FOSTERING EQUITY IN COMMUNITY COLLEGES: WORKING WITH VALIDATION, AN ASSET-BASED FRAMEWORK AND SENTIPENSANTE PEDAGOGY

LAURA I RENDÓN

HARTNELL COLLEGE

JANUARY 16, 2020



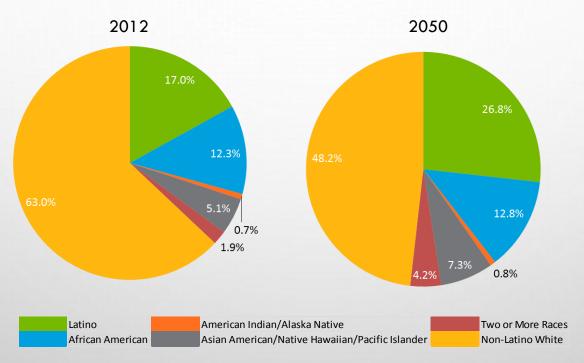
HOW I ENTER THIS WORK: FROM
THE BARRIO TO THE ACADEMY

STUDENT SUCCESS IS THE KEY
EQUITY ISSUE FOR HIGHER
EDUCATION



PREPARING FOR THE COMPLEXITIES OF A NEW STUDENT BODY

SOMETIME BETWEEN 2044 AND 2050, NO ONE RACE/ETHNIC CATEGORY WILL BE A MAJORITY & WHITES WILL DROP TO BELOW 50%



Source: NACME analysis of population projections from U.S. Census, 2012.



ADDRESSING EDUCATION GAPS

WORK WITH AN EQUITY FOCUS

WHAT DOES IT MEAN TO WORK WITH AN EQUITY FOCUS?

REDUCE EDUCATION GAPS—-ELIMINATE DISPARITIES IN EDUCATIONAL OUTCOMES OF STUDENTS FROM UNDERSERVED AND UNDERREPRESENTED POPULATIONS (ACCESS, RETENTION, DEGREE COMPLETION, PARTICIPATION IN EDUCATIONAL ACTIVITIES).

RACE CONSCIOUS—ELIMINATE POSTSECONDARY GAPS FOR NATIVE AMERICAN, AFRICAN AMERICAN, AND LATINX STUDENTS. EMPLOY DISAGGREGATED DATA. AWARE OF RACIAL DYNAMICS ON CAMPUS. AWARE OF INTERSECTIONAL NATURE OF IDENTITY.

INSTITUTIONAL ACCOUNTABILITY—COLLEGES AND UNIVERSITIES <u>TAKE RESPONSIBILITY</u> FOR STUDENT SUCCESS AND AVOID WORKING WITH DEFICIT-MINDED PERSPECTIVES.

- ESTELA BENSIMON, USC CENTER FOR URBAN EDUCATION
- HTTPS://CUE.USC.EDU/FILE/2017/02/OVEROMING-CHALLENGES FINAL ONLINE.PDF
- RENDON, NORA AND KANAGALA, 2014

WHY RACE-CONSCIOUS EQUITY FOCUS?

- <u>SIGNIFICANT GROWTH</u> IN LATINX, AFRICAN AMERICAN, NATIVE AMERICAN AND ASIAN/PACIFIC ISLANDER POPULATION. THIS YEAR (2020) THEY WILL ACCOUNT FOR THE MAJORITY OF THE NATION'S <u>74 MILLION CHILDREN</u>.
- THESE GROUPS ARE AMONG THE MOST VULNERABLE IN AMERICA.
- WHILE HIGH SCHOOL GRADUATION RATES HAVE INCREASED, IN 2011-12 LATINX AND BLACK STUDENTS TRAILED WHITE STUDENTS.
- CALIFORNIA—IN 2011-12 OVERALL H.S. GRADUATION RATE WAS 78%. IOWA WAS HIGHEST AT 86%, WHILE THE DISTRICT OF COLUMBIA WAS LOWEST, AT 59%.
- HTTPS://WWW.GOVERNING.COM/GOV-DATA/EDUCATION-DATA/STATE-HIGH-SCHOOL-GRADUATION-RATES-BY-RACE-ETHNICITY.HTML

WHY RACE-CONSCIOUS EQUITY FOCUS?

- THE 2013 6-YEAR GRADUATION RATE WAS 59 PERCENT FOR FIRST-TIME, FULL-TIME UNDERGRADUATE STUDENTS WHO BEGAN THEIR PURSUIT OF A BACHELOR'S DEGREE AT A 4-YEAR DEGREE-GRANTING INSTITUTION IN FALL 2007.
- THE 6-YEAR GRADUATION RATE WAS HIGHEST FOR ASIAN STUDENTS AND STUDENTS OF TWO OR MORE RACES (71 PERCENT AND 68 PERCENT, RESPECTIVELY), AND LOWEST FOR BLACK AND AMERICAN INDIAN/ALASKA NATIVE STUDENTS (41 PERCENT EACH).
- ACCORDING TO THE <u>HECHINGER REPORT</u> (2013) <u>FEWER THAN ONE OUT OF FIVE STUDENTS</u> AT COMMUNITY COLLEGES
 OBTAIN THEIR DESIRED DEGREE IN THREE YEARS OR LESS.
- NEED TO CONSIDER:
 - STUDENTS WHO TRANSFER BEFORE EARNING AA DEGREE (60% GRADUATE WITH BA)
 - STUDENTS WHO STOP IN, STOP OUT, AND STOP IN AGAIN DUE TO MULTIPLE CIRCUMSTANCES (MILITARY, JOBS, FAMILY RESPONSIBILITIES, ETC.)
 - FIRST-GEN STUDENTS OFTEN FACE FINANCIAL CONSTRAINTS, CHILD CARE, TRANSPORTATION ISSUES
 - IF ALL FACTORS TAKEN INTO ACCOUNT, THE TWO-YEAR COLLEGE GRADUATION RATE COULD BE CLOSER TO 40%
- HTTPS://NCES.ED.GOV/PUBS2016/2016007
- HTTPS://WWW.COMMUNITYCOLLEGEREVIEW.COM/BLOG/THE-CATCH-22-OF-COMMUNITY-COLLEGE-GRADUATION-RATES



ADDRESSING EDUCATION GAPS—WHAT COLLEGES & UNIVERSITIES CAN DO

WORK WITH A VALIDATION-RICH ACADEMIC AND STUDENT SUPPORT SYSTEM

ory: Theoretical Foundations, ons isana M. Muñoz

nceptualization and Overview xperiences and Outcomes k, Patricia D. Quijada Cerecer

'Students' Sense of Validation: iverse Learning Environments iellar, Chelsea Guillermo-Wann

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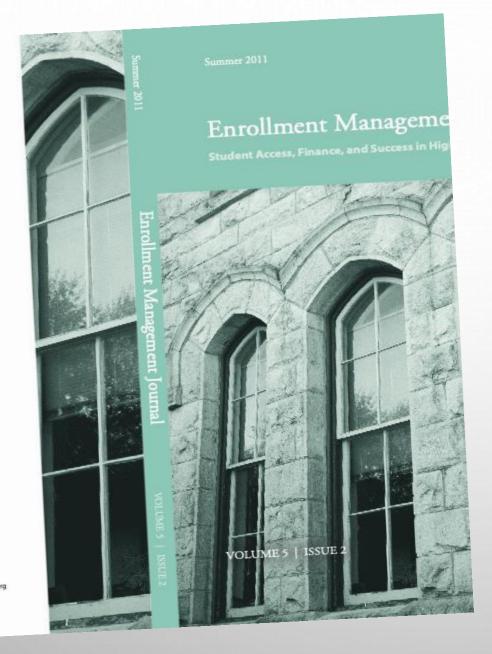
adent Success: The UTEP Way ins Hurley, Richard Padilla

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VALIDATION THEORY: AFFIRMING STUDENTS

VALIDATION IS AN ENABLING, CONFIRMING AND SUPPORTIVE PROCESS INITIATED BY IN- AND OUT-OF-CLASS AGENTS THAT FOSTERS ACADEMIC AND PERSONAL DEVELOPMENT (RENDÓN, 1994)

THERE ARE TWO FORMS OF VALIDATION:

ACADEMIC -- WHEN IN- AND OUT-OF-CLASS AGENTS
TAKE ACTION TO ASSIST STUDENTS TO TRUST THEIR
INNATE CAPACITY TO LEARN AND TO ACQUIRE
CONFIDENCE IN BEING A COLLEGE STUDENT

INTERPERSONAL -- WHEN IN- AND OUT-OF-CLASS
AGENTS TAKE ACTION TO FOSTER STUDENTS' PERSONAL
DEVELOPMENT AND SOCIAL ADJUSTMENT

VALIDATION: BEST PRACTICES

- VALIDATE STUDENT VOICE AND EXPERIENCE--AFFIRM VALUE OF PERSONAL VOICE IN THE CLASSROOM
 - KNOWLEDGE CAN INITIATE FROM STUDENT PERSONAL EXPERIENCE
 - WRITING ASSIGNMENTS INCLUDE ESSAYS ABOUT HOW STUDENTS GOT THEIR NAMES.
 - RESEARCH PAPERS ON TOPICS ROOTED IN THE STUDENT PERSONAL EXPERIENCE
 - STUDENTS ORGANIZE INTO IN-CLASS STUDY GROUPS WHERE PEER VALIDATION CAN TAKE PLACE
- VALIDATE STUDENT CULTURE---RECOGNIZE AND EMBRACE STUDENT CULTURAL STRENGTHS
 AND THE CONTRIBUTIONS OF THEIR CULTURE TO AMERICAN SOCIETY
 - AVOID DEFICIT THINKING
 - MAKE AN EFFORT TO LEARN MORE ABOUT STUDENT AND FAMILY HISTORY AND THE SACRIFICES
 THEY HAVE MADE
 - VALIDATE THEIR LANGUAGE AND CULTURAL TRADITIONS

VALIDATION: BEST PRACTICES

- VALIDATE STUDENT IDENTITIES—AFFIRM THE VALUE OF STUDENTS' RACIAL/ETHNICITY, SEXUALITY, GENDER, DISABILITY, ETC.
 - ACCEPT STUDENTS FOR WHO THEY ARE AND FOR WHAT THEY BRING TO THE COLLEGE ENVIRONMENT
 - DEVELOP AN INCLUSIVE CURRICULUM THAT ALLOWS STUDENTS TO SEE THEMSELVES IN WHAT THEY ARE LEARNING
- VALIDATE THE REAL POSSIBILITY THAT STUDENTS, REGARDLESS OF BACKGROUND, CAN SUCCEED IN COLLEGE
 - BRING SPEAKERS TO CLASS THAT RESEMBLE CHARACTERISTICS OF STUDENTS
 - INDICATE TO STUDENTS THAT WHAT THEY KNOW AND THE BACKGROUNDS THEY BRING ARE AS
 IMPORTANT AS WHAT OTHERS KNOW AND BRING TO COLLEGE.

VALIDATION: BEST PRACTICES

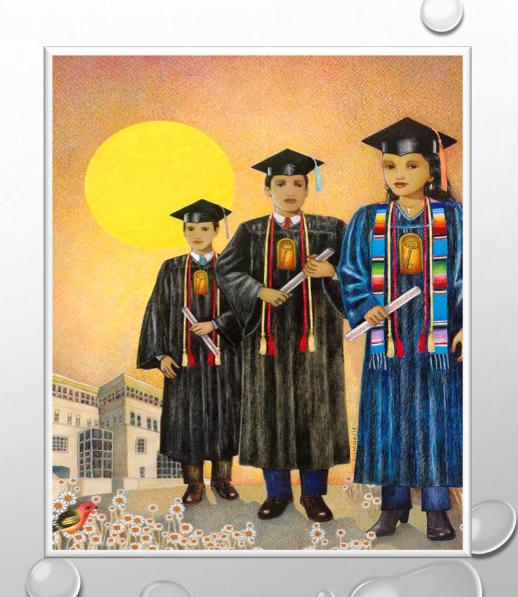
- VALIDATE STUDENTS AS HUMAN BEINGS, NOT JUST AS STUDENTS
 - MAKE YOURSELF AVAILABLE AND BE THE FIRST TO REACH OUT TO STUDENTS!
 - BUILD A CARING, SUPPORTIVE RELATIONSHIP WITH STUDENTS—LEARN THEIR STORIES & CHALLENGES
 - LEARN STUDENT NAMES
 - PRAISE SUCCESS
 - DON'T ASSUME ALL STUDENTS CAN GET INVOLVED IN CAMPUS LIFE EASILY.
 - INTRODUCE STUDENTS TO OTHERS WHO HAVE OVERCOME SIMILAR CHALLENGES.

IMPACT OF VALIDATION—NOT ABOUT "CODDLING STUDENTS"

- **BELIEVE IN INHERENT CAPACITY TO LEARN.**
- BECOME EXCITED ABOUT LEARNING.
- FEEL A PART OF THE LEARNING COMMUNITY.
- **BECOME MOTIVATED OR DRIVEN.**
- •FEEL CARED ABOUT AS A PERSON, NOT JUST AS A STUDENT.

ADDRESSING EDUCATION GAPS

IDENTIFY AND LEVERAGE
STUDENT STRENGTHS
(RENDON, NORA & KANGALA,
2014)



TG PHILANTHROPY STUDY AT UTSA

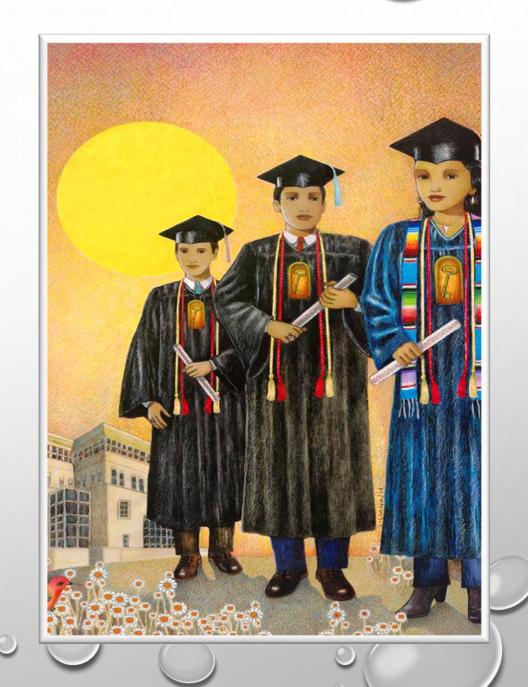
- WHAT ARE THE POSITIVE AND NEGATIVE ASPECTS OF THE COLLEGE EXPERIENCE FOR LATINX STUDENTS?
- WHAT ARE THE CULTURAL ASSETS
 LATINXS EMPLOY TO BECOME
 SURVIVORS AND MOVE PAST
 OBSTACLES?

METHOD

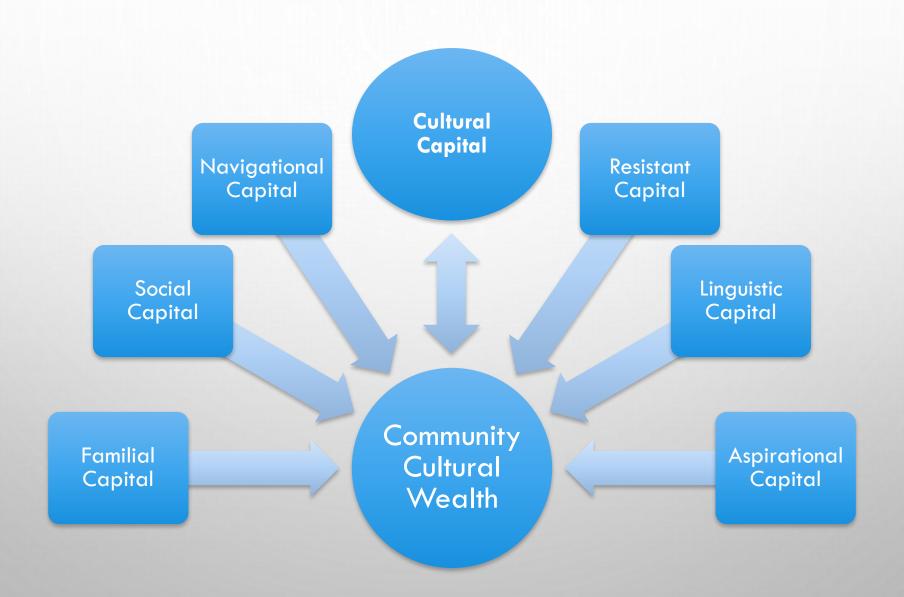
FOCUS GROUPS: N=47

ONE-ON-ONE VIDEOTAPED INTERVIEWS:

N=6



TARA YOSSO'S COMMUNITY CULTURAL WEALTH MODEL



STUDENT ASSETS

Ganas/ Perseverance

- Develop inner strength; determination to succeed
- Recognize and embrace sacrifice made to attend college

Giving Back

- Proud of Latino heritage and being in HSI/Prove Latinos can do it
- Recognize microaggressions & inequities
- Want to complete college because they recognize others have paved way for their success
- Know they can be role models

STUDENT ASSETS

Spirituality/ Faith

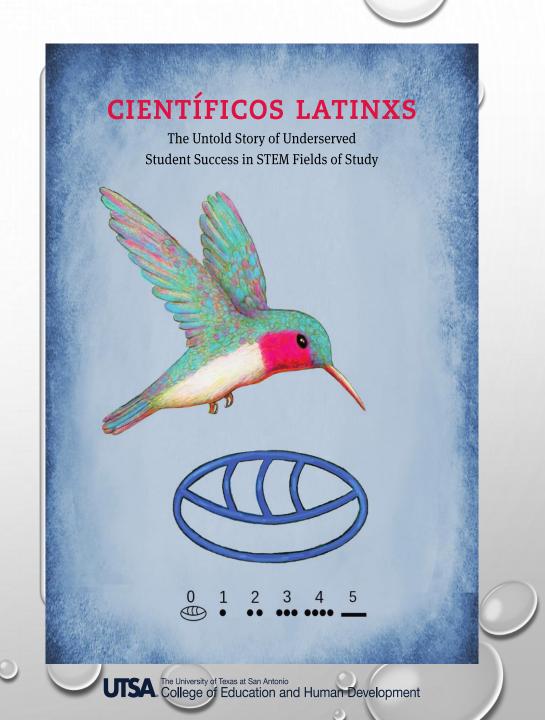
- Employ faith in God/higher power
- Develop sense of meaning and purpose
- Embrace concepts such as gratitude, goodness and compassion

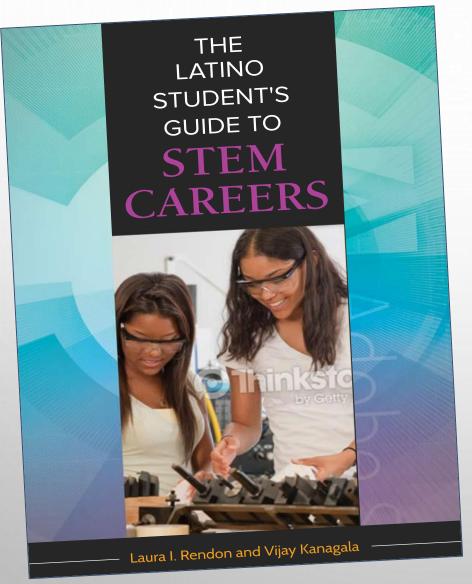
Pluriversal

- Adapt and operate in multiple worlds and diverse educational and geographical contexts
- Hold multiple and competing systems of meaning in tension

REDUCING EQUITY GAPS IN STEM

EQUITY GAP: WOMEN, RACIAL AND ETHNIC MINORITIES, AND PERSONS WITH DISABILITIES UNDER-REPRESENTED IN STEM DISCIPLINES (RENDON, NORA, BLEDSOE & KANAGALA, 2019)





RESEARCH QUESTIONS:

1.WHAT IS THE EXPERIENCE OF LATINX STUDENTS WHO HAVE GAINED ACCESS TO AND COMPLETED A STEM DEGREE (I.E., CHALLENGES FACED, HELPFUL LEARNING EXPERIENCES, SOURCES OF SUPPORT AND ENCOURAGEMENT, ETC.)?

2. WHAT WERE THE CONTRIBUTING PERSONAL ATTRIBUTES, ACADEMIC/SOCIAL/CULTURAL FACTORS AND COLLEGIATE EXPERIENCES THAT PROPELLED LATINX STUDENTS TO SUCCESSFULLY EARN A STEM DEGREE?

KEYS TO SUCCESS: VALIDATION FROM SIGNIFICANT OTHERS/COLLECTIVE WEB OF SUPPORT

Early Schooling

- Teachers
- Best Friends
- Parents
- Family Members

College

- Mentors
- Faculty
- Role Models
- Adviser
- Counselor

Validation Provided

- Encouragement
- Inspiration
- Academic Advice
- Exposure to STEM
- Network of support

VALIDATION EXAMPLES

- STEM WAS NOT MY PASSION, BUT I WAS VERY INTERESTED IN POLLUTION AND HOW IT AFFECTED THE ENVIRONMENT...{I} FOUND MYSELF AT THE DOORSTEP OF THE ADVISER FOR ENVIRONMENTAL STUDIES, DR. JACK PARKER...PEOPLE TEND TO CHOOSE THE PATH OF LEAST RESISTANCE. NOT PARKER. I TRIED SELECTING THE NON-SCIENCE PATH TO AN ENVIRONMENTAL STUDIES DEGREE, BUT HE WOULDN'T HAVE IT... HE SAID I COULD DO SCIENCE AND WOULD MAKE A DIFFERENCE IN MY FIELD—STEPHANY ALVAREZ VENTURA, M.S.
- MY MENTOR, DR. DAWE,...TOLD ME, "YOU HAVE WHAT IT TAKES TO BE A SCIENTIST." IT WAS FROM THAT MOMENT WHEN I HAD NO DOUBT THAT I WOULD BE GETTING MY DOCTORAL DEGREE—RODOLFO JIMENEZ, PH.D.

KEYS TO SUCCESS: STUDENT ASSETS AND KNOWLEDGE/VENTAJAS Y CONOCIMIENTOS

Giving Back

- Service to Latinx community & greater society
- Address inequities in underrepresentation of Latinxs in STEM

Curiosity

- Sense of wonder
- Sense of discovery

ASSET: GIVING BACK

- I AM GRATEFUL FOR ALL OF THE MENTORS I HAVE HAD IN MY LIFE, FROM FAMILY TO PROFESSORS. I FEEL IT IS THEIR GUIDANCE THAT HAS HELPED ME GET TO WHERE I AM TODAY, AND I WILL NEVER FORGET THIS. AND THAT IS WHY I TAKE IT UPON MYSELF TO MAKE SURE THAT I GIVE BACK TO MY COMMUNITY, AS WELL AS THE WORLD, IN ANY WAY THAT I CAN—RODOLFO JIMENEZ, PH.D.
- THE OPPORTUNITY TO GIVE BACK TO THE COMMUNITY THAT I GREW UP IN HAS BEEN ONE OF THE MOST REWARDING PARTS OF MY JOB—MARINA B. SUAREZ, PH.D.

ASSET: CURIOSITY

- IT HAD BEEN MY DREAM SINCE I WAS A KID...TO FIND A DINOSAUR...TO BE THE FIRST PERSON TO LAY EYES ON SOMETHING THAT LIVED MILLIONS OF YEARS AGO...IT TURNS OUT THE SITE [WE VISITED] HAD MANY BONES...ONE OF THEM WAS NAMED FOR MY TWIN SISTER AND ME: GEMINIRAPTOR SUAREZARUM—MARINA SUAREZ, PH.D.
- IF I HAD TO SUMMARIZE MY LIFE JOURNEY...I WOULD SAY IT WAS FUELED BY A NEED TO KNOW. EVEN AS A YOUNG GIRL, I ALWAYS WANTED TO KNOW WHAT HAPPENS WHEN YOU PUT A SNAIL, A GRASSHOPPER, AND A FUZZY WORM IN THE SAME JAR? CURIOSITY CAN GET YOU STUNG BY INSECTS OR PUNISHED BY YOUR ABUELA, BUT CURIOSITY CAN ALSO REROUTE YOUR CAREER LIFE—DIANA DEL ANGEL, M.S.

KEYS TO SUCCESS: STUDENT ASSETS

Navigational

- Leaving native country & learning new culture
- Changing majors
- Figured things out with little/no assistance

Ganas/

Perseverance/
Resilience

- Courage
- Determination



ADDRESSING EDUCATION GAPS

WORK WITH HIGH-IMPACT PEDAGOGY AND CURRICULUM THAT PREPARES STUDENTS FOR JOBS AND FOR LIFE

ISSUES THAT CALL FOR A HIGHER LEVEL OF EDUCATIONAL PREPARATION

- CLIMATE CHANGE
- IMMIGRATION/ICE RAIDS
- UNDOCUMENTED STUDENTS
- ANTI SEMITISM
- WORLD CRISES—TERRORISM,
 SYRIAN CONFLICT, WARS
- RELIGIOUS INTOLERANCE
- RACISM, SEXISM AND DISCRIMINATION
- WOMEN'S RIGHTS & #ME
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- RIGHTS OF DIFFERENTLY ABLED PEOPLE

HIGH-IMPACT TEACHING & LEARNING PRACTICES

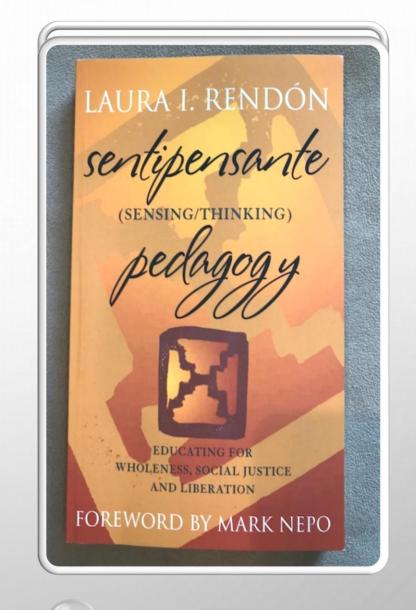
- APPLIED LEARNING/EXPERIENTIAL LEARNING
- VALIDATING EXPERIENCES
- STUDY GROUPS
- LEARNING COMMUNITIES
- SERVICE LEARNING
- CAPSTONE COURSES
- INTERNSHIPS
- RESEARCH WITH A FACULTY MEMBER
- DEEP LEARNING EXPERIENCES/SENTIPENSANTE PEDAGOGY

SENTIPENSANTE (SENSING/THINKING) PEDAGOGY

A HIGH-IMPACT, CULTURALLY-VALIDATING, HOLISTIC DEEP LEARNING EXPERIENCE

HOW DO WE HELP STUDENTS TO CONNECT BOTH THEIR INTELLECTUAL CAPACITIES AND THEIR INNER LIVES (SENSE OF PURPOSE, WISDOM, SOCIAL CONSCIOUSNESS)?

HOW DO WE ENGAGE STUDENTS IN REFLECTIVE PRACTICES AS THEY WORK ON EQUITY AND JUSTICE PROJECTS?



EXAMPLE OF SENTIPENSANTE PEDAGOGY, NORMA CANTÚ, TRINITY UNIVERSITY

- FOLKLORIST AND NOVELIST—TEACHES ENGLISH
- AUTHOR OF CANÍCULA, AN AUTOBIOGRAPHY FEATURING PHOTOGRAPHS OF HER CHILDHOOD
- CONTEMPLATIVE TOOLS THAT FOSTER DEEP LEARNING:
 - GUIDED IMAGERY THROUGH USE OF PHOTOGRAPHS
 - REFLECTIVE AUTOBIOGRAPHICAL ESSAYS

EXAMPLE OF SENTIPENSANTE PEDAGOGY: ALBERTO PULIDO, UNIVERSITY OF SAN DIEGO

- TEACHES ETHNIC STUDIES & SOCIOLOGY
- CONTEMPLATIVE TOOLS: ARTS-BASED

 CAJITA PROJECT, VISITS TO SITES WHERE

 SOCIAL JUSTICE THEMES ARE HIGHLIGHTED

EXAMPLE OF SENTIPENSANTE PEDAGOGY J. HERMAN BLAKE, IOWA STATE UNIVERSITY (RET)

- TAUGHT AFRICAN AMERICAN STUDIES
- CONTEMPLATIVE TOOLS: EMPLOYS AUDIO NARRATIVES, PHOTOS AND MUSIC.
- ENGAGES STUDENTS IN REFLECTIVE PRACTICES

EXAMPLE: EQUITY & JUSTICE SERVICE LEARNING PROJECT IN STEM

TOPIC EXAMPLES:

WATER QUALITY IN COMMUNITY

CLIMATE CHANGE

MENTAL HEALTH

DIABETES, CANCER, LIVER DISEASE

IMPACT OF DROUGHT, HURRICANES, FLOODING

DECLINING INFRASTRUCTURES—BRIDGES, ROADS

DISEASE OUTBREAKS—ZIKA, MEASLES, ANTIBIOTIC-RESISTANT BACTERIA, ETC.

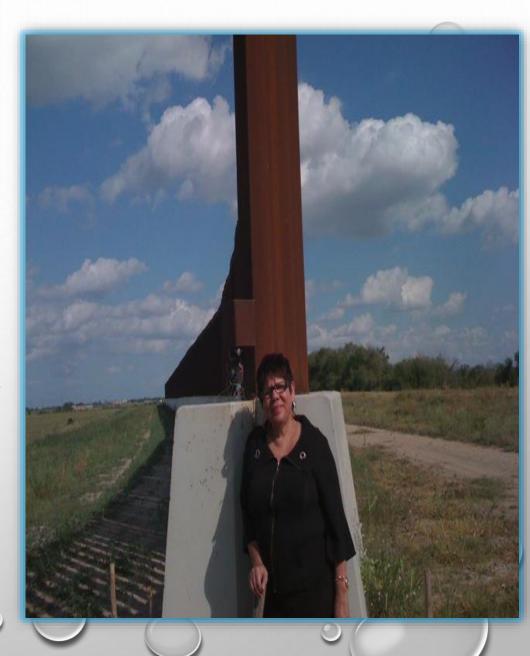
STUDENT PROJECT EXAMPLES:

SERVICE LEARNING

INTERVIEWS WITH PEOPLE IMPACTED BY ISSUES

PHOTO EXHIBIT

DIGITAL STORYTELLING, DOCUMENTARIES



CELEBRATION OF THE MARRIAGE OF HEART AND MIND

WHY DOES ONE WRITE, IF NOT TO PUT ONE'S PIECES TOGETHER?

FROM THE MOMENT WE ENTER SCHOOL OR CHURCH, EDUCATION CHOPS US INTO

PIECES: IT TEACHES US TO DIVORCE SOUL FROM BODY AND MIND FROM HEART.

THE FISHERMEN OF THE COLUMBIAN COAST MUST BE LEARNED DOCTOR OF ETHICS AND

MORALITY, FOR THEY INVENTED THE WORD, SENTIPENSANTE, FEELING-

THINKING, TO DEFINE LANGUAGE THAT SPEAKS THE TRUTH.

--EDUARDO GALEANO, THE BOOK OF EMBRACES (1989), P. 121

-- ORLANDO FALS BORDA, COLUMBIAN RESEARCHER AND SOCIOLOGIST



THE CHALLENGE FOR COMMUNITY COLLEGES

- WORKING WITH AN INCREASINGLY DIVERSE STUDENT BODY
- FOSTERING SUCCESS FOR LOW-INCOME, FIRST-GENERATION STUDENTS
- WORKING WITH A RACE-CONSCIOUS EQUITY FOCUS
- EMPLOYING VALIDATION AND AN ETHIC OF CARE
- WORKING WITH AN ASSET-BASED FRAMEWORK
- DEVELOPING EXCITING DEEP LEARNING EXPERIENCES THAT BUILD INTELLECTUAL, SOCIAL AND EMOTIONAL COMPETENCIES



THE IMPORTANCE OF VALIDATING STUDENTS

2014 GALLUP-PURDUE INDEX REPORT

- STUDY OF MORE THAN **30,000 COLLEGE GRADUATES** ACROSS THE U.S. TO DETERMINE IF THE EXPERIENCES THEY HAD IN COLLEGE PROMOTED GAINS IN THE WORKPLACE AND IN THEIR WELL-BEING.
- KEY FINDINGS:
 - IF GRADUATES HAD A **PROFESSOR WHO CARED** ABOUT THEM AS A PERSON, **MADE THEM EXCITED ABOUT LEARNING** AND ENCOURAGED THEM TO PURSUE THEIR DREAMS, THEIR ODDS OF BEING ENGAGED AT WORK MORE THAN DOUBLED, AS DID THEIR ODDS OF THRIVING IN THEIR WELL-BEING.
 - IF GRADUATES HAD AN INTERNSHIP OR JOB WHERE THEY WERE ABLE TO APPLY WHAT THEY WERE LEARNING IN THE CLASSROOM, WERE ACTIVELY INVOLVED IN EXTRACURRICULAR ACTIVITIES AND ORGANIZATIONS, AND WORKED ON PROJECTS THAT TOOK A SEMESTER OR MORE TO COMPLETE, THEIR ODDS OF BEING ENGAGED AT WORK ALSO DOUBLED (P.6).

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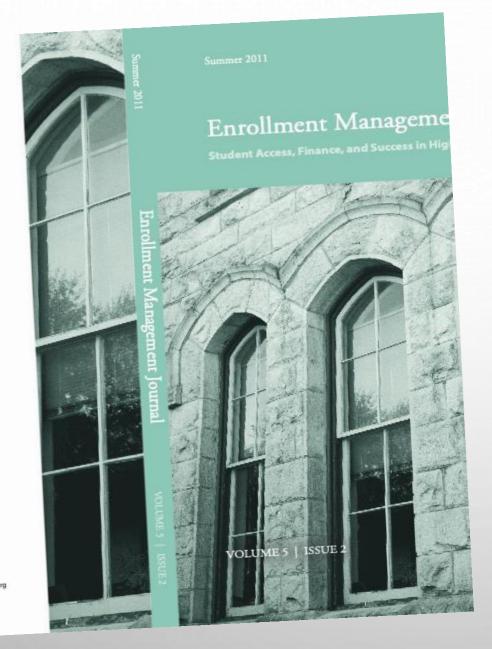
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INTERPERSONAL -- WHEN IN- AND OUT-OF-CLASS
AGENTS TAKE ACTION TO FOSTER STUDENTS' PERSONAL
DEVELOPMENT AND SOCIAL ADJUSTMENT



- THE CORE OF VALIDATION IS AUTHENTIC CARING AND CONCERN
- ETHIC OF CARE CAN FOSTER POSITIVE RELATIONSHIPS
 BETWEEN FACULTY AND STUDENTS
- VALIDATING ACTIONS WHICH DEMONSTRATE CARING INCLUDE:
 - CALLING STUDENTS BY NAME
 - EXPRESSING CONCERN
 - · OFFEDING ACCICTANCE

OUT-OF-CLASS VALIDATING AGENTS

- SPOUSE, BOYFRIEND, GIRLFRIEND
- FAMILY: PARENTS, SIBLINGS, RELATIVES, CHILDREN
- FRIENDS: CLASSMATES, COLLEGE FRIENDS, NON-COLLEGE FRIENDS
- COLLEGE STAFF: FACULTY, COACHES, COUNSELORS, ADVISORS, TUTORS, TEACHING ASSISTANTS, RESIDENT ADVISORS



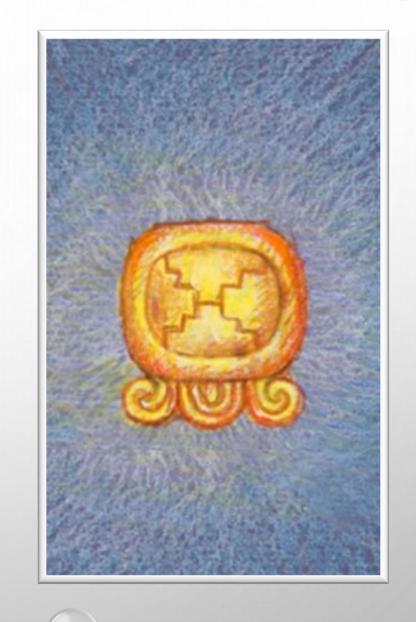
IN-CLASS VALIDATING AGENTS

- FACULTY
- COACHES
- LAB INSTRUCTORS
- TEACHING ASSISTANTS

MOVING TOWARD TRANSFORMATIVE TEACHING AND LEARNING FOR ALL STUDENTS

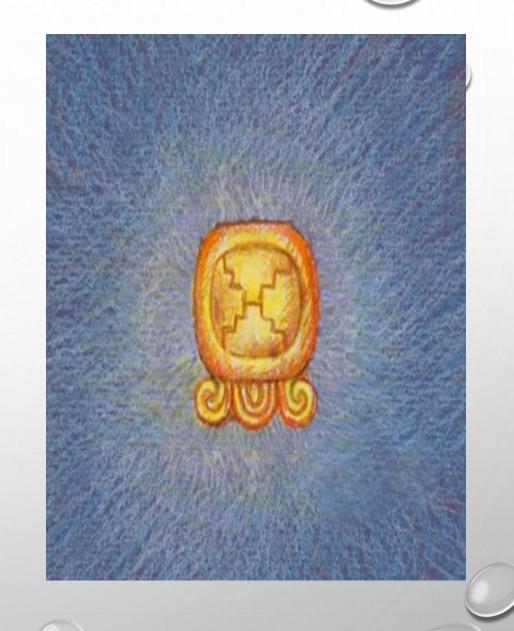
NEED TO VALIDATE STUDENT BACKGROUNDS,
LIVES AND EXPERIENCES

NEED TO WORK WITH EXCITING, HIGH-IMPACT,
DEEP LEARNING EXPERIENCES THAT ARE
ALIGNED WITH THE EXPERIENCES AND
INTERESTS OF CULTURALLY-DIVERSE STUDENTS



TOWARD AN EDUCATION TO TRANSFORM THE WORLD

IF YOU COULD TEACH ONE THING TO HELP STUDENTS EFFECTIVELY ENGAGE WITH SOCIETY'S MOST PRESSING SOCIAL JUSTICE ISSUES WHAT WOULD THAT BE?



CURRENT SOCIAL JUSTICE ISSUES. HOW DO WE HELP STUDENTS DEVELOP THE COMPETENCIES THEY WILL NEED TO ADDRESS THESE ISSUES ? HOW DO WE USE SOCIAL JUSTICE ISSUES TO CREATE HIGH-IMPACT PROJECTS ACROSS DISCIPLINES?

- CLIMATE CHANGE
- GUN VIOLENCE
- IMMIGRATION/ICE RAIDS
- UNDOCUMENTED STUDENTS
- ANTI SEMITISM
- WORLD CRISES—TERRORISM, SYRIAN CONFLICT, WARS
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- WOMEN'S RIGHTS & #ME TOO MOVEMENT
- STANDING ROCK AND THE RIGHTS OF NATIVE PEOPLE
- RIGHTS OF DIFFERENTLY ABLED PEOPLE

EXAMPLES OF IMPORTANT STUDENT OUTCOMES

CONOCIMIENTO, ENLIGHTENMENT & DEEP SELF KNOWLEDGE. ALL THAT WE ARE AND REPRESENT, INTERSECTING IDENTITIES, EXPLORATION OF THE LIGHT AND SHADOWS OF OUR EXISTENCE.

EMPATHY. ABILITY TO EMPATHIZE, TO STEP INTO THE WORLD OF "THE OTHER" WITH RESPECT AND DIGNITY.

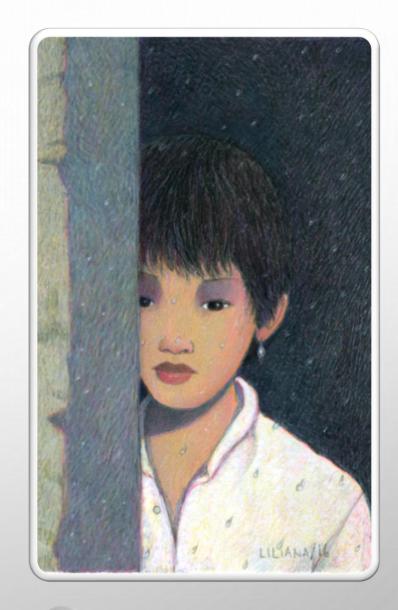
APPRECIATE & WORK WITH DIVERSITY. ABILITY TO EMBRACE DIVERSE VIEWS, WORK IN A CONTEXT OF MULTICULTURALISM, AND EMPLOY DIVERSE WAYS OF KNOWING.

PLURIVERSAILITY. ABILITY TO FUNCTION FROM A PLURALISTIC SPACE (MOVES BEYOND BINARIES AND EITHER/OR THINKING TO EMBRACE COMPETING AND CONTRADICTORY SYSTEMS OF MEANING).

SELF CARE, HEALING AND WELL BEING. ABILITY TO ATTEND TO SELF CARE AND TO MAINTAIN WELL BEING—SOCIAL JUSTICE WORK CAN CAUSE TRAUMA; NEED TO HEAL, REST AND REPLENISH.

CONNECTEDNESS. OUR RELATIONSHIP TO "THE OTHER." THE WE IS ABOUT THE OTHER. OUR STRUGGLES AND PAIN ARE INTERTWINED.

SENSE OF MEANING AND PURPOSE



A TEACHING AND LEARNING EXPERIENCE THAT IS VALIDATING FOR STUDENTS WHO WANT TO:

FIND DEEPER MEANING IN WHAT IS BEING LEARNED IN AND OUT OF THE CLASSROOM

GAIN INSIGHT—BREAKTHROUGH MOMENT

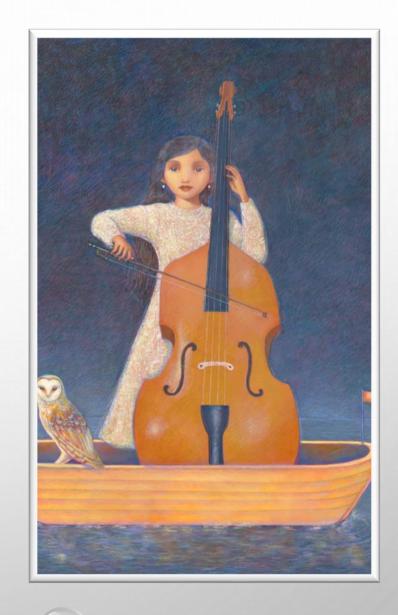
FIND VOICE

HEAL

COME TO TERMS WITH ANGER AND SHADOWS OF LIFE

CONNECT WITH OTHERS AND DEVELOP NEW RELATIONSHIPS

EXPRESS LOVE, JOY AND COMPASSION



HIGH-IMPACT TEACHING AND LEARNING

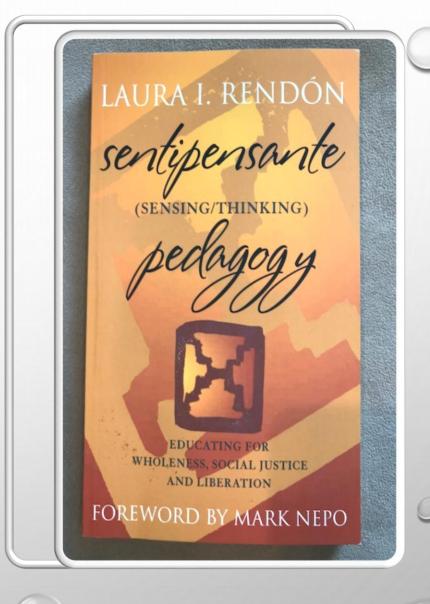
- LEARNING COMMUNITIES
- EXPERIENTIAL LEARNING BEYOND THE CLASSROOM—INTERNSHIPS, APPRENTICESHIPS, FIELD EXPERIENCES, CLINICAL ASSIGNMENTS, COMMUNITY-BASED PROJECTS
- APPLIED LEARNING
- DEEP LEARNING EXPERIENCES THAT TAKE A SEMESTER OR MORE TO COMPLETE
- SERVICE LEARNING
- CAPSTONE COURSES
- RESEARCH WITH A FACULTY MEMBER
- STUDY GROUPS
- SENTIPENSANTE/CONTEMPLATIVE PEDAGOGY AS A FORM OF DEEP LEARNING
 - SOURCES: AAC&U, 2013; GALLUP-PURDUE INDEX REPORT, 2014; CENTER FOR COMMUNITY COLLEGE ENGAGEMENT, 2014; RENDON, NORA & KANAGALA, 2014; RENDON & KANAGALA, 2014

SENTIPENSANTE (SENSING/THINKING) PEDAGOGY

A HIGH-IMPACT, CULTURALLY-VALIDATING, HOLISTIC DEEP LEARNING EXPERIENCE

HOW DO WE HELP STUDENTS TO CONNECT BOTH THEIR INTELLECTUAL CAPACITIES AND THEIR INNER LIVES (SENSE OF PURPOSE, WISDOM, SOCIAL CONSCIOUSNESS)?

HOW DO WE ENGAGE STUDENTS IN REFLECTIVE PRACTICES AS THEY WORK ON EQUITY AND JUSTICE PROJECTS?

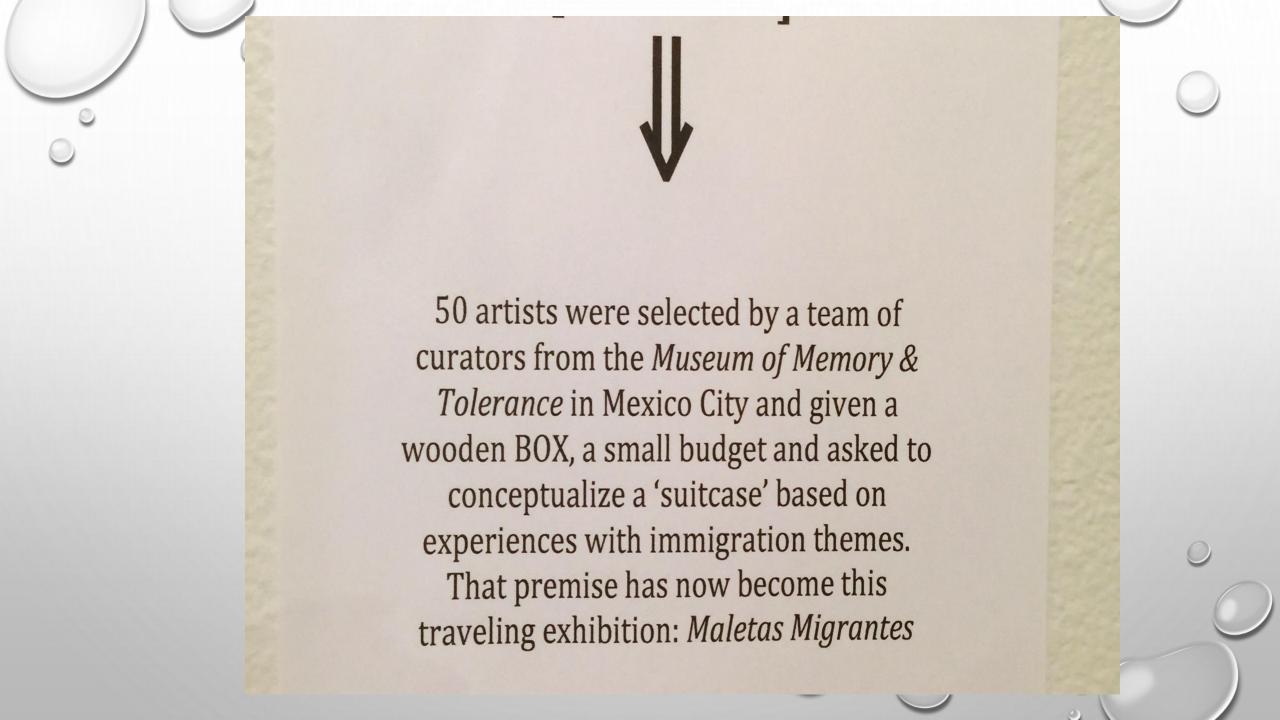


SENTIPENSANTE PEDAGOGY EXAMPLE

- DR. ALBERTO PULIDO, SOCIOLOGY AND ETHNIC STUDIES, (ARIZONA STATE UNIVERSITY-WEST, UNIVERSITY OF SAN DIEGO)
- CONTEMPLATIVE TOOL: CAJITA PROJECT









DISCUSSION

IN WHAT KIND OF TEACHING AND LEARNING ACTIVITY COULD YOU EMPLOY THE CAJITA PROJECT?

SENTIPENSANTE PEDAGOGY EXAMPLE

- CARLOS SILVEIRA--TEACHES ART EDUCATION AT CALIFORNIA STATE UNIVERSITY-LONG BEACH
- PHILOSOPHY OF TEACHING IS BASED ON PAULO FREIRE'S PEDAGOGY OF THE OPPRESSED
- WORKED WITH CHILDREN IN THE FAVELAS OF BRAZIL
- CONTEMPLATIVE TOOLS: COMMUNITY SERVICE LEARNING,
 REFLECTIVE WRITING



DISCUSSION

IN WHAT KIND OF TEACHING AND LEARNING ACTIVITY COULD YOU EMPLOY COMMUNITY SERVICE LEARNING ASSIGNMENTS?

EXAMPLE OF SENTIPENSANTE PEDAGOGY: CONTEMPLATIVE PERFORMANCE

APARTMENT ON AUSTIN BY NOVA VENERABLE

• DOCUMENTARY: LOUDER THAN A BOMB— DEPICTS WORLD'S LARGEST YOUTH POETRY SLAM HELD IN CHICAGO

• NOVA'S FATHER WAS AN ADDICT. HER YOUNGER BROTHER SUFFERED FROM DIABETES



DISCUSSION

IN WHAT KIND OF TEACHING AND LEARNING ACTIVITY COULD YOU INVOLVE STUDENTS IN CONTEMPLATIVE PERFORMANCE?

LOW-INCOME, FIRST-GEN STUDENTS HAVE IMPORTANT STRENGTHS WHICH ALLOW THEM TO ENGAGE IN CONTEMPLATIVE EDUCATION

GIVING BACK—SOCIAL JUSTICE CONSCIOUSNESS; HELP SOCIETY

CURIOSITY—SENSE OF WONDER & DISCOVERY

RESISTANT—OVERCOME POVERTY; RESIST RACISM & SEXISM

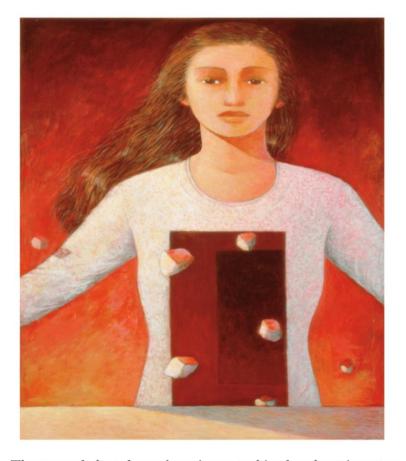
SPIRITUALITY/FAITH—EMBRACE GOODNESS, GRATITUDE & COMPASSION

PLURIVERSAL—ABILITY TO WORK WITH CONTRADICTIONS & INTERSECTIONALITY

CURIOSITY—SENSE OF WONDER & AWE

FACULTY PREPARATION

- 1. PERSONAL CONTEMPLATIVE PRACTICE
- 2. SOCIAL JUSTICE ORIENTATION
- 3. AWARENESS OF DIVERSE STUDENT BACKGROUNDS
- 4. DEEP UNDERSTANDING AND APPRECIATION OF CONTEMPLATIVE PEDAGOGY
- 5. PROFESSIONAL DEVELOPMENT



The struggle has always been inner, and is played out in outer terrains. Awareness of our situation must come before inner changes, which in turn come before changes in society. Nothing happens in the "real" world unless it first happens in the images in our heads.

-Gloria E. Anzaldúa

EXAMPLES OF CULTURALLY-VALIDATING REFLECTIVE PRACTICES

- AUTO-ETHNOGRAPHIES—AUTOBIOGRAPHICAL ESSAYS
- CONTEMPLATIVE PHOTOGRAPHY—NATURE IMAGES, PERSONAL STORIES
- JOURNAL WRITING
- SLAM POETRY THAT REFLECTS STUDENT LIVED EXPERIENCES (SEE LOUDER THAN A BOMB DOCUMENTARY)
- MUSIC—ETHNOMUSICOLOGY, WRITING MUSIC BASED ON PERSONAL EXPERIENCES
- DANCE—AZTEC DANCING, BALLET FOLKLORICO
- COMMUNITY-BASED THEATRE
- MEDITATION

EXAMPLES OF CULTURALLY-VALIDATING REFLECTIVE PRACTICES

- DRUMMING
- GUIDED IMAGERY—REFLECT ON PHOTOGRAPHS, MURALS, ART
- ARTS-BASED PROJECTS: CAJITAS, MURALS, BEADS, POTTERY, DRAWINGS, PAINTINGS
- REFLECTIVE ASSIGNMENTS INVOLVING FILMS AND DOCUMENTARIES
- SERVICE LEARNING ACTIVITIES WITH A REFLECTIVE COMPONENT (DOCTORS WITHOUT BORDERS, ENGINEERS WITHOUT BORDERS, FIELD TRIPS TO SITES WHERE SOCIAL JUSTICE THEMES ARE HIGHLIGHTED SUCH AS IMMIGRANT DETENTION CENTERS, THE U.S. MEXICO BORDER, INNER-CITY SCHOOLS, GHETTOS, BARRIOS, RESERVATIONS, BATTERED WOMEN'S CENTERS, AIDS CENTERS, ETC.)
- DIGITAL STORYTELLING