

Sarah Anderegg

From: Jonathan Eldridge
Sent: Tuesday, August 22, 2023 11:50 AM
To: Jonathan Eldridge
Subject: Fall 2023 Faculty Information & Updates, Volume III
Attachments: Equitable assignments.pdf

Dear College of Marin Faculty:

This week I have a number of updates for you, as well as a short article on equitable assignments, which includes a list of additional resources related to inclusion in teaching. I look forward to hearing from you about some of the concepts referenced in the piece (attached). Here are the updates....

1. **Required Screening Committee Training**
2. **IR&D Deadline Extension**
3. **LRC Construction Update**

1. **Required Screening Committee Training: Elimination of Bias in Hiring and Employment**

On **September 7**, the Human Resources Department will host another training on eliminating bias in hiring and employment from **11:10 am to 12:10 pm in AC 255**. As a reminder, all individuals who have yet to receive training within the last two years, and expect to participate on a screening committee this academic year, must receive training prior to serving on a screening committee. The mandatory training will include, but may not be limited to:

1. The requirement of the Title 5 regulations on equal employment opportunity (Section 53000 *et. seq.*) and the requirements of federal and state non-discrimination laws;
2. The educational benefits of workforce diversity;
3. The elimination of bias in hiring decisions; and
4. Best practices in serving on a screening or selection committee.

Session Outcomes:

- Understand diversity and equity at MCCD.
- Describe equal employment opportunity laws & policies and screening committee charge.
- Identify unconscious bias and microaggressions.
- Promote diversity and equity in the hiring process.

1. **IR&D Deadline Extension**

As outlined in Article 8.4.4.a. of the collective bargaining agreement, Institutional Research and Development (IR&D) Grants are available to faculty. The deadline for grant submissions for Spring 2024 has been extended to September 15, 2023.

2. **LRC Construction Update**

Construction activities happening on the site of the Learning Resources Center, **August 21 – August 27**, include:

1. Grading to continue on site

2. Continued installation of shoring wall which will include drilling holes, pouring concrete, installing steel
3. Demolition of the old building foundation piers
4. Drilling, grinding and excavation for foundation work
5. Soil is being moved from the site to Parking Lot 15. This involves heavy truck traffic. Barricades and numerous flaggers will be used to assist pedestrian movement on campus.

Noise you will expect to hear onsite:

1. Large equipment such as drills/augers
2. Idling trucks
3. Back up alerts

PLEASE NOTE: Pay close attention to directional signage and flaggers on campus. They are there to protect the safety of everyone on site. Please give yourself plenty of time to arrive to campus. It may take you longer to get to and from different areas on campus because of the construction activity.

If you have any questions please reach out to Klaus Christiansen at kchristiansen@marin.edu.

Thank you for all you do.

Best,

Jonathan



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Equitable assignments

When professors try inclusive teaching practices, they often focus on communicative strategies, which aim to make all students feel welcomed and that they belong. Such efforts are important but insufficient, argued Michel Estefan, an assistant teaching professor of sociology at the University of California at San Diego. That's because many of the challenges low-income and working-class students face — such as inequities in academic preparation — are structural, said Estefan.

Equitable teaching, he said, requires instructors to change their assignments and class activities to reckon with those structural barriers. In the early days of his teaching career, as a graduate student at the University of California at Berkeley, Estefan and some of his colleagues thought that instructors could use more guidance on this aspect of inclusive teaching.

“What we felt was missing is really deep thinking about how to design and organize every aspect of the learning process within a course,” said Estefan. “Regardless of what type of institution you’re in and whether that institution has the resources to have, say, a center for first-generation students or a center for transfer students, which provide an array of types of resources and support, in the end, students are spending most of the time in classes and studying.”

In a [new paper](#), Estefan and his co-authors, Jesse Cordes Selbin and Sarah Macdonald, provide a framework for this type of equitable teaching. The authors describe three strategies, which can be combined, and offer examples of each.

Deliberative interdependence: This counters the typical individualistic model of American higher education by embracing community. Instructors who use this approach create conditions in which students’ success depends on one another. One example is a “collective quiz” where students answer multiple-choice questions in groups by reaching consensus. The consensus piece is important for equity, the paper underscores: It “forces the majority to persuade those in the minority, not overrule them.” Students then complete a self-assessment where they indicate how much of the material they read and their participation in the group as both speakers and listeners.

Transformative translation: People learn by connecting new information to what they already know. This can be done through assimilation, fitting new information into existing categories, or by transformative translation, which the paper describes as an “active process in which students modify their understanding by drawing on existing resources as they process new material and translate between them.” The paper provides an example Selbin uses, in which students learn about the historical context of literature they are studying in part through constructing a digital timeline to which they add events that tie into their own academic or personal interests. This strategy promotes equity by increasing students’ sense of belonging and their intrinsic motivation, as well as by connecting what students are learning to their lives.

Proactive engagement: This strategy seeks to go beyond welcoming students to putting them at the center of the learning environment. One example is crowdsourcing a grading rubric as a class, which, the paper says, “actively involves students in the assessment process and helps imbue grading criteria with a

sense of legitimacy.” The approach can be particularly helpful for first-generation students as it helps reveal the hidden curriculum of college.

Further reading on inclusion

Eli Collins-Brown, director of the Coulter Faculty Commons at Western Carolina University, recommends [*What Inclusive Instructors Do: Principles and Practices for Excellence in College Teaching*](#), by Tracie Marcella Addy, Derek Dube, Khadijah A. Mitchell, and Mallory SoRelle. “I’m an instructional developer as well as an instructor,” Collins-Brown wrote, “and there are very practical actions that an ID can take to help an instructor create more inclusivity in their classroom.”

Kate D’Auria, an associate professor of education and faculty learning-communities coordinator at Bucks County Community College, in Pennsylvania, recommends [*Inclusive Teaching: Strategies for Promoting Equity in the College Classroom*](#), by Kelly A. Hogan and Viji Sathy. The book has “many ideas for rethinking our practices and implementing practices that help students feel connected and succeed at higher rates,” D’Auria wrote. “I have used it for faculty book groups, and the response has been very enthusiastic. I will continue to share it with my colleagues.”

Flower Darby, an associate director in the Teaching for Learning Center at the University of Missouri, recommends [*The Norton Guide to Equity-Minded Teaching*](#), which she wrote with Isis Artze-Vega, Bryan Dewsbury, and Mays Imad. “I learned A LOT (as I knew I would) from the author team conversations and from reading and editing my co-authors’ research-packed contributions” Darby wrote. “In particular, I learned about ways to motivate racially and culturally diverse students who are leading complex lives, the importance of trust and belonging to facilitate deep engagement and learning, and the challenges yet real value of critical reflection on student feedback and our own identities.”

Beckie Supiano writes about teaching, learning, and the human interactions that shape them.