

Addendum to the 3-27-08 Meeting Notes:

Academic Senate for California Community College Newsletter - Senate Rostrum - February 2008:

Excerpts from Phillip Maynard, Chair, Equity and Diversity Committee's articles "Educational Opportunities", pages 17-18. [To view the entire article, go to <http://www.asccc.org> or under "Articles" from the Student Equity archive page <http://www.studentequity.org>.]

"While diversity on our campuses is an admirable goal, equity is rarely measured as an educational outcome."

"In a growing global economy, the social and economic foundation of the nation is dependent upon the educational level of its workforce. Therefore, we must not only ensure that educational opportunities are available to all students, but that these same students achieve equitable educational outcomes."

"The effectiveness of the success rates, whether vocational or transfer, within the community college system is dependent upon faculty who understand the needs of their diverse students."

"An important factor for teaching is to consider our own knowledge of the student population.

--How much do we know about our students and their backgrounds?

--What do we bring through our instruction so that students see themselves within an inclusive educational environment, not located on the sidelines where they merely get a glimpse of their contributions.

This further raises a series of questions for us as faculty to ponder:

1. Do professional development activities at your college explore the notion of culture and identify the student's culture as a key part to learning?
2. Within professional development activities does your campus allow for an open and honest discussion about race and its influence upon us as faculty? How is it discussed?
3. Do your professional development activities provide a means for faculty to evaluate their own attitudes, beliefs, and perceptions about students of color?
4. Do you consider or address African American and Latino students' needs when designing your course content? How is this devised?

In addition to these question there are other issues as well:

1. Are diversity, access and equity values or goals included in your college's mission statement? And if so, are these issues and objectives accounted for in the SLO development process?
2. Is the SLO development process aligned with your campus' Student Equity Plan? For example, are the findings about disparities in student academic outcomes being used to account for student equity in the SLO development process?
3. Are attempts being made to include for all classes diversity-related knowledge and capacities that might be considered as universal learning outcomes (e.g. learning how to understand and value multiple perspectives, etc.)?

These are just a few thoughts that need to be discussed on our campuses, and no matter how uncomfortable it may be, this could be a starting point for improving the quality of our teaching."