## horizontal line

May Guiding Team 2022

Monday, May 9, 2022

**Presenters and Facilitators**

**Aimee Brown,** *Director of Title III*

**Jill Lane,** *Political Science Faculty*

**Justina Rompogren,** *English Faculty*

**Jim Jewell,** *English Faculty*

**Land and Labor Acknowledgement**

Today we recognize and honor the original occupants and stewards of the land where we now gather virtually. Many of us are joining this meeting from lands that are on the traditional home of the Salish Coast people, the traditional home of all tribes and bands within the Duwamish, Suquamish, Tulalip, and Muckleshoot nations.

Today, we honor the survival, the adaptations, the forced assimilation, and the resilience and creativity of Native peoples - past, present, and future. We encourage participants to consider their responsibilities to the people and land, both here and elsewhere, and to stand in solidarity with Native, Indigenous, and First Nations Peoples, and their sovereignty, cultural heritage, and lives.

We acknowledge all unpaid care-giving labor. Additionally, we acknowledge the critical importance of uprisings for racial equity that continue across this country in response to inequity and generations of structural racism against BIPoC (Black, Indigenous, People of Color) communities.

# 

**Announcements**

* **New Members and Guests**: One Stop Specialists - Ariel Li, Disko Praphanchith, Lareina Redwoman; Assistant Director of Advising- Kara Schwartz, Facilitators and presents: Paula Marroquin, Jill Lane and Jim Jewel
* **State Updates:** Work Plan changed to biennial reporting here forward. Instead, for 2022-2023 there’s a Scale of Adoption Survey due July/August that has questions such as, “What % of program maps are on the website” and “What % are using career information to influence courses.”
* **District Updates**: Dr. Yoshiko Harden, Central College President, is currently the Executive Sponsor of Guided Pathways at the district level but will move to Renton Tech to be their permanent president in June and a new sponsor is TBD. In the meantime, district Guided Pathways leads will still participate in chancellor chats and a Board of Trustees presentation. Representation from North is Alice Melling - Student Services Representative and Aimee Brown – Guided Pathways.
* **Professional Development:** A group of employees and students attended a Racial Equity Facilitation Training from Reciprocity Consulting on April 28, 29 and May 5, 6. Thanks to the participants: Jeanette Miller, Samantha Dolan, Leanna Bordner, Brianne Sanchez, Ninder Gill, Ron Woods, Kelda Martensen, Ann Richardson, Tomoko Okada, Caroline Pew, Jesse Cooley, Justina Rompogren, Anna Saradeth, Lindsey Hoogkamer, Paula Marroquin, Edgar Jasso, Elizabeth Trever, Katie Bates, and Aimee Brown
* **June 6th Success Gallery:** A showcase of all of the work completed in 2021-2022

# Racial Equity Training from Reciprocity Consulting

## Building Awareness of Traits of Dominant White Culture & More Towards Traits of Inclusive Culture - Aimee Brown

* Aimee Brown shared a handout used in the Racial Equity Facilitation Training: [**https://www.dropbox.com/s/dyd1d5e87elddcl/Traits\_Dominant\_Inclusive\_Apr2022.pdf?dl=0**](https://www.dropbox.com/s/dyd1d5e87elddcl/Traits_Dominant_Inclusive_Apr2022.pdf?dl=0)
* This handout encouraged a true culture shift guiding our work and encouraged the group to think about how we interact as a campus and in our leadership roles working with students and facilitating classrooms by building awareness of traits of dominant white culture and moving towards traits of inclusive culture.
* **Building Awareness of Traits of Dominant White Culture**
  + Typically associated with success in the U.S.
  + People in leadership positions are typically good at these traits.
  + Rewarded when they perform them well and disciplined or redirected when they do not, whether they are named explicitly or not.
  + Traits of dominant white culture because they have been instrumental in building a culture and way of doing business that concentrates wealth and opportunities among white people, historically white men who own property.
  + Examples: Strong “hero” leaders; closed door decision-making; sense of urgency; progress is bigger and more; debate and linear thinking; objectivity; right to comfort; fear of open conflict; following rules; power of written word & images; professional credentials; perfectionism; only one right way; binary thinking: Either/Or; and pride and martyrdom.
* **Moving Towards Traits of Inclusive Culture**
  + Rooted in cultures and practices that emphasize community, shared responsibility and long-term wellness over concentration of wealth and power
  + Understanding these traits helps us see how and when they show up in ourselves and our organizations and what can be done to create a more inclusive culture of success. Examples: Collaborative leaders; participatory decision-making; urgent patience; progress is sustainability and quality; dialogue and mutual understanding; transparent about identity and values; acceptance of discomfort; constructive feedback; co-creating rules; power in relationships & witnessing; demonstrated abilities & lived experience; mistakes as opportunities for learning; multiple truths and paths forward; creative thinking: Both/And; and humility & vulnerability.
* The Guiding Team participated in small group breakouts (facilitated by Paula Marroquin, Ann Richardson, Jeanette Miller and Jesse Cooley) based on the handout to answer the questions, “Which traits of dominant white culture do you notice most in your organization? In yourself? Which traits of inclusive culture do you notice most in your organization? In yourself? [May Guiding Team Meeting Breakouts](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fscedu.sharepoint.com%2F%3Ao%3A%2Fs%2FNorthGuidingTeam%2FEt_CTg4-LBlBupl2YtZnl4kBxA5jCzuDO4D8UsSHE-18zg%3Fe%3DFYFQKN&data=05%7C01%7C%7C4f136a60d665452bbd7008da3432c8e3%7C02d8ff38d7114e31a9156cb5cff788df%7C0%7C0%7C637879690003694485%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=WXNrDISQvNsBu5BlPa5jrMxohkRrAQ7ORIFQ1FwbzcE%3D&reserved=0)

# 100-Day Project Presentations

## **Transitioning to OER (Open Educational Resources) Course Materials for POLS111 The American Presidency** by Jill Lane

* Jill Lane used the 100-day project grant from Title III and help from Shireen Deboo to create a TILTed OER POLS 111 class, The American Presidency and has positive responses from students. She switched to a low cost e-textbook with audio and video, speed control, and font options. Her work included accessibility and trauma-informed pedagogy providing trigger warnings. In addition, she used the TILT framework, offered complete transparency, closed captions, recorded lectures for easier organization to serve the students to provide equitable learning opportunities. Also, the entire class schedule is available from day one so students can plan accordingly.

## **ENGL&101 Curriculum and Pedagogy Deep Dive Retreat II** by Justina Rompogren, Jim Jewell

* **Part 1**: Discussed Chapter 3 (“Instituting Reading and Writing Rituals) from Felicia Rose Chavez’ *The Antiracist Writing Workshop* to bring an antiracist commitment to ENGL&101--its learning outcomes, lessons, assignments, and assessments and consider how Chavez’s work can inform and transform our view of and approach to ENGL&101 and its Learning Outcomes.
* **Part 2**: Considered the ENGL&101 Learning Outcomes through a lens of what they value and reimagine ENG&101 Learning Outcomes. How can we create outcomes that encompass and reflect what we value?

**Outcomes of the Retreat**

English Department Mission Statement

We are committed to an **equitable** and **diverse** **learning environment**. We recognize that the institution has emerged within a culture of white supremacist patriarchy, which creates an inherent tension between students’ **authentic voices** and the expectations of the academic institution. We commit to **anti-oppressive teaching** practices, **anti-racist assessment**, and **valuing linguistic diversity**. We aim to be transparent about this tension by calling out the exclusionary nature of academic writing in order to help students recognize that academic writing is not the most valuable mode of writing/communication. We recognize that academic writing can mean many things, and we reject the false binary between creative and academic writing. We recognize that academic writing is the process, not the product. We aim to teach writing for **rhetorical dexterity** and **personal expression**, to **cultivate a sense of belonging** and mutual support in the classroom, and to pursue the work of creativity and critical thinking. We understand rhetorical dexterity to mean pulling from a diverse writing toolbox to make deliberate choices in order to convey purpose to a writer’s intended audience. We aim to empower student voices, foster collaboration, and facilitate reflection and **metacognition**. We invite students into the transformative act of pushing against the boundaries of standard English or standard academic writing and invite them to help hold us accountable to this mission.

**Next step at a future Deep-Dive:**

* How will this mission statement guide class outcomes? (And program outcomes?) How do the ENGL&102 outcomes fit with this mission?
* **Impacts on Students of Color**
  + Being able to discuss our values and priorities as a department helped us to bring forward the goal of helping students of color and historically underserved students succeed in English composition, which is often a “gatekeeper” course in the college. We intend to use this mission statement to guide future work in the department on course design, course offerings, placement methods, GPA requirements, and so on, in order to close equity gaps and help dismantle racist or oppressive practices in our institution of higher education.
* **Connections to Guided Pathways**
  + The Guided Pathways Essential Practices include: Clarify paths to student end goals; Help students get on a path; Keep students on a path; Ensure students are learning.