



# Equity-Minded Teaching at SBVC

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**EQUALITY IS  
LEAVING THE  
DOOR OPEN FOR  
ANYONE WHO  
HAS THE MEANS  
TO APPROACH IT;  
EQUITY IS  
ENSURING THERE  
IS A PATHWAY  
TO THAT DOOR  
FOR THOSE WHO  
NEED IT.**

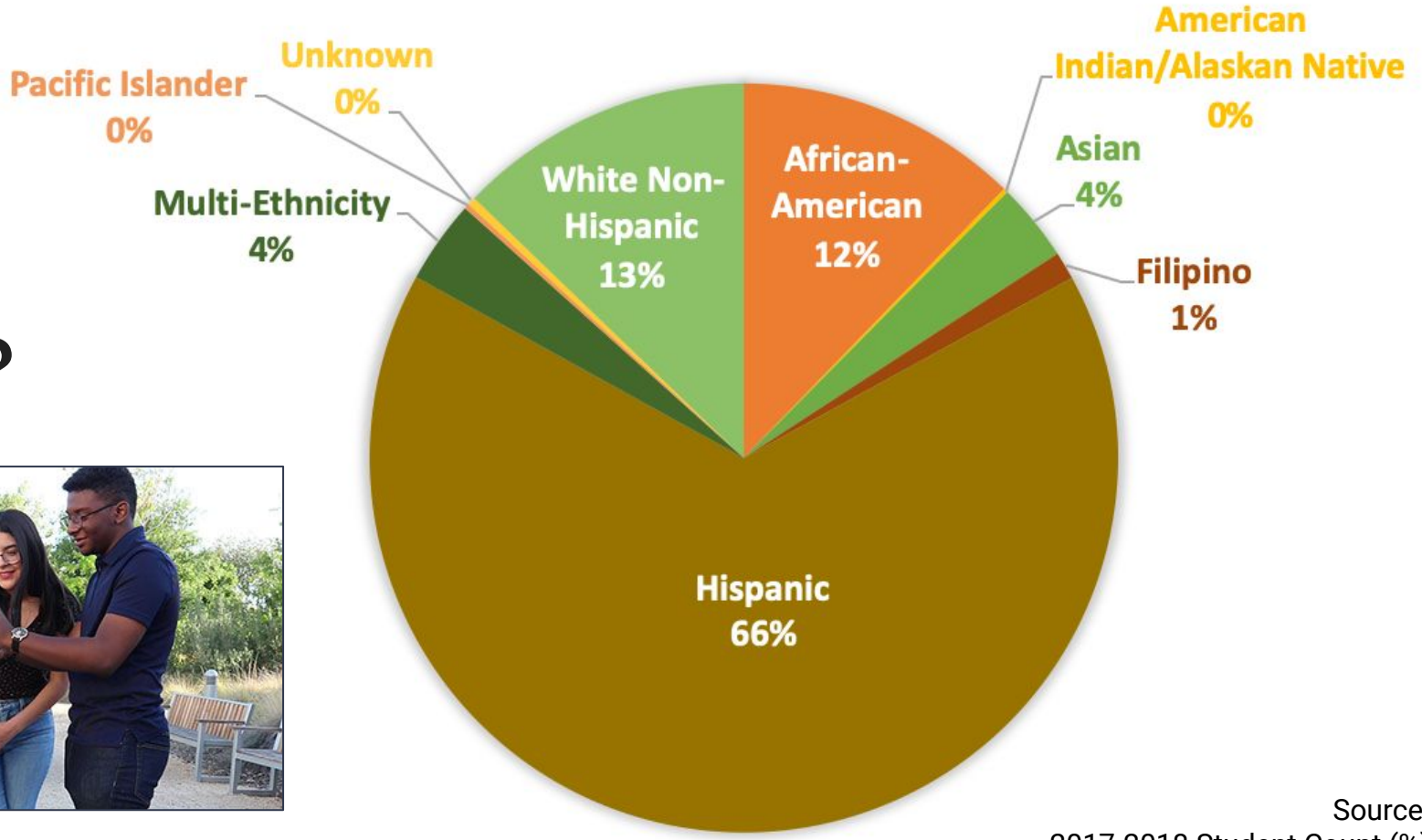
*Caroline Belden in the Equity vs. Equality  
Series, The Inclusion Solution*

How does this  
apply to SBVC?

# Who sits in our classes?



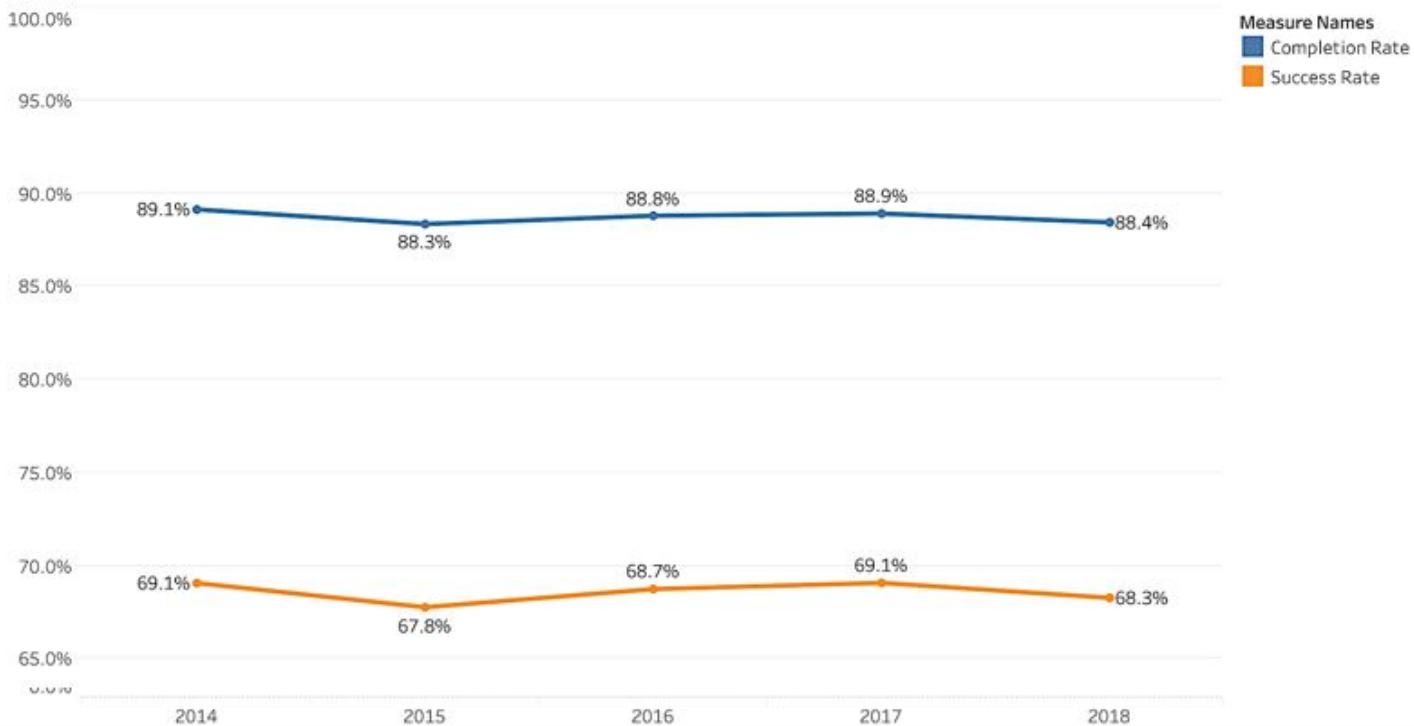
## OUR CAMPUS DEMOGRAPHICS



Source:  
2017-2018 Student Count (%)  
From Datamart CCCCO

# Examining success on our campus.

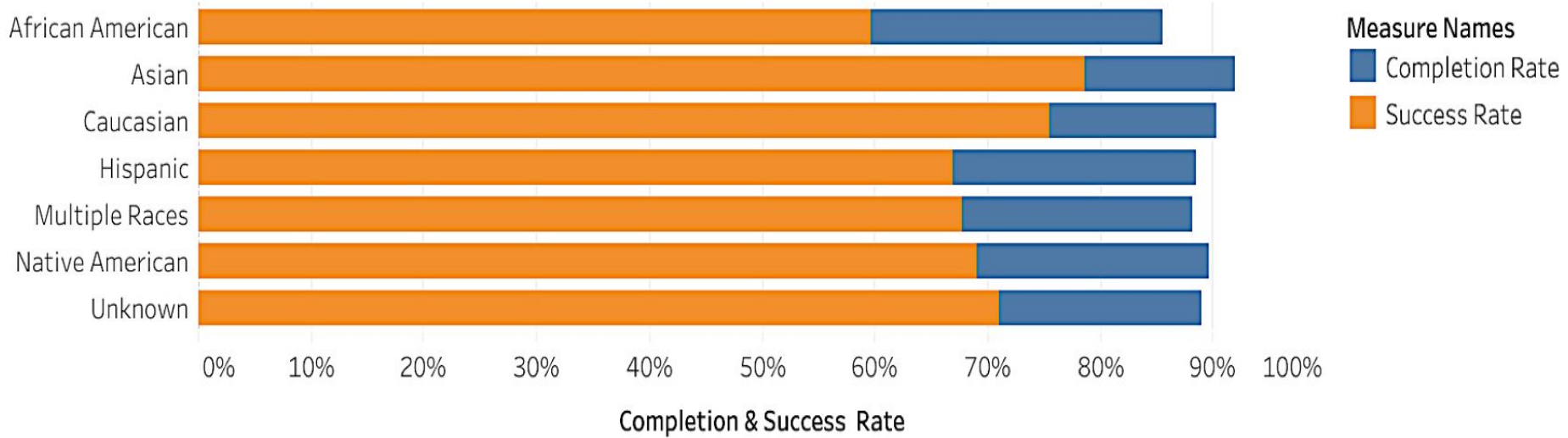
Trend in Completion & Success



# Who succeeds in our classes?



## Ethnicity





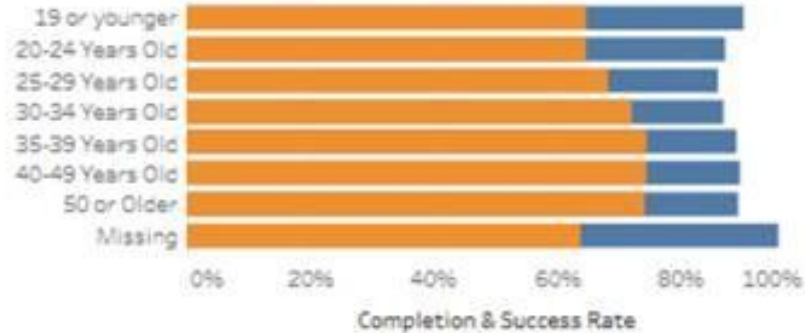
# Who succeeds in our classes?



Gender:



Age Group:



Source:  
SBCCD Enterprise Cube Tableau  
<https://public.tableau.com/views/PPRCompletionandSuccess>

# What did we learn?

From USC's Center of Urban Education,  
*Equity-Minded Teaching Institute (August 1 - 2, 2019)*

<https://cue.usc.edu/events/equity-minded-teaching-institute-cccs/>



# Definitions



## EL Takeaways



Students of color—black students in particular—are more likely than white students to be referred to the office or suspended, even when the misbehaviors are similar.

—James E. Ford, p. 42

Our response to racism in our schools must be clear and compassionate. Settling for indifference exacerbates the problem.

—Rick Wormeli, p. 16



Students who live in low-income neighborhoods may need more instructional time—but that doesn't mean mindless worksheets focused on basic skills.

—Susan B. Neuman, p. 24



## 7 Signs of INEQUITY



A “colormute” approach to education refuses to acknowledge that a policy or practice disadvantages a particular student population.

—Pedro A. Noguera and Jill C. Pierce, p. 74



Even the most well-meaning educators come into the classroom with biases of some sort. Teachers and administrators are human, after all; we aren't raised in a vacuum.

—James E. Ford, p. 42



Today's cognitive research debunks many of the myths about male-female brain differences.

—David Sadker and Melissa Koch, p. 62

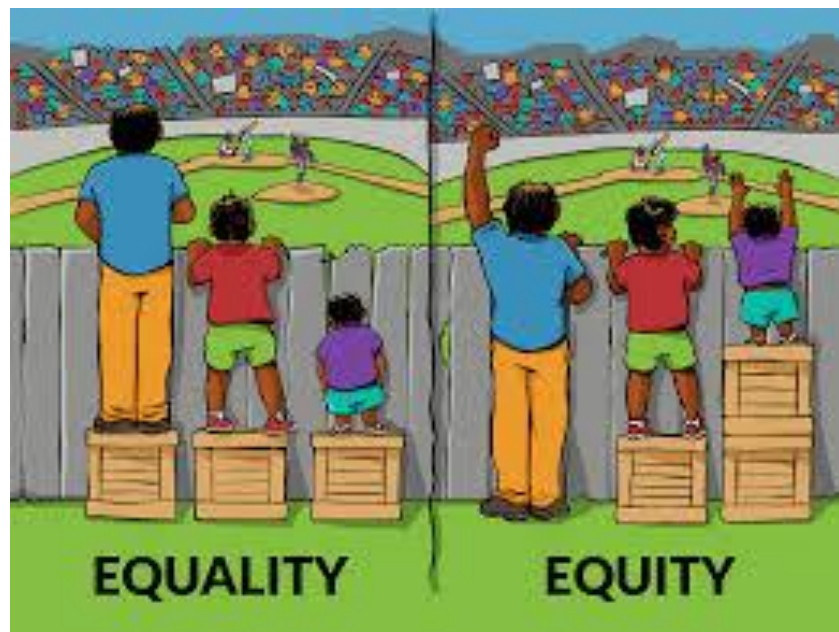
Being transgender does not mean the same thing or feel the same way to all people; the experience of gender identity is expanding.

—Ellen Kahn, p. 70



# Equity in the Classroom

- What does equity look like in the classroom?
  - Cultural identifiers
  - Race
- Meet students where they are.
- Equity  $\neq$  Equality



# Norms



## **Engage**

Engage honestly.



## **Speak**

Speak for yourself.

Allow others to finish their statement.



## **Respect**

Respect others.

No rank in the room.

No dominating.

Do not avoid subjects that become uncomfortable.

Be present.

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# What is equity?

Recognition that institutional racism is an entrenched characteristic of colleges and universities that has to be dismantled with strategies that are color conscious, informed by critical race theory and systemic.



Institutional responsibility for racial parity in educational outcomes (e.g., access, retention, degree completion) and opportunities

**HOW BOB'S GREAT-GRANDPARENTS GOT INTO THE USA.**

OUR IMMIGRATION LAWS SHOULD MAKE IT EASIER FOR THE RIGHT KIND OF PEOPLE TO IMMIGRATE.



**HOW BOB'S GRANDPARENTS BECAME HOMEOWNERS.**

WE'RE HAPPY TO APPROVE YOUR MORTGAGE LOAN!

SORRY, WE CAN'T HELP YOU.



**HOW BOB'S DAD BEGAN HIS CAREER.**

WE LIKE YOU... YOU SEEM LIKE ONE OF US. WE'RE OFFERING YOU A FOOT IN THE DOOR.



SORRY, THE POSITION'S BEEN FILLED.

**HOW BOB'S PARENTS BECAME HOMEOWNERS.**

WE ONLY SHOW HOMES IN THIS NEIGHBORHOOD TO THE RIGHT SORT OF PEOPLE.

LUCKY YOUR PARENTS CAN HELP US WITH THE DOWN PAYMENT.



**HOW BOB GOT THROUGH HIS TEENS.**

I'M LETTING YOU OFF WITH A WARNING... BUT IF I CATCH YOU WITH DRUGS AGAIN...!

KID, YOU'RE UNDER ARREST!



**BOB.**

I'VE NEVER BENEFITED FROM RACISM!





# WHITE SUPREMACY

impacts  
**Whites**

by

**Whiteness**

how

**Elements of Whiteness**

- investment
- privilege
- naturalization
- identity
- emotionalities
- racialization
- as property
- coloniality
- colorblindness
- historically produced
- wealth
- white gaze and surveillance
- victimization in reverse racism rhetoric
- entitlement
- authority
- Determiner of what is and is not racism
- Eurocentricism

impacts  
**People of Color**

by

**Racism**

how

**Dynamics of Racism**

- racial microaggression
- policing surveillance
- marginalization
- disembodied
- stereotype threat
- dehumanization
- job discrimination
- achievement gap
- oppression
- inequitable education
- racial battle fatigue
- racialization
- counter-story
- racial stereotypes
- internal racism

- Forever Foreigner
- language assumptions
- Model Minority
- submission of docile body
- internalized inferiority
- double consciousness

can impact

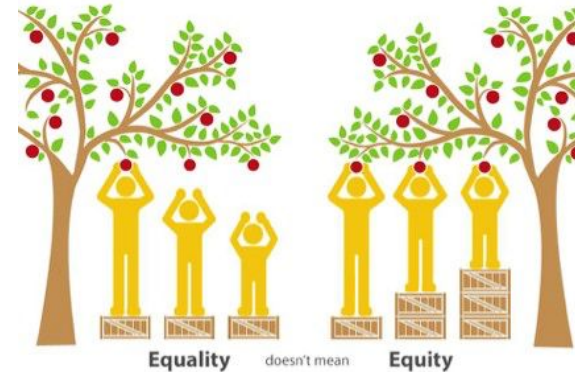
- internalized racism
- self hate
- inferiority complex
- dependency
- color blindness
- denial and adopting
- white emotions

What can we do as  
faculty?



# Quick and Practical Ideas...for Now

- Be conscious of who is in your class/office/center.
- Be conscious of how you engage with students.
- Look at your area's data- both past and present.
- Look for ways to bring equity to your areas (e.g., lecture/lab/office).



# Stay Tuned for More!



- We hope this is the start of a movement at SBVC.
- Join us for further exploration and discussions.

