

7B #EquityConference

Anti-oppressive Pedagogy Initiative: A Case Study

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Video Recording: <https://www.youtube.com/watch?v=7QCWtKbN-T4>

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CPGE EDISJ Committee

Mission Statement: The College of Professional and Global Education (CPGE) Equity, Diversity, Inclusion, and Social Justice (EDISJ) Committee recognizes the value of diversity in persons and perspectives of the academic departments and associated faculty, staff and students. The CPGE EDISJ Committee advances the conversation on issues related to equity and diversity and serves as a channel for social change. Our mission is to ensure a diverse, equitable, culturally conscious and inclusive environment among the academic departments of CPGE including all faculty, staff and students through active dialogue and initiatives that promote the University's commitment to diversity and inclusive excellence.

Purpose: Under the direction of the Associate Dean for Academics, the College of Professional and Global Education have set the following objectives:

- Engage faculty, staff, and students of the academic departments to support and promote diversity
- Create educational programming addressing issues of diversity
- Advocate issues of diversity for faculty, staff, and students of the academic departments
- Promote understanding and appreciation throughout the College academic departments for all aspects of diversity
- Assess CPGE's academic departments' diversity, equity and inclusion plans
- Ensure College academic departments' policies are inclusive and equitable, and promote diversity
- Work to remove systemic structural barriers or policies opposed to diversity, equity and inclusion
- Collaborate with existing University, College, and student groups working to promote diversity, equity and inclusion

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CPGE EDISJ Committee

Committee charge: The EDISJ Committee seeks to increase awareness of diversity, social justice, and maintain an inclusive environment for the College academic departments' faculty, staff and students through:

- Sponsoring activities and events for the College that celebrate diversity, social justice and bring about awareness
- Creating professional development opportunities
- Recognizing academic departments' faculty, staff and students that have demonstrated a commitment to diversity
- Publicizing information about diversity related events within the College and throughout the campus
- Encouraging a wide spectrum of diversity within the College academic departments

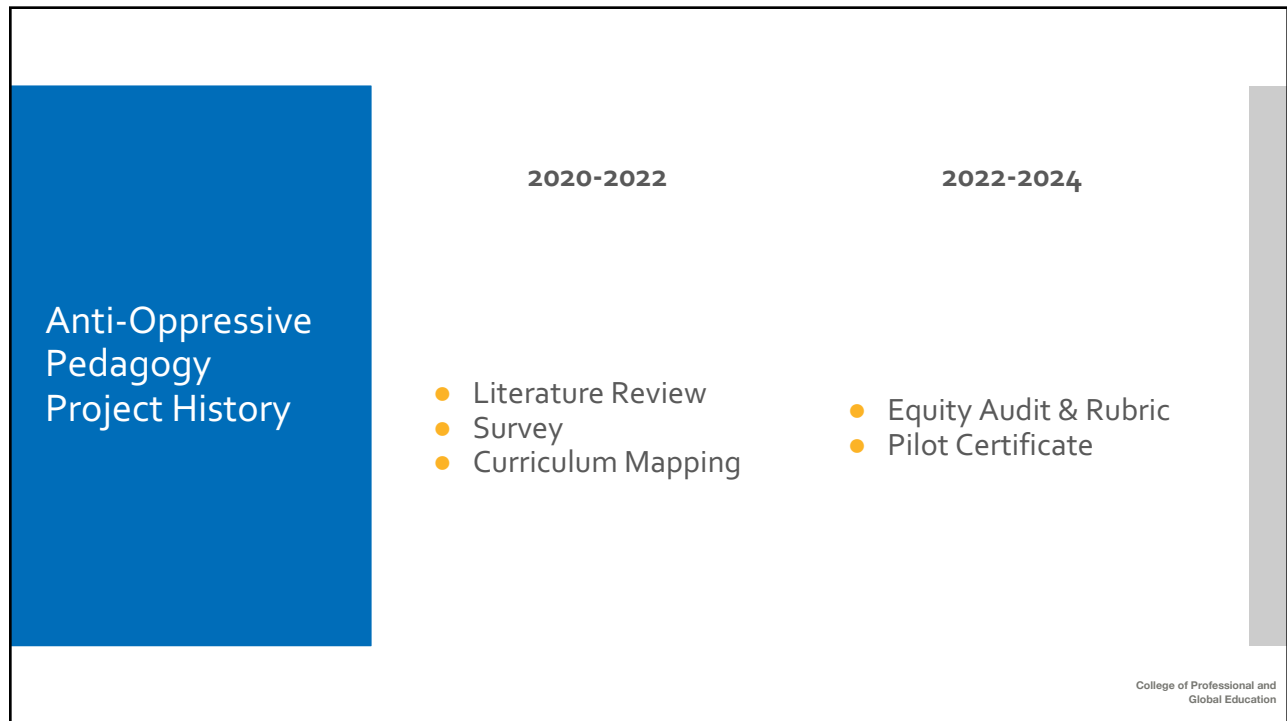
Committee composition: The committee consists of two representatives from each Department/School within CPGE, one of the members will be chosen as the committee chair from one of the units.

- Souvick Ghosh (School of Information)
- Ulia Gosart (School of Information)
- Darra Hofman (School of Information)
- Seungjoon Lee (Applied Data Science)
- Mohammad Masum (Applied Data Science)
- Vishnu Pendyala (Applied Data Science)
- Michele Villagran (Chair, School of Information)
- Sandy Hirsh (Associate Dean for Academics, College Representative)

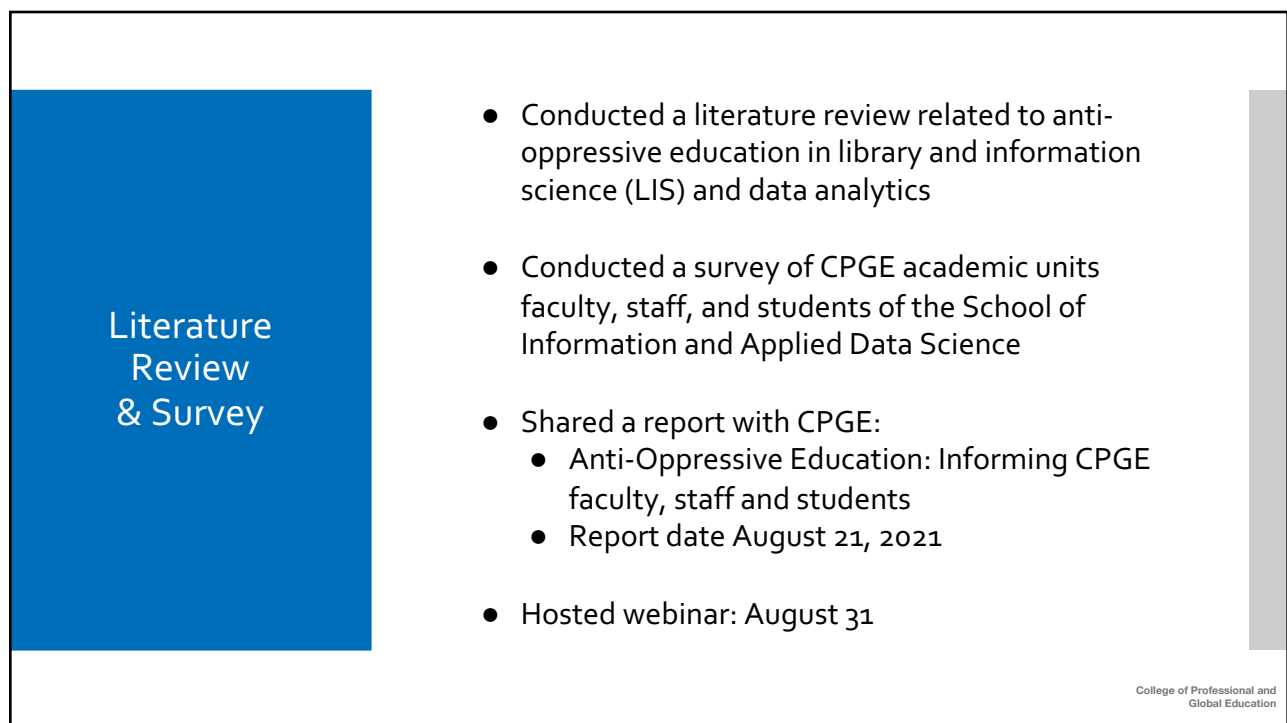
<https://www.sjsu.edu/cies/academic/faculty/committees/edi/index.html>

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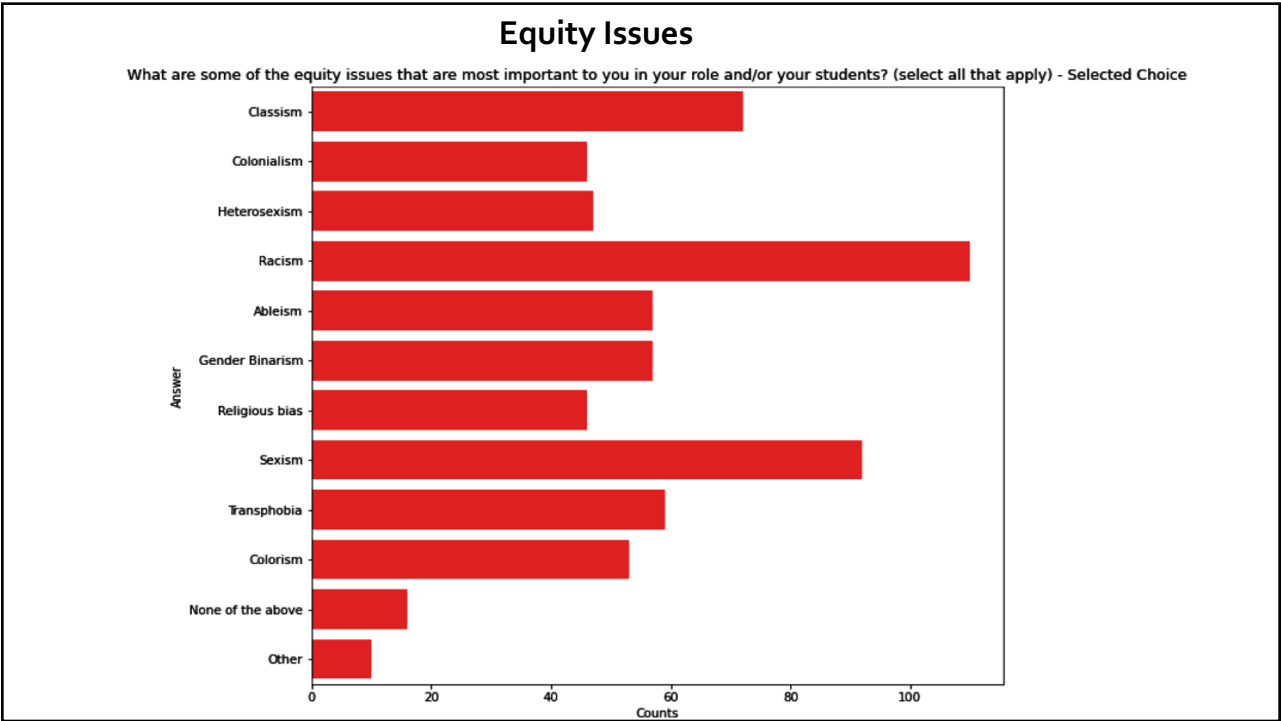
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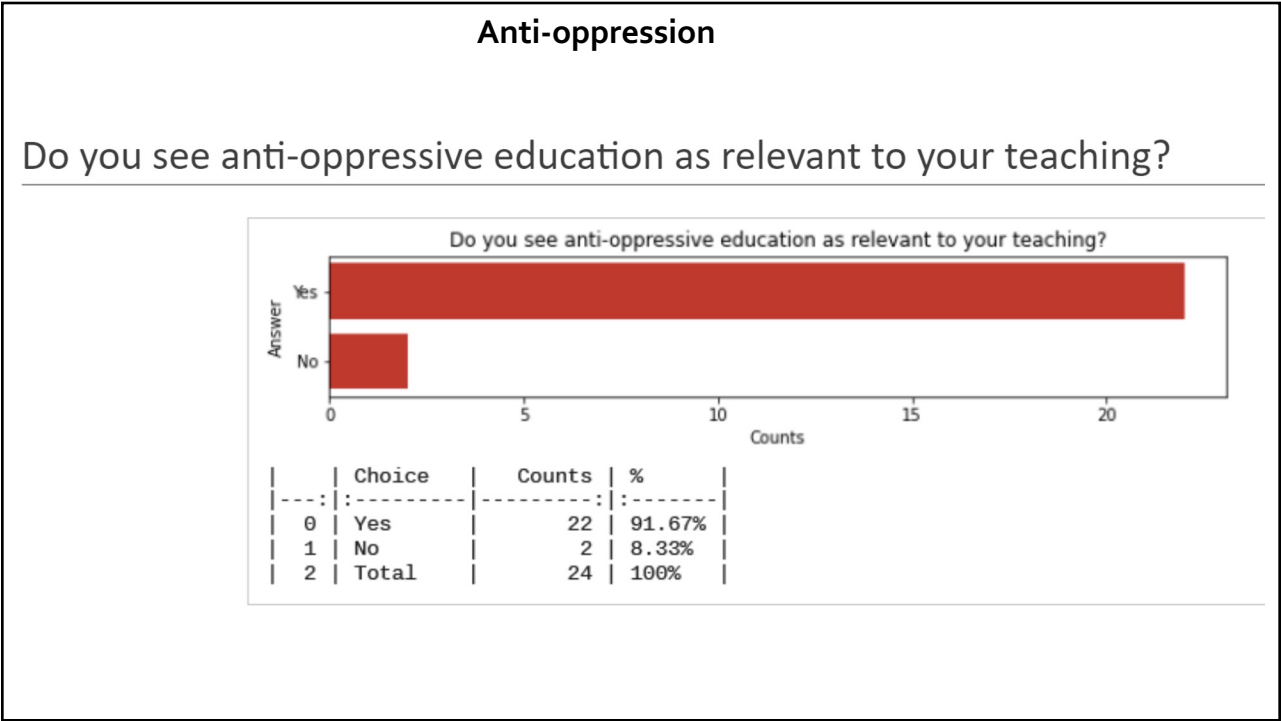
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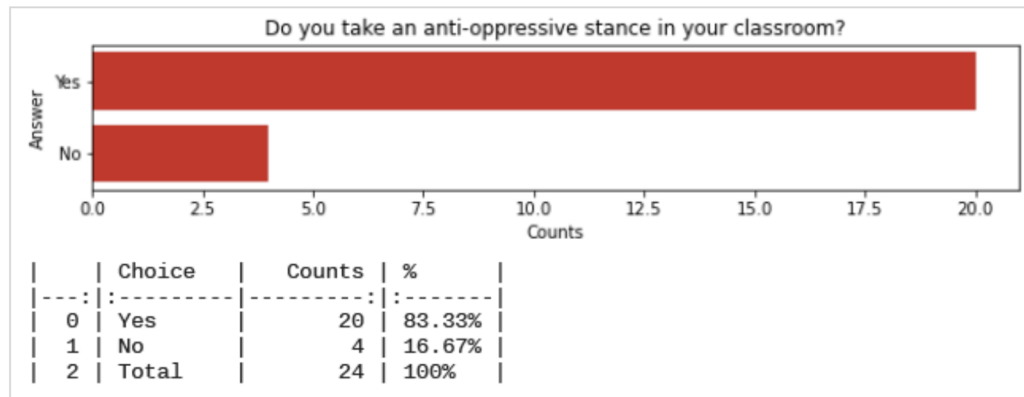
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Anti-oppression

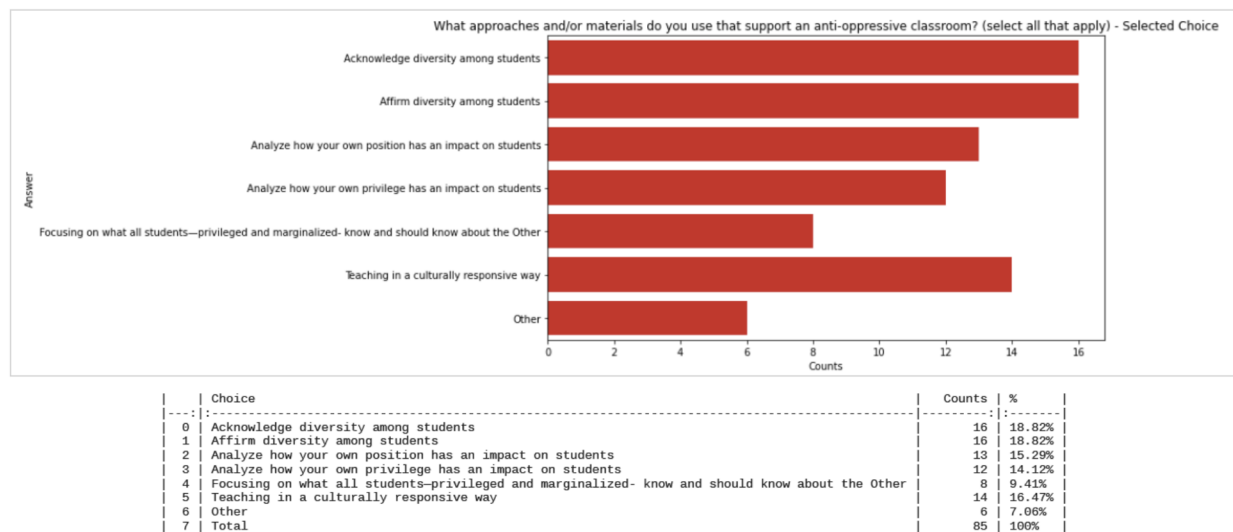
Do you take an anti-oppressive stance in your classroom?



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Anti-oppression

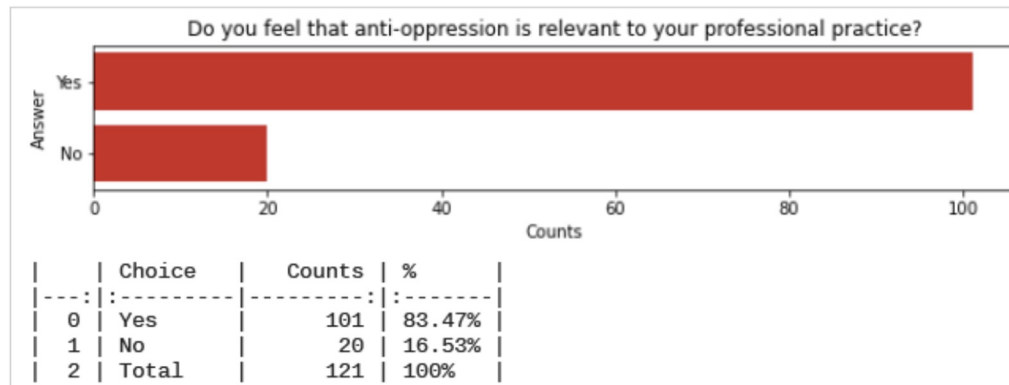
What approaches and/or materials do you use that support an anti-oppressive classroom? (select all that apply) - **Selected Choice**



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Anti-oppression

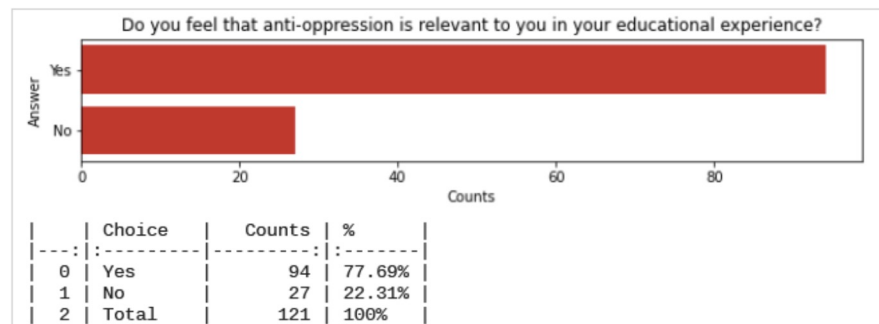
Do you feel that anti-oppression is relevant to your professional practice?



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Anti-oppression

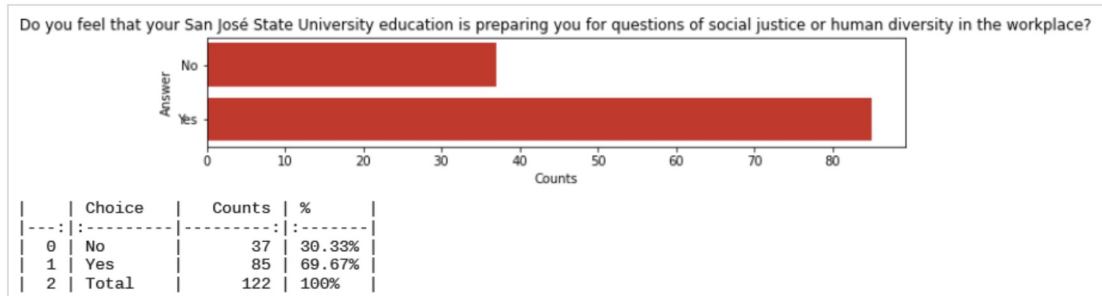
Do you feel that anti-oppression is relevant to you in your educational experience?



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Anti-oppression

Do you feel that your San José State University education is preparing you for questions of social justice or human diversity in the workplace?



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Workshops

- "Reimagining the Syllabus" workshops by Center for Faculty Development for our College
 - September 13 and October 12
 - Faculty attend either session
 - Register for session
- Encouraged faculty to take part in [IDEAS program](#) with consultations provided by Center for Faculty Development

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Equity Audit & Rubric

- Rolled out equity audit and rubric for faculty
 - Utilize [equity audit checklist](#)
 - Utilize Peralta equity rubric on each course
 - Select either version of the equity rubric depending on the mode of the course(s):
 - [Online course\(s\)](#) or [Onsite course\(s\)](#)
 - Conduct self-reflection once complete full review of each course

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Pilot Certificate

Upcoming 2023

- Working with Center for Faculty Development, we will be launching a “pilot” certificate Canvas course entitled “Achieving Equitable Student Outcomes” of asynchronous modular content around topics such as:
 - Inclusive teaching
 - Anti-racist pedagogy
 - Accessible education
 - Universal design for learning
 - Authentic assessment
- Certificate, badge and stipend attached with completion

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Process

Content team

- Develop syllabus
- Develop Canvas modules
- Make any modifications to Canvas modules

Outreach team

- Create application form
- Reach out to summer testers
- Create marketing language

Test as a committee

Roll out by August

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Draft Syllabus

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Achieving Equitable Student Outcomes

Fall 2023

Course Contact Information

Facilitator:

Contact Email:

Phone:

Course Description

The College of Professional and Global Education is offering a semester-long course aimed at achieving equitable outcomes for students. The course will cover topics such as equity and inclusion principles, creating courses that are equitable and inclusive, providing support for students, and utilizing assessment strategies that promote equity. Participants will evaluate their teaching materials and methods to foster diversity and inclusivity in their classes, resulting in more equitable outcomes for all students.

Course Format

- This course is offered via virtual asynchronous modules through Canvas.
- All the assignments will be introduced in Canvas.

Course Goals/Course Learning Objectives

CLO 1 focuses on comprehending principles and methods of teaching and learning that promote equity, diversity, inclusivity and social justice.

CLO 2 involves creating course materials that align with equitable and inclusive course design.

CLO 3 centers on recognizing suitable student support mechanisms for a particular course.

Completion of the program

Complete a minimum of 5 out of 9 modules - two mandatory, and the other three of the participant's choice - including participation in discussion and submission of required assignments for each module.

Assignments

Discussion

Each module will have an asynchronous online discussion in Canvas that asks participants to reflect on their pedagogical approaches and specific course details based on course materials, including readings and viewings.

Written Assignments

Some modules will have essay-type assignments in Canvas that ask participants to describe their thoughts and ideas based on reading and viewing.

Hands-on Exercise

Some modules will have hands-on exercises in Canvas, for example, those that ask participants to make, revise, or add to a course or dashboard.

Review

Some modules will have review assignments that ask participants to review their syllabus/teaching materials based on readings, viewings, examples and other materials.

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Draft Syllabus

Achieving Equitable Student Outcome, Fall 2023

Course Schedule

Subject to change with a fair notice on Canvas

Module	Topics, Readings	Assignments
1	Resilient Pedagogy (Mandatory) - Definition of resilient pedagogy - Impacts of resilient design on student learning - Effectiveness of active learning strategies	Discussion Written Assignment: Active Learning Strategies.
2	Equity Concerns in Virtual and F2F Environment (Mandatory) - Particular equity gaps that can be addressed through active learning strategies - Concerns of inequity and effective practices for mitigating these concerns in particular learning environments - A plan addressing equity concerns in courses	Written Assignment: Equity Gap
3	Accessible Education - Accommodations and accessible education - Impacts of the barriers of accessibility on student learning - Importance of accessible education for all learners	Discussion Hands-on Practice: Create a lecture with captions.
4	Inclusive Excellence - Impacts of inclusive learning environments on student success - Active learning strategies to benefit students	Discussion
5	Gender Inclusive Pedagogy - Inclusive learning environments by examining the literature on gender inclusion - Strategies to show gender inclusion	Discussion Review: Gender Binary Language

6	Anti-Racist Pedagogy - Impact of whiteness and white supremacy on curriculum and course design - Inclusive learning environments by examining the literature on anti-racism	Discussion Review: Syllabus Revision
7	Community Building	Discussion

	- Importance of community/relationship building in accessible, inclusive, and equitable learning environments - The Community of Inquiry framework - Critique about issues informing community building on college campuses	Hands-on Practice: Create an activity
8	Trauma Informed Pedagogy - Definition of trauma and possible causes of trauma - How trauma impacts student learning and success - New strategies for supporting all students through a trauma informed lens	Discussion Written assignment: Create a plan.
9	Authentic Assessment - Formative and summative assessments - Assessment to support student learning - Discipline-related authentic assessment	Discussion Hands-on Practice: Create an assessment

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Draft Canvas Course

Module 1: Resilient Pedagogy Module One Introduction and Learning Objectives Watch Continuity and Resilient Pedagogy Planning Read Flexible, Resilient Pedagogy Listen to Flexible, Resilient Pedagogy Resilient Pedagogy Examples Active Student Engagement in Online STEM Classes Types of Lectures Classroom Assessment Techniques Discuss Module One Discussion Assess Active Learning Strategies 0 pts	Module 5: Gender Inclusive Pedagogy Module Five Introduction and Learning Objectives Read Minority Stress in Nonbinary Students in Higher Education- The Role of Campus Climate and Belongingness.pdf Victimization and microaggressions targeting LGBTQ college studen.pdf Teaching Beyond the Gender Binary in the University Classroom Equal Protection for Trans Students SJSu CFD- Gender Inclusive Pedagogy Resources Gender Inclusivity in the Classroom Watch Gender and Inclusive Pedagogy Workshop .mp4 Discuss Gender Inclusive Pedagogy Discussion Assess Changing Gender Binary Language 0 pts
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Draft application form

CPGE Faculty Learning Community for Student Success

Dear CPGE Faculty,

We invite you to apply to participate in the inaugural CPGE Faculty Learning Community for Student Success!

This sixteen-week online program is for CPGE faculty (lecturers and tenured/tenure track) interested in developing course materials around principles of equity and inclusion.

Content will include principles of equity, inclusion and social justice, equitable and inclusive course design, student support mechanisms, and approaches to equity-based assessment. Participants will share their learned knowledge about EDI and social justice in a college webinar.

Purpose

This program is designed to support you in

- deepening your reflection on equity, inclusion, social justice, and student success;
- learning about pedagogical strategies and practices for equitable and inclusive course design;
- nurturing and sustaining accessible, equity-minded, and inclusive faculty and student communities;
- (re)designing course syllabi that communicate in accessible, inclusive, and equitable ways;
- (re)designing assignments that provide opportunities for authentic, equity-minded assessment.

The program is module-based with virtual asynchronous sessions.

Asynchronous sessions throughout the program will include a combination of recorded instruction and guided practice. Course facilitators (CPGE Academic Committee on EDI and Social Justice) will be available for feedback and support during the period of the course.

Completion of the program entails meeting the following requirements: completing all required module assignments and exit survey. Upon successful completion of all components, participants will receive a certificate, badge, and a \$500 stipend.

To apply, complete this brief survey by August 8, 2023. We will notify participants by August 14, 2023.

Please list and describe what classes you are teaching this semester. Include course number, title, course units, and type of course (core/elective). *

Your answer

Please identify a specific course you would use to complete the activities and assignments in the Faculty Learning Community (i.e. syllabus and assignment modification or adaptation). *

Your answer

Please describe any previous experiences working on equitable and inclusive teaching and learning. *

Your answer

Please share any questions you have about equity and inclusion in the classroom. *

Your answer

I understand I must be an active SJSU employee to receive compensation for completing the CPGE Student Success Faculty Learning community *

☐ Yes

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Additional Items of Concern

- Marketing
- Participation [pilot for AY 23-24 is for 10]
- Participant Selection
- Budget [for future years]
- Maintaining and updating

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Questions for You!

- Have you been involved with similar initiatives at your institution?
- What experiences have you had with similar initiatives at your institution or other places?
- Any suggestions or recommendations for our project?
- What challenges and concerns have you faced with similar initiatives?

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Thank you!

Q/A

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