

Equity-Minded Curriculum Resources

Shared at RCC Curriculum Committee 2025-26

Resources to Check Out:

- Book: *Snafu Edu: Teaching and Learning When Things Go Wrong in the College Classroom* by Jessamyn Neuhaus
- Book: *Unequal: The Math of When Things Do and Don't Add Up* by Eugenia Cheng
- Book: *Culturally Responsive Teaching and the Brain* by Zaretta Hammond
- OERI Collection: The OERI (Open Education Resource Initiative) through ASCCC keeps readings lists organized by course C-ID: <https://asccc-oeri.org/open-educational-resourcesby-c-id/>
- Podcast: *Tea for Teaching*

Resources to Share with Students

- Undocumented Students Services page at rcc.edu: <https://www.rcc.edu/student-support/student-support/undocumented-students.html>
- Basic Needs Resource Center at RCC: <https://www.rcc.edu/student-support/basic-needs-center.html>

Tools We Can Use:

- Locally created [COR Review and Equity in Curriculum Development Tool](#); updated in 2024-25 to put “equity” in title so users are aware of embedded resources and four guiding questions that have always been there.

Words of Wisdom:

- Always true, but discussed in spring 2026 during program review season: Be mindful that success rates are higher when students are given the benefit of the doubt and we show them grace. Notice the faces behind the numbers when you are looking at data, and really dig into and understand actual number of students that could make the difference to eliminate disproportionate impact.
- Note from Chair Douglass at final 2025-26 meeting: *Our resource shares have been less robust this year in terms of actual resources like conferences, books, articles, podcasts, and specific classroom and online practices; the number of meetings (especially in the fall) when we ran of time for this discussion because of the volume of proposal reviews and policy to discuss from state mandates like CCN to SAAM impacts genuinely impacted some of the more proactive and supportive conversations we've had over the years. She noted that the combinations of CCN being on pause, the SAAM course decisions having been made and the CORs launched, and the new Title 5 §55001 requirements that will ask us to put these good conversations at the forefront again will hopefully restore our conversations to the levels of prior years.*

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Shared at RCC Curriculum Committee 2024-25

Practices We Can Enact:

- Beginning of semester activity: Snowballs and Airplanes game.
 1. Give students two pieces of paper, one white, one brightly colored.
 2. Write a fear related to the subject or academia in general on the white paper; write an academic goal on the bright color paper – maybe why they are here.
 3. Crumple the white paper and throw them at faculty member: discuss how snow melts, we don't dwell on fear, when the snow melts we get a fresh start, etc. Throw the snowballs away.
 4. Make a paper airplane out of the bright paper with goal. (But don't throw it) Keep it where you will see it or can look at it (folder?); return to that airplane, that goal when you are struggling to remember why you are here.
- Remember to check for OER text options for your classes and select no-cost and low-cost options when possible.
- Remind students in week 6-10 of the campus resources that they might need now that you told them about in week 1 or 2 when they were overwhelmed with all the new things. Students are going through a lot and our role as liaisons to resources they need must be ever-present.
- Late in the semester but before the drop deadline, help students see and an achievable success plan or a positive do-over plan.
- The COR is the minimum required we are supposed to do. If you want to have conversations in your IOIs regarding if someone is teaching something, it must be based on what's in the COR. If there is a value across the discipline, it should be embedded within the COR with content to support that is discipline specific.

Resources to Check Out:

- ESCALA training is eye-opening and beneficial; faculty are encouraged to participate.
- Consider a progressive grading scale that shows understanding, allows for growth, and reflects a commitment to learning and not just grades. See Joe Feldman's book *Grading for Equity* (especially part 3 on equitable grading practices) which the RCC library has online and paper copies of.

Tools We Can Use:

- Locally created [COR Review and Equity in Curriculum Development Tool](#); remind curriculum proposal originators to consult when working on course outlines of record; includes discipline-based equity tool links.

Words of Wisdom:

- Sometimes we have really important wins that don't show up on the course success numbers at the end of the semester. Keeping a student in housing, alerting them to grief resources, protecting students and making sure students know they are in a safe place is important work. Remember the team work that goes into it, and others who will support a student.

EQUITY-MINDED CURRICULUM SHARED AT RCC CURRICULUM COMMITTEE 2023-24

PRACTICES WE CAN ENACT

- Encourage students to self-advocate. Reach out to them about the importance of coming to class and other practices that help them succeed and offer guidance on how to regroup when necessary.
- In your classes, try to find time for a catalog tour. Show the Gen Ed page and sample majors and degree patterns; show the list of courses that would be required (and explain double-counting). Connect with pathways counselors to have presentation in the classes.
- Once a course drop deadline has passed – be mindful that students are there until the end and have no options for leaving the class, so help support them as they try to get it done!
- Remind students of their value, why they are here, and that they know things! When students are worried more about a passing grade than the learning and understanding, we are failing them. They are more than their grades. Knowledge is the journey.
- Alert the library if you are using a new text so the library can get at least one copy online for students.

RESOURCES WE CAN SHARE/USE

- A February State Chancellor's Office webinar on the relationship between HBCUs and CCCs included mention of MOUs regarding our system ADTs and transfer to HBCUs:
 - ADT alignments can be found via the Transfer Search Tool - <https://icangotocollege.com/transfer-tool> This is a living tool with new alignments added regularly
 - For more information on the HBCU Transfer Pathways visit website - <https://www.californiacommunitycollegehbcutransfer.com/>
 - Join the CCC to HBCU listserv - tinyurl.com/HBCUTransfer
 - Our RCC Umoja counselor has information on scholarships
- Suicide prevention and education resources:
 - The SafeTalk program: <https://livingworks.net/training/livingworks-safetalk/>
 - Mental health trainings facilitated through Riverside County: <https://www.ruhealth.org/behavioral-health/pei-community-education>
- Joe Feldman's book *Grading for Equity* (especially part 3 on equitable grading practices) which the RCC library has online and paper copies of. (available in RCC library)

TOOLS WE CAN USE

- **Locally created [COR Review Tool](#); remind curriculum proposal originators to consult when working on course outlines of record; includes discipline-based equity tool links.**
- **ASCCC's [DEI in Curriculum: Model Principles and Practices, June 2022](#)**
- **See attached document from RCC's School of Education from their strategies and materials to educate teachers about DEI principles and how to teach through that lens.**
- **[IDEAA Strategies for Curriculum from February 24 Curriculum Regional Meeting](#) (which included a reminder of revised Title 5 language (§51201) that has DEI language so faculty are empowered to do this and codify it in CORs)**
 - **See slide 9 for links about IDEAA and ways to achieve in curriculum**
 - **See slide 18 forward for Universal Design strategies**

DIVERSITY, EQUITY, & INCLUSION

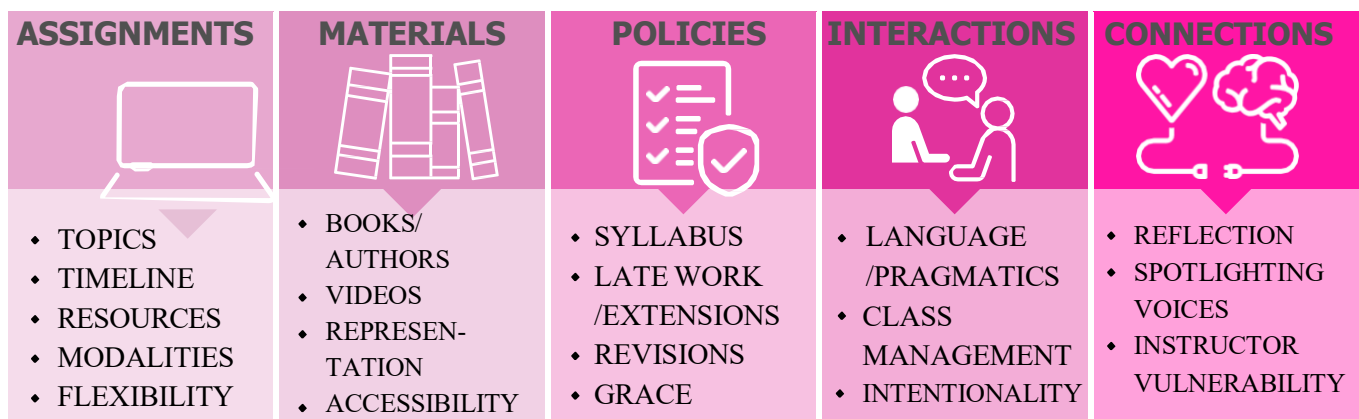
DEI Lenses / Filters



Early Ed DEI Strategies



College Instruction DEI Strategies



EQUITY-MINDED CURRICULUM STRATEGIES SHARED AT RCC CURRICULUM COMMITTEE 2022-2023

PRACTICES WE CAN ENACT

- **Reminder to students in busy and stressful times of the semester: Provide generous and compassionate explanations of what we are grading on, and encourage your students that they will achieve success, and it takes time to learn what you do not know, but also, really make sure they understand their grades and next steps.**
- **Midterm progress report to give context to what Canvas is telling students. Address stress factors of passing a class via this check-in. Explain the mechanics of grading and what it means with regard to Learning Outcomes as a strategy to combat fear of evaluation**

RESOURCES WE CAN SHARE

- **[Basic Needs Resource Center](#) as an ongoing excellent resource for students.**
- **Put Zero Cost Textbook options in course outlines if there is an option the discipline finds that meet course needs and standards. It should be an actual text not a collection of links.) This could be especially helpful to new and part-time faculty who may not feel comfortable making these selections if not on the COR.**
- **Information on the college website and elsewhere to help students understand the difference between online, hybrid, and on-campus course options. (<https://www.rcc.edu/academics/class-schedule.html> scroll down for class modality information)**

RESOURCES WE CAN READ/LISTEN TO

<i>Becoming a Student Ready College: A New Culture of Leadership for Student Success</i> ed. Tia Brown McNair et. al. 2022.
Composing Possibilities blog hosted by RCC English discipline in connection with annual Community of Practice events.
Tea for Teaching podcast episode 260 “Antiracist Pedagogy” from October 26, 2022: This discussion addresses some of the difficulties of moving from theory to practice. It discusses starting with a reflective practice to practical applications and systemic issues.
<i>From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education.</i> Tia Brown McNair et. al. 2020.
More to Talk About and Center Theater Group’s resources on race and inclusion in connection <i>Twilight; Los Angeles, 1992</i>.

TOOLS WE CAN USE

Locally created COR Review Tool ; remind curriculum proposal originators to consult when working on course outlines of record.
A variety of PPTs on equity-minded curriculum from Curriculum Institute 2022 .
ASCCC’s DEI in Curriculum: Model Principles and Practices , June 2022

LOCAL EXAMPLES WE CAN CONSULT

- **See the COM departments Fall 2022 course outline revisions that include a variety of equity-minded teaching principles.**
- **CHE 17, Introduction to the Development of Modern Science, example of student-driven research infographics on contributions of women in the Islamic Golden Age that students made to fill gaps in the textbook.**

EQUITY-MINDED CURRICULUM STRATEGIES SHARED AT RCC CURRICULUM COMMITTEE 2021-2022

Curriculum Resources:

- Our final approved [COR Review Tool](#)
- Find or create or contribute to OER texts to include on course outlines of record

Conferences and Workshops:

- Vision Resource Center's (<https://visionresourcecenter.cccco.edu/>) learning modules through the CCC office: from October 5, 2021 email from Acting Chancellor Daisy Gonzales: "The two new learning modules, described below, will also help us all recognize our individual biases and develop culturally affirming policies, practices and pedagogy. Please note, to access the modules you must first [log in to the Vision Resource Center](#) and then search for the title. Everyone who completes these learning modules will receive a certificate of completion."
 - "I Don't See Color, I Just See People: Becoming Culturally Competent" — this module examines the way in which the U.S. educational system perpetuates inequity and introduces various frameworks that can be leveraged to promote cultural competence and improve students' experiences on campus.
 - "Playing Behind the Screen: The Implicit Bias in Our Colleges" — this module introduces implicit bias and how it manifests on a college campus. The module offers strategies to address implicit bias at the institutional level to improve the educational outcomes for students and experiences for everyone on our campuses.
- @One course: Equity and Culturally Responsive Teaching in an Online Environment. Addresses how to do equity work when we are not face to face. Link: <https://onlinenetworkofeducators.org/course-cards/equity-culturally-responsive-teaching-in-the-online-learning-environment/>
- RCC English's Community of Practice annual workshop series and blog at <https://composingpossibilities.com/>

Texts:

- Chapter 5 "Democratizing the Classroom" from Stephen Brookfield's *Powerful Techniques for Teaching Adults* (2013) *Grading for Equity* – Joe Feldman – especially Chapter 7, "Practices That Are Mathematically Accurate" from Part III, "Equitable Grading Practices." (available at RCC library online or paper)
- *Shortwave*: a science podcast, and the production team has a commitment to equity in science. <https://www.npr.org/podcasts/510351/short-wave> *UNgrading: Why Rating Students Undermines Learning (and What to Do Instead)* edited by Susan Blum; includes essay by Jesse Stommel called "How to Un-Grade."

Teaching Ideas:

- Demystify the difficulties! A discussion of the importance of demystifying the difficulties in science courses for students led to further discussion that demystifying the difficulties of college in general is a call all faculty can answer in their effort to support students.
- Consider offering syllabus in English and Spanish if appropriate for discipline
- Use a 0–4 or no zero grading scale instead of traditional 100 point scale with zeroes. See blog post for more (<https://composingpossibilities.com/2022/01/10/zeroing-out-inequity/>) or check out the Feldman book *Grading for Equity* (available at RCC library)
- In programs, disciplines, classes with travel, conference, and workshop opportunities, look for equity-driven and focused opportunities for students to participate in. Participate, collaborate, and bring back to college and classroom. Rethink how students can meet the SLOs and consider alternative assignments (“UnEssay”), projects, collaborations to demonstrate the student learning outcomes (“Ungrading”).
- Students are more likely to remember something if they teach it to someone else. Projects where students design their own lessons and teach a family or community member are very successful and have been shared in anti-racist pedagogy workshops members have attended.
- Find the flexible options that fit best for the requirements of individual disciplines. Transparency with students is important, standards and transferability requirements etc. in foundational classes still have to be met, even as faculty are trying to expand to additional ways of showing proficiency.

EQUITY-MINDED CURRICULUM STRATEGIES SHARED AT RCC CURRICULUM COMMITTEE 2020-2021

Texts:

- Feldman, Joe. *Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms*.
- Fuentes, Augustín. *Race, Monogamy, and Other Lies They Told You: Busting Myths About Human Nature*.
- Love, Bettina. *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*.
- McNair, Tia Brown, Estela Mara Bensimon, and Lindsey Malcom-Piqueux. *Equity Talk to Equity Walk*.
- Smith, Linda Tuhiwai. *Decolonizing Methodologies: Research and Indigenous Peoples*.
- Steele, Claude. *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*.
- Wilkerson, Isabel. *Caste: The Origins of Discontent*.
- Sleeter, Christine E and Miguel Zavala. *Transformative Ethnic Studies in Schools: Curriculum, Pedagogy, and Research*.
- Podcast episode - *Community College Voice*; February 26, 2021 episode; "A Culture of Caring with Amarillo College's Dr. Russell Lowery-Hart"
- Youtube Channel: Jubilee

Conferences and Workshops:

- **CORA learning: books, webinars, and courses:** <https://coralearning.org>
- **USC Race and Equity Center - Equity Now series USC/CUE: The Center for Urban Education**
- **Six-part webinar series focused on equity-minded and anti-racist teaching and education issues; recordings and transcripts still available as of May 2021:** <https://cue.usc.edu/events/> Racial Equity Tools: <https://www.cue-tools.usc.edu>
- **Free publications and books available for purchase – check out the website.** <https://cue.usc.edu>

Curriculum Resources

- **Culturally Responsive and Inclusive Curriculum Resources from Portland State University:** <https://guides.library.pdx.edu/c.php?g=527355&p=3605346>
- **ASCCC Curriculum Institute 2020: Encouraged curriculum committees to think about equity-minded outcomes and curriculum across disciplines in light of discussions about race and inequity throughout the country; How can we support faculty who want to create anti-racist pedagogy? How do we decolonize our curriculum? We should be having these conversations at the discipline level. How do we support faculty in this process – tools, reading**

lists, etc. what should the role of the curriculum committee be in this process?
Should we revise the GE SLOs?

- **Curriculum Design and Delivery through an Equity Lens:**
<https://www.asccc.org/content/curriculum-design-and-delivery-through-equity-lens>

Discipline Based Projects and Ideas

- **Talk to students and alumni of your program about their experiences in your program. This could be outreach conversations, panel discussions, committee, or book club focused on equity and social justice initiatives**
- **Create OER recommendations list for discipline [2026 update: ASCCC OERI has done this for many equivalent courses: <https://asccc-oeri.org/open-educational-resources-by-discipline/>]**
- **Consider COR language that calls for “texts written by authors representing and reflective of students in the classroom, including those written Black, Indigenous, Latinx, and People of Color and the LGBTQ+ community”**
- **Look at methods of instruction and evaluation including how curriculum is delivered and consider offering a variety of ways to learn the material and/or multiple ways to evaluate the students’ understanding.**
- **Make space for student contribution and co-creation with course content.**
- **Consider assignments focused on anti-racist curriculum, followed by assessment of curricular changes (which could include student involvement)**