

Leveraging HSI funds for Equity-Based Curriculum Development and Structural Change

AHSIE 2022



1. At the conclusion of the workshop attendees will be able to:

1. Identify factors key to training faculty to develop equity-based curriculum development

2. Understand how to leverage grant funds for long-term structural change

3. Understand how and why culturally responsive curriculum is foundational to anti-racist equity-based change in higher education.



An aerial photograph of the Santa Barbara City College campus. The image shows a large green lawn in the foreground, a paved road with palm trees, and several white buildings with red-tiled roofs. The ocean is visible in the background, along with a coastline and distant hills.

SB CC

SANTA BARBARA
CITY COLLEGE

Affective Learning Institute



ALI
Conference

Faculty Inquiry Group

SOTL Faculty Fellowship



Four Categories of Affective Pedagogy

1. Neuroplasticity and Brain Science

+Culturally Responsive Pedagogy

2. Mindfulness

+self care

3. Cultural Wealth and Relevance

+Implicit Bias and Anti-racism

4. Social-Emotional Communication

+Active Listening and Intrusive Communication



Two Types of Belonging

Academic Belonging

1. The belief that you can do the work.
2. The belief that you can struggle and succeed through academic challenges.
3. The belief that your teachers believe you can do the work.

Social Belonging

1. The belief that the culture you bring to school has a place in the classroom and in campus public spaces.
2. The Belief that the culture of the campus and the classroom is your culture.

Affective Learning Institute and FLG

ALI
Conference



Anti-Racism Training
Culturally Responsive
Pedagogy FLG

SOTL Faculty Fellowship
Race Equity Impact Assessment
SLO and Equity FLG

J Luke Wood
Frank Harris

Center for Organizational
Responsibility and
Advancement (CORA)

Intrusiveness

**AFFECTIVE
LEARNING
INSTITUTE**

**VIRTUAL
CONFERENCE**

**MAY 15TH
1:00-3:30 PM**

1:00-2:00 PM

From Digital Penalty to Digital Equity

With SBCC's Joshua Ramirez and Elizabeth Imhof

2:30-3:30 PM

**Underserved Students in
Community Colleges:
Trends, Challenges, and Opportunities
in the Midst of Pandemic.**

Keynote Address by Frank Harris III and J. Luke Wood

Zoom calendar invitation link will be emailed to all ALI graduates on May 13th.

Contact Elizabeth Imhof Imhof@SBCC.EDU with any questions.

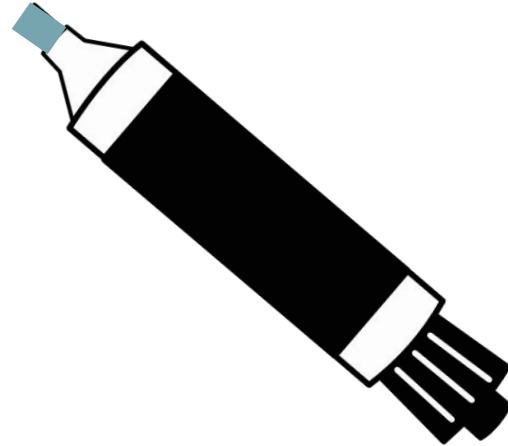
\$115 stipend paid to ALI faculty who attend and adopt one new equity-based practice.

Dr. Frank Harris III is a professor of postsecondary education and Co-Director of the Community College Equity Assessment Lab (CCEAL) at San Diego State University. He is best known for his expertise in racial [in]equity in postsecondary education and has made important contributions to knowledge about college student development and the social construction of gender and race in college contexts. His work prioritizes populations that have been historically underrepresented and underserved in education.

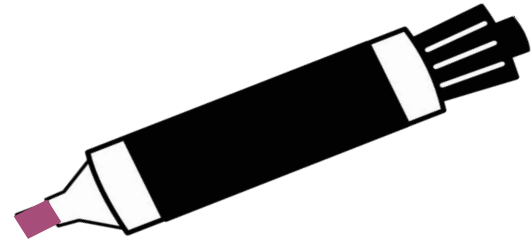
J. Luke Wood, Ph.D. is Chief Diversity Officer and Dean's Distinguished Professor of Education in the College of Education at San Diego State University. Wood also serves as Associate Vice President for Diversity and Innovation. Formerly, he was the Director of the Joint Ph.D. program in Education between San Diego State University and Claremont Graduate University and Director of the Ed.D. Program in Community College Leadership. Dr. Wood is also Co-Director of the Community College Equity Assessment Lab (CCEAL), a national research and practice center that partners with community colleges to support their capacity in advancing outcomes for men of color. He has over 150 publications to his credit, including 15 books and 75 peer-reviewed journal articles.

CAC Equity Plan

1. Anti-racism Training/18 hours of online teaching training
2. Equity Coaches
3. Equity Plan



Curriculum Design Essentials



1. How will you design and deliver your course to ensure disproportionately impacted students are reflected in your course content?
2. What intrusive communication methods do you plan to employ to ensure disproportionately impacted students remain engaged and succeed in your course?
3. How will you ensure equitable access to all course tools and materials?