



ACADEMIC SENATE
for California Community Colleges
LEADERSHIP • EMPOWERMENT • VOICE

DEI An Curriculum

Santa Rosa Jr. College

November 15, 2021

Areas of Focus

- Why DEIA in Curriculum
- Role of Senates and Curriculum Committees
- Equity and the COR
- Tools and Support



Role of the Academic Senate

Title 5 §53200 – Definitions “The 10+1”

c) “Academic and professional matters” means the following policy development and implementation matters:

- 1) curriculum, including establishing prerequisites and placing courses within disciplines;
- 2) degree and certificate requirements;
- 3) grading policies;
- 4) educational program development;
- 5) standards or policies regarding student preparation and success;
- 6) district and college governance structures, as related to faculty roles;
- 7) faculty roles and involvement in accreditation processes, including self-study and annual reports;
- 8) policies for faculty professional development activities;
- 9) processes for program review;
- 10) processes for institutional planning and budget development; and
- 11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.



Curriculum Committee and Processes

Interrogate Curriculum Processes

- Institutional culture of deference to discipline faculty as the only experts on curriculum
- Interrogating systemic and institutional barriers
- Dismantling institutional deference to hierarchies that perpetuate barriers
- Moving 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.



Transforming Curriculum Processes

Protect the cultural integrity of an academic discipline to support equity by setting up systems keep process from impeding equity and inflicts 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 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 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.



Establishing a Mission / Guiding Principles for Curriculum

- How does your curriculum committee evaluate COR revisions in alignment with the college's mission; advancement of diversity, equity, and inclusion; and culturally relevant educational programs?
- Does your Curriculum Committee have a vision/guiding principles for curriculum at your institution that CORs can be viewed through?



Equity and Curriculum Processes

- Curriculum review and revision should be at the heart of equity work since it is the foundation of the courses we teach
- Train and review curriculum through an equity minded framework
- Ask questions or dialog about textbooks, objectives, outcomes, content outlines, and sample assignments.
- Make disaggregated equity data part of your curricular review
- Support and provide professional development in culturally responsive teaching



What is Colonization?

What is Decolonization?

- **The term colonization according to Wikipedia:** Colonization is the process of establishing foreign control over target territories or people for the purpose of cultivation, often by creating colonies and possibly by settling them. **[Exploitation]**
(^[1] *Marc Ferro (1997). COLONIZATION: A GLOBAL HISTORY. Routledge. p. 1. doi:10.4324/9780203992586.*)
- **Decolonization involves identifying colonial systems, structures and relationships, and working to challenge those systems.** It is not “integration” or simply the token inclusion of the intellectual achievements of non-white cultures. Rather, it involves a paradigm shift from a culture of exclusion and denial to the making of space for other political philosophies and knowledge systems. It’s a culture shift to think more widely about why common knowledge is what it is, and in so doing adjusting cultural perceptions and power relations in real and significant ways.
 - (Keele University Manifesto on Decolonization)



Curriculum Trauma: Reimagining Curriculum

Ethnocentric vs. Cultural Relativism

New Emphasis on Trauma & Resilience & Decolonization

- “When curriculum violence is repeated throughout a student’s school experience, these individual instances can contribute to a larger traumatic experience of school and a deep, false discord between the accurate historical narratives of groups of people and how their histories are being taught and absorbed in school.” — Stephanie P. Jones, Ending Curriculum Trauma
 - **CHANGING MAJORS:** Beginning 1/2018, students in Concordia University-Portland’s College of Education can complete an MEd in Curriculum & Instruction with a concentration in Trauma and Resilience in Educational Settings, in just one year fully online. Trauma and Resilience is the newest concentration among 19 focus areas available to current and future teachers.
 - **SHIFTING PERSPECTIVES:** NY Times Magazine Article 2/2/21 - Calling for dramatic change in Classics Education . Dan-el Padilla Peralta, one of the best Roman historians of his generation, of Dominican background states in his reexamination of the role of classics, “**I had to actively engage in the decolonization of my mind.**”
 - **DEMOGRAPHIC & CULTURAL REALIGNMENTS:** LA Times Article 2/8/21 - Announcing UCLA Revamps European Studies with Transcultural angles & New Specialties: “The global and meteoric rise in Spanish and Asian languages, reflecting demographics and the global and cultural interests of 21st century students.” Fastest growing language: KOREAN (partly due to popularity of K-Pop).



What Would It Mean to Decolonize The University CURRICULUM?

1. Decolonizing the curriculum is to recognize that knowledge is inevitably marked by power relations.
 2. Our universities exist in a global economy of knowledge, with a definite hegemonic center, reflecting hierarchies of race, class and gender.
 3. Decolonizing is about rethinking, reframing and reconstructing the current curriculum in order to make it better, and more inclusive.
- Decolonizing the curriculum means creating spaces and resources for a dialogue among all members of the university on how to imagine and envision all cultures and knowledge systems in the curriculum, and with respect to what is being taught and how it frames the world.
 - Decolonizing requires sustained collaboration, discussion and experimentation among groups of teachers and students, who themselves have power to make things happen on the ground and think about what might be done differently. The change will take different forms in different universities and disciplines. **There is no one-size-fits-all solution.**



IDEAs Strategies

- **Intrapersonal Awareness:** Adopting a cultural humility approach that constantly examines how my ideas, assumptions and values influence my teaching approach and relationships
- **Interpersonal Awareness:** Connecting with students by understanding their perspective and amplifying their viewpoint to build authentic caring relationships
- **Curricular Transformation:** Selecting course content and teaching in a way that is relevant to all my students
- **Inclusive Pedagogy:** Organizing course work that is meaningful, transparent, and invites collaboration, while monitoring student progress so you can provide timely support.
- **Inclusive Environment:** Promoting a sense of belonging by cultivating a shared-power, growth-mindset climate



Process Evaluation Tool—Draft

Traditional Eurocentric Practice	Equity Principle	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 is 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 is not limited to the following (for more information--see Rostrum article "Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record"):
<ul style="list-style-type: none"> • One dominant culture represented in textbooks • High cost of course textbooks and materials 	<ul style="list-style-type: none"> • Multiple cultures represented in textbooks • Low cost and zero textbook costs used • Open Educational Resources used 	<ul style="list-style-type: none"> • Select textbooks that include multiple perspectives and diverse representation from varied race, ethnic, sex, gender, sexuality, religion, age, and abilities. • Explore and select open education 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. 	<ul style="list-style-type: none"> • Review textbook selections for inclusion of multiple perspectives and diverse representation from varied race, ethnic, sex, gender, sexuality, religion, age, and abilities. • Encourage reduction of textbook and material costs (via reviews of units, textbook costs, and other materials). • Ensure textbooks and materials are accessible. • Suggest textbook selections include additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed.
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



Equity and the COR

Rostrum Article: [Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record](#)

“The course outline of record (COR) and the curriculum review process are key places where campuses can advance equity work in important, systemic ways. As a “document with defined legal standing that plays a critical role in the curriculum of the California community colleges” (ASCCC, 2017), the COR sets expectations for a course and guides instructional practice. Embedding equity in the COR ensures that all students who enroll in a particular course will have the same access to course content and objectives that are culturally responsive and anti-racist. Explicit inclusion of equity, cultural responsiveness, and anti-racism is important for newer instructors, for articulation with four-year institutions also engaging in equity work, and for experienced instructors who may benefit from a fresh look at their course outlines. As a binding document, the COR translates directly into the classroom and affects students’ success and learning.”



What is the COR?

From the ASCCC 2017 Paper

The Course Outline of Record: A Curriculum Reference Guide Revisited

- **Mandated by Title 5 Regulations §55002**
- **“a document with defined legal standing”**
- **Describes the content of what is to be taught in a course**
- **Must be “regularly reviewed as part of a college’s program review process”**



Importance of the COR

- **Identifies the standards and content of the course.**
- **Delineates an agreed upon set of learning objectives which are central to the course:**
 - **determine the desired student learning outcomes of the course**
 - **establish a basis for evaluating and assessing student performance**
- **Primary document “used as the basis for articulation agreements” with four-year universities**



Required Sections of the COR

CREDIT
Unit Value
Expected Number of Contact Hours
Outside-of-Class Hours (if any)
Total Student Learning Hours for the course as a whole
Prerequisites, Corequisites, or Advisories (if any)
Catalog Description
Objectives
Content
Examples of Required Reading and Writing Assignments
Other Outside-of-Class Assignments
Instructional Methodology
Methods of Evaluation

NONCREDIT
Number of Contact Hours Normally Required
Catalog Description
Objectives
Content
Examples of Assignments and/or Activities
Instructional Methodology
Methods of Evaluation



Addressing Equity in the COR

Catalog Description Comparison

- Before (2012): HIST 117 is a survey course that looks in depth at United States history from the colonial period to Reconstruction. The English colonies, the Revolutionary War, the Constitution, the New Nation, Jeffersonian and Jacksonian democracy, slavery, Civil War, and Reconstruction will all be examined. This course meets the California State requirements in United States history
- After (2020): HIST 117 is a survey course that looks in depth at United States history from the Colonial Period to Reconstruction. In this course, students are invited to explore the English colonies, the Revolutionary War, the Constitution, the New Nation, Jeffersonian and Jacksonian democracy, slavery and the antebellum South, Civil War, and Reconstruction. We will examine these events from the perspectives of Native Americans, enslaved people, and women, and connect these events to current social and political issues.



Addressing Equity in the COR

Objectives and SLOs

- SLOs may already be preexisting, in the process of modification, or being created when the decision is made to incorporate equity elements into them.
- All outcomes can have elements of equity and diversity. This is not restricted to courses that have an Ethnic Studies designation or Social Justice perspective. All programs should strive to have program outcomes and course outcomes that foster inclusive environments.
- No matter where you are in the process, you can always make an outcome inclusive with a focus on equity



Addressing Equity in the COR

Steps to Equity Minded Outcomes

- Understand the purpose and importance of equitable and inclusive education when designing or adjusting your outcomes.
- Answer four simple questions:
 - Are you providing opportunities for learning in order to advance diverse education, equity, and social justice?
 - Are students being challenged by the topics, discussions, or assignments?
 - Are there opportunities of "difficult dialogs"?
 - Does the outcome connect to larger goals at the program and institutional level?
- Develop an inclusive assessment for your outcome that takes the questions into account
- Collect student feedback and change as needed



Addressing Equity in the COR

Content and Textbooks

- Is the language inclusive?
- Does the course outline allow for multiple viewpoints?
- Does the course outline reflect how it will equip and empower to apply or use skills to advance equity in their lives or careers?
- Does the course allow students the opportunity to take discover the knowledge and take ownership?
- Do the textbooks listed represent diverse authors and viewpoints?
- Do the texts allow for the exploration of struggles and achievements of diverse populations?



Addressing Equity in the COR

Assignments and Methods of Instruction

- **Assignments:** Example assignments act as a guide to new faculty for ideas and development. They should provide examples that align with equitable course content and opportunities for students to bring their own experiences to the course. These assignments should be both formative and summative.
- **Methods of Instruction and Evaluation:** The COR should include multiple methods of instruction and evaluation, including some authentic assessments capturing more contextualized understanding. Delivering course content for multiple learning styles and ensuring students have a variety of methods to demonstrate their learning can lead to more equitable outcomes and a more inclusive learning experience (Harris & Kirshner, 2021).



Discussion

Things to Consider

- **In regards to SLOs/Objectives, Content, Textbooks, Course Descriptions, and Unit Values, what are some best practices that you have pursued at your college?**



Decolonizing Your Syllabus

- Attempting to decolonize your syllabus is an ongoing complicated process. It means shifting your course outcomes, materials, assignments, and expectations to reflect a decolonized attitude, that entails resisting and unlearning the dangerous and harmful legacy of colonization, particularly the ideas that Black, Indigenous, and People of Color people are inferior to White Europeans.
- Ask yourself how as an instructor you may go beyond the institutional requirements of your facilities, your past pedagogical ideas, to move in the classroom towards redevelopment of your course to provide adequate support for minority students and those on the margins.



EQUITY-MINDED INQUIRY SERIES

Syllabus Review



CENTER for URBAN
EDUCATION

USC Rossier
School of Education

CUE's online syllabus review guide is intended to help instructors review often taken-for-granted syllabi content through a race-conscious lens and identify areas that can be leveraged to better support students from minoritized racial/ethnic groups

<http://cue-equitytools.usc.edu/>



Curriculum Development Resources

- A variety of resources can help us rethink our curriculum. Here are a few examples specific to curriculum development as well as culturally relevant training that can inspire culturally responsive curriculum.
 - [Culturally Responsive & Inclusive Curriculum Resources: Creating Culturally Responsive Curriculum](#)
 - [Culturally Responsive Teaching and UDL](#)
 - [Center for Urban Education](#)
 - [CORA Webinars](#)
 - [Collegas Transformative Webinars](#)
- What resources have you heard of?



Faculty Professional Development

- Pursue strategies to link culturally responsive training to curriculum redesign, such as a Cultural Curriculum Audit (CCA)
 - CCA is a data-informed evaluation and redesign of a course in order to make it one that is inclusive, equity-minded and culturally relevant.
 - It provides faculty members the opportunity to look at the data from their own courses, identify missed opportunities, and develop strategies based on culturally responsive training. CCA can include COR/SLO analysis, redesigned assessments and rubrics, and updated teaching plans with revised syllabus and coursework.
 - Guided Pathways data coaches can help identify areas where discipline faculty can be recruited to join the CCA to advance equity in their own classes.



Embarking on Decolonizing the Syllabus:

With humility we take on this enormous subject and offer some of our own understanding and experience. Here are some notes from a recent incredibly mind-opening SMC session offered by **SMC Equity Practitioners Dr. Chante DeLoach and Dr. Tyffany Dowd** at the SMC Teacher Conference in January:

KEY QUESTIONS TO START THE PROCESS:

- Who is included?
- What scholarship is offered through the curriculum for all levels of achievement?
- What voices are we teaching?
- How are we reaching across the racial diversity of our classrooms?
- What critical counter-narratives are we offering within our discipline?
- Courses themselves should foster community by being student centered and encouraging participation



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Decolonize your Syllabus takes PRACTICE:

- Be aware that a core aspect of decolonization is self-examination of your institution and self to challenge the idea that the syllabus and instructor are the ultimate authorities and holders of knowledge in the classroom and academia.
 - Integrating your own personal experience, and those of your students into the learning space can serve as a tool for reformatory education.
 - Promote fostering empathy and interconnectedness among students in the class, as well as towards communities outside of the classroom.
 - Include statements related to equity and justice (e.g., remind students that there are laws and protections in place guaranteed by The Constitution & UDHR).
 - Include policies within the syllabus that encourage students to engage in the course in ways that promote equity and democracy.



REFRAMING: Use Discussion To Impactfully Ask Meaningful Questions & Challenging Discussions

- Create a safe and respected space for shared ideas, where students can be part of building the discussion by including questions to shape the discussion.
- Consider it satisfactory that students will hear from each other. It is easier for the teacher to respond with the grading rubric and allow the dialogue itself to be between peers so it is real.
- Ask questions that are interesting and challenging enough that students are actually eager to answer them.
- Be authentic and generous in your responses to the way they engage with peers.
- Ask challenging, thought-provoking questions based on the material that do not have an easy yes or no answer.
- Don't worry as much about if they are right as if they are thinking.
- Compliment them on their generosity when they give more than what is needed in response to their peers.
- Listen to their ideas and refer to them in class lectures when possible.



A few “*Best Decolonizing Teaching Practices*”

- Have a flow to course plan. Introduce each week and end each week with review and clarity. Make the class feel safe.
- Ask questions. On Zoom and in class, ask questions and wait for answers. Use Google Docs and other tools for interconnected work.
- Use Chat to create connection during a lecture class.
- Use group work approaches that include students teaching each other. Break assignments down into groupings where students can circle around instructing others.
- Use student presentation approaches where students must lead the classroom.
- Use approaches in group work where students come up with methods for evaluation of the material.
- Use Open-Ended subjects with room for diversification of topics
- Bring Openness to different approaches to material
- Explain challenging assignments clearly in multiple ways
- Use Peer Review whenever possible
- [Have a “Liquid Syllabus” that is mobile-friendly](#) (Take an @One class to learn how to do this)



Recommended Resources

[Decolonizing Your Syllabus, an Anti-Racist Guide for Your College](#)

[RP Group Equity Survey 2020](#)

[Webinar- Strategies and Effective Practices for Conducting Labs and Activities Online](#)

[Active Learning in the Online Environment and Motivating your Students](#)

[Curricular Trauma and Decolonizing your Syllabus](#)

[Decolonization is not a metaphor](#)

[From Safe Space to Brave Space](#)

[Long Beach Equity Curriculum Tools](#)

