Why Race and Culture Matter: Engaging Faculty In Equitable Education Pedagogy

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Lasana O. Hotep

Skyline College | Equity Institute
EQUITY TRAINING SERIES
ALUMNI LUNCHEON
DECEMBER 5, 2018
Race/Culture + Education

Why are we having a conversation about race and culture in education in 2019?
Paradigm Shift

• Right to Fail
• Completion Agenda
THE ANATOMY OF A COLLEGE READY STUDENT

AS REAL AS IT GETS

by Bridget K. Lambright, M.Ed.

BECOMING A STUDENT-READY COLLEGE

A NEW CULTURE OF LEADERSHIP FOR STUDENT SUCCESS
Completion Agenda

Data

“Funding should shift from simply rewarding enrollment to valuing outcomes, such as credentials awarded or classes successfully completed. Funding is a powerful incentive, and rewarding performance allows states to align..."
California Population Growth
California Demographic Shift
California’s population is one of the world’s most diverse

- 39% Latinx
- 38% White
- 14% Asian American
- 6% African American
- 3% Multiracial
- 1% First Nation or Pacific Islander
- 27% Foreign Born
Outside the Classroom

- Student Services and Support Programs (SSSP)
- Student Equity and Achievement Program (SEA)
- Promise Programs
- Guided Pathways & MetaMajors
THE SKYLINE COLLEGE PROMISE

TRANSFORMATIVE TEACHING & LEARNING

GUIDED PATHWAYS

PROMISE SCHOLARS PROGRAM
“Innovation in teaching and learning should be central to a campuses’ student-success place – or other efforts will have little effect.”

–The Truth About Student Success Report
The Chronicle of Higher Education
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<th>Public Two-Year</th>
<th>Public Four-Year</th>
<th>Private Nonprofit Four-Year</th>
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<td>43%</td>
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<td>21%</td>
<td>5%</td>
<td>100%</td>
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**Notes:** All the race categories in this brief are non-Hispanic. Private nonprofit two-year institutions are not included. Percentages may not sum to 100 because of rounding.

**Sources:** NCES, IPEDS fall enrollment data, 2014; calculations by the authors.
Racial Literacy

“Understanding what race is, how it works and its relationship to inequality.”

- Dr. Sonya Douglass Horsford
Columbia University
أحب أمي.

我爱我的母亲。

I love my mother.

Mo nife iya mi. J'aime ma mère.
How Long Should it Take to Learn a Language?

Language learning depends mostly on three factors: the attitude of the learner, the time available, and the learner’s attentiveness to the language.

If we assume a positive attitude and reasonable and growing attentiveness to the language on the part of the learner, how much time should it take to learn a language?
If we are able to put in 10 hours a day to learn a language, then basic fluency in the easy languages should take 48 days, and for difficult languages 72 days. Accounting for days off, this equates to two months or three months time. If you only put in five hours a day, it will take twice as long.
“Embedded racial inequities produce unequal opportunities for educational success. Systematic policies, practices and stereotypes work against children and youth of color to affect their opportunity for achieving educational success. We need to understand the consequences of these embedded racial inequities, how disparities are produced and how they can be eliminated to ensure that all children and youth have the same opportunity for educational success.”

—Race Matters: How Race Effects Educational Opportunities
No Quick Fix

- Technique
- Consciousness
No Quick Fix

- Technique
- Consciousness
IF A INSTRUCTOR PRESENTS MATERIAL...

HAS TEACHING TAKEN PLACE?
Key Faculty Tools

- Syllabus
- Grading
Syllabus

Does our syllabi encourage student engagement?
“…As artifacts of practice, syllabi can reinforce and reproduce the norms and rules that generally align with the experience of white students, or syllabi can counter those norms and rules. For racially minoritized students who have experienced exclusion, marginalization, discrimination, and oppression in education and elsewhere, syllabi can be tools for equity-minded practice.”

– Center for Urban Education, 2018
Think | Pair | Share

- Introduce yourself to your partner
- Identify what is happening
- Explain why this scenario could be problematic
Case Study #1

After an instructor finishes going over the course syllabus, he overhears a student say to another student, “I might have to drop this class. I don’t think I’ll be able to keep up.”
SYLLABUS (NOUN / SYL-LA-BUS)

A summary outline of a discourse, treatise, or course of study or examination requirements.
Traditional Syllabus

- Informative
- Contract & Permanent Record
- Serves the
  - Institution
  - Academic Departments
- Faculty
- Language
- Disciplinary
- Punitive
- Intimidating to Students

Free Classroom Rules Poster Set
From Math = Love

1. Be in your seat with all necessary supplies when the bell rings.
2. Follow directions the first time they are given.
3. No cursing or teasing.
4. No Distractions:
   - No Grooming
   - No Food or Drinks
   - No Electronics
5. Keep hands, feet, and objects to yourself.
Challenges

• Emotional & Psychological
• Student Teacher Relationship
• Barrier to Student Learning
Use the Syllabus to Foster a Supportive Climate

“…the motivational difference between a “scolding” syllabus focused on warnings and potential penalties and a syllabus that challenges students to excel, while also employing a friendly tone, suggesting study strategies, and offering help. Try to employ language on your syllabus that conveys both high performance expectations and appropriate support.”

– Eberly Center for Teaching Excellence & Educational Innovation
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<th>Missed exams or assignments</th>
<th>Cold</th>
<th>Warm</th>
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<td></td>
<td>Unfortunately, illnesses, death in the family or other traumatic events are part of life. Such events are no excuse for not contacting me within 24 h of the event and provide documentation. If you contact me within 24 h of the event and provide documentation, a make-up exam will be given.</td>
<td>Unfortunately, illnesses, death in the family or other traumatic events are part of life. Such events are unwelcomed and because I understand how difficult these times are, if you contact me within 24 h of the event and provide documentation, I will be happy to give you a make-up exam.</td>
</tr>
<tr>
<td>Grading</td>
<td>Exams are necessary to assess your mastery of core concepts . . . For most students, exams will take approximately 45 to complete, but you will have the full class meeting time (80) . . .</td>
<td>Exams are necessary to assess your mastery of core concepts . . . For most students, exams will take approximately 45 to complete, but please take your time and remember that you have the full class meeting time (80) . . .</td>
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<td>Learning resources for</td>
<td>At some point in your life, you asked an expert for help with something. If you find yourself not understanding the assigned readings, lectures and assignments, please set up an appointment with me . . .</td>
<td>We’ve all needed help in something at some point in our lives. If you find yourself not understanding the assigned readings, lectures and assignments, please set up an appointment with me . . .</td>
</tr>
<tr>
<td>students</td>
<td></td>
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Does Our Grading Practices Support Learning?
10 + 0 ÷ 2 = 5

10 + 5 ÷ 2 = 7.5
Failure is the most likely outcome
Success is the most likely outcome
Extrinsic Motivation

- Bias Present
- Discouraging Mistakes
- Grading Everything
- Favoring Failure (0-100)
Intrinsic Motivation

- Bias Resistant
- Encourages Mistakes
- Feedback not Grades
- Balanced & Clear (0 - 4)
Discuss

How can our practices support learning?
Equity at Skyline College

- Hiring Process
- Center for Transformative Teaching and Learning (CTTL)
- Equity Summit at Skyline College
- Equity Training Series
- Call to Consciousness College Lecture Series
- Beyond the Margins Equity Forums
- New Faculty Academy
- Adjunct Faculty Academy
- Communities of Practice
- College Redesign
Equity Training Series

- Spring Semester
- Eight Sessions
- Noon - 3:00 pm
- Lunch Provided (Local Eatery)
- Staff, Faculty & Administration
- Culminating Presentation
Equity Training Series Speakers

- Allyson Tintiangco-Cubales
- Darrick Smith
- Cesar Cruz
- Robin DiAngelo
- J Luke Wood
The Equity Institute (EI) administers institutional assessments, publishes research and facilitates professional development opportunities for organizations (educational, non-profit, corporate, government) committed to showing up differently in the areas of culture, race, gender and institutional equity.
Guidebook

- Activities
- T3 Framework
- Reflection Exercises
- CPRs
- Scholarship
- References
- Apply at your site
Academy At A Glance

• Welcoming Reception
• Keynote Addresses
• Opening Activity
• T3 Framework
• Skill Development
• CPRs

The Equity Institute (EI) develops transformative experiences for organizations committed to becoming more culturally literate and equity advancing. The EI hosts Equity Academies, a bi-annual Equity Summit, and the President’s Cabinet Round tables. In the academy, The Anatomy of a Transformative Course: Critical Competencies for Student Success, participants will:

• Design a syllabus and lesson plans that reflect transformative teaching.
• Acquire skills to implement transformative pedagogical practices.
• Develop equity informed strategies to measure student learning.

The program features:
• Keynote speakers, Dr. Lisa Delpit and Dr. Kevin Kumashiro
• A facilitated panel of equity-driven community college practitioners
• Four two-hour topical sessions throughout the academy experience
• The sessions are facilitated and designed for teams to work collaboratively and engage in multimedia activities, exercises, and discussions.

REGISTRATION
All members of your college are welcome to attend, but for this particular Academy, we strongly encourage Vice Presidents of Instruction, Academic Deans, Academic Senate Leadership, Professional Development Coordinators, Faculty members and Support Staff for Instruction to attend.

Equity Academies are designed for teams of up to 10 people per organization to participate. If you would like more information or are interested in participating, visit equityinstitute.com or contact Katrina Pantig at pantigk@smccd.edu.
EQUITY ACADEMY | SPRING 2020

Counseling in the Era of Equity: Critical Competencies for Student Success

February 19 - 21, 2020
San Mateo Marriott San Francisco Airport
1770 Amphlett Blvd., San Mateo, CA 94402

The Equity Institute (EI) develops transformative experiences for organizations committed to becoming more culturally literate and equity advancing. The EI hosts Equity Academies, a bi-annual Equity Summit, and the President’s Cabinet Round tables.

In the Academy, Counseling in the Era of Equity: Critical Competencies for Student Success, participants will:

- Engage counselors in a process that shifts their approach from “fixing” students to empowering students.
- Expose counselors to innovative and practical pedagogical approaches to counseling.
- Develop a transformative College Success course outline.
- Co-create a counseling structural and pedagogical framework applicable to Guided Pathways, Meta Majors, and special programs.

The program features:

- Keynote speakers, Dr. Angela Valenzuela and Dr. J. Luke Wood
- A facilitated panel of equity-driven community college practitioners
- Four two-hour topical sessions throughout the academy experience
- The sessions are facilitated and designed for teams to work collaboratively and engage in multimedia activities, exercises and discussions.

REGISTRATION

All members of your college are welcome to attend, but for this particular Academy, we strongly encourage Vice Presidents of Counseling, Academic Senate Leadership, Professional Development Coordinators, Counseling faculty members and Counseling support staff to attend.

Equity Academies are designed for teams of up to 10 people per organization to participate. If you would like more information or are interested in participating, visit equityinstitute.com or contact Katrina Pantig at pantigk@smccd.edu.
The Equity Institute (EI) develops transformative experiences for organizations committed to becoming more culturally literate and equity advancing. The EI hosts Equity Academies, a bi-annual Equity Summit, and the President’s Cabinet Round tables.

In the academy, "Delivering Student-Ready STEM Education: Critical Competencies for Student Success," participants will:

- Expose instructors to innovative and practical pedagogical approaches that can be applied to their Science, Technology, Engineering, and Mathematics classes.
- Develop transformative projects/lessons that engage students.
- Learn culturally responsive pedagogical frameworks applicable to classes, grant writing, and program development.

The program features:

- Keynote speakers, Dr. Roni Ellington and Dr. Sepehr Vakil
- A facilitated panel of equity-driven community college practitioners
- Four two-hour topical sessions throughout the academy experience

REGISTRATION

All members of your college are welcome to attend, but for this particular academy, we strongly encourage STEM Instructional Faculty, STEM/SMT Deans, Vice Presidents of Instruction, Academic Support Technology Deans, Academic Senate Leadership, Professional Development Coordinators, and STEM Division Support Staff.

Academies are designed for teams of up to 10 people per organization to participate. If you would like more information or are interested in participating, visit [www.equityinstitute.com](http://www.equityinstitute.com) or contact Katrina Pantig at pantig@smccd.edu.
EQUITY ACADEMY | SUMMER 2020

Cultivating Equity-Minded Student Services Professionals
Critical Competencies for Student Success

July 21 - 23, 2020
San Mateo Marriott San Francisco Airport
1770 Amphlett Blvd., San Mateo, CA 94402

The Equity Institute (EI) develops transformative experiences for organizations committed to becoming more culturally literate and equity advancing. The EI hosts Equity Academies, a bi-annual Equity Summit, and the President’s Cabinet Round tables.

In the academy, *Cultivating Equity-Minded Student Services Professionals: Critical Competencies for Student Success*, participants will:

- Expose student services professionals to innovative and practical approaches that can be applied to Financial Aid, Admissions and Records, Outreach, and Student Life teams.
- Learn equity minded and culturally responsive policies, programs and practices to enhance a student's educational experience for success.
- Acquire skills to develop equity informed strategies and planning for Guided Pathways and College Redesign.

The program features:

- Keynote speakers, Dr. Angélica Garcia and Dr. Edward Bush
- A facilitated panel of equity-driven community college practitioners
- Four two-hour topical sessions throughout the academy experience
- The sessions are facilitated and designed for teams to work collaboratively and engage in multimedia activities, exercises and discussions.

REGISTRATION

All members of your college are welcome to attend, but for this particular academy, we strongly encourage classified professionals and administrators from Financial Aid, Admissions and Records, Student Life Offices, and Vice Presidents of Student Services.

Academies are designed for teams of up to 10 people per organization to participate. If you would like more information or are interested in participating, visit [equityinstitute.com](http://equityinstitute.com) or contact Katrina Pantig at [pantigk@smccd.edu](mailto:pantigk@smccd.edu).