



# Ensure Students Are Learning:

Supplemental Exercises and Resources



## Introduction

The following sets of discussion questions and resources were curated to supplement materials produced through a joint effort between the Office of Community College Research and Leadership (OCCRL) at the University of Illinois at Urbana-Champaign and the Center for Community College Student Engagement (CCCSE) at The University of Texas at Austin. These primers discuss in varying depth the multifaceted ways students' raced realities on community college campuses shape their academic experiences—both inside and outside of the classroom. Additionally, the materials referenced henceforth explore equity-centered practices that college professionals—including faculty, department chairs, deans, and directors—can employ to ensure all students are learning.

Supplemental materials presented below are provided under the assumption that the reader has already engaged the referenced briefs; therefore, clarifying language including definitions and context are not provided. Accordingly, the following exploratory materials should be used to further the reader's understanding of issues pertinent to racial equity on community college campuses with the hope that educators will initiate discussions that prompt actions toward ultimately reifying equity-minded structural changes to how colleges serve their students.







## Issue Brief One

**Citation:** Zamani-Gallaher, E. M. (2020). *Asset-based, equity-minded approaches to teaching and learning* (Issue Brief 1). Office of Community College Research and Leadership & the Center for Community College Student Engagement.

### Reflection/Discussion Questions

- Whether all students are engaged and the degree to which your materials, lectures, assignments, and so forth elicit student voice.
- Whether the learning objectives and course content reflect culturally relevant learning.
- Actively rejecting colorblindness in your curriculum and instead opting for culturally responsive pedagogical approaches and equity-mindedness.
- Connecting to your students' experiences and designing activities and lessons with their cultural background in mind.
- Whether students' experiences with certain topical areas or parts of your curriculum lead to inequities or privilege some learners in the classroom or particular pathways/programs of study.
- How you will build upon the assets of the diverse learners in your course or department.

### Suggested Readings

McCamby, H. (2018, November). *Equity's unspoken dilemmas: Facing trade-offs for more intentional practice*, 5(1). Office of Community College Research and Leadership.

McNair, T. B., Bensimon, E. M., & Malcolm-Piqueux, L. (2020). *From equity talk to equity walk: Expanding practitioner knowledge for racial justice in higher education*. New York: John Wiley & Sons.

Medina, R. A. (2020). Designing, facilitating, and supporting for the critical engagement of self-reflection, critical dialogue, and justice-oriented teaching. *Teacher Education Quarterly*, 47(1), 117-122.

Robinson, P. A., Byrd, D., Louis, D. A., & Bonner, F. A. (2013). *Enhancing faculty diversity at community colleges: A practical solution for advancing the completion agenda*. *FOCUS on Colleges, Universities & Schools*, 7(1).

Stewart, D. L. (2013). *Racially minoritized students at U.S. four-year institutions*. *The Journal of Negro Education*, 82(2), 184-197.

### Additional Resources

[Employing Equity-Minded & Culturally-Affirming Teaching and Learning Practices in Virtual Learning Communities](#) - Center for Organizational Responsibility and Advancement (CORA)

[Exploring and Engaging Equity Video Vignette Series](#) - Office of Community College Research and Leadership (OCCRL)

[The Unequal Race for Good Jobs](#) - Center on Education and the Workforce (CEW)



## Issue Brief Two

**Citation:** Keist, J. A., & Dyer-Barr, R. (2020). *Centering equity-mindedness in syllabus construction* (Issue Brief 2). Office of Community College Research and Leadership & the Center for Community College Student Engagement.

### Reflection/Discussion Questions

- How do your social locations (i.e., race, gender, social class, ability, age, etc.) affect how you perceive your students and pattern your interactions with them?
- Who is present and who is absent from course materials?
- What knowledges are most valued within your course? What means do you provide for students to demonstrate learning? Do these means privilege some forms of knowledge? Do they penalize others?
- How are expectations negotiated within your classroom? Do your students have a say in crafting expectations and how they are measured/assessed?

### Suggested Readings

Aronson, B., & Laughter, J. (2016). [The theory and practice of culturally relevant education: A synthesis of research across content areas](#). *Review of Educational Research*, 86(1), 163-206.

Brookfield, S. D. (2002). Teaching through discussion as the exercise of disciplinary power. *To Improve the Academy*, 20(1), 260–273.

Howard, T. C., & Rodriguez-Scheel, A. (2017). Culturally relevant pedagogy 20 years later: Progress or pontificating? What have we learned, and where do we go? *Teachers College Record*, 119(1), 1-32.

Humiston, J. P., Marshall, S. M., Hacker, N. L., & Cantu, L. M. (2020). *Intentionally creating an inclusive and welcoming climate in the online learning classroom*. In *Handbook of Research on Creating Meaningful Experiences in Online Courses* (pp. 173-186). IGI Global.

Owens, D. (2018). [Culturally responsiveness in community college CTE programs](#). Office of Community College Research and Leadership.

### Additional Resources

OCCRE's podcasts on P-20 education pathways focus on research and leadership that promotes educational equity, justice, and excellence for all students.

- [Culturally Sustaining Pedagogy](#)
- [Responsive Mathematics Pedagogy](#)
- [Equity in Mathematics Education](#)

## Issue Brief Three

**Citation:** Andrews, K., & Welton, A. D. (2020). *The Importance of midlevel leaders in advancing equity* (Issue Brief 3). Office of Community College Research and Leadership & the Center for Community College Student Engagement.

### Reflection/Discussion Questions

\* Per case study in Issue Brief #3:

- As the department chair, what sessions would you include into your professional development proposal to infuse equity-mindedness into your departmental practices and courses?
- What level of support would you need from Dr. Johnson and Dr. Best to operationalize your professional development plan?
- How would you address these grievances with Dr. Winters?
- What strategies could you employ to make faculty members more aware of their implicit racial biases, and how could you ensure that this newfound level of awareness changes the long-term practices of faculty?

### Suggested Readings

Heidelberg, B. M. (2019). Evaluating equity: Assessing diversity efforts through a social justice lens. *Cultural Trends*, 28(5), 391-403.

Malcom-Piqueux, L., & Bensimon, E. M. (2017). Taking equity-minded action to close equity gaps. *Peer Review*, 19(2), 5.

Welton, A. D., Owens, D. R., & Zamani-Gallaher, E. M. (2018). Anti-racist change: A conceptual framework for educational institutions to take systemic action. *Teachers College Record*, 120(14).

### Additional Resources

- [Bias Cleanse](#): The Kirwan Institute for the Study of Race and Ethnicity partnered with MTV to create a seven-day exercise to raise individual awareness on race and gender bias.
- [EQUIP \(Equity QUantified In Participation\)](#): This is an equity-focused classroom observation tool by Drs. Daniel Reinholz and Nirali Shah. It is currently being used by K-12 school districts, higher education teaching/learning centers, and research teams. The main goal of EQUIP is to support practitioners in identifying biases and making classrooms more equitable.
- [Project Implicit](#): Take the Implicit Association Test (IAT).

## Issue Brief Four

**Citation:** Georges, Jr., C. T., & Rockey, M. (2020). *Equity-minded approaches for cultivating student engagement in the classroom* (Issue Brief 4). Office of Community College Research and Leadership & the Center for Community College Student Engagement.

### Reflection/Discussion Questions

- Would I describe my pedagogical practices and course materials as monocultural or multicultural?
- What are my own social identities and how do they differ from my students'?
- What kinds of opportunities exist for applied learning in my discipline?
- What kinds of opportunities exist for implementing high-impact teaching practices?
- What role do I have in disrupting racial homogeneity in my courses, program, and institution?
- In what ways do I seek to build relationships with students in my classroom?
- What role do I have in assessing course, program, and institutional learning outcomes?
- What professional development would I need to advance my knowledge toward becoming an equity-minded educator?

### Suggested Readings

Bensimon, E. M., Dowd, A. C., & Witham, K. (2016). Five principles for enacting equity by design. *Diversity & Democracy*, 19(1), 1-8.

McCambly, H. N., & Haley, K. J. (2016). Equity and the “b” word: Budgeting and professional capacity in student affairs. *Journal of Student Affairs Research and Practice*, 53(2), 205-217.

Morgan, D. L., & Davis III, C. H. F. (2019). *Student activism, politics, and campus climate in higher education*. Routledge.

Valente, A. M., Battle, A. L., & Clay, R. E. (2017). Building an equity-minded pathway for transfer students. *Peer Review*, 19(2), 23.

### Additional Resources

Bensimon, E. M. (2019). [Reclaiming the Racial Justice Meaning of Equity](#). Champaign: College of Education, University of Illinois at Urbana-Champaign.

Owens, D. R., Thrill, C. R., & Rockey, M. (2017). [Equity and student services](#). Champaign: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign.

Parnell, A. (2018). [Student Affairs Strategies for Supporting Diverse Community College Collegians](#). Democracy's College Podcast, Episode 20. Champaign: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign.



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