

STUDENT SUCCESS & EQUITY: A THREE-TIERED APPROACH

First, Watch the "Equity Race" https://www.youtube.com/watch?v=vX_Vzl-r8NY

and

[Is Racism Over Yet?](#)

and

[CLASS](#)

SOLUTIONS:

- 1) ***CULTURAL COMPETENCE / HUMILITY***
- 2) ***COLLEGE REPRESENTS THE COMMUNITY – HIRING***
- 3) ***STUDENT VOICE***

#1, **-CULTURAL COMPETENCE / HUMILITY**

The CULTURAL LITERACY & PROFESSIONAL DEVELOPMENT CENTER

Student Success Resources, Professional Development and Curriculum

Proposal: The MJC Student Success & Equity Committee has as part of its mission to be fully engaged in advising, reviewing, developing, promoting and sponsoring professional development activities and events that are either centered on or are related to issues of student success. The Cultural Literacy and Professional Development Center would seek to foster greater student success by providing a platform for administration, faculty and staff to engage in curriculum development and cultural competency training.

CULTURAL LITERACY & PROFESSIONAL DEVELOPMENT CENTER

Goals of the Professional Development Center:

- Cultural competency / literacy training
- Curriculum development
- Pedagogical development
- Event preparation / educational event venue
- Workshop resources
- Field trip opportunities
- Conference / professional development opportunities

NOTE: all the above are to be Flex credited activities.

The Cultural Literacy & Professional Development Center (CLPDC) should be a dedicated site for casual drop-in or for specific event – ie. Flex workshops – aimed at broadening understandings of student success and equity. It should be a central clearing house for issues surrounding the inclusion of diversity in and across the curricula. The

CLPDC should host community events that center on diversity and should advertise directly to the community to solicit such events. The CLPDC should use college facilities to become a low-cost alternative to the Gallo center. However, the Center itself should require no more than 144 sq. ft. (12'x12') of secured space. That area could contain five (5) computers with full graphics and internet capabilities. One such computer should be configured as those in the "smart" classrooms so that faculty, administration or staff may "try-out" presentations privately before offering them generally. This will require a multi-media and overhead projector, such as those that are installed currently in our smart classrooms, to be in the CLPDC.

Encyclopedic software may be installed on the other computers which are dedicated to research and curricular development. This will constitute the foundation of an ever-growing digital library that will be indexed for ease of access. These computers will also contain links to other organizations / institutions that are concerned with education, student success and diversity. Organizational links of this kind will lead to opportunities for field experiences and conferences that can be attended by faculty, staff and administration *and even students*. At least one wall should be reserved to house books, artifacts and a DVD library of films and documentaries on diversity. A white board, large tables with (comfortable) chairs and a refreshment center should round off CLPDC room contents. Initial capital should be available under Student Success & Equity plan or perhaps Title V. After that, it could be a "turn-key" operation requiring no permanent staffing.

-Al Smith 2014

What is Cultural Humility?

Cultural humility is a lifelong process of self-reflection, self-critique and commitment to understanding and respecting different points of view, and engaging with others humbly, authentically and from a place of learning (Tervalon & Murray-Garcia, 1998). Tervalon and Murray-Garcia developed this concept while addressing disparities and institutional inequities in the field of public healthcare.

Cultural humility is a unique framework for moving us toward equity. It is a philosophy that addresses the role of power and privilege in a system, as well as the imbalanced power of voice and power to make decisions (i.e., the power over and the power to). Moreover, it is critical to ensure campus commitment and consistency. Understanding institutional, interpersonal and internalized oppression is also an essential and ongoing aspect to this approach to organizational transformation.

Cultural humility upholds each individual or community group as the experts and teachers on the content of their personal culture. Thus, creating time and space for sharing personal stories, worldviews, approaches to trust building, team building, and community dynamics should become part of the day-to-day strategy for inclusion and our campus community development.

Cultural humility asks that we meet each person where he or she is by suspending judgment and resisting the need to impose personal values, beliefs, "truths," and notions of right and wrong. By doing so, we reduce the harm of prejudice and oppression and open opportunities for equity. Meeting each person where he or she is, challenging and naming assumptions and biases, sharing the hidden rules of success, and redefining the cultural norms of an organization are part of deepening individual and campus cultural humility.

On Equity

"Equity is not about equal treatment of all students. Rather, it is about equal outcomes achieved by individualizing the instruction and support for each and every student. Equity is about all students succeeding, especially when

measured according to differences such as race, ethnicity, socioeconomic status, gender, language, family background—the list of diversities within our students goes on and on. This effort has been traditionally referenced as “closing the achievement gaps” between students from the dominant White middle-class norm and students from traditionally underserved or oppressed populations. Building equity in education shifts the focus of responsibility for academic achievement from the students to the professional administrators and teachers who are the educators in the school. Students have to do their part, but the adults in the building need to teach in a way so that all students can succeed” (Copyright Veronica Neal).

#2, -COLLEGE REPRESENTS THE COMMUNITY – HIRING

Take a moment and imagine what the hiring history of this District looks like to outside observers. Consider the abysmal outcomes of those student communities now designated “disproportionately impacted.” For each of those communities we find a lack of faculty representation. There are too few Black academics. There are far too few Latino educators. There are too few educators with disabilities. Far too few of us remember being a low income student. The list goes on. For every DI group, we see lack of faculty representing that group. Why is this important? Whether from the “top-down,” as in the business model of the Instruction Council, or the “as close to students as possible” model of the Student Success & Equity Committee – student contact is the only fairly indisputable way to increase productivity as a District, as well as greater retention for successful outcomes for every student. Representation will equal increased student contact. Increased student contact results in greater retention and in elevated student success and institutional health.

Black, Brown and all Disproportionately Impacted groups need to see themselves represented in successful outcomes. Our faculty is how we show this. But, also, White students need to see ethnic professional success as the unexceptional norm – instead of the exotic celebratory aberration that ethnic (i.e. “disproportionate” group) success has become.

Now, it does NOT take simply adding more Black Faculty to solve the complex issues of retention and success for that group. However, the lack of representation points clearly to one conclusion. This institution does not yet understand the importance of ethnic equity and community representation in faculty, staff and administration. If the institution cannot successfully meet the goals of faculty equity / representation – it cannot possibly reason out how to provide for successful outcomes for students in that same category. In short – if you cannot hire equitably, you cannot provide for student equity.

#3, -STUDENT VOICE

Student voice gives opportunities for our students to share in the school decisions that will shape their lives and the lives of their peers. It means students, faculty and staff collaborating together to improve student success outcomes. Student voice will improve student participation, active citizenship, retention and success. By listening to our students – especially our disproportionately impacted students – we will find that they will raise issues that faculty and administration might not see, or identify problems with school structure and culture.

“What is Student Voice?”

Rusul: *To me student voice is providing the space, culture and environment that supports and advocates for students’ thoughts, ideas, feelings, and opinion through different mediums. Student voice can be supported through many different platforms in the classroom and school to represent the students and give them autonomy and control over their own education.*

What impact does creating a school culture that promotes Student Voice have on student achievement and engagement?

Rusul: *Research often indicates that student achievement is directly linked to student engagement. This makes student engagement to be an essential conversation to have when it comes to student success in the classroom. Now the question that many teachers ask is how do we engage students in the classroom in order for them to succeed in learning?*

Student voice holds the key for many of those questions. A classroom and a college that supports students and their autonomy and voice often also works to engage students in learning. When students feel they have some sort of control over choice, format, activities, discussions, deadlines and other elements in the classroom their engagement increases, thereby increasing student achievement (Alrubial: 2014)."

CAUTION: The downside of poor integration of student voice can result in the following:

1. Students may not appreciate demanding teachers until years later, and may provide premature responses.
2. Students may not be “trained” in how to provide constructive feedback, whereupon responses can be personally and professionally hurtful.
3. Teachers may feel that popularity is most important, and consequently adjust teaching to “win” students.
4. Students may use their own grades to determine how they view their teachers, and perhaps not always take personal responsibility.
5. A culture of evaluation and judgment may become more prevalent than a culture of mutual respect, trust, and support.

Sources on Cultural Humility, Literacy & Competence:

Check out [Video Link Cultural Humility: People Principles and Practices](#)

Important Documents

[Are you practicing cultural humility?](#)

[Culture, Humility, & Leadership by Melanie Tervalon](#)

[Cultural Humility vs. Cultural Competence](#)

Sources on Representation & Success:

http://scholar.google.com/scholar?q=faculty+ethnicity+and+student+success&hl=en&as_sdt=0&as_vis=1&oi=scholar&sa=X&ei=PP2uVOOiOtjaoATXwIGoAw&ved=0CB0QgQMwAA

<http://muse.jhu.edu/journals/csd/summary/v045/45.5lundberg.html>

<http://citations.springer.com/item?doi=10.1023/A:1024911904627>

Sources on Student Voice:

Bill & Melinda Gates Foundation Measure of Effective Teaching: <http://www.metproject.org/>

<http://www.metproject.org/resources.php> (survey).

<http://forestoftheraineducation.weebly.com/rusul-alrubail-the-importance-of-student-voice.html>

-Al Smith 2015