubborn achievement gaps persist across the CCCs and high-need regions of the state are not served equitably.
CCC Snapshot

- 114 Campuses
- More than 2.1 million students
- Over 67% are students of diverse backgrounds
- Roughly 53 percent are female
- the state’s primary entry point into college
- the primary system for delivering CTE, workforce training, adult education, ESL, and a lifelong learning opportunities for California’s diverse communities.

www.cccco.edu
https://vision.foundationccc.org/executive-summary/
CCC Snapshot

- Fall 2016 - students of color comprise roughly $\frac{3}{4}$ of the population, yet only 40 of the full and part-time faculty were faculty of color. (demographic mismatch)
Initiatives

INTEGRATED PLANNING AND CAMPUS COHERENCE
Framework

**Definition:** the basic structure of something
: a set of ideas or facts that provide support for something

: a supporting structure
: a structural frame
: a basic conceptual structure (as of ideas)

http://www.merriam-webster.com/dictionary/framework

Dr. Veronica Neal
The Equity Framework

• “The Success of equity depends on the school and/or system’s ability to create an effective framework that guides all decisions, practices, and policies according to equity” (Linton, 2011 p.49).

• “Without a clear framework, few of these strategies can drive sustainable success… “closing the gap” strategies have little lasting impact because the framework defining why the work matters is never clearly articulated” (Linton, 2011 p. 52).
WHY THE WORK MATTERS

Why equity matters: California’s Students

3 out of 5 Students are Low-Income

1 out of 5 Students are English learners

3 out of 5 Students are Black or Latino
Traditionally, marginalized students experience challenges and barriers that result in lower completion rates and inequitable outcomes.

- financial stress
- first generation
- negative perceptions of academic potential
- lack of helpful guidance and career support
- difficulty transitioning into higher ed
- lack of familiarity with academic culture and practices
- environment is alienating and sometimes hostile
- academic systems are not socially neutral
- system tends to displace and exclude the cultural knowledges, skills, and capital of certain groups of students
WHY THE WORK MATTERS

The number of California Black and Latino students who don’t graduate with their cohort each year could fill the Staples Center more than 3 times.
Equity

- Raising the achievement of all students
- Narrowing the gap
- Eliminating racial predictability and disproportionality

**Educational**: Educators provide all students with the individual support they need to reach and exceed a common standard (Linton, 2011; p. 39)

**Institutional** Educational policies, processes and practice that guarantee educators provide all students with the individual support they need to reach and exceed a common standard or expectation (Linton, 2011; p.87)
ORGANIZATIONAL CULTURE

Describes patterns, values, and underlying assumptions

Manifests in everything from the look and feel of the campus to student outcomes.

Can be affirming or non-affirming.

Influences organizational silence – fear of dissent.
INSTITUTIONAL/CULTURAL SHIFT

Deficit-Minded Frame
Emphasis on qualities that students lack or knowledge they “should” have...
- Discipline
- Motivation
- How to Learn
- Commitment
- Time
- How to Be a College Student
- Engagement
- Direction
- How to Navigate the University System

Equity-Minded Frame
Emphasis on institutional responsibility
- Conscious of diversity
- Focus on those capable of making change
- Counter-normative narratives
- Institutional effort
- Assume responsibility for the elimination of inequity
- Minding equity gaps
- Call attention to inequities
- Validation
Deficit-Minded Frame
Emphasis on qualities that students lack or knowledge they “should” have...
- Discipline
- Motivation
- Commitment
- Engagement
- Direction
- How to Learn
- How to "Be a College Student"
- How to Navigate the University System

Equity-Minded Frame
Emphasis on institutional responsibility
- Conscious of diversity
- Focus on those capable of making change
- Institutional effort
- Institutional accountability
- Minding equity gaps
- Call attention to inequities
- Counter-normative narratives
- Assume responsibility for the elimination of inequity
- Validation
Culture of Inclusion

Women
Muslims
Latino/a
First Generation
Native Americans
LGBTQ
Low Income
African Americans
Foster Youth
White males
Veterans
Older Students
Athletes
Pacific Islanders
White males
Athletes
What is Appreciative Inquiry?
Appreciative Inquiry - Simply Put...

If we continue to search for problems, we will continue to find problems.

If we look for what is best and learn from it, we can magnify and multiply our success.
Equity-embedding Framework for Student Success
CRTL MODULES

• **Meanings of Culture and Race**
  Culture is everywhere
  Race matters

• **Exploring Mindsets and Learning**
  Fixed vs. Growth Mindset Praising Effort (Carol Dweck)

• **Overcoming Stereotype Threat**
  Learning Barriers
  Unconscious Bias, Microaggressions, Stereotype Threat, Privilege

• **Social Capital and Learning**
  Who you know greatly influences what you will learn and know.
  Importance of creating “knowledge” capital networks
  Access to certain social resources within networks of people and knowledge systems.
Cultural Humility ask us to...

- Meet each person where he or she is
- Suspend judgment
- Resist the need to impose personal values, beliefs, “truths,” and notions of right and wrong
- Reduce the harm of prejudice and oppression
- Challenge and name assumptions and biases
- Share the hidden rules of success
- Redefine the cultural norms of an organization
- Open opportunities for equity
Cultural Humility ask us to...

- Meet each person where he or she is
- Suspend judgment
- Resist the need to impose personal values, beliefs, “truths,” and notions of right and wrong
- Reduce the harm of prejudice and oppression
- Challenge and name assumptions and biases
- Share the hidden rules of success
- Redefine the cultural norms of an organization
- Open opportunities for equity
Culture of Inclusion

- Women
- Pacific Islanders
- Muslims
- Older Students
- Veterans
- Latino/a
- First Generation
- Native Americans
- African Americans
- LGBTQ
- Foster Youth
- White males
- Low Income
- Athletes
STUDENT-CENTERED APPROACH: INSTRUCTION

• Course Design
• Curriculum
• Hi-impact practices
• Online Instruction
• Open Educational Resources
• Syllabus Redesign
• Eliminating Learning Barriers
• Professional Learning
CULTURALLY RESPONSIVE TEACHING & LEARNING (CRTL)

• Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning. *(Ladson-Billings, 1994).*

PRINCIPLES

• 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
EQUITY LITERACY ABILITIES
(Adapted from Gorski, 2014)

1. Ability to RECOGNIZE biases and inequities, including subtle biases and inequities in self, others, curriculum, and school practices.

2. Ability to RESPOND to biases and inequities in the immediate term.

3. Ability to REDRESS biases and inequities in the long-term.

4. Ability to CREATE and SUSTAIN a bias-free and equitable learning environment.

5. Ability to APPLY a equity cognitive-frame to individual and institutional practices.
Learning Barriers

Unconscious Bias
Prejudices we have but are unaware of. They are “mental shortcuts based on social norms and stereotypes.” (Guynn, 2015)

• Google:
  https://www.youtube.com/watch?v=nLjFTHTgEVU

Hidden Bias Test (Project Implicit):
http://www.tolerance.org/activity/test-yourself-hidden-bias

Mahzarin Banaji, Anthony Greenwald
HISPANIC SERVING INSTITUTIONS (HSI)

• Academic success is an important family goal
• Desire to make money, support family and make a difference.
• 1st generation parents and family members need to understand the commitment needed for college success.
• Family support and role increases the Hispanic students academic success.
• Language and college culture can be a barrier
• There is a desire to be a part of organizations and classes
• Over ½ who attend college attend community college
• Encourage transfer and higher earning potential
HOW CAN YOU HELP FIRST GENERATION LEARNERS?

THINK back to your educational training. What knowledge did you need and where did you get it from? Who helped you?

PAIR off with the person next to you and share what you’ve discovered about your social capital.

SHARE in a group how you, and/or a program on campus can assist 1st generation learners in your college.

The what of knowledge begins with the who of knowing.....
DACA, AB540, undocumented students

- **DACA-2yrs and then it must be renewed**
- **No guarantees for renewal**
- **It may not be worth applying at this time**
- **You do not need DACA to utilize CA Dream Act**
- **CA will allow “undocumented” people to have a driver’s license (AB-60)**

http://www.dmv.org/ca-california/ab-60-drivers-license.php

**Sanctuary Cities** (in addition to all counties)
- Alameda County
- Berkley
- Contra Costa County
- Los Angeles County
- Los Angeles
- Monterey County
- Napa County
- Orange County
- Riverside County
- Sacramento County
- San Bernardino County
- San Diego County
- San Francisco County
- San Mateo County
- Santa Ana (New)
- Santa Clara County
- Santa Cruz County
- Sonoma County
Transgender Students

- Set an example – don’t expect student to educate you
- Use student’s preferred name and pronouns (she/her, he/him, they/them) or just their name
- Create and send a Welcome Package before the semester begins. Ask for each student’s preferred name and pronouns. Note this on your roster so on the first day of class you will already be able to refer to students appropriately.
- Add your pronouns on your email signature. For example:
  Jean Wilde, Program Director
  Preferred Pronoun: they/them
- Include your pronouns when introducing yourself. Ex: “I’m Professor Shin and I use he/him pronouns”.

3csn
Transgender students experience unique barriers that often impact their access and well being. Here are some ways you can create a culture of inclusion in the classroom and on campus.

- Set an example. Creating a culture of inclusion involves setting an example for students and taking the onus off of transgender students to be the educator.
- Always use student’s preferred name and pronouns. This may include she/her, he/him, they/them, or just their name.
- Send an introductory email to all of your classes before the semester begins and ask for each student’s preferred name and pronouns. Note this on your roster so on the first day of class you will already be able to refer to students appropriately.
- Add your pronouns on your email signature.
- Ex: Jean Wilde they/them pronouns Program Director
- Include your pronouns when introducing yourself. Ex: “I’m Professor Shin and I use he/him pronouns.”

If you don’t know what pronouns to use, ask:
- Just like with someone’s name, you should never assign or assume a person’s pronouns based on appearance or limited information.
- Be polite and respectful when you ask a person which pronoun they prefer. Then use that pronoun and encourage others to do so.
- It’s best to first state your own name and pronouns, then ask for the other person’s.
- No matter the legal name that may be on their Identity Documents (ID), use the persons chosen name.

- Refrain from using gendered language like ladies and gentleman, guys, etc. Instead, say people, folks, or everybody.
- Post a campus map including marked gender neutral bathrooms in your classroom and office.
- Become familiar with available transgender student services on your campus. This may include student health services, mental health services, LGBT-related clubs, Cross Cultural Center.

Campus Climate Recommendations
- Start a campus-wide educational workshop for faculty and staff to learn how to be an ally and create safe spaces for transgender students on campus. Faculty and staff can be given a marker to identify them as an educated ally to the transgender community.

More resources:
Information on Title IX
https://www.campuspride.org/resources/the-dear-colleague-letter-on-transgender-students-what-you-need-to-know/
Strategies and tools for trans and genderqueer advocacy on campus
https://www.campuspride.org/topics/trans-advocacy/
http://www.transstudent.org/college
Transgender Lifeline
https://www.translifeline.org/
US: (877) 565-8860
THE STUDENT ATHLETE

• Academic and athletic success are connected and need to be encouraged.
• Student athletes face specific stereotype threat.
• Connect to their knowledge of winning and hard work.
• Strengths are based on team support and student-centered culture.
• Need time management, focus, and academic skill building.
INTERNATIONAL STUDENTS

• Need a supportive environment for international and interstate students
• Stress of uncertain political climate
• Stress of a new environment, language and culture
• Strict academic and legal rules
• Supported by International student programs
STEREOTYPE THREAT

- Refers to a situation where a person is at risk of confirming a negative stereotype about their group.
- A student's performance can be harmed by awareness that one's behavior might be viewed through the lens of racial stereotypes.
- Stereotype threat decreases confidence, effort, explanations, and outcome of student's interactions in school.
- Confidence is CRITICAL!
“Being at risk of confirming, as self-characteristic, a negative stereotype about one's group”

“When performance can be harmed by the awareness that one's behavior might be viewed through the lens of racial or gender stereotypes” (Steele & Aronson, 1995)
Stereotype Threat cont.

https://youtu.be/W2bAIUKtvMk
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

whistling vivaldi
how stereotypes affect us and what we can do

CLAUDE M. STEELE

“This is an intellectual odyssey of the first order—a true tour de force.”
—WILLIAM G. BOWEN
More Mechanisms Behind Stereotype Threat

- **Reduced effort and self-control**
  - diminish people's ability to direct their attention and behavior in purposive ways.

- **Reduced working memory capacity**

- **Reduced creativity, flexibility, and speed**
  - Individuals become vigilance to prevent failure. People in a state of vigilance, however, tend to exhibit poorer performance on tasks that rely on creativity, openness, flexibility, and speed.

- **Excess effort or attention**
  - For example, performance on highly proceduralized or well-practiced tasks can be harmed when people increase the attention or memory resources allocated to such tasks.
RESPONDING TO LEARNING BARRIERS

1. Disarm students by creating a safe welcoming environment. First impressions are crucial.

   - Verbal
     - Use students name
     - Use inclusive pronouns
     - Small talk
     - Feed back
     - Say your name

   - Non-verbal
     - Gestures
     - Tone of voice
     - Smile relaxed
     - No distractions
     - Eye contact
     - Friendly appearance

   - Behaviors
     - Greet welcome
     - Walk towards
     - Introduce self
     - Warm
     - Personable
     - Friendly
     - Appealing room

2. Discover who a student is by asking open-ended questions to draw out strengths, passions, and what they enjoy doing. Be sure to “listen” to their response.
DELIVERY OF STUDENT SERVICES

- Student Support Services
- Matriculation
- Counseling
- SI Leaders
- Tutoring
- Online Services – Counseling, Tutoring, etc.
- Professional Learning
• Fixed mind-set  
  o Intelligence is a static trait  
  o Some students are smart and some are not

• Growth mind-set  
  o Intelligence can be developed by various means, through effort and instruction.  
  o Implies everyone’s intellectual ability can grow
Findings from Policy Report
“What Matters For Community College Success”

**ASSUMPTION #1:**
The availability of programs equals students’ ability to access them.

**REALITY:**
Most students are not consistently informed about what support programs are available or what services they can receive.

**ASSUMPTION #2:**
Students will seek support if they need it.

**REALITY:**
Some students are reluctant to seek help, even when they know they need it.

**ASSUMPTION #3:**
Providing general information and advice is sufficient to aid students.

**REALITY:**
Students need personalized guidance and need to be coached on decision-making.
Assumption 3—Providing general information and advice is sufficient to aid students

RECOMMENDATIONS:

Require students to meet with counselors and educational advisors on an ongoing basis.

Develop social and academic webs of student support within and across courses and people

“Students need coaching to develop individual decision-making skills, as well as accurate, personalized information about navigating educational institutions...Administrators and practitioners must constantly question assumptions about students and assess the effectiveness of programs designed to serve them.”
**Activity: Setting Goals to Create Trust in Your Learning Environment**

What can you personally contribute to make your institution a safe place for learning?

<table>
<thead>
<tr>
<th></th>
<th>Next Month</th>
<th>This Semester</th>
<th>Next academic year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom/ Workplace</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What can we do?

**Students need a safe environment in order to function intellectually.**

- Value Affirmation
- Reframe the task - Use a different language when possible.
- Deemphasize threatened social identities
- Emphasizing high standards with assurances about capability for meeting them
- Providing external attributions for difficulty
- Emphasizing an incremental view of intelligence (GROWTH MINDSET)
Next Steps

Bring It Home to Our Campuses

What would your ideal educational environment look like:
   On your campus?
   In the classroom?
   At your workplace?

Set some personal goals for:
   This month
   This semester
   Next academic year
Example:
Activity - Inquiry into Equity Goals

Step 1: Think about an achievement/opportunity gap you’d like to impact

Step 2: On your poster – answer the following questions:
4-3-2-1

- What have been 4 high impact activities related to this goal thus far?
- What are 3 ways Equity is embedded in the activities related to this goal?
- What are 2 pieces of student success data/evidence you have gathered?
- What is 1 major opportunity you will create by implementing this goal?
Five Principles for Creating Equity by Design

Reducing inequities in educational attainment by race and ethnicity will require deliberate and explicit effort. In this handout, we outline strategies for higher education institutions to take action based on the five overarching principles for ensuring equity by design:

**Principle 1:** Clarity in language, goals, and measures is vital to effective equitable practices.

**Principle 2:** ‘Equity-mindedness’ should be the guiding paradigm for language and action.

**Principle 3:** Equitable practice and policies are designed to accommodate differences in the contexts of student’s learning—not to treat all students the same.

**Principle 4:** Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness.

**Principle 5:** Equity must be enacted as a pervasive institution- and system-wide principle

---

*The content in this handout was adapted from America’s Liberal Promise: The imperative for equity in higher education, written by Witham, K., Malcom-Piqueau, L. E., Dowd, A. C., and Benaim, E. M. (2013). To order a copy of this publication or to learn about other AAC&U publications, visit [www.aacu.org](http://www.aacu.org).*
Example: Applying an Equity Lens in the Classroom - How do we see our students?

WRITE:
First…reflect on words and labels used in our institutions, classrooms, and programs to describe our students.

Write each word on a post-it note.

Place post-it notes on a large poster. (Deficit) (1 min)

Next…think about alternative positive language to describe our students if we were communicating an expectation of success? What new words could be used to describe them?

Write each word on a post-it note.

Place post-it notes on a large poster (Re-imagined/Redefined) (1 min)
Applying an Equity Lens in the Classroom:

THE CHALLENGE TODAY

To set that lens aside....

To use a student lens to view a syllabus
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?
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.
Support from the Student Perspective

How do students perceive support on their campuses? Research performed with over 900 California community college students indicates that they have a very broad definition—different from how practitioners often think of and deliver these services. Where we see divisions, departments, organizational charts and reporting hierarchies, students see people who, regardless of job title or position, can help them reach their goals.

What we see...

Student Support (Re)defined
Equitable
Integrated
Cost Effective

What the student experiences...

What can you do on your campus to rethink student support?
For more information, visit www.rpgroup.org/projects/student-support
Conducted by the RP Group | Supported by The Kresge Foundation
10 Ways Faculty Can Support Students’ Success: Helping Students Achieve the “Six Success Factors”

What can faculty do to help students experience the “six success factors”—focused, directed, nurtured, engaged, connected and valued—during their community college enrollment? (See sidebar, Six Success Factors Defined) Find below 10 suggestions the RP Group gleaned from nearly 900 California community college learners participating in our Student Support (Re)defined study.

1. **Ask students about their educational and career goals (directed)**

By asking students why they are in college and what their major is, you let them know you expect them to have a reason for enrolling in postsecondary education.

"We would work with each other so we would get to know other people in our class, and then we'd get to work on the same problems together. That would make us more engaged and we can learn from each other [as well as] the professor." — Focus Group Participant

2. **Integrate career and educational goal exploration into course assignments (directed, focused, engaged)**

Students indicated that their teachers could play a unique role in helping them explore careers given the professional experience and content-specific expertise many instructors bring to their courses. Rooting this exploration in the classroom can help students draw connections between their educational and career goals and coursework, and in turn, find greater relevance in course content.

3. **Provide regular and meaningful feedback to students about their performance and progress (focused, engaged)**

Students want to know where they stand in their individual classes and whether they are on the right track in meeting their goals. This type of feedback can foster motivation as well as allow students to “course correct” by connecting with additional resources if needed to improve their performance.

Six Success Factors Defined

As part of Student Support (Re)defined, the RP Group reviewed leading studies on effective support practices and interviewed both practitioners and researchers to identify “six success factors” that contribute to students’ achievement. We list them below in order of importance according to those participating in our research.

- **DIRECTED**: Students have a goal and know how to achieve it
- **FOCUSED**: Students stay on track—keeping their eyes on the prize
- **NURTURED**: Students feel somebody wants and helps them to succeed
- **ENGAGED**: Students actively participate in class and extracurricular activities
- **CONNECTED**: Students feel like they are part of the college community
- **VALUED**: Students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

10 Ways Everyone Can Help Support Student Success

Students participating in Student Support (Re)defined tell us that everyone on a college campus can play a role in their success. As illustrated below, colleges can sometimes organize support differently from how our learners experience it (see Figure 1. Support from the Student’s Perspective). Yet, no matter what your job title may be or where you may sit in your organization, students say you can help them reach their goals. Based on suggestions from nearly 900 study participants, find below 10 ways everyone at your college can help students experience the “six success factors”—focused, directed, nurtured, engaged, connected and valued (see sidebar, Six Success Factors Defined).

**FIGURE 1. SUPPORT FROM THE STUDENT’S PERSPECTIVE**

**What we see...**

**What the student experiences...**

1. **Ask students why they are in college (directed, focused, nurtured)**

Students in the study indicated that when someone inquired about why they were attending college and/or suggested a possible educational pathway, it motivated them to identify a goal. By expressing interest, we set the expectation that students need to have goals and that someone at the college cares about their progress. Ask students about their major or what courses they find most interesting.

2. **Help students navigate their way through the different offices, programs, and services at the college (connected, directed, engaged)**

Colleges are complex organizations with many different policies, practices and people that can overwhelm students. Study participants highlighted the impact of having people on their campuses who helped them physically navigate their institutions. Get to know your college from the students’ perspective so you are in a better position to guide them toward different offices, individuals, activities and supports on campus.
Example: Action Planning: Integrating Equity/CRTL Into Your Daily Practice

**Student Support (Re)defined**

**Six Success Factors: Action Planning for Directed**

Select one of the following themes and consider the following questions for this success factor:

- Colleges need to foster students’ motivation.
- Colleges must teach students how to succeed in the postsecondary environment.
- Colleges need to structure support to ensure all “six success factors” are addressed.
- Colleges need to provide comprehensive support to historically underserved students to prevent the equity gap from growing.
- Everyone has a role to play in supporting student achievement, but faculty must take the lead.

| TIMELINE |
|-----------------|-----------------|-----------------|
| **What do we already do to help students find direction?** | **What can we start doing tomorrow to improve how we help students find direction?** | **What can we do this academic year to improve how we help students find direction?** |

<table>
<thead>
<tr>
<th><strong>SUCCESS FACTOR</strong></th>
<th><strong>Directed:</strong> Students have a goal and know how to achieve it</th>
</tr>
</thead>
</table>

Page 1 of 6
Moving forward, consider…

1) How can equity-minded principles and practices support your goals, enhance the valuable service you provide, and deepen your practice.

2) What strategies and activities would you embed to close achievement gaps and increase retention?

3) Who are your allies? Who would you align with to support your campus-wide student success efforts?
What are the mechanisms behind stereotype threat?

Anxiety

Negative cognitions and dejection
Heightened stereotype–related thinking, leading to distraction and loss of motivation which, in turn, can negatively affect performance.

Lowered performance expectations
If individuals expect to do poorly on a task, they might not be able to perform as well as when confidence is high.

Physiological arousal
Low heart rate variability (HRV), an indicator of mental load, appears to arise in conditions that produce stereotype threat.
SOCIAL CAPITAL
Who you know greatly influences what you will learn

Benefits gained
• access to social resources
• networks of people
• networks of knowledge systems

If 47-48% of the students are 1st generations attending college,
You are their SOCIAL CAPITAL!
Institution

- Administration
- Programs
- Recruitment and Hiring
- College-wide Initiatives
- Campus Culture
- Professional Learning
SHARE OUT
Community College Change Agents at HSIs

• What’s your “golden line.”
• Why did you pick that one?
• How can you embed equity and CRTL into your daily practice and sessions?
• What does it mean for your students?
• Examine hiring process – focus on racial equity
• Unpack “Merit” and “Fit” at your campus
• Where is bias in your process and how can it be minimized
• New Faculty Orientation
• Policies
• Orientation
• Support Networks
• Professional Learning
HIRING PRACTICES

HIRE FACULTY OF COLOR:
• Students of color experience better academic outcomes when taught by faculty of color
• Faculty more likely to utilize pedagogical approaches relevant to students of color
• More likely to have high expectations and favorable views
• Students more likely to identify with and approach faculty of the same racial and ethnic background
• To enhance the “sense of belonging” that students of color can feel on campus
• To curb the the “stereotype threat” students of color experience
Stereotype Threat – Case Study
Reading & Sharing Activity

• Pair up
• Read page 1 of the case study silently (2 minutes).

• Do you think Asian students on your campus would have had things like this said to them? Have you seen or heard about any incidents similar to this?
• 2. What role do you think alcohol might have played in reducing people’s inhibitions and releasing hidden prejudices?
• 4. Who on your campus might have better information about this than you? Professors? Program Directors? Student Services? Administrators? Students? Others?
Stereotype Threat – Case Study Reading & Sharing Activity

• Pair up
• Read page 2 of the case study silently (2 minutes).

5. What would you say to this student? What kind of questions might you ask?
Pair up
• Read page 3 of the case study silently (2 minutes).

6. Might Professor Peterson have been trying to be culturally sensitive and focus attention away from any sign she thought lack of ability might be the problem?

7. What are three of the most difficult things you dealt with in transitioning to your first term of college level courses (kinds of things it would have been better to ask about)?
Stereotype Threat – Case Study
Reading & Sharing Activity

• Pair up
• Read page 4 of the case study silently (2 minutes).

8. Let’s continue the process of case analysis by talking about what you think is going on here? Write a sentence or two, describing what you think is happening here.

9. Can you ever remember a time when you felt you were being stereotyped? Did you feel you were under pressure to fight the stereotype? If so give details.
Action Planning:
Embedding Equity and CRTL into your Daily Practice

• 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?
Moving forward

After Today…

• how will you reframe/restructure your work and programs to include equity-minded and culturally responsive practices.

• as an equity practitioner, in what ways will you support your students?

• what will you do differently
  – this month?
  – this semester?
  – the next academic year?
THANK YOU!!!

Please leave feedback before heading out.

Diana Bonilla, M.A.  diana@3csn.org
Paula Brown, M.A.  paula@3csn.org
Arnita Porter, J.D.  arnita@3csn.org