



FTLA:

FACULTY TEACHING & LEARNING ACADEMY



10 FACULTY FROM 3 DIVISIONS COMMITTED TO A 1 YEAR COURSE

To support equity inside and outside the classroom.

WHO ARE WE?

- Hilda Fernandez (English)
- Dixie Macias (Kinesiology)
- Patrick Morriss (Math)
- Rosa Nguyen (Chemistry)
- Sarah Parikh (Engineering)
- Young Hee Park Lee (Math)
- Jennifer Sinclair (Math)
- Anand Venkataraman (Computer Science)
- Sam White (English)
- Sarah Williams (Math)

2 WEEK SUMMER INTENSIVE

- Research: read, discussed, and reflected
- Technology: used Facebook, email, Canvas, videos, and MS word templates
- Practice: Syllabus Rewrite, welcome video, flipped video, Johari window, appreciative inquiry
- Community: established trust, shared understanding, and a culture of growth and improvement

RESEARCH STUDIED

- Bain, Ken, *What the Best College Teachers Do*
- Cox, Rebecca D., *The College Fear Factor*
- Siemens, George, "Connectivism: A Learning Theory for the Digital Age."
- Yosso, Tara J., "Whose Culture Has Capital?"
- RP Group, "10 Ways Faculty Can Support Students' Success: Helping Students Achieve the 'Six Success Factors,'" and "What is Student Support (Re)defined?"
- Bensimon, Estela Mara; Dowd, Alicia C.; Witham, Keith; "Five Principles for Enacting Equity by Design," Association of American Colleges & Universities
- Dweck, Carol, "Brainology; Transforming Students' Motivation to Learn"
- Resources from StirFry Seminars & Consulting; innovative tools for diversity training: "The Art of Mindful Inquiry, 9 Healthy Ways to Communicate, Becoming Culturally Competent Is A Journey, 21 Ways to Stop a Conversation about Diversity, When Someone is Offended by Your Comments, Process with the Group"
- McIntosh, Peggy, "White Privilege: Unpacking the Invisible Knapsack"
- Park, Vicki; Cerven, Christine; Nations, Jennifer; Nielsen, Kelly; "What Matters for Community College Success? Assumptions and Realities Concerning Student Supports for Low-Income Women," Policy Report, Feb 2013, #2
- Solorzano, Daniel; Ceja, Miguel; Yosso, Tara; "Critical Race Theory, Racial Microaggressions, and Campus Racial Climate: The Experiences of African American College Students," *The Journal of Negro Education*, Vol. 69, #1/2, 2002
- Sinek, Simon, TED video on Golden Circle and the importance of starting with "Why"
http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action/transcript?language=en
- Adichie, Chimamanda, TED Video on The Danger of the Single Story https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

A FEW GOLDEN LINES FROM OUR STUDIES

The background features a vertical gradient from light green at the top to dark blue at the bottom. Faint, semi-transparent technical diagrams are overlaid on the right side, including circular gauges with numerical scales (e.g., 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 200, 210) and arrows. There are also dashed lines and circular outlines scattered across the background.

“ Effective higher education reform efforts must be infused with an awareness of the ways in which many groups within US society have been historically excluded from educational opportunities, or marginalized within the structures and institutions that house those opportunities ”

Bensimon, Estela Mara; Dowd, Alicia C.; Witham, Keith; “Five Principles for Enacting Equity by Design,” Association of American Colleges & Universities

Tools: Appreciative Inquiry, Student Voice, Contextualization, and Culturally Competent Curriculum and Assessment

“

Critical Race Theory ... calls into question white middle class communities as the standard by which all others are judged.

”

Yosso, Tara J., “Whose Culture Has Capital?”

Deficit Thinking erodes self-image as a scholar/successful student.

Tool: We can prime students for success by identifying, placing value on, and then building upon their cultural and social assets: aspirational, social, navigational, linguistic, resistant and familial capital.

“

...sometimes conventional measures of the best and brightest fail to find exceptionally talented students.

”

Bain, Ken, *What the Best College Teachers Do*

“With an equity lens, there's no real question for me about who falls into that "sometimes" construct...” (FTLA Participant, Summer 2016, Foothill College.)

Tool: Don't be limited to the conventional. Seek out unconventional ways of identifying talent, knowledge, and skills.

“ When students fail to follow, or even violate rules that are taken for granted, instructors may easily misinterpret the source of the problem....Similarly, when a student fails to take the initiative to ask questions or seek assistance, an instructor may simply assume that the student is not motivated to learn. ”

Cox, Rebecca D., *The College Fear Factor*


Good information supports good decisions. This quote emphasizes that our propensity to interpret student behavior through our own lens (likely the lens of the dominant culture) may lead us to many false assumptions, thus compromising our ability to make good decisions.

Tools: Grow Student Voice, Reflect upon the Ted Video by Chimamanda Adichie: The Danger of the Single Story

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

REFLECTIONS FROM FTLA PARTICIPANTS

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“To me, the very best part of the FTLA workshop was the community that we built. While the workshop is over, we will continue to build on those thoughts and ideas and continue to grow and develop together.”

FTLA Participant, Summer 2016, Foothill College

“I am really excited about the effect that the group will have on Foothill as we bring those thoughts and ideas back to each of our own departments.”

“ A community of like-minded educators dedicated to the same goals, professional development with a focus on culturally relevant teaching, and an opportunity to re-evaluate what I value in my classroom and students...this is what FTLA has given me!

FTLA Participant, Summer 2016, Foothill College.

“I did not fully know what Foothill FTLA was when I signed up, but it is exactly what I was looking for. I have learned many strategies to help my students, been **INSPIRED** by the FTLA faculty and developed a relentless dedication to resolving equity issues at Foothill.”

“ Through discussions and sharing in the intensive and dedicated time together, there were several painful, touching and inspiring AHA moments we had. Indeed, we have developed our own positive community!!! I hope other Foothill faculty members can have this great chance as well if they want. ”

FTLA Participant, Summer 2016, Foothill College.

Thank you to the Student Equity Workgroup for making this opportunity happen, and to the Academic Senate for supporting our work. Our recommendation is that we offer this again to a new cohort. We hope that you will work with the administration to get it funded and scheduled. We are all eager to help.

ONGOING AND UPCOMING

- Weekly cohort lunches to share out on our classroom implementations
 - Challenge: VERY HARD to schedule meeting times with diversity of schedules/campus commitments
- Monthly 4 hour workshops to further build out our toolkit...up next:
 - October 28: Reading Apprenticeship

BALANCE: A REQUEST FOR SUPPORT/CONSIDERATION

- A significant challenge for us is scheduling time to meet.
- Even within a single department, there are almost no working hours when no one is teaching.
- Could Academic Senate start a conversation about how to support reflection and improvement through scheduling time for those efforts
 - Hybrid offerings
 - Modified start/end times
 - Designated “no teach” zones
 - Campuswide flex/PD days when classes are cancelled (some schools have 8 -12 flex days per year).



ACCEPTING INVITATIONS:

Please share with your divisions.

Contact Jennifer Sinclair if you would like an FTLA participant to present at a department, division, or other type of meeting. We can customize the length and content to your needs/interests.

sinclairjennifer@foothill.edu

