

**CURRICULUM IS FOR EVERYONE.
WHERE DO YOU FIT IN?
HOW WILL YOU CONTRIBUTE?**



SMCCD Anti-Racism Council –Curriculum

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INTRODUCTIONS (CHOOSE YOUR QUESTION)

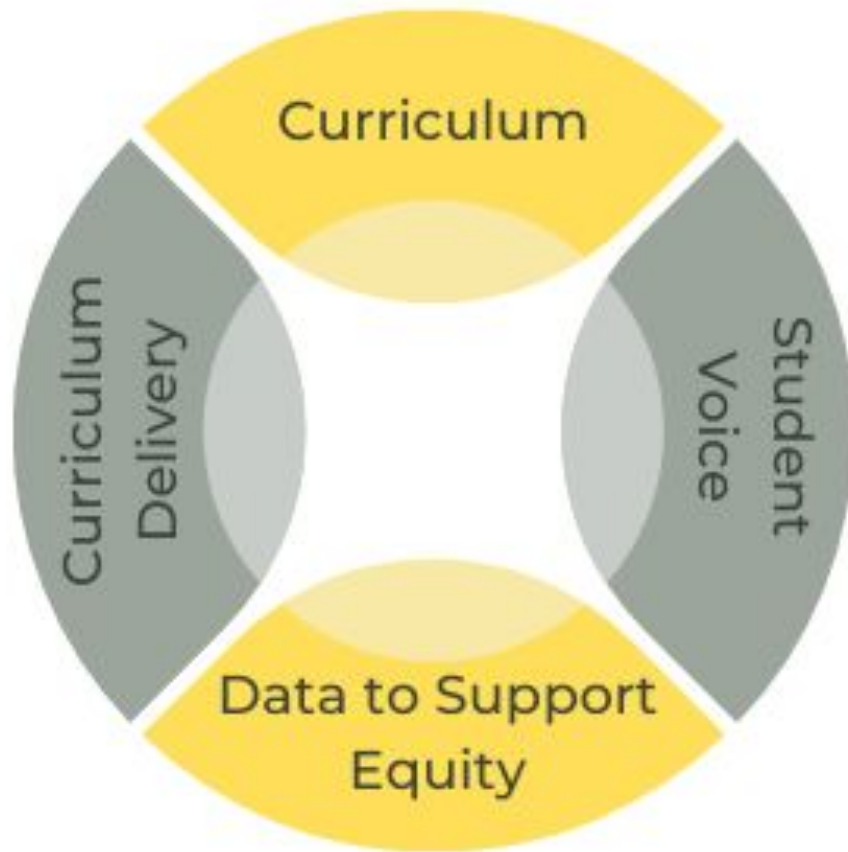


Describe a time when you experienced a sense of belonging in your personal or professional life. What contributed to that feeling/sense of belonging?

When was a time that you felt immediately validated/welcome in a new environment: classroom or meeting? What contributed to that feeling/sense of belonging?



AREAS OF INQUIRY



PHASE I: SUMMER FOCUS GROUPS

- Purpose
- Participants
- Major Themes:
 - Great work already occurring across the District
 - Faculty and staff are in different places in their equity understanding and work
 - Continued need for funding and resources





THIS IS A PROCESS...



We need your insights around these issues, and we hope you'll share your thoughts, and suggest activities.

We're not there yet; anti-racism work is ongoing work with no end point. We all have a role to play in this fight for racial justice.

AWAKEN



- Awaken ourselves to how institutional structures as well as conscious and unconscious beliefs and attitudes about race, gender, and other identity contingencies lead to inequities in educational outcomes.
- Examples:
 - Realize that every attitude, norm, and policy embodied in your syllabus and teaching can impact student success
 - Look for disproportionate impact in your policies, grading structures, course content and assignments



REPRESENT



- Represent the diverse backgrounds and experiences of our students in our curriculum and assignments.
- Examples:
 - Use relatable content applicable to daily life or current events
 - Use more representative and inclusive images and examples throughout your syllabus and your teaching
 - Show that you value the diverse perspectives of your students

WELCOME



- Create an inclusive classroom culture where students develop a sense of trust, connectedness and belonging.
- Examples:
 - Introductory Discussion Boards can provide students an opportunity to share and get to know their classmates and instructor
 - Examine the language and tone used throughout your syllabus. Ensure that it is positive and encouraging.

VALIDATE

- Validate each student's ability to be successful. Let them know the bar is high, but you believe they are capable of achieving it.

Examples:

- Ensure that your syllabus conveys your belief that every student can be successful in your class

- Maintain a growth-mindset about your students, and teach them about the importance of developing a growth mindset.

- Avoid punitive language that suggests a lack of trust and low expectations of your students



CURRICULUM IN ACTION

- How can you implement one of the precepts to inform your practice?
 - Discuss
 - Share
 - Input Ideas on JamBoard

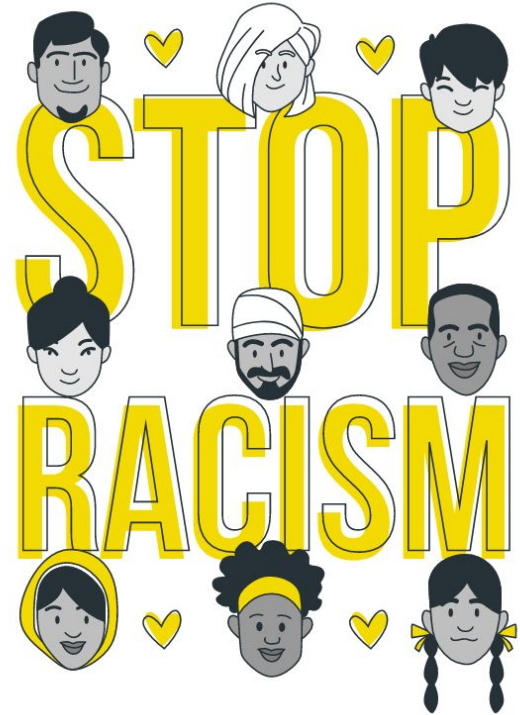


DEBRIEF



NEXT STEPS...

- Carve out times and spaces to continue these conversations and put these precepts into practice
- Let us know what you need for support
- Opportunities to engage later



Q & A

NEXT STEPS

IT TAKES EACH AND EVERY ONE OF US!

Stay informed

Anti-racism Council

Website:

<https://smccd.edu/antiracismcouncil/index.php>

Reach out!

Contact us ...

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SUPPORTING ANTIRACIST CURRICULUM

- Student Experience/Voices
- Data to Support Critical Inquiry
- Advocate for funding (spending=values)





OPPORTUNITIES TO ENGAGE



Individually...

What steps toward embedding anti-racism into your curriculum have you taken?

Collectively

What support do you and your colleagues need to help you move forward in this work?