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# GETTING STARTED, MOVING FORWARD: REFLECTION & REVISION FOR ONLINE EQUITY

Text Equivalent

## PRESENTERS

- **Sandy Haynes**, Professor of Art History, Pasadena City College
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## STATEMENT OF LAND ACKNOWLEDGEMENT

*We acknowledge our presence on the traditional ancestral land of the Gabrielino/Tongva peoples who have lived and continue to live here. We recognize the painful history of genocide and forced removal. We honor and respect the Gabrielino/Tongva ancestors, traditional caretakers of this land, and their connection to this land.*

Welcome everyone! In our session, we will address some issues of equity, diversity, and social justice in online education, with some emphasis on a multicultural curriculum that can allow your students to see themselves intentionally represented. We ask that you think about our session as a way to start reflecting on your current presentation and reimagine how you might revise, even one part of your online course, to strive to meet the needs of our CCC diverse student body.

As we share, we will identify specific resources on equity and diversity in online teaching and learning. Perhaps our resources and examples will help you toward creating a climate of inclusion and diversity in your course materials and assessments. We know that fostering diversity can promote greater student success by achieving a more equitable sense of humanity in all our learners.

## AGENDA

- Welcome
- Equity Brainstorm
- Equity & the CCCs
- Equity & ACCJC
- Equity in Online Classes – The Peralta Online Equity Rubric
  - Key Criteria for Course Design & Delivery
  - Key Criteria for Instructional Technology
- Applications of the Peralta Equity Rubric

Before we begin in earnest, we would love for you to take part in a brief poll, using Mentimeter.

## MENTIMETER BRAINSTORM

What **one word** describes what you do in your online classroom to foster and create a more inclusive, equitable experience for all students?

## OUR CALIFORNIA COMMUNITY COLLEGES: SOME QUICK STATS

- 115 Accredited CCCs
- The largest higher ed system in the nation
- 2 million students per year
- 69% of our students are of diverse ethnic backgrounds
- The CCCs offer over 10,000 online courses

I am always amazed and super proud of the work we do at the 115 accredited California Community Colleges. We are the largest higher education system in the nation, supporting over 2 million students per year, preparing our students to enter the workforce and/or transfer to a four year institution. 69% of our students are folks of diverse ethnic backgrounds.

## EQUITY, DIVERSITY AND SOCIAL JUSTICE: LET'S FOSTER THEM!

### IMAGE Vision for Success

As an infinitely important educational community, we are committed to the system's Vision for Success, a strategic plan to close equity gaps, create a climate of inclusion, and increase both the awarding of certificates and degrees for transfer.

That being said, we have all faced a giant set-back over the past two plus years with the pandemic. We moved to virtual instruction. We scrambled to meet our students' needs. The Chancellor's Office provided a revised response in the form of a COVID-19 Vision for Success Resource Center and provided direction so that students could continue to learn and not be penalized academically or financially. We were not able to come together in person at OTC, but OTC rallied on. We too meet virtually for two years. We worked together to serve our students during challenging times. There were some silver linings, as we began to reflect and revise our pedagogy as a result of all the challenges we had to meet.

## EQUITY, DIVERSITY AND SOCIAL JUSTICE: LET'S FOSTER THEM!

### IMAGE: Limitation and Bias

We jumped into the challenge and through our own demanding and thought-provoking online experiences were inspired to work actively to seek ways to create change in our curriculum norms

that despite our best efforts, reflected limitations and biases that created barriers to equity and social justice. And I'm not just talking about accessing and learning on Zoom!

## EQUITY & THE ACCJC VISION FOR SUCCESS: 2021 REVISION

I want to talk for a minute about the importance of the ACCJC's Policy on Social Justice, which was revised and released in June 2021, one year ago. The ACCJC (Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges), is of course, the federally recognized accrediting commission whose institutional accreditation is accepted as a reliable assurance of the quality of our institutions of higher education, allowing them to qualify their students for federal financial aid.

The Policy points out the exacerbated challenges faced by our student population, in great part as a result of COVID.

### DIFFICULTIES FACING OUR STUDENTS SINCE 2020:

- Students are in worse shape financially
- More students have become housing or food insecure
- Students are experiencing fresh pain and trauma from racial injustice
- Students' mental health is suffering
- The pandemic has exacerbated the digital divide
- Some students are stepping away from their education paths

## THE ACCJC VISION FOR SUCCESS: SOCIAL JUSTICE

“Diversity, Equity and Inclusion efforts provide a roadmap to making campuses safer, more accessible, and more welcoming to students of color and underserved student groups. These initiatives promote diversity in hiring, aim to eliminate cultural bias in teaching and curriculum, and help to counteract institutional racism. They help to level the playing field and expand opportunity, helping more students reach their end goals.”

The ACCJC Policy on Social Justice emphasizes Diversity, Equity and Inclusion with a special aim of eliminating cultural bias in teaching and curriculum. With that in mind, Katy and I ask that you reflect on your own online teaching and learning practices and commit to advocating for a climate of perhaps greater inclusion and diversity in your course materials and assessments, along with fostering diversity through intentionally rethinking how the classroom experience might be altered to support a more equal sense of Humanity for all learners.

SLIDE “Commitment” Photo of **Four Square on cement** Photo by [Jon Tyson](#) on [Unsplash](#)

We will show you specific examples of course content that demonstrates how faculty can integrate content and activities that support equity and social justice. We feel that by sharing our efforts to approaches to online equity and social justice, you will feel more empowered to set some goals and initiate changes---that is, center equity in your online course design.

Intentionally designing an online course, from the syllabus to the content to achieve equity or equity-mindedness on the part of the instructor takes time. We ask that you commit here and now to starting. The Peralta Online Equity Rubric is a super resource as you strive to intentionally design or redesign parts of your online course. Katie will talk about now.

## EQUITY IN ONLINE CLASSES: THE PERALTA ONLINE EQUITY RUBRIC

- KEY CRITERIA FOR COURSE DESIGN/DELIVERY
  - Diversity & Inclusion
  - Images and Representation
  - Content Meaning
  - Connection & Belonging
- KEY CRITERIA FOR TOOLS
  - Technology
  - Universal Design for Learning
  - Human Bias

## TECHNOLOGY IN ONLINE CLASSES: THE PERALTA ONLINE EQUITY RUBRIC

- E1: TECHNOLOGY
  - *Course structure & activities mitigate digital divide & technology access issues (a) by clarifying how required technologies support learning, and (b) by providing alternative pathways to complete course activities if students face barriers.*
- BASIC QUESTIONS TO ASK:
  - Do my students need dedicated online access to interact with the tool or content/complete tasks?
  - What is the cost of the technology for my students?
  - Does this technology add to my students' learning experiences?

## UNIVERSAL DESIGN FOR LEARNING: THE PERALTA ONLINE EQUITY RUBRIC

- E3. UDL
  - *Course content and activities are aligned with core principles of UDL-- i.e., multiple means of representation, action & expression, and/or engagement.*
- BASIC QUESTIONS TO ASK:
  - Are my materials/tools *accessible* (able to be used by all regardless of ability)?

- If not, do I provide an equal and equitable alternative?
- Do I have a range of materials to allow for learner preference (video, text, audio, etc.)?
- Do the tools I use have alternatives for students?
- Can I scaffold my assessments/tasks so that students are doing them step-by-step incorporating strategies & support?

## TOUR OF ONLINE COURSE ASSIGNMENTS

How you might apply the issues of equity, diversity, social justice, and anti-bias in your online assignments

## QUESTIONS

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