

# Equity-minded Teaching & Learning Institutes

Cuyamaca College





# Intentionality

A photograph of a hallway with a wooden door. Several students are gathered outside the door. A sign on the door reads 'The Library Opens At 9:00 AM' and another below it says 'Library Closed on Fridays'. To the right of the door is an 'Elevator' sign with an upward arrow and a wheelchair icon. A student is sitting on the floor in front of the door, looking up. Other students are standing, some looking at the door, others looking down. The scene suggests a wait for library access.

Efforts at our institution (recruitment, matriculation, acceleration, strong workforce, guided pathways, etc.) while necessary, thoughtful, and best intentioned, still remain mostly focused on structural-based changes that on their own will not address the racial disparities, systemic racism, or implicit bias in the student experience.

Therefore, while structural changes will increase access, decrease exit points and show gains in student success, they alone will not be enough to close our equity gaps.

We need intentionality in addressing racial disparities, systemic racism and implicit bias, as they will not magically disappear on their own and the student relationship with our faculty is central to this effort.





# Cultural Wealth

**Students of color arrive with a wealth of knowledge and PhD's in their lived experiences with racial disparities; an exchange of knowledge must take place between us and them to help educate each other.**



# Culturally Responsive

Culturally responsive teaching and student support can be defined as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students. It is culturally validating and affirming.



# Student Demographics

Race & Ethnicity	Student Population
White/Anglo*	4,411
Latinx	3,180
Two or More	746
African American/Black	532
Asian	315
Filipino	238
Native American	53
Pacific Islander	29





# Living Our Latinx Serving Institution Designation







# 2020 Under 20 Population

**51% Latinx**

**27% White**

**12% Asian/Pacific Islander**

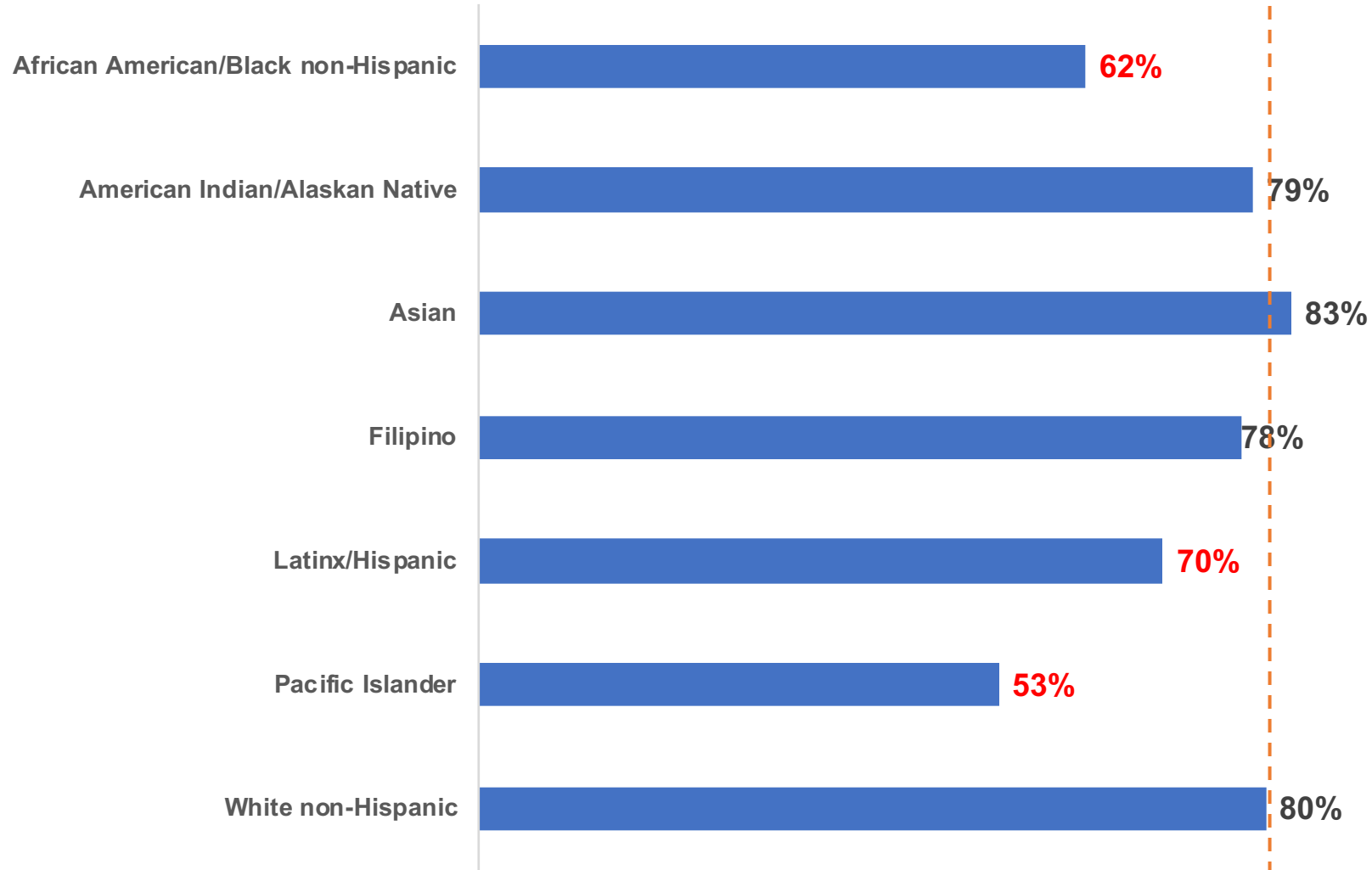
**5% African American**

**0.4% Native American**



# College-Wide Course Success

Cuyamaca Fall 2017 Course Success Rates





# Course Enrollments



C U Y A M A C A  
· C O L L E G E ·

Cuyamaca Fall 2017 Successful and Non-Successful Course Enrollments

African American/Black non-Hispanic 703 436 1,139

American Indian/Alaskan Native 94

Asian 527 638

Filipino 391 504

Latinx/Hispanic 4,993 2,181 7,174

Pacific Islander 70

White non-Hispanic 8,112 2,027 10,139

■ Success ■ Non Success

**Total Enrollments**



# Integrating Student Equity

Institutionalizing  
Equity

Intersection of Equity and  
Institutional Effectiveness

Decision-making  
Focus

**Shifting an  
antiquated  
Student Equity  
approach from  
programmatic  
to institution-  
wide**

Defining  
Equity

Why Race?  
Race  
Consciousness

Practitioner Level  
Focus



# Equity Pledge

Cuyamaca College honors that we are privileged to be part of a diverse academic community committed to fostering and advocating equity mindedness, inclusivity, civility, and social justice. While we recognize that every one of us has biases, prejudice is learned and can be unlearned, and we reject all forms of discrimination against any member of our community. We actively work to eliminate any achievement gaps among different student groups and to promote a campus culture of healthy diversity.

-Student Success and Equity Committee

**"EL CORAZÓN DE AZTLÁN"**



# Equity Framework

Directly informed by our Equity Pledge:

***Equity Mindedness:*** The perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes and who actively work to eliminate equity gaps in the classroom and programs. Central to equity mindedness is the concept of race consciousness, which embraces an awareness of one's own race and the race of others. In sharp contrast to "color-blindness," a race-conscious approach acknowledges the social and historical context of race in higher education and the impact of race on students' educational opportunities.

***Inclusivity:*** an intention or policy of including people who might otherwise be excluded or marginalized, such as those who are differently-abled or those from historically underrepresented groups.

***Civility:*** Respect and courtesy in behavior or speech and as a means to engage with, validate and learn from the various experiences, beliefs, perspectives and goals that our students bring with them.

***Social Justice:*** Based on the concepts of human rights, race and gender equality, this concept can be defined as "the way in which human rights are manifested in the everyday lives of people at every level of society." The active correction of institutions and institutional practices that were inherently designed to marginalize specific groups of people.

***Unlearning Prejudice:*** Human beings are all prejudiced in one way or another and have conscious and/or unconscious biases. In light of this, we are required to start from the root and go back to our psyches and beliefs to untangle the reasons why we act with bias in the first place. To do this, we need to identify what information we have acquired over the years that has formed our beliefs and made us unduly prejudiced and biased. The only way we can change our beliefs, behaviors, and actions is by dealing with the root of these biases.




# Implementation Model

**Driven by Equity Framework supporting Equity Pledge:**

- I. Professional Development for faculty and staff**
- II. Curriculum, Pedagogy, and Student Support**
- III. Student Engagement and Validation**
- IV. Research and Inquiry**
- V. Data-driven Evaluation and Culture of Improvement**







# Equity-minded Teaching Goals

1. Review your course-level retention and success rates
2. Understand your course-level data
3. Examine your equity gaps
4. Learn history of race, and racism and its impact on Higher Ed and classroom culture
5. Identify your equity data story
6. Recognize your strengths and successes
7. Identify areas for growth/improvement in your course(s)
8. Implement changes using CRTL to eliminate your equity gap
9. Measure CRTL efforts and modify based on outcomes



# Process

- ❖ Introduce Equity-minded and Course Level Data Basics
- ❖ Data Dive; identify data narrative and Introduce Culturally Responsive Teaching & Learning
- ❖ History of Whiteness and Racism; racial microaggressions & stereotype threat
- ❖ Implementing CRTL; practitioners present discipline-specific strategies
- ❖ Pilot CRTL efforts and student survey
- ❖ Review course data/student feedback and revise for improvement



# Commitment & Compensation

## Participation

- Attend semester meetings
- Participate and engage in discussions
- Engage in self-reflection on pedagogical practices and curricula
- Complete provided homework (mostly readings)
- Participate in surveys

## Compensation (Faculty Stipend \$55/hour)

- 1st Semester Concept Meetings: Attendance and active participation
- 2nd Semester Implementation Meetings: Data reflections, goal setting, tool creation, plan implementation, and results evaluation
- 3rd Semester Sharing/Reflection: Present tool creation and results to colleagues; reflect on results and revise





**Currently over 70 instructional faculty have participated in Equity-minded Teaching and Learning trainings.**

**Cohorts: English 2017-2020, Math 2018-2019, HSBS 2018-2020, Mixed discipline in 2019-2020**