

# DECENTERING WHITENESS ACTIVITY

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# STRENGTHENING THE ACADEMIC SENATE PD IN CALIFORNIA'S COMMUNITY COLLEGES

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- USC Race and Equity Center
- Hernandez-Hamad, E., Chase, M., & Bensimon, E.M. (2020). Delivering on the promise of progressive policy: Strengthening the academic senate professional development in California Community Colleges. USC Race and Equity Center. Retrieved December 7, 2021 from <https://app.box.com/s/u6vxoqtoju5v6xkatld66yghi5emqkue>
- Reviewed Statewide Academic Senate PD webinars with a focus on equity from 2018 to 2020
- I have taken findings from this work and prepared it for each the five groups. I found the research and work very educational. I encourage you to read the entire article.
- Each group has some questions to help reflect on experts from the article. After fifteen minutes we will come back together and share what we have learned in each group.

# EQUITY-MINDEDNESS IS CHARACTERIZED BY:

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- **Being color-conscious (as opposed to color-blind) in an affirmative and critical sense**
- **Being aware that one's own knowledge, beliefs, and practices assumed to be neutral can have outcomes that disadvantage racially minoritized groups**
- **Viewing racial inequities as problems of practice and feeling a personal and institutional responsibility to address them**
- **Being aware that while racism is not always overt, racialized patterns nevertheless permeate policies and practices and perpetuate inequitable educational outcomes**

# CRITICAL TAKEAWAYS

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- We are first generation equity practitioners. In other words, though well educated, we have not been socialized as anti-racist practitioners
  - We may not be fully aware of how institutional racism manifests in the language, practices, routines, artifacts, rules, division of labor, curriculum, governance, resource distribution, hiring, and the practices that keep colleges running
- We need to seek the assistance of practitioners that have the expertise and experience to address
  - How to recognize racialization in pathways pillar I and how to dismantle it
  - How to discern racialization in the pedagogy of mathematics and undo it
  - How to define and prioritize racial literacy as the required competency in the hiring of faculty, staff, and leadership
- As equity practitioners we must be able to (Emphasize)
  - Constantly pay attention to how racially minoritized students are experiencing the classroom
  - Continually reassess practices and consider how those practices can be remediated to achieve racial equity goals

# EQUITY-MINDED CLASSROOM EQUITY INQUIRY TRAINING

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- Study where and when racial inequities emerge in your classroom by examining its structure and student progression by race/ethnicity
- Example Activity
  - Instructors map assignment grades and attendance to identify student experiences
  - Allows instructors to identify where need to make improvements
- Changes below led to substantial increase in course success rate of LatinX students
  - First day of class spent creating relationships
  - Start homework in class
  - Connected with students 1-1, especially LatinX

# PROPOSED EQUITY-MINDED CLASSROOM TRAINING FOR ALL TEACHING FACULTY

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- Training is 6 three-hour sessions for a total of 18 hours
- 15 – 30 teaching faculty
- Best method for getting all teaching faculty to attend is to during in-service
- Programming for non-teaching faculty, other teaching faculty, and staff would also be programmed

# FALL 2022 IN-SERVICE (THREE IN-SERVICE SESSIONS)

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- Wednesday, August 10, 2022 – Traditional First Day In-Service Scheduling
- Thursday, August 11, 2022 – 30 Teaching Faculty
  - 9:00AM – 12:00PM: Introduction to salience of race and how operates
  - 1:00PM – 4:00PM: Examine disaggregated data by ethnicity
- Friday, August 12, 2022 – 30 Teaching Faculty
  - 9:00AM – 12:00PM: Create grade and attendance maps.
  - 1:00PM – 4:00PM: Class artifacts

# SPRING 2023 IN-SERVICE (TWO IN-SERVICE SESSIONS)

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- Thursday, January 12, 2023 – Traditional First Day In-Service Scheduling
- Friday, January 13, 2023 – 30 Teaching Faculty
  - 9:00AM – 12:00PM: Faculty pair up and do classroom observations
  - 1:00PM – 4:00PM: Operationalize/Institutionalization