

**Academic Committee for Equity and Success: Starting
Students Strong Faculty and Staff Exchange
Flex Day August 15, 2017**



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Agenda

Welcome!

- Introductions
- What is ACES?
- Funds of Knowledge and Hidden Curriculum
- Syllabus Review Group Activity
- Discussion of equity-minded syllabi
- Key points to share with our departments and divisions



Goals

- **Learn or extend** what we know about Funds of Knowledge and Hidden Curriculum
- **Exchange and evaluate** syllabi using “Syllabus Review Protocol” to create more equity minded syllabi
- **Share strategies** for presenting and making syllabus accessible
- **Expand repertoire** of practices for honoring student funds of knowledge and orienting students to academic culture
- **Plan to share work more broadly** in depts and divisions

Introductions

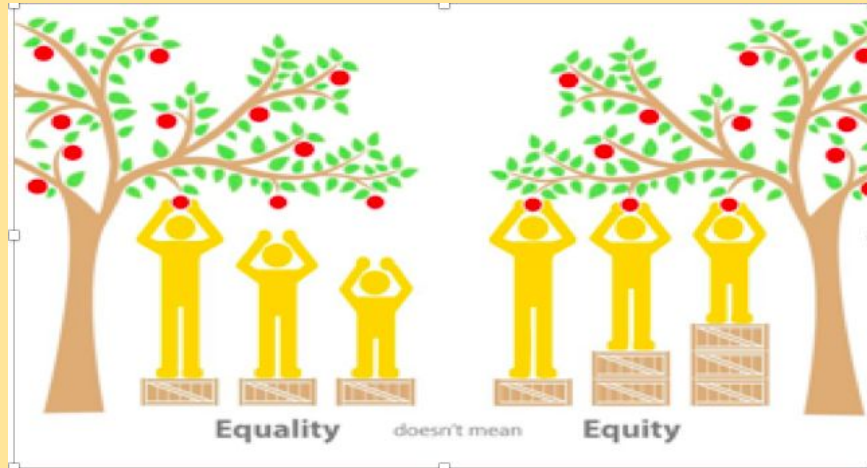
Please introduce yourself: name, department/division, what you teach/your area.



What is ACES?

The Academic Committee for Equity & Success (ACES):

- Merging of Basic Skills Committee and Committee for Student Equity
- Purpose: address student equity and student success through student support services and professional development.



What is ACES Inquiry?

ACES Inquiry: College-wide professional learning structure. Faculty, staff, and administrators examine equity issues through data-informed investigations.

Inquiry Groups: collaborate on initiatives to support all students and to better support student groups facing higher rates of disproportionate impact.

More Info:

[Google Doc](#)

[ACES Website](#)

[Canvas Site.](#)



Goals of Inquiry

As a result of participating in ACES Inquiry Projects participants will:

1. **Increase awareness and understanding of equity** and how disproportionate impact affects students' engagement, performance, and persistence.
2. **Foster individual sense of agency** and ability to act for student equity at the college
3. **Increase ability to collaboratively work with colleagues across campus** to further student success and equity
4. **Cultivate skills in identifying problem areas, conducting studies developing and implementing interventions** that address inequitable educational conditions
5. **Create opportunities to share findings** of studies and projects broadly across campus. (Adapted from Hoffman and Asera). Also see our [Equity Plan](#)

When Does ACES Meet?

ACES Committee Meetings: THIRD Tuesday 2:30-4:30pm

Upcoming: Sept. 19, Oct. 17, Nov. 21, Dec. 19

Note: Oct. 17 We will have expert Equity Consultants do an Equity Workshop

ACES Inquiry Group: FIRST Friday 2:30-4:30pm. SECOND Tuesday 2:30-3:30pm

Upcoming: Fri. Sept. 22, Fri. Oct. 6, Tues. Oct. 10, Fri. Nov. 3, Tues. Nov. 7, Fri. Dec. 1, and Tues. Dec. 12

What are “Funds of Knowledge”?

“historically accumulated and **culturally** developed bodies of **knowledge** and skills essential for household or individual functioning and well-being” (Moll, Amanti, Neff, & Gonzalez, p. 133, 2001).



Basic Premises of Funds of Knowledge

- **Everyone has knowledge** gained from their life experience, their households, and communities.
- **People are competent** in different areas.
- **Learning exists in a variety of settings:** work, everyday social interactions, and continuous exchanges in communities
- To enhance learning, **build on the cultural and cognitive resources** (knowledge, strategies, and skills) students already have (Moll et al. 2001).

How Do Funds of Knowledge Translate to the Classroom?

- Students can use their **cultural knowledge as a resource for building new knowledge**, and develop their learning identities in an academic setting- e.g. to “**see themselves**” in their schooling (Moll, 2010)
- The recognition of student prior knowledge **builds confidence** to participate/to **see themselves as valued participant**
- Learning about what students already know **establishes respect and enhances learning**

Sharing: What Are Some Examples?

- What games did students play as children? Could those games be used to teach math, probability, other topics?
- What student life experiences can students relate to texts?
- What work experiences can be used as analogies or bridges to content?

What is “Hidden Curriculum”?

Hidden curriculum consists of the “norms, values, and expectations” that govern interactions among students, faculty, staff and administrators. To excel in college, at-risk students must navigate a world of new social norms – typically those of the white middle class (Smith, 2013).



What is “Hidden Curriculum”?

“...the unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in school. While the “formal” curriculum consists of the courses, lessons, and learning activities students participate in, as well as the knowledge and skills educators intentionally teach to students, the hidden curriculum consists of the **unspoken** or **implicit** academic, social, and cultural messages that are communicated to students while they are in school.” (ed.glossary.org)

Sharing: Examples of Hidden Curriculum

Students have to:

- ask questions when they do not understand and seek help when they need academic support.
- build social capital with their professors -strong relationships are rewarded.
- Meet deadlines or talk with professors if they can't

Question: *What other hidden examples are there? What are some assumptions about how students should talk to professors and support staff, follow rules in each class, speak in class, interact with peers, use language in class (versus outside), say or not say in class?*

Equity Minded Syllabi: Group Activity

Please:

1. See handout Syllabus Review Protocol
2. Get into groups of 3 or 4.
3. Faculty exchange syllabi and share with staff
4. Focus on questions 2, 3, 6, & 7 or fewer.
5. Use syllabus review form as you wish.
6. Discuss your findings in your group.
7. Prepare to share key examples and changes.



Syllabus Protocol: Some Questions to Consider

- What do the syllabi reveal about the culture of the classroom and faculty members' attitude?
- How will students feel reading the syllabi?
- How will the professor honor what students bring to the classroom?
- What is the hidden curriculum?



Whole Group Discussion



- What are some model elements of syllabi that you saw?
- What important changes do you recommend?
- How will we honor and build on student funds of knowledge?
- What is the hidden curriculum?

[Notes from whole group discussion](#)

Some Sources

Cañada College Support Services Handout

Center for Urban Education. Syllabus review protocol. *University of California Center for Urban Rossier School of Education*, 2014.

Cooper, Stacey Jennell, "Exploring the uses of cultural funds of knowledge among ethnic minority immigrant college students in their constructions of learning identities within a collaborative photovoice project" (2016). CUNY Academic Works. http://academicworks.cuny.edu/gc_etds/780

Hidden curriculum (2014, August 26). In S. Abbott (Ed.), The glossary of education reform. Retrieved from <http://edglossary.org/hidden-curriculum>

Moll, Amanti, Neff, & Gonzalez, p. 133, 2001. Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*. 1 (2). Spring 1992.

More Sources

Motivational interviewing: Short Description from Hannah Morrison.

Myles, B.S., Trautman, M., & Shelvan, R. (2004). Asperger syndrome and the hidden curriculum. *Shawnee Mission*, KS: Autism Asperger Publishing Company.

Smith, B. Mentoring at-risk students through the hidden curriculum of higher education. Lexington Books, Maryland, (2013).

Tyson, C. Hidden curriculum. *Inside Higher Education.* (2014)

[Syllabi Models from Cañada Faculty](#)

Conclusion

Please:



- Report key points to your departments and divisions and share what you learned about ACES
- Come join our committee and or inquiry meetings
- Sign up to join our ACES Canvas shell
- Complete this feedback form handout now or on line