Riverside City College
Curriculum Committee Minutes
April 25, 2023 • 3-5 pm • Hall of Fame / Zoom for guests

Curriculum website: https://www.rcc.edu/about/strategic-planning/tllc/curriculum-committee/index.html

1) Call to Order at 3:04 pm

Voting Committee Members* Present	Absent Members
Juan Ahumada, *Communication Studies Dept. Rep. (21-23; 23-25)*	**Parissa Clark**, *Economics/Geography/Political Science*
Madeline Bettencourt, *Cosmetology Dept. Rep. (21-23; 23-25)*	**Bobbie Grey**, *Chemistry Dept. Rep. (21-23)*
Paul Conrad, *Business Admin/Info Sys Tech Dept. Rep. (22-24)*	**Shannon Hammock,** *Library/Learning Resources*
Ellen Drinkwater, *Articulation Officer*	**Robert Jew**, *Art Dept. Rep. (21-23)*
Mark Haines, *Dance and Theater Dept. Rep. (22-24)*	**DyanSue Kovacs**, *World Languages Dept. Rep. (22-24)*
Scott Hernández, *Applied Technology Dept. Rep. (22-24)*	
Ryan Joseph, *Life Sciences Dept. Rep. (22-24)*	
Tammy Kearn, *English & Media Studies Dept. Rep. (22-24)*	
Amber Lappin, *Early Childhood Education Dept. Rep. (21-23; 23-25)*	
Clara Lowden, *Kinesiology/Athletics Dept. Rep. (21-23)*	
Karyn Magno, *Counseling Dept. Rep. (21-23)*	
Valerie Merrill, *Mathematics Dept. Rep. (22-24)*	
Doris Namala, *History/Humanities/Philosophy/Ethnic Studies Dept. Rep. (22-24)*	
Aaron Sappenfield, *Physical Sciences Dept. Rep. (21-23)*	
Steven Schmidt, *Music Dept. Rep. (21-23); Technical Review Com Chair*	
Amy Vermillion, *Nursing Education Dept. Rep. (21-23; 23-25)*	
Kweku Williams, *Behavioral Science / Psychology Dept. Rep. (22-24)*	
Non-Voting Committee Members Present	
David Caloca, *ASRCC Student Representative*	
Kelly Douglass, *Faculty Chair**, Curriculum Committee (22-24); English*	
Casandra Greene, *RCC Curriculum Instructional Support Coordinator*	
Lynn Wright, *VP of Academic Affairs; Administrative Co-Chair of CC*	
Liaisons/Admin/Staff/Guests	
Jennifer Corr, *Business Admin/Info Sys Tech faculty member (via Zoom)*	
Jeanine Gardner, *Admissions and Records (via Zoom)*	
Mia Timme, *Instructional Department Specialist, English Media Studies and World Languages; IDS Liaison*	

2) Approval of the Agenda: First – Hernandez; Second – Lowden; Approved by Consensus

3) Approval of Minutes from March 14, 2023: First – Hernandez; Second – Lowden; Approved by consensus

4) [See Open Forum for debriefing discussion of police incident on campus, April 18, 2023; discussion took place at top of the meeting before action items and regular Open Forum items occurred later in meeting under regular agenda placement]

5) **Action Items: Curriculum proposals (see below)**

6) Reports

    a) Curriculum Chair – Kelly Douglass

        i) WKX 200 update; Douglass has started the first step in cleaning up the cross-listed work-

experience courses. If your discipline isn't using theirs, they've been sent an invitation to please delete. If they want to keep, they need to make it discipline specific.

    ii) Chair Douglass asked the committee for their informal view on a future revision of Senate bylaws for Curriculum Reps and Chair to serve three-year terms instead of two with the idea that for new representatives, they often feel secure in the work they are doing just as their term is up. For long term representatives who are re-elected, when they do decide to step down, they could use that least year or semester to have an elected shadow rep participate or observe.

        (1) MVC just made the change at their college.

        (2) We need to address changes in Strategic Plan – and Bylaws – so given that a revision of these documents is on the table, possible for the fall (?) it might be a good time.

        (3) Committee members generally positive about the idea.

        (4) Q: Can a rep step down early if they want/need to?
            A: Yes – people have stepped down in the past.

b) Articulation Officer – Ellen Drinkwater

    i) No Report, but Rep. Haines has a question about UCs possibly not allowing HS articulated course – this has since changed. Getting it on transcript with "HS" denotation.

    ii) No new news on AB928.

c) Instructional Programs Support Coordinator – Casandra Greene

    i) Course Compliance Reports went out

    ii) Discussion of Minor Mod vs. Major Mod

d) Tech Review Chair – Steven Schmidt - No Report

e) VPAA – Lynn Wright

    i) RCC schedule of classes now has a search feature.

    ii) DE and OER are in the process of looking at how to help students become more ready for using canvas.

f) ASRCC Representative – David Caloca

    i) Event today to encourage students to vote in ASRCC elections

    ii) Upcoming events:

        (1) 4-27 – Cosmo event

        (2) 5-9 – Taco Vendor and Cheerleaders

        (3) 5-25 – BBQ Chicken event with Food Services and Basic Needs Center / Finals Survival

g) Equity-Minded Curriculum

    i) Mark Haines: Went to see Twilight – about Rodney King incident. In addition to play, three talks about race and inclusion. Rep. Haines provided links:
https://twilight.moretotalkabout.com/?utm_source=wordfly&utm_medium=email&utm_campaign=dhTWIMTTASeries20230410&utm_content=version_A

        ii) Kelly Douglass: Last in-person Community of Practice for this year; The "April" event will be Thursday, May 4. We are having a Gallery of Student work where they responded to an alternative assignment option. Directions and discussion of alternative assignments are at the Composing Possibilities blog: https://composingpossibilities.com/blog/. Presenters are Drs. Jan Andres, Kelly Douglass, and Kathleen Sell. We will be in Quad 111 and the gallery will be available to view from 12-2 with Q&A and discussion from 12:45-1:45, in particular for thinking about ways to make this work across disciplines.

    iii) Kweku Williams: Midterm progress report – explains what Canvas is telling them. To address stress factors of passing a class he uses progress reports check-ins. Explains the mechanics of grading and what it means in regards to Learning Outcomes. Ethnographic approach to letter grades. It can be a strategy to combat fear of evaluation.

7) Curriculum Policy & Procedure

    a) Review for discussion: https://www.asccc.org/sites/default/files/CCC_DEI-in-Curriculum_Model_Principles_and_Practices_June_2022.pdf

        i) We have a document that does some of this in our COR Review Tool, but this has additional resources for classroom practices.

        ii) How do we achieve the student learning outcomes.

        iii) Page 3 (Traditional education practice . . .) second bullet (high cost . . .) We have an important discussion going on through Senate and OER about low and zero cost textbooks. For COR it can't be just a collection links. It has to be a stable url text book.

        (1) Discussion ensued with a variety of points and examples.

        (2) In your dept/discipline: has there been a discussion about selecting resources where the writers are compensated for their work?

        (3) In Anthro – use two books from American Anthropology who compensate their writers and anthropologists. Also has audio books. Challenge with Archeology.

        (4) When we use OER from services, we assume authors are being compensated, which is why just having links on the COR will not work.

        (5) Dance has to pay a fee every year to cover the cost of using music in their classes and shows.

        (6) Are the OERs representational of diverse voices?

        (7) How do you balance diverse authors and content with cost?

        (8) Some of the language here is focused on terminology that can be vague.

        (9) So if we are really thinking about these principles in practice in curriculum, the course description should be a key focus. This is the part of the COR students see. That is a place to highlight any points of student interest and inclusivity, along with necessary elements for articulation.

        (10)   Diverse methods of instruction – could be on COR.

        (11)   Assumption that only certain disciplines can address issues of DEI. When we are looking at curriculum we are not looking at Ethnic Studies (this is a discipline) – we are looking for equity and how we reach our students with our CORs.

    b) Updates on Representative Elections

        i) Clara, Karyn , Aaron and Steven still to determine for their departments.

        ii) Brock Russell will be new rep for Physical Sciences, Aaron Sappenfield's current position.

8) Public Comment - None.

9) Open Forum

        i) Carry over from above discussion on DEI document

        ii) Nursing is moving – B-A-JEDI (belonging, accessibility, justice, equity, diversity, inclusion) DEI is not inclusive enough. Is this just in nursing or are others using this?

        iii) In education we need to be careful about being too insular; we want our work to be usable/make sense

        iv) DEI is the informed lived experience of our students; our practices should be accessible; practice not just language. Whatever language helps people do the work!

    b) Debrief and sharing of concerns regarding Tuesday – 4.18.23: Shelter in Place/Lock Down [This discussion was had at beginning of meeting after approval of agenda.]

    i) Took way too long to state it was not an active shooter.

    ii) We need more training.

    iii) Be mindful that we don't know everyone's story and how they will be impacted by an event. [Multiple private accounts shared of faculty and students with their own past high-profile lockdown/active shooter events or scares and how it affected them.]

    iv) Active shooter/emergency/lockdown/shelter-in-place trainings need to be done in multiple spaces. There was a police led training in Quad, but in other buildings it is different. Each building should have their own training.

    v) Spaces should have emergency resources (food, water, laptop to connect with information, cell phone chargers, site specific needs) that are not touched in the event of emergency.

    vi) There are pockets where we are not able to access Wi-Fi.

    vii) Encourage people to know their area

    viii)   Discussion about emergency ratings – to help establish how serious an event is.

    ix) RCCD Test Alert on messages.

10) Next Meeting: May 9, 2023

11) Adjourned – 4:29 PM

Riverside City College MISSION: Riverside City College serves a diverse community of learners by offering certificates, degrees, and transfer programs that help students achieve their educational and career goals. The college strives to improve the social and economic mobility of its students and communities by being ready to meet students where they are, valuing and supporting each student in the successful attainment of their goals and promoting an inclusive, equity-focused environment.

VISION: Riverside City College strives to provide excellent educational opportunities that are responsive to the diverse needs of its students and communities, and empowers both to be active participants in shaping the future.

Consistent with Executive Order N-29-20 and Government Code sections 54953.2, 54954.1, 54954.2, and 54957.5, the Riverside City College Curriculum Committee will provide to individuals with disabilities reasonable modification or accommodation including an alternate, accessible version of all meeting materials. To request an accommodation, please contact Office of Diversity, Equity, & Compliance at 951-222-8039 or by email to Georgina Villaseñor-Lee: georgina.villasenor-lee@rccd.edu or Lorraine Jones: lorraine.jones@rccd.edu.

Action Items: [Apologies for the different and slightly off formatting of approval items. I made a time-consuming pdf to word error that I'm stuck with until final minutes.]

1. Course Major Modifications: pg. 2
   - **Motion to Approve Course Major Mods – First - Hernandez, Second – Haines; Approved**
     - CHE 3 – discussion about correct language or no language for pre-req and implication for entrance skills; Douglass will check Rep. Grey and fix appropriately.
     - Course material fee – we need to put the specific amount and we will add a note that it is subject to change.
2. Distance Education: pg. 3
3. State/Locally Approved Certificate/Degree Modifications: pg. 3
   - **Motion to Approve DE proposals and Certs/Degrees – First - Lowden, Second – Joseph; Approved**

Information Items: Course Minor Modifications for RCC : pg. 3

Information Items: All Information and Action Items for MVC and NC: pg. 3-4

1. Course Major Modifications
2. Course Inclusions
3. New Courses

Attachments:

- March 14, 2023 Minutes
- DEI In Curriculum: Model Principles and Practices, June 2022 (attached at end of this file)

Action Items:

Course	Long_Title	*Rationale*	Campus
Course Major Modifications			
CHE-3	Fundamentals of Chemistry	*Change pre-requisite language from "Prerequisite: Math-52" to "Prerequisite: Elementary Algebra, Integrated Math 2, or qualifying placement."*	MNR
KIN-30	First Aid and CPR	*Change the course description. The fee for the certificates was increased. Removing the specific cost of the certificates.*	MNR
KIN-6	Introduction to PE for Preschool and Elementary Children	*Add Learning Objectives, update Course Content, update Course Materials, and update Sample Assignments.*	R
KIN-A03	Adaptive Physical Fitness	*Update sample assignments and update course materials.*	R
PHI-11	Critical Thinking and Analytic Writing	*This major modification to Philosophy 11 incorporates a significant focus on analytic writing into the COR, sufficient to meet the IGETC standard for Area 1B: Critical Thinking and Composition. The course will appeal to a broad range of students looking to fulfill this important requirement, as philosophy instructors are well-equipped to further students' facility with the logical treatment and presentation of argumentative writing.*	MNR

Distance Education Proposals

ENG-44DE	Poetry from the Twentieth Century to the Present	NR

Program Modifications - ADT

JOU-ADT	Journalism	*The updated ADT in Journalism includes a new course JOU 150 and aligns with the updated TMC provided from the Chancellor's Office so that we are in compliance with updated TMC.*	R
KIN-ADT	Kinesiology	*RCC does not offer KIN-A40 or KIN-A41 and is removing them from the ADT.*	R

RCC Minor Modifications

CIS-20	Systems Analysis and Design	*CTE two year update.*	MR
KIN-A04	Adaptive Water Exercise	*Update course materials.*	R
KIN-V04	Basketball, Varsity, Men	*Update course materials.*	R

MVC/NC Curriculum Proposals
Course Major Modification

FIT-15	Firefighter Refresher - Core Competencies	*Provides firefighters with college credit for skills required by fire service organizations.*	M

Course Inclusions

ADJ-801	Community Emergency Response Team (CERT)	*This course is essential to increase the preparedness of the Moreno Valley College Campus Community, including professional staff, faculty and students. This training equips individuals with the knowledge and skills that will educated them in disaster preparedness at home, in the community, or the workplace, and be more resilient when an incident occurs.*	M
ETS-1	Introduction to Ethnic Studies	*MVC recently hired a full-time faculty member in Ethnic Studies and we are looking to expand the Ethnic Studies course offerings. With the new Ethnic Studies requirement, more course offerings are necessary to provide opportunities for students.*	M
ETS-13	Survey of Black Thought	*MVC recently hired a full-time faculty member in Ethnic Studies and we are looking to expand the Ethnic Studies course offerings. With the new Ethnic Studies requirement, more course offerings are necessary to provide opportunities for students.*	M

ETS-3	Introduction to African American Studies	*MVC recently hired a full-time faculty member in Ethnic Studies and we are looking to expand the Ethnic Studies course offerings. With the new Ethnic Studies requirement, more course offerings are necessary to provide opportunities for students.*	M
ETS-7	Women of Color in the United States	*MVC recently hired a full-time faculty member in Ethnic Studies and we are looking to expand the Ethnic Studies course offerings. With the new Ethnic Studies requirement, more course offerings are necessary to provide opportunities for students.*	M
ETS-8	Introduction to Black Feminism	*MVC recently hired a full-time faculty member in Ethnic Studies and we are looking to expand the Ethnic Studies course offerings. With the new Ethnic Studies requirement, more course offerings are necessary to provide opportunities for students.*	M

New Courses

FIT-S31A	Fire Fighter 1A Structure	*This course is being utilized to facilitate training required by local Fire Departments in support of Inter-Service Agreements between them and Moreno Valley College and aligns with the requirements set by California State Fire Training.*	M
FIT-S31B	Hazardous Materials & Weapons of Mass Destruction	*This course is being utilized to facilitate training required by local Fire Departments in support of Inter-Service Agreements between them and Moreno Valley College and aligns with the requirements set by California State Fire Training.*	M

n Curriculum:
l Principles and Practices

Image: Peralta
Community College

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A11Y 6/6/22

DEI in Curriculum:
Model Principles and Practices

Background and Groundwork

The California Community College Curriculum Committee (5C) in 2020 created a set of recommended priorities that focuses on championing equity-minded curriculum and practices for credit and noncredit instruction. The committee created a workgroup in fall of 2021, charged with developing guidance for the field and recommendations on how to support the implementation of culturally relevant and responsive curriculum at local levels. This workgroup, called

DEI (diversity, equity, and inclusion) in Curriculum, created the chart below with promising practices for both discipline/teaching faculty and for curriculum committees and local academic senates.

The traditional educational practices listed below, and juxtaposed with the equity principles and culturally responsive practices provided, include traditional western/Eurocentric ideologies and practices upon which North American educational systems and institutions were built. This DEI framework recognizes and acknowledges the historic omission and hindrance of students of color from education by law throughout U.S. history. Even after many forms of overt racial discrimination were outlawed, the legacy of that history is still present in seemingly race-neutral, "universal" values and practices. This framework acknowledges and challenges the structures, policies, and practices inherent in systems of higher education that maintain inequality and hinder the education and progress of marginalized students. A focus on equity principles and culturally responsive policy and practices directly counters institutionalized racism, inviting CCC educators to actively engage in dismantling that harmful legacy. This framework was created to help you actualize that

Who Is the Audience for These Recommendations?

Discipline/instructional faculty, curriculum committees, and local academic senates have the shared responsibility to ensure that curriculum review committee members and discipline experts work together to provide DEI frameworks and principles in curriculum review and approval processes for credit and noncredit. Administrators and classified professionals who support the curriculum process at local levels also contribute to supporting equity-minded practices.

How Do I Use This Chart?

work.

The chart below provides promising practices that can be used by faculty, deans, curriculum chairs and committees, Chief Instructional Officers (CIO)/Vice Presidents of Instruction, and local academic senates to begin conversations on how to redesign practices
from working within a traditional Eurocentric model to working within an equity-minded framework. Although there may be challenging conversations in beginning transformative work, addressing the fear and leaning into the dissonance has the opportunity to become a cacophony of discord that can create rhapsody and beautiful new sounds and thoughts. In other words, the emotion and push back may be uncomfortable, but it may also yield new ideas and ways to support our diverse student population in more innovative and representative ways, which is the charge of the California Community Colleges.

The first column provides some of the traditional ways of thinking of the curriculum elements and is juxtaposed by the second column that shows equity-minded principles.

The third column provides promising practices that faculty can begin implementing at the classroom level. The fourth column shows ways in which local curriculum committees and academic senates may support equity work in reviewing credit and noncredit curriculum, course outlines of record, and curriculum documents and processes in the classroom and beyond in culturally responsive ways.

The chart is not exhaustive and is not intended to be a mandate, but rather a model and tool of transformative principles to frame curriculum development and classroom practices at local levels. The document concludes with a brief glossary of terms and a list of culturally responsive theorists and scholars referenced in the development of this tool

Traditional Educational Practice Supporting research may be found at the end of this document.	Equity Principle Supporting research may be found at the end of this document.	Culturally Responsive Classroom Practices All faculty have the opportunity to engage in conversations about equity minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	Culturally Responsive Practices for Curriculum Committees and Local Senates Curriculum committees and senates have the opportunity to engage in equity minded review processes of curriculum that may include but are not limited to the following:
• One dominant culture represented in textbooks and course materials. • High cost of course textbooks and materials.	• Represent multiple cultures in textbooks and course materials. • Use low-cost and zero-cost textbooks/materials. • Use open educational resources.	• Select textbooks and course materials that include multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, socioeconomic status, religion, age, and abilities perspectives. • Explore and select open educational resources and low-cost textbooks and materials for a reduction of costs when feasible. • Ensure textbooks and materials are accessible. • Enhance textbook selections with additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed. • For additional resources for effective inclusion, diversity, equity, antiracism textbook and resource audits—see ASCCC OERI Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Framework.	• Review textbook and course material selections for inclusion of multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, socioeconomic status, religion, age, and abilities perspectives; and provide feedback and guidance. • Encourage and incentivize reduction of textbook and material costs (via reviews of units, textbook costs, and other materials). • Ensure textbooks and materials are accessible. • Model, encourage and incentivize inclusion of additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed.
• Student-facing documents and descriptions focused on deficit-minded language.	• Use asset-minded and decolonized language.	• Shift language from impersonal verbiage and descriptions to warm, culturally responsive content. • Reword language from a colonized mindset to an equity mindset (e.g., colonized vs colonial; enslaved instead of slaves). • Collaborate with student services faculty and classified professionals to prioritize student needs in a more hands-on, holistic approach that addresses the whole student.	• Examine equity-minded language continuity in documents that are front-facing to ensure culturally responsive practices such as in course descriptions, catalogues, course outlines of record, websites, and policies. • Review documents for language and descriptions that may be impersonal and shift descriptions to be warm and culturally responsive. • Recommend and model rewording language from a colonized mindset to equity mindset.

Traditional Educational Practice	Equity Principle	Culturally Responsive Classroom Practices	Culturally Responsive Practices for Curriculum Committees and Local Senates
Supporting research may be found at the end of this document.	Supporting research may be found at the end of this document.	All faculty have the opportunity to engage in conversations about equity minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	Curriculum committees and senates have the opportunity to engage in equity minded review processes of curriculum that may include but are not limited to the following:
• Institutional culture of deference to discipline faculty as the only experts on curriculum.	• Interrogate systemic and institutional barriers. • Dismantle institutional deference to hierarchies that perpetuate barriers. • Move as a faculty collective toward antiracist critical consciousness.	• Complete training and professional development on cultural curriculum audits. • Embrace DEI discussions, value cross-functional input, and solicit interdisciplinary feedback. • Take care not to "weaponize" academic freedom and academic integrity as tools to impede equity in an academic discipline or inflict curricular trauma on our students, especially historically marginalized students.	• Assert the voice of and embrace the power and authority granted in educational code and title 5 to make curriculum decisions, as is the responsibility of curriculum committees. • Intentionally include culturally responsive experts on curriculum committees and for review of course outlines of record (CORs). • Agendize and normalize DEI discussions and intentionally alter practices that perpetuate barriers. • Create a curriculum committee handbook that requires a diversity, equity, inclusion, and antiracist lens for the COR. • Make time for critical conversations, empowering faculty to hold each other accountable for embedding cultural humility in faculty self-reflection and cultural competency into lessons and activities. • For more information on embedding DEI into the COR—see Rostrum article "Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record".

Traditional Educational Practice	Equity Principle	Culturally Responsive Classroom Practices	Culturally Responsive Practices for Curriculum Committees and Local Senates
Supporting research may be found at the end of this document.	Supporting research may be found at the end of this document.	All faculty have the opportunity to engage in conversations about equity minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	Curriculum committees and senates have the opportunity to engage in equity minded review processes of curriculum that may include but are not limited to the following:

• Course syllabus is approached from a compliance and/or teacher-centered perspective.	• Reframe practices and policies to serve as a co-learner and engage in a partnership.
	• Actively care for the whole human being in syllabi/classroom policies.
	• Democratize the student/teacher relationship and empower students' agency over their own learning.
		• Use warm handoffs and intentional basic needs office/resource contact names, websites, phone numbers.
		• Understand and be sensitive to students' lived experiences.
		• Use flexible due dates and make room for students' needs.
		• Coach and "water up" - meaning to create learning environments where students become active agents in their own learning (see Hammond's definition in the Glossary of Terms below).
		• Communicate in the syllabus:
		  • intention to create a classroom where students are cared for and valued as learners,
		  • desire for and ability of all students to succeed at a high level and outline how faculty work with students for their success,
		  • belief that all students are expected to succeed,
		  • actively promote awareness and critical examination dominant norms and broader social inequalities ,
		  • the value of students' racial/ethnic backgrounds as sources of learning and knowledge, and,
		  • actively promote awareness and critical examination of students' assumptions, beliefs, and privilege.
		(Source: Equity-Minded Inquiry Series Syllabus Review.)
		• For additional resources and models of effective culturally responsive practices—see Center for Urban Education's Equity-minded Inquiry Series Syllabus.
		• For resources on creating social belonging and supporting the whole student — see the College Transition Collaborative.
			• Advocate with collective bargaining units to include culturally responsive practices in performance evaluations and/or peer reviews.
			• Provide professional development to support culturally responsive practices.

		Culturally Responsive Classroom Practices All faculty have the opportunity to engage in conversations about equity minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	**Culturally Responsive Practices for Curriculum Committees and Local Senates** Curriculum committees and senates have the opportunity to engage in equity minded review processes of curriculum that may include but are not limited to the following:
• Classroom experiences, assignments, and assessments are built from an individualist perspective.	• Shift to a collectivism perspective to engage authentic lived experiences and relate to students' cultural norms.	• Build on diverse backgrounds to engage as a familia, tribe, or village through collaborative classroom activities. • Be a warm demander and co-learner with students. • Intentionally create collaborative engagement opportunities (e.g., group work, peer-to-peer work, pair shares, etc.)	• Encourage assignments, practices, and assessments that are formative in addition to summative. • Review for a variety of methods of evaluations, assignments, and assessments. • Encourage and provide professional development for the creation of authentic assessments.
• Assumption that only certain disciplines can address antiracism, diversity, and equity. • Not recognizing ethnic studies as a well-established discipline.	• Weave DEI and culturally responsive practice into every course. • Intentionally design ethnic studies courses with discipline experts.	• Use culturally responsive practices and a social justice lens in all disciplines. • Create ethnic studies courses that rely on ethnic studies discipline experts to maintain the integrity of the ethnic studies disciplines. • Honor and respect the ethnic studies disciplines by focusing on African American/Africana/Black Studies, American Indian/Native American Studies, Asian American Studies, and Chicano/a/Latino/Mexican American Studies.	• Ensure that all classes and curriculum engage in equity work and culturally responsive content and practices. • Maintain the fidelity of ethnic studies as a well-established discipline.
• Siloed programs and service	• Use Guided Pathways frameworks.	• Rethink mapping and milestones within a student-centered focus. • Utilize the resources available to do the work: Student Equity and Achievement (SEA), Flex, division/deans, & Guided Pathways funds; and Academic Senate for CA Community Colleges (ASCCC) local senate visits.	• Explicitly include DEI practices in program review, curriculum committee, senate, and shared governance meetings to discuss DEI in curriculum and program needs. • Involve students in the Guided Pathways decision-making process.

Glossary

Collectivism — an individual's sense of connection to and responsibility for members of their group/community (Hofstede, 1984; Triandis, 1995).

Critical race theory — a way of seeing, attending to, accounting for, tracing and analyzing the ways that race is produced; the ways that racial inequality is facilitated, and the ways that our history has created these inequalities that now can be almost effortlessly reproduced unless we attend to the existence of these inequalities (Crenshaw, 2021 as cited in Fortin).

Culturally responsive teaching — an educator's ability to 1) recognize students' cultural displays of learning and meaning making, 2) respond positively and constructively with teaching actions, 3) use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing, and 4) to create a safe space for learning (Hammond, 2015).

Equity-minded — a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race-conscious, (2) institutionally-focused, (3) evidence-based, (4) systemically-aware, and (5) action-oriented (California Community Colleges Chancellor's Office Diversity, Equity, and Inclusion Glossary of Terms).

Euro-centric — privileging European or Westernized values and ways of knowing as the norm or "default" while marginalizing alternative perspectives, histories, and knowledge.

Individualism — the valuing of the individual over the value of groups or society as a whole (Griffiths, 2015).

Student-centered — refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.

Warm demander — a teacher who communicates personal warmth toward students while at the same time demands they work toward high standards. The teacher provides concrete guidance and support for meeting the standards, particularly corrective feedback, opportunities for information processing, and culturally relevant meaning making (Hammond, 2015).

Warm handoffs — directly connecting students to campus resources and services; a transfer of care between two members of a care team; teachers providing direct contact names and information to connect students with service representatives such as in syllabi and course materials or directly introducing students to student service representatives with an intentional introduction.

Watering up — instructional practices with the science of learning that we can apprentice students to be active agents in their own learning, instead of watering them down with compliance-oriented deficit views. This process requires students to build and braid together multiple neural, relational, and experiential processes to produce their own unique learning acceleration process (Hammond, 2021).

References

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