



Delivering on the Promise  
of Higher Education Through  
California Community Colleges Curriculum

**CURRICULUM INSTITUTE**

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ACADEMIC SENATE FOR  
CALIFORNIA COMMUNITY COLLEGES

# DEI in Curriculum: Model Principles and Practices

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# Presenters:



Nili Kirschner, Woodland Community College, ASCCC Curriculum Committee



LaTonya Parker Ed. D., ASCCC Secretary, ASCCC Curriculum Chair 2022-2023



Robert L. Stewart, Jr., ASCCC Treasurer, ASCCC Curriculum Chair 2023-2024



## Breakout Description

The California Community College Curriculum Committee (5C) in 2020 created a set of recommended priorities focusing on championing equity-minded curriculum and practices for credit and noncredit instruction. The session will provide a safe space for participants to reflect and hear real-life examples to take back to college campuses championing curricular diversity and culturally responsive content with an antiracism focus. Join us to learn how to support these promising practices and begin conversations with curriculum committees on how to redesign practices within an equity-minded framework in support of our students.





# Session Outcomes

- Review what the ASCCC is doing around culturally relevant curriculum
  - DEI Leadership Practices
  - DEI Curriculum Reflection
- Provide examples of how tools and frameworks can be applied at your college



# Curriculum Change needs Collaboration (Trustees and CEOs Supporting Faculty)

- Need **partnership** to support curriculum between faculty and administrators
- To make change—**collaborate** in creating policies, practices, and implementation
- It's about **championing!** Supporting the work and shift of mindset
- Need **trust**, relationships, and collaboration



# Encouraging and Supporting Faculty

- Tool is for guidance – not a mandate
- Will not solve all problems
- Share with academic senates and curriculum committees
- Dedicate time and resources to work through
- Faculty and others using the tool may modify areas
- Not a top-down approach
- Could lessons learned with DEI in Curriculum inform DEI at the institution?



# Our Model: DEI in Curriculum Model

## Principles and Practices Framework

The California Community College Curriculum Committee (5C) in 2020 created a set of recommended priorities that focuses on championing equity-minded curriculum and practices.

The committee created a workgroup in fall of 2021 to develop 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 a chart with promising practices for both discipline/teaching faculty and curriculum committees and local academic senates.



# Adopted by ASCCC in Spring 2022

## **S22 3.02 Adopt the *DEI in Curriculum Model Principles and Practices* Framework**

Resolved, That the Academic Senate for California Community Colleges adopts the *DEI In Curriculum Model Principles and Practices* and encourages local senates to use the model to review their curriculum practices; and

Resolved, That the Academic Senate for California Community Colleges works with system partners to support the implementation of the *DEI in Curriculum Model Principles and Practices* through collaborative professional learning.

**Joint memo to field from Chancellor's Office, ASCCC, CCCIO and SSCCC and professional development support for implementation**



# DEI Defined

**Diversity:** The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that *everyone and every group should be valued*. It is about *understanding these differences* and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.

**Equity:** The condition under which individuals are provided the resources they need to *have access to the same opportunities*, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely, equality indicates uniformity where everything is evenly distributed among people.

**Inclusion:** Authentically bringing *traditionally excluded individuals* and/or groups into processes, activities, and decision/policy making in a way that shares power.



# Culturally Responsive Teaching Defined

**Culturally responsive teaching** refers to 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).

“When academic knowledge and skills are situated within the lived experiences and frames of reference for students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly.”

--Geneva Gay, 2000



# Equity-minded Defined

**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. systematically aware
5. action oriented

(CCCCO Diversity, Equity, and Inclusion Glossary of Terms)



# Student-centered Defined



**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.





# Introducing: DEI in Curriculum Model Principles and Practices

The intention of the DEI in Curriculum Principles and Practices chart is to:

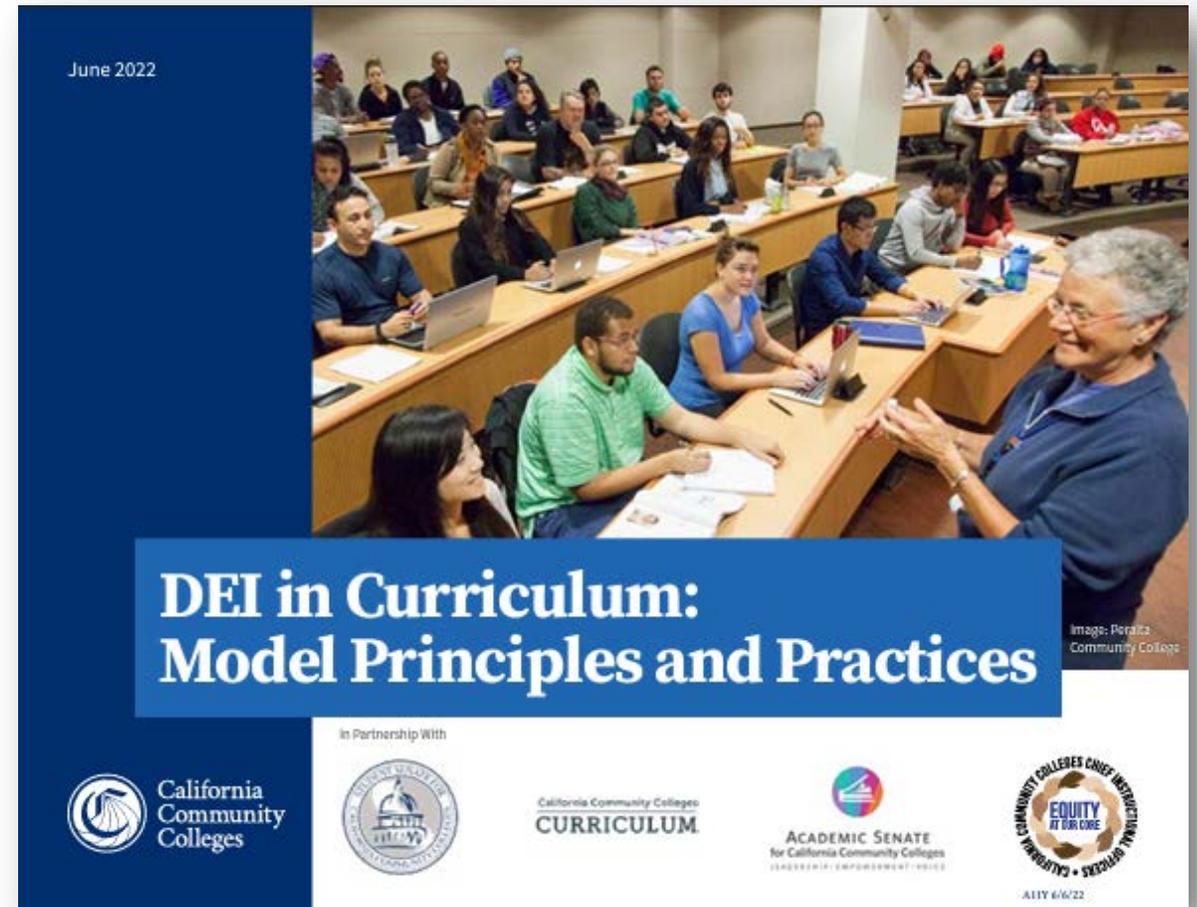
- focus on acknowledging the inequities of historically marginalized racial and ethnic groups (Black, Indigenous, Latinx/a/o, Asian Pacific Islander)
- provide a tool and support structure to have conversations at your campus on looking at current practices and supporting analysis and change

The tool is not exhaustive; designed to be a starting point for local inquiry and can be expanded as needed



# Areas identified in the tool

- Textbooks
  - Student-facing documents
  - Role of discipline faculty
  - Course syllabus
  - Classroom assignments/ assessments
  - DEI in all disciplines
  - Ethnic Studies as a discipline
  - Siloed programs and services
- Your college can add more!



# Utilizing the Chart

## Chart consists of 4 columns:

1. Traditional Educational Practice
  2. Equity Principle
  3. Culturally Responsive **Classroom** Practices
  4. Culturally Responsive Practices for **Curriculum Committees and Academic Senates**
- **Promising practices** that can be used by faculty, deans, curriculum chairs and committees, chief instructional officers, and local academic senates
  - **Begin conversations** on how to redesign practices from a traditional educational model to an equity-minded framework
  - **Research citations and definitions** included at the end of the document



# Columns 1-2: Shifting from Traditional to Equity-Focused

## Column 1: Traditional Educational Practice

- Acknowledges traditional practices that have shaped our system
- Example: Student-facing documents and descriptions focus on deficit-minded language.
- Supporting research citations and definitions included at end of chart

## Column 2: Equity Principle

- Presents alternative equity framework
- Example: Use asset-minded and decolonized language.

<b>Traditional Educational Practice</b> Supporting research may be found at the end of this document.	<b>Equity Principle</b> Supporting research may be found at the end of this document.
<ul style="list-style-type: none"><li>• One dominant culture represented in textbooks and course materials.</li><li>• High cost of course textbooks and materials.</li></ul>	<ul style="list-style-type: none"><li>• Represent multiple cultures in textbooks and course materials.</li><li>• Use low-cost and zero-cost textbooks/materials.</li><li>• Use open educational resources.</li></ul>
<ul style="list-style-type: none"><li>• Student-facing documents and descriptions focused on deficit-minded language.</li></ul>	<ul style="list-style-type: none"><li>• Use asset-minded and decolonized language.</li></ul>



# Engaging with Column 3: Classroom Practices

- All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise
- Provides promising practices that faculty can begin implementing at the classroom level
- Example: Shift language from impersonal verbiage and descriptions to warm, culturally responsive content

## 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:

- 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.
- 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).



# Examples of Classroom Practice

- Shifting **student-facing documents and descriptions** focused on deficit-minded language to asset-minded and decolonized language
  - e.g., minority students vs minoritized; unprepared vs underprepared
- Shifting language from impersonal verbiage and descriptions to warm, culturally responsive content
  - e.g., high minority population vs richly diverse community
- Rewording 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
  - e.g., basic needs, mental health, support services



# Syllabus Language

## BEFORE: DEFICIT LANGUAGE

**Every student is required to participate in class discussion.** The teacher will call on all students as a form of assessment (to check for understanding); therefore, every student should come to every class prepared.

**Each student is responsible for reading daily,** in order to prepare for possible **Pop Quizzes** on the assigned material. If a student misses a Pop Quiz, he or she may not make it up.

Homework is assigned daily. **IT IS THE STUDENT'S RESPONSIBILITY TO CHECK THE HOMEWORK SCHEDULE.**



## NOW: EQUITY FOCUSED

### My Commitment to You

You are entitled to an equitable learning environment that is free of unfair practices and a space that celebrates your voice, fosters your agency, and develops your capacity for self-advocacy. As your instructor, I am committed to equity and inclusion for you, our diverse students, acknowledging and rejecting institutional racism and discrimination. Your classroom should be a safe place to express, to reflect, to guide, and to be guided. I commit to protecting students of color, Dreamers, and students who are lesbian, gay, bisexual, transgender, queer, questioning, intersex, and asexual.

If life happens and you need assistance or support, please email me immediately; I am here to support!

(Example provided by Michelle Bean, Rio Hondo)

# Culturally Responsive Instruction/Assessments

## Before

Most sociology courses already include explicit multicultural and social justice content, objectives; many sociology OER materials already available

## However, content is only half the battle:

Do methods of instruction and evaluation implicitly reinforce the historically racist, sexist, exclusionary higher ed practices?

- Lecture-heavy instruction
- Assignments and grading are “objective”
- Students can share perspectives and opinions but doesn’t count towards grade

## Now

- **Shift to more student-centered focus**
  - in-class polls and feeling thermometers (anonymous)
  - online discussions with required replies, can be written or recorded (graded)
  - small group breakouts
- **Added – and rewarded – multiple opportunities for student self-reflection and course feedback**
  - Anonymous surveys
  - “Reflect and Connect” section on exams



# Engaging with Column 4: Curriculum Committees

- Curriculum committees and academic senates have the opportunity to engage in equity-minded review processes of curriculum.
- Suggests how local curriculum committees and academic senates can support equity work
- Example: Encourage and provide professional development for the creation of authentic assessments.

## 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:

- 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.
- 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.



# Curriculum Committee Case Study: WCC

Woodland Community College curriculum committee has been piloting incorporating IDEAA into curriculum review since Fall 2021 – no formal policy yet; waiting for title 5 revisions

- Started with professional development for committee and discipline faculty on incorporating IDEAA throughout the COR (See "Moving the Needle" link in Resources slide)
- Committee began to look for tangible evidence of IDEAA in course descriptions, content, objectives, outcomes, assignments, and materials
- Sent back course proposals to faculty originators with requests to include IDEAA in different elements of the COR, depending on course
  - AJ class already had explicit DEIA elements in content; asked faculty to consider adding objectives, outcomes, and student-centered description to highlight that focus
  - ECE courses had objective to "promote diversity in the classroom"– asked faculty to expand on this in content, assignments, and methods of evaluation
  - Health course revised to have more student-friendly description (jargon-free), added explicit content on intersectionality of race, ethnicity, gender, and age



# Results of WCC Pilot (so far)

Art History courses revised to diversify representation and decolonize language:

- Removing heavy focus on European art in Global Art History class; adding additional art forms from Africa, Oceania, Asia, Mesoamerica to balance representation
- Adding more diversity to Contemporary Art: Black, Chicana/o/x, and Feminist art movements,
- Decolonized language in course description:
  - BEFORE: Survey of Art history, painting, sculpture, and architecture; Art from the Paleolithic period through the Early Christian World, including pre-literate art and Pre-Columbian art.
  - AFTER: Survey of global art history, painting, sculpture, and architecture. This course will cover a geographically diverse range of art from around the world, starting with prehistoric art through the first millennium.

English department planning major revisions to degree:

- Adding World Lit sequence
- Deactivating "segregated" courses on Women's Lit and Ethnic Voices; revising all existing comp and lit courses to explicitly include diverse authors and perspectives





# Concluding Thoughts

"Too often, we focus on only doing something to culturally and linguistically diverse students without changing ourselves..."

Remember that even as educators, we... feel anxious, fearful, confused, and overwhelmed as we step outside our comfort zone. Embrace this stage and use it as a time for inquiry and reflection because this too shall pass."

– Zaretta L. Hammond, [Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students](#)



# ASCCC Resources

- Entire [webpage](#) of Resources on Inclusion, Diversity, Equity, Anti-racism, and Accessibility (IDEAA)
- [DEI in Curriculum Framework](#)
- Numerous positions on DEI
- Local Academic Senate/Curriculum Committee Visits
  - Will provide support and resources
  - Will listen
- ASCCC represents the voice of local academic senates
  - Not an oversight body
  - Not a regulatory body

