



Office of Community College
Research and Leadership

EQUITY CONSCIOUS TOOLS TO SUPPORT CULTURALLY RESPONSIVE PRACTICE

Engaging Excellence
in Equity Fellows
Report



The Office of Community College Research and Leadership (OCCRL) was established in 1989 at the University of Illinois at Urbana-Champaign. Our primary mission is to use research and evaluation methods to improve policies and programs in order to enhance community college education and transition to college for diverse learners in Illinois and the United States. The Illinois Community College Board (ICCB), along with other state, federal, and private and not-for-profit organizations, supports projects of this office. The content in our publications does not necessarily represent the positions or policies of our sponsors or the University of Illinois. Comments or inquiries about our publications are welcome and should be directed to occr@illinois.edu. This document can be found online at <https://occr.illinois.edu>. The EC³P project is funded under the title “Embedding Equity within Pathways Catalog of Services” by the Bill & Melinda Gates Foundation. The principal investigator of this grant was Dr. Eboni M. Zamani-Gallaher, who can be reached at ezamanig@illinois.edu

Suggested Citation:

Office of Community College Research and Leadership (2021). *Equity Conscious Tools to Support Culturally Responsive Practice: Engaging Excellence in Equity Fellows Report*. Author. University of Illinois at Urbana-Champaign.



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EXECUTIVE SUMMARY

The *Equity Conscious Tools to Support Culturally Responsive Practice* report details the purpose, activities, goals, and outcomes of the Engaging Excellence in Equity Fellowship. This fellowship was one component of the Office of Community College Research and Leadership's Equity Conscious Community College Pathways (EC³P) project, a multiyear project conducted with financial support from the Bill & Melinda Gates Foundation.

The inaugural cohort of 18 fellows who participated in the yearlong Engaging Excellence in Equity Fellowship were carefully chosen upon the conclusion of a rigorous identification, nomination, and selection process (described in detail in *The Building Fellowship and Tools to Support the Culturally Responsive Practice* report). These 18 community college practitioners (administrators, faculty, and professional staff) from various geographic areas nationwide were identified as “equity exemplars” and came highly recommended for the fellowship because of their success serving racially minoritized students. More specifically, they were identified and recognized by leadership at their respective institutions as being integral to the success of racially minoritized students as marked by the enrollment, retention, and degree completion rates of these students at their institutions.

The broad purpose of the fellowship was for these fellows, as equity exemplars, to build community and work corroboratively to tap one another's knowledge and experience with respect to the culturally responsive or sustaining practices policies and programs they utilized that contributed to their successful outcomes with racially minoritized students. While much of the fellows' work was collaborative, each individual fellow was charged with developing practices, policies, and implementing a plan to utilize a \$3,000 stipend to support racially minoritized students on their campuses using a culturally responsive or sustaining practice. Similarly, each fellow authored a blog post that was featured on the OCCRL website that explored and offered their perspective on an educational equity issue affecting racially minoritized community college students.

The majority of the nine-month fellowship required the fellows to convene in person in Chicago in April, June, and August of 2019 to work collaboratively towards the ultimate goal of developing *The Equity Fellows Toolkit*—a compilation of tools designed to advance equitable outcomes for racially minoritized community college students via the use of culturally responsive and culturally sustaining practices, policies, or programs. The tools developed by the fellows that comprise the *Equity Fellows Toolkit* represent and reinforce the fellows' commitment to supporting racially minoritized community colleges students in culturally responsive ways to aid their successful navigation of their institutions and to positively impact their educational



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experiences and outcomes.

Equity Conscious Community College Pathways (EC³P) is a comprehensive national project focused on building student and practitioner pipelines through advancing guided pathways that support mobility for first-generation, underserved, and minoritized youth, as well as promoting career pathways and equity-centered training for community college educators. The project reflects OCCRL's commitment to building new means of engagement for learners and leaders; and to empowering, elevating, and fostering equitable educational outcomes, in collaboration with the Pathways Collaborative. The goals of the EC³P project are to:

1. Develop the necessary resources to effectively scale what is learned relative to bridges to community college attendance and supporting colleges as they guide students to begin and remain on clear pathways to a credential; and providing seed-grant support for design and completion of equity-centered, high-impact practices that engage and retain students of color and other underserved students on guided pathways.
2. Build awareness and capacity of culturally proficient leaders at community colleges with the development of a networked community of equity-minded, two-year student-services practitioners.
3. To create professional-development platforms that support increased awareness and integration of student supports offering community college educators tangible tools to enhance programmatic pathways that positively affect student outcomes.

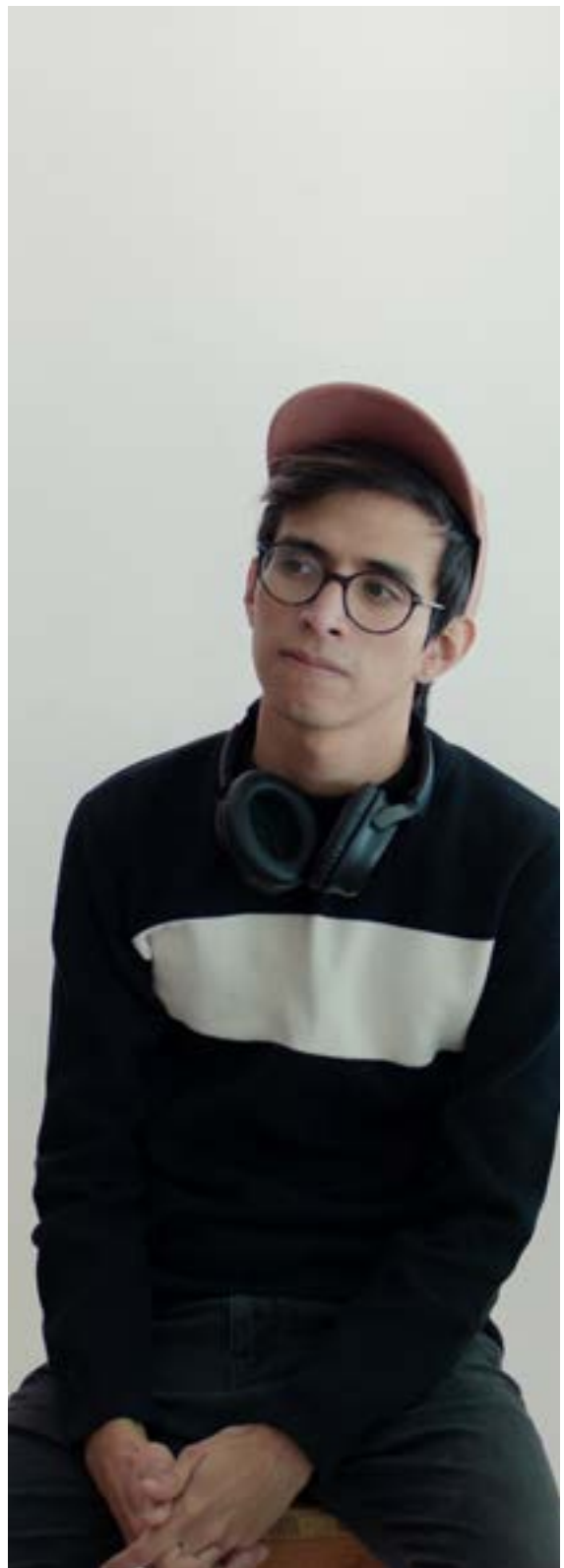
The EC³P project includes five major project activities:

- **Community Colleges for All (CC-ALL)**
A series of condensed and engaging digital materials that promote and foster success and equitable

programs for diverse learners as they move through their guided programs. Provides convenient online access for anyone who wants to advance issues related to community colleges.

- **Engaging Excellence in Equity Fellows**
A participatory research study fueled by fellows who are successfully supporting success among underserved minoritized populations of students, with the goal of understanding which environments advance learning completion for underserved racial minorities.
- **Idea Lab Focus Groups**
Discussing promising practices and exemplars as well as generating ideas that foster programmatic, departmental, institutional, and system strategies for broadening participation and completion of underrepresented students of color in community college pathways/programs of study
- **Leaders in Equity-Centered Transformation Initiative Spark Grants Program**
Featuring community college grants focused on culturally responsive and collaborative ideas that address longstanding inequities that directly affect student success.
- **Pathways Collaborative Equity Partners Fund Featuring Grants to Pathways Collaborative Partners**
Individually or collaboratively, to test aspects of an intervention, program, practice, or strategy to improve or promote equity-centered and culturally responsive initiatives.

This report outlines the activities of the Engaging Excellence in Equity Fellows towards the development of a set of tools designed to support culturally responsive practices as part of guided pathways work at community colleges. These tools which are collectively referred to as the Equity Fellows Toolkit were developed by the Engaging Excellence in Equity Fellows. They were one of the primary deliverables associated with the fellowships.





EXEMPLAR INSTITUTIONS

The Office of Community College Research and Leadership utilized U.S. Census American Community Survey (ACS) data and National Center for Educational Statistics Integrated Postsecondary Education Data System (IPEDS) information to identify 100 postsecondary institutions that enrolled and supported associate degree completion for one or more minoritized racial subgroup of students at the highest national rates in 2015. See Appendix A for a description of the data used in this process. The purpose of identifying exemplar institutions was to invite leadership from a sample of these institutions to nominate Engaging Excellence Equity Fellows. Identification of exemplar institutions involved a combination of geospatial analysis and the development of equity indices for each institution that reflected the following for each underserved racial minoritized group:

- a. The proportion of students enrolled in the racial/ethnic subgroup relative to the population subgroup in the region (enrollment index).
- b. The proportion of associate-level graduates in the racial/ethnic subgroup relative to the proportion of that subgroup among students enrolled in the college (conferral index).

Geospatial Analysis

The first step was preparing the data for GIS analysis. The IPEDS data were uploaded as a CSV file, geocoded, and mapped. Buffer zones extending 50 miles from each institution were created. This distance was selected based on Mattern and Wyatt (2009), who found that 36% of students attended college within 50 miles of their homes. Likewise, ACT (2016) found that the median distance to college among all ACT-tested students was 51 miles. However, it should be noted that these national averages and that variance among racial populations and geographic regions have been found (Mattern & Wyatt, 2009). The buffer zones were intersected with ACS block-group survey data. As these intersections crossed through block-group zones, the percentage of each block group was included within the calculated buffer zone.

This percentage was used to interpolate population data for each subgroup by the proportion of the block

group included in each buffer zone. These interpolations assumed that populations were evenly distributed within block groups, which introduced error into the population estimates for the buffer zones. However, due to the relatively small size of most block groups and the associated populations, the anticipated error was minimal. The data for each subgroup was then summarized by the institution. The interpolated data was then joined back to the IPEDS data layer.

Equity Indices

An equity index is a measure of proportionality based on the population for each group under analysis that results in a standardized score that is indicator-specific, population-specific, and time-specific (see Bensimon, Hao, & Bustillos 2003, for more information in equity indices). Two equity indices were calculated and used in the selection process, an enrollment index, and a conferral index. The enrollment index reflects the ratio of enrollment by race and ethnicity at each institution to the representation of that racial or ethnic group within a 50-mile buffer zone of the institution. The conferral index reflects the ratio by each race and ethnicity graduate to the enrollment by race and ethnicity at the institution. Here is the equation for the equity index used for this study:

$$\text{Equity Index} = \frac{x/n_x}{y/n_y}$$

Where:

x = number of the subgroup

n_x = number in all subgroups

y = number in the subgroup in the reference population

n_y = number in the reference population

Each of the scores for the equity indices is a standardized ratio wherein 1.0 reflects a 100% alignment between the representation of the population and its enrollment or completion. Numbers below 1.0 indicate when the enrollment or completion for the specific group is below what would be anticipated based on the population. Likewise, numbers higher than 1.0 reflect enrollment or degree conferral that is higher than would be anticipated based on the population data. Based on the suggested ratings of the individual equity indices scores by Bensimon et al. (2003), the equity indices in this study are interpreted, as bounded both by place and time, at the following levels: a) high above equity: equal to or greater than 1.31; b) above equity: 1.11 – 1.30; c) equity: 0.91 – 1.10; d) approaching equity: 0.81 – 0.90; and e) below equity: equal to or less than 0.80.

Equity indices scores are vulnerable to very low sample sizes. In these cases, specifically with scores of 10 or less, small changes in population can create notable shifts in the indices that are not necessarily reflective of actual changes in the populations served (Royal & Flammer, 2015). Equity indices for enrollment were nullified when subgroups included 10 or fewer students who were enrolled at a given institution. Likewise, equity indices for completion were nullified when subgroups included 10 or fewer graduates at a given institution. As such, mapping of this data includes only institutions with valid scores. Very high equity indices can be associated with smaller numbers of students (e.g., less than 50). And while these are valid expressions of equity scores, scores higher than 1.31 are essentially equivalent in terms of the size of the effect, regardless of the score.

Criteria

A team of researchers from the Equity Conscious Community College Pathways (EC³P) project met on October 22, 2018, and set the preliminary criteria for identifying exemplar community colleges from the Mapping Equity dataset.

The committee set the following criteria:

1. Public, associate degree-granting institutions
2. A 12-month total enrollment of 1,000 students or greater
3. For the specific minoritized racial or ethnic subgroup
 - a. A 12-month total enrollment of 100 students or greater
 - b. An enrollment index of 0.91 or greater
 - c. A conferral index of 1.11 or greater

Findings

There are 221 institutions that meet these criteria for at least one minoritized racialized student subgroup. Specifically:

- a. 49 institutions meet these criteria for their Latinx students,
- b. 37 institutions meet these criteria for their Native American students,
- c. 58 institutions meet these criteria for their Asian students,
- d. 52 institutions meet these criteria for their Black students,
- e. 9 institutions meet these criteria for their Hawaiian or Pacific Islander students, and
- f. 51 institutions meet these criteria for their students with multiple racial identities.

While some institutions meet the criteria for up-to-three minoritized subgroups, 191 of these institutions meet the criteria for a single minoritized subgroup of students. A total of 25 institutions meet the criteria for two minoritized subgroups. The following five institutions meet the criteria for up to three minoritized subgroups of students:

- a. Northern Virginia Community College, Annandale, Virginia
- b. Wichita Area Technical College, Wichita, Kansas
- c. Cloud County Community College, Concordia, Kansas
- d. Tompkins Cortland Community College, Dryden, New York
- e. Monterey Peninsula College, Monterey, California

To identify the 100 exemplar institutions invited to nominate Engaging Excellence in Equity Fellows the team started with the 30 institutions that met the criteria for more than one underserved racial student

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group. Then an additional 70 institutions were purposefully selected from the remaining 191 institutions to reflect each racial group by the highest conferral indices by group. The result is 100 exemplar institutions that were invited to nominate the fellows. Those 100 institutions, illustrated in Figure 1, met the criteria for the following subgroups: Latinx students (28), Native American students (25), Asian students (27), Black students (28), Hawaiian or Pacific Islander students (9), and multiple races (18). A listing of the 100 exemplar institutions invited to nominate Engaging Excellence in Equity Fellows appears in Appendices B.

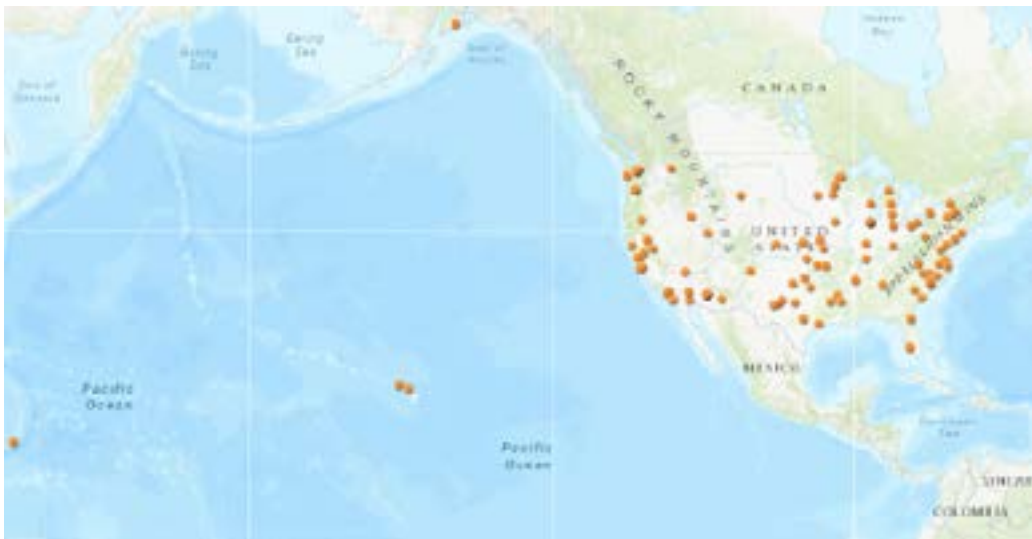


Figure 1. Map of 100 institutions invited to nominate Engaging Excellence in Equity Fellows



Letters were sent to the presidents of the selected 100 institutions requesting up to two nominations for fellows, who serve in student affairs, student retention, or similar student development roles and fit at least one of the following:

- Individuals in leadership (supervisory) roles who create and/or implement a policy that fosters equitable engagement and success among underserved racially minoritized students.
- Individuals in direct service roles (faculty and staff) who utilize culturally responsive approaches in their work with underserved racially minoritized students that results in their engagement, retention, and completion.

Presidents could nominate or delegate another member of the college leadership to nominate potential fellows. In total, 28 complete nominations were received. These nominations were reviewed by a team of researchers using a two-step process involving individual ratings on a rubric and consensus-driven discussion. The Engaging Excellence in Equity Fellows Nomination Invitation Letter, Engaging Excellence in Equity Fellowship Timeline, Engaging Excellence in Equity Fellows Nomination Form, and Engaging Excellence in Equity Fellows Nomination Rubric were provided. The three primary criteria on the rubric were:

- Commitment to diversity, equity, inclusion illustrated in the nomination,
- Scope of work is related to improving the experience of the institution's racial minority student population, and
- Institutional investment and support in the work completed by the nominee.

Using this process the team identified 20 individuals that were invited to participate as Engaging Excellence in Equity Fellows. Two individuals declined the invitation citing personal reasons. The remaining 18 individuals served as Engaging Excellence in Equity Fellows from March through November of 2019. Biographies of the fellows are provided on pages 22 through 27.

BUILDING THE EQUITY FELLOWS TOOLKIT



During their nine-month fellowship, the Engaging Excellence in Equity Fellows engaged in a series of three meetings. One of the primary goals of these conventions was to capitalize on the shared expertise in fostering culturally relevant processes and practices to develop a set of tools that could be adapted and adopted to support scaling of these practices in community colleges nationwide. The fellows were collectively charged with creating a virtual Embedding Equity Toolkit that encompassed current best practices for supporting racially minoritized student populations, strategies to overcome barriers and challenges to equity-minded policies and practices, and recommendations for transferability and scalability of equity practices specific to community colleges.

The tools, collectively referred to as the Embedding Equity Toolkit, were conceptualized and developed collaboratively by the fellows through a process facilitated by a team of researchers at the Office of Community College Research and Leadership. This team of researchers served as facilitators and coaches for the process. The team also provided a structure and organization, as well as managed the logistics for each event. The fellows, however, provided the subject matter expertise. Each successive convening was also designed to be more flexible and to provide the fellows with more independence in their work. The following outlines each convening, by purpose and key findings or deliverables, illustrating how these convenings in concert led to the development of the Equity Fellows Toolkit.

Culturally Responsive Practices and Policies Convening

The Culturally Responsive Practices and Policies Convening focused on a process of sharing and discovery that was centered on identifying culturally responsive practices, policies, and processes that support underserved racially minoritized students at community colleges. This was done through open discussions and reflective storytelling designed to promote sharing and community-building among the fellows. An agenda for the convening is included as Appendix G.



Prior to the event, fellows were asked to complete the Engaging Excellence in Equity Fellowship: Culturally Responsive/Sustaining Definitions and Practices Questionnaire. This brief questionnaire, provided in Appendix H, was designed to serve multiple purposes. First, it was created as a primer to support the fellows' work during the convening by having them reflect on key terminology and their personal stories prior to the event. Second, the fellows' individual definitions of culturally responsive and culturally sustaining practices were compiled into a visual representation highlighting frequently used terms (see Figure 2). This visual and other observations made about the provided definitions were used to start discussions on these core terms. Third, the questionnaire allowed the researchers to identify themes for the mapping of practices that took place during the convening.

Core Terminology

Activities on the first day of the convening focused on level-setting around the terminology central to the fellows' work and racial justice. This included small- and large-group discussions reflecting on the pros and cons of using the terms “culturally responsive practices” and “culturally sustaining practices”. Central to this discussion was the extent to which both terms “responsive” and “sustaining may be interpreted as static or reactive. Fellows shared that it is important to be responsive, but they also expressed a need for considered, proactive practices and policies to be central to the work. In addition to this discussion, fellows were provided with a presentation and engaged in discussion around other key terminology central to social change. As part of this discussion, the fellows were provided with a handout that contained definitions of key terminology shown in Appendix I.



Figure 2. Visual representation of common terms utilized in fellows' definitions of culturally responsive or culturally sustaining practices.

Storytelling

A key technique utilized to both build community and identify culturally responsive practices was peer-to-peer storytelling. These activities made up the bulk of the second day's work. To set the tone for more personal and in-depth reflective storytelling an icebreaker was used that focused on peer-to-peer sharing of an inspirational story. Specifically, in small groups, fellows were asked to share stories of someone from their professional experience (including students) who had inspired them. They were asked to share who the person was, what they did that was inspiring, and how it impacted the fellow sharing the story.

After the icebreaker, a presentation on the power of storytelling was provided that highlighted how the fellows' stories would be central to the shared work of the fellows. The presentation featured segments of two TED Talk videos, *Why the World Needs Your Story* by Eliaichi Kimaro (<https://www.youtube.com/watch?v=hngAyeIfrFs>) and *The Power of Telling Your Story* by Dominic Colenso (<https://www.youtube.com/watch?v=NqCsc31xg24>). The fellows were then provided two hours to share their holistic stories in small groups of four or five fellows. They were challenged to a) share their story in a way that is meaningful in their context and to them as individuals, b) keep themselves as the central to the story (to be the hero of their story), c) share the challenges have they overcome in their journey to support racially minoritized students, and d) highlight what motivates or sustains them in their efforts to support racially minoritized students.

Resources and Supports

Drawing from the resources and supports described by fellows in the Engaging Excellence in Equity Fellowship: Culturally Responsive/Sustaining Definitions and Practices Survey, the research team identified three broad categories of support. These were financial resources, relationships, and campus and community collaborations. Using these three areas with the addition of an "other" category, fellows were asked to reflect on the resources and supports that help them successfully support racially minoritized students. These were gathered visually via post-it notes and flip charts. Once the fellows had completed their brainstorming session, the group as a whole discussed the supports one category at a time, during which fellows were encouraged to describe the supports and ask each other clarifying questions.

Emerging themes from Culturally Responsive Practices and Policies Convening

One of the goals of gathering the fellow's holistic stories was to use these with other elements of their discussion to identify themes under which tools that would support culturally responsive practices and policies could be developed. To this end, recordings of the fellows' discussions of core terminology, storytelling, and resources activities were transcribed and reviewed for analysis. Each transcript was reviewed for critical junctures and catalyst. The researchers looked for times where the fellows highlighted the importance of a topic or point, either directly, via their tone, or by the depth of their description. Additionally, topics or comments that elicited lively discourse or emotional reactions/supports from other fellows were also noted. Focusing on these points of the transcripts allowed the researchers to identify five emerging themes a) humanizing the work, b) proactive versus only reactive, c) resource allocation, d) creating sanctuary, and e) champions network. These five themes are described in table 1.

Table 1. Emerging themes from Culturally Responsive Practices and Policies Convening

Theme	Description
Humanizing the Work	Fellows highlighted how the mission of the college centralizes around students and their success, but that increasingly data-driven and monetary-driven decisions dehumanize the students. Fellows argued that relationships are critical to supporting students.
Proactive versus ONLY Reactive	Fellows supported the importance of being responsive to students' needs, but are frustrated at systems that are reactive instead of proactive. Fellows questioned why wait until harm is done when you know you can prevent it? Better yet, why not design a system to support or empower students, versus focusing only on minimizing or avoiding harm.
Resource Allocation	Fellows highlighted the power structures that house resource allocation. Resource allocation is central to holistic supports in terms of both staffing and services. Fellows highlighted how policies (financial aid, internal, state funding structures) around resources, and gatekeepers for resource allocation (primarily administrators) impact nearly every aspect of their work.
Creating Sanctuary	Fellows shared the impact of high levels of stress and other traumas on students and their efforts to build holistic resources for students experiencing trauma. Fellows described students' experiences with a survival mindset and responsive strategies for supporting students experiencing trauma.
Champions Network	Fellows talked about the role that formal and informal mentors had on their lives and the ongoing commitment they have to mentoring others. They also talked about building networks and the value that networks play in their ability to effectively navigate their work and support student success.

Building Evidence to Support Scaling Convening

The Building Evidence to Support Scaling Convening focused on two goals. The first was to provide fellows with an opportunity to build a community around the culturally responsive practices and processes that they currently engaged. The ultimate goal in supporting this aspect of the community was to provide the fellows with opportunities to adopt and adapt ideas from each other and to work collaboratively towards shared goals, allowing fellows to support scaling of their practices both locally and in new settings. This aspect of the convening was extended after observations were made during the first convening if fellows readily indicated

that they were going to adapt and implement ideas on their campuses that they had heard from their peers at the first convening. The second goal was to build on what was learned in the Culturally Responsive Practices and Policies Convening to identify and outline a set of tools to be designed at the final convening.

Fellow Presentations

The primary activity of the first day of the convening was a series of presentations. Each fellow was asked to prepare a 7- to 8-minute PowerPoint presentation that highlighted one culturally responsive practice or initiative that they currently leveraged to support successful outcomes (e.g., enrollment, completion, etc.) for underrepresented minoritized student populations at their institution. They were asked to address the following three key areas in their presentation:

1. An overview of their role/work with respect to racially minoritized students at their institution.
2. A specific practice/policy/program that they utilized and considered critical to the success of their work for/with racially minoritized students.
3. An idea or ideas for how they could improve the critical policy/practice/program they described to increase its impact or reach.

Following the presentations, fellows were provided with the opportunity to ask follow-up and other clarifying questions about the presentations. They were also encouraged to consider how they would use what they had learned through these presentations to support racially minoritized students at their institutions.

Using Themes to Identify and Outline Tools

The second day of the Building Evidence to Support Scaling Convening was dedicated to the fellows working collaboratively utilizing the themes identified in the previous convening to identify and outline potential tools for the Equity Fellows Toolkit. The day began with a brief overview of the themes and the process that was used to identify the themes as well as a description of the process that would be used to work toward the creation of tool outlines, and how these outlines would be used to kickstart designing the toolkit. For logistical purposes and due to the complexity of the theme, resource allocation was divided into two subcategories for this work: a) resource allocation: institutional and competitive grant resources and b) governmental and formula grant resources. Using the process outlined in the Theme to Tool Activity Guides, teams of eight or nine fellows worked for approximately one hour per theme. A tool was outlined by each team using the Tool Outline Worksheet (Appendix E). After completing the working sessions with each theme, the fellows reassembled and shared a summary of the tools they had outlined with the full cohort. A summary of the tools outlined at the convening is provided in Table 2.

Table 2. Summary of Tools Outlined at Building Evidence to Support Scaling Convening

Tool	Purpose	Format
Needs-Analysis Survey/Needs-Based Advocacy Survey	Collect data, shape long-/short-term needs, leverage the conversation to create institutional process, and assess how students feel about campus climate	Survey and focus groups with students/constituents
Trauma-Responsive Practice Training Map	Guide/map for training, ongoing, skills, culturally responsive, multiple topics	Map, topics, examples, scenarios, advance staff, and students (RAs, student leaders)
Mentor Network	Leverage campus resources to increase student success, cross-divisionally	A network of faculty, staff, community, and students
Budget Advocacy Template (BAT)	Advocate for funding, specifically for racially minoritized students	Budget proposal template with supporting documentation
Grant Writing Assessment Rubric	Make sure the grants are worth pursuing and in alignment with the needs of the institution, students, and community. Focus on equitable student outcomes	Rubric including institutional commitment, community-needs scale, target population served, the mechanism to get info from students, flexible process for grants with short deadlines, record-keeping to help apply for more grants
Hear Us	Infusing student voice into decision-making at the college	Create online and face-to-face feedback systems that can help give students agency

Building Capacity for Culturally Responsive Support Services Convening

The format for the third and final convening in the series, Building Capacity for Culturally Responsive Support Services Convening, was substantively different than the previous two events. This convening served as a design lab where fellows engaged in intensive co-design work on their choice of tools outlined in the previous convening. Prior to the convening, fellows were provided a summary of the tool outlines (Table 2).

They were then asked to rank the tools based on their preference for the tool they wanted to help design at the final convening. These rankings were used to place the fellows into design teams, with each team focusing on the development of a single tool. Each design team met virtually prior to the convening and was charged with a holistic review of the initial tool outline. During the review, the fellows were asked to reflect on and discuss the cultural relevance of the tool and its role in improving equity for racially minoritized students. After this meeting, the teams were instructed to submit updated versions of the tool outline to staff in preparation for the final convening.

The final convening consisted of a combination of design activities, consultation with experts, peer and expert feedback, and planning.

Equity Fellows Toolkit

The tools that comprise the Equity Fellows Toolkit are the culmination of the diligent and sustained efforts of the 2019 Engaging Excellence in Equity Fellows to develop culturally responsive programs and practices for community college practitioners, with the goal of better supporting racially minoritized community college students and advancing equitable outcomes. All three tools briefly summarized below can be found in their totality in the [Equity Fellows Toolkit](#):

- Guide for Empowering Racially Minoritized Students on Community College Campuses through Mentoring

This tool is a guide that offers a framework for community colleges to develop culturally responsive mentorship programs to address the needs of racially minoritized community college students, in an effort to increase their retention, completion, and transfer rates.

- Taking an Equity-Focused, Trauma-Informed Approach to Support Racially Minoritized Community College Students

This tool was created to raise awareness of the impact of trauma on racially minoritized community college students' educational experiences and outcomes. It offers several assessments intended to aid community college practitioners as they implement culturally responsive, trauma-informed, and practical methods and strategies to better support trauma-affected racially minoritized students as they navigate higher education.

- Capturing and Utilizing Student Voice to Inform Practice

This tool is comprised of two surveys that offer community colleges strategies to gather and incorporate the voices and feedback of racially minoritized students in the institutional decision-making efforts that directly impact their educational experiences and outcomes.

BIOGRAPHIES OF FELLOWS

■ **Joseph Alonzo**

Joseph Alonzo has over thirteen years of service in higher education. He has worked in student services and affairs, high school programs, academic support, student leadership initiatives (in the U.S. and South Africa), and is presently leading the equity initiative at Santiago Canyon College in Orange, California. At the core of Joseph's professional identity is the belief that college students thrive in challenging yet supportive environments that facilitate opportunities for academic and social growth through engagement with the campus community. He believes that to promote students' intellectual development, student-affairs professionals and faculty should collaborate to fulfill the academic mission of the institution while providing meaningful experiences and opportunities for students from diverse backgrounds. Joseph believes that students are and should always be at the center of planning and decision-making. When all students are intentionally included and celebrated, the ability to create validating environments in which students feel they belong, and where true learning can occur, shines through.

■ **Lisa Bergin**

Dr. Lisa Bergin teaches philosophy at Minneapolis Community and Technical College, where she has also served as a consultant for teaching and learning. Lisa has been a key member of a team that has worked together to shift the institution to a model in which equity and inclusion are embedded throughout institutional policies, practices, and procedures. Lisa strives to bring greater equity and inclusion into her own courses and has served on the organizing committee of the summer 2018 Anti-Racist Pedagogy Across the Curriculum workshop. At the college level, she has chaired the Minneapolis College Equity and Inclusion Curriculum and Pedagogy Committee, initiating a college-wide strategic goal to create an expectation of culturally responsive pedagogy. Through her leadership role at the Center for Teaching and Learning, Lisa has developed faculty workshops covering topics such as implicit bias, stereotype threat, culturally responsive pedagogy, and poverty responsive pedagogy. She has also created a New Faculty Core course with a module on culturally responsive pedagogy and universal design. She is now on sabbatical to create cohort training that will help faculty embed culturally responsive pedagogy into teaching practices.

■ **Jennifer Billingsley**

Jennifer Billingsley earned her undergraduate degree from Illinois Wesleyan University and completed her graduate work at Western Illinois University. She began her career as an English instructor at Carl Sandburg College and MacMurray College and has been working with correctional students since 1995, starting as an adjunct instructor and then serving as a youth offender counselor who focused on inmates under the age of 25 with a high risk of recidivating. In 2001 Jennifer became a supervising associate dean of a college program at a medium-security prison before becoming northern dean of correctional programs at Lake Land College in 2010. The college currently serves approximately 6,000 students annually within 25 correctional centers. Students are able to earn certificates in 13 vocational areas of study and earn an Associate of Liberal Studies in their academic program.

■ **Alvina Thomas**

As the first in her family to graduate from college, Alvina Clayton-Thomas strongly believes in supporting student success through higher education. Alvina is currently the dean of Student Success Services and a Title IX coordinator at Louisiana Delta Community College. She has worked for the college in various roles since 2004 and previously served as the director of Financial Aid and Scholarships at Grambling State University and as an assistant director of Financial Aid at the University of Louisiana Monroe. Alvina earned her Bachelor of Business Administration degree and a Master of Education degree from the University of Louisiana at Monroe. Currently, she is a third-year doctoral student at Louisiana State University-Shreveport, with an emphasis in higher education leadership. Alvina has served on various boards and as president of numerous professional higher education organizations. She actively serves in her community and is a member of Riverside Missionary Baptist Church and Alpha Kappa Alpha Sorority.

■ **Richard Diaz**

Richard Diaz is an award-winning student-affairs professional at Salt Lake Community College who serves as the interim director for the Office of Diversity and Multicultural Affairs. Prior to that position, he was the director of the First-Year Experience department. In both roles, he has demonstrated his passion for supporting students who want to access higher education and graduate successfully. As a practitioner, he brings a wealth of knowledge to the profession with experience ranging from working in admissions as an advisor for two Latinx/a/o student organizations, an adjunct faculty for the College of Education, a member of the Orientation and Leadership Development Office, and the Center for Empowered Students of Color. He holds a bachelor's degree in social justice education and a master's degree in educational leadership and policy, with an emphasis in student affairs. Both degrees were from the University of Utah. Richard deeply believes in with an emphasis in student affairs. Both degrees were from the University of Utah. Richard deeply believes in the importance of community colleges in society and hopes to spend the remainder of his professional career devoted to living up to the mission of these institutions.

■ **Richard Hayes**

Richard Hayes is the director of Financial Aid at Olive-Harvey College, where he champions initiatives that bring financial awareness to the campus community. During the past 12 years, he has served in leadership roles in admissions, project management, academic advising, customer service and now financial aid.

He also serves as an adjunct to continuing education and business departments. Richard's strengths are centered around data-driven strategic initiatives, community outreach campaigns that promote community engagement, customer service, and articulating complex processes to audiences at all communication levels. Recently, Director Hayes was recognized as a recipient of the 2019 National Institute for Staff and Organizational Development Excellence Award for his work with the college and community. He holds an MBA from the University of Phoenix and a Masters of Public Administration degree from Keller Graduate School of Management. Richard's gregarious personality, innovative teaching style, and genuine care for student success are what he believes makes higher education worthwhile.

■ **Antonio Jackson**

Dr. Antonio Jackson is a native of Fayetteville, North Carolina, and serves as the dean of arts and humanities at Fayetteville Technical Community College. Prior to his career in education, Antonio served for six years in the North Carolina National Guard and the U.S. Army. While serving in the Armed Forces, he attended Fayetteville State University and earned a Bachelor of Arts and a Master of Arts in sociology. Additionally, he earned an educational specialist degree and a Doctor of Education degree in community college executive leadership from Wingate University. Throughout his career in higher education, Antonio has served as a sociology instructor, a department chair, and now as a dean. He has also served as a program coordinator, a program evaluator, and a chair of first-year experience initiatives. He is a proponent of education at all levels, and as a former community college student, Antonio believes in the mission of the institutions. He also believes that community colleges serve the most diverse student populations in higher education and have created many postsecondary opportunities for underserved communities. As a community college educator and leader, it is his passion and goal to help community college students achieve success.

■ **Maati Ka'awa**

Maati "Ati" Ka'awa is a former enrollment manager for apprenticeship and interim assistant registrar at South Seattle College, where she provided enrollment, funding, and student-services support to apprenticeships programs that deliver on-the-job training and education in livable wage pathways. She is now the director of Branch Locations at Green River College for Auburn Center, Enumclaw, and Kent Station. Ati earned a bachelor's degree from Portland State University and a master's degree in higher education from Central Washington University. She has previously worked in continuing education and workforce funding programs that deliver high-demand and livable-wage alternatives to traditional education within the community college system in Washington. Ati is passionate about supporting improved higher education access and removing barriers to degree attainment for nontraditional and underserved minority populations.

■ **Keith Kirkland**

Dr. Keith Kirkland serves as the dean of student affairs at Essex County College (ECC). He earned a Bachelor of Science degree in biology from Seton Hall University and a Master of Science degree in management science from the New Jersey Institute of Technology. Keith then earned a doctorate in educational leadership at Rowan University. He has been on staff at ECC since 1985 with increased responsibilities in each appointment that have ranged from being the director of an Upward Bound Program to the acting dean of Continuing Education and Workforce Development, where he oversaw professional development programming and training programs and was a grants administrator. As the current dean of

student affairs, Keith is responsible for overseeing student-support services that promote student success including counseling, career planning, athletics, child care, and student extracurricular programs. He has served as an adjunct instructor for the Business Division at Essex County College for the last 10 years and has worked with community-based organizations promoting scholarship among inner-city youth. He has also served on community college committees statewide.

■ **Corey Lansing**

Corey Lansing is the director of Student Outreach and Engagement at North Central Michigan College in Petoskey, Michigan. He has worked in higher education throughout his adult life. Prior to his time in Michigan, Corey was the director of Campus Activities at Marquette University in Milwaukee for 14 years. Education and the process of helping develop students into leaders and then productive citizens are his vocational passions. He is also very interested in becoming a greater advocate for underserved individuals in Northern Michigan and serving in the community in which he lives. Outside of work, Corey enjoys spending time outdoors with his family and friends, participating in activities such as camping, fishing, hiking, and skiing.

■ **Julius Lloyd**

Julius Lloyd is from the greater Seattle area and attended West Hills Junior College in California before transferring to Montana State University after two years. Julius earned his bachelor's degree in political science while playing football for the Montana State Bobcats. After graduation, he moved back to Seattle to begin his career serving the community through social justice causes including as a program instructor for the Urban League of Metropolitan Seattle. He began his work with South Seattle College approximately two years ago as a financial literacy program assistant with Retention & Completion Services through United Way. In his current position as the basic food employment and training specialist for workforce education, Julius takes pride in working with students to determine eligibility for funding. Working with low-income and first-generation college students has provided him with a great opportunity to bridge the educational achievement gap by addressing socio-economic issues.

■ **Greg McCarthy**

Greg McCarthy is an articulation coordinator and advisor at Feather River College, a rural community college located in Northern California that includes approximately 300 student-athletes among around 650 full-time students. Greg serves students from a variety of backgrounds from across the U.S. and throughout the world, advising them about degree requirements, academic progress, class registration, and transfer rules and regulations for NCAA Division I, II, III, and the National Association of Intercollegiate Athletics (NAIA). He is specifically tasked with helping student-athletes become successful by offering career and life guidance. Greg has a Bachelor of Science degree in physical education from Western Oregon University and a Master of Science degree in health and human performance from Fort Hays State University. He has also taken coursework in the Master of Education Adult Education Program at Oregon State University. Greg is married and has two children.

■ **Aubria Nance**

Dr. Aubria Nance is an accomplished, results-driven, and compassionate leader in education with more than 10 years of experience in higher education, a period in which she has played a critical role in driving student retention and success. Aubria is an associate professor and counselor at the Community College of Philadelphia, where she helps students with academic issues explore careers and manage personal concerns. Prior to her time at the college, Aubria worked as an academic counselor in Drexel's Act 101 program, which provides mentorship and academic counseling to first-generation, veteran, and low-income students. Before entering the higher education field, Aubria had an extensive career as a mental-health counselor for youth and families. She holds a Bachelor of Arts degree in psychology, a Master of Science degree from West Chester University, and a doctorate in higher education leadership and innovation from Wilmington University. Her own struggles as a first-generation, low-income student of color with attention-deficit/hyperactivity disorder and a learning disability drive her passion to advocate for equity in higher education for all students.

■ **Jaclyn Randall**

Jaclyn Randall was born and raised in Southern California in a rural, agricultural community on the Arizona border. After graduating high school, she attended Palo Verde College but took a break to pursue other areas of life. After having her daughter, Jaclyn worked in retail for several years before returning to college as a way to “lead by example” and encourage her child to attend college. Jaclyn graduated from California State University, San Bernardino in 2014 and earned a master's degree in psychology from Walden University in December 2017. She is currently the director of Student Success & Equity at Palo Verde College. Her immediate focus is to launch the Student Success Lab, the food pantry, the athletic program, and the Puente Project while continuing the work of the PVC Umoja Community and PVC Pirates Basketball Club, all in an effort to increase student success and academic achievement rates. Jaclyn plans to return to higher learning later this year to complete her doctorate by 2021. She is supported and motivated by her husband and two granddaughters.

■ **Brenda Refaei**

Dr. Brenda Refaei is an associate professor in the Department of English and Communication at the University of Cincinnati Blue Ash College, where she teaches developmental, first-year, and second-year composition. She was recognized for her commitment to teaching when she was inducted into the University of Cincinnati's Academy of Fellows for Teaching and Learning in 2011. Brenda also received the Distinguished Teaching Award from her college in 2018. Her research interests include examining composition pedagogy, ePortfolio pedagogy, and assessment process to better support equity and inclusion initiatives. As a former participant in the Inter/National Coalition of ePortfolio Research, she has been a strong advocate of ePortfolio use at the college and university. As acting honors director of UCBA Honors, Brenda worked to incorporate a focus on equity and inclusion in students' projects and learning portfolios. She has presented her work at noteworthy conferences, and her writing has been published in *College Teaching*, *Teaching English in the Two-Year College*, and *Basic Writing eJournal*.

■ **Gabrielle Thompson**

Gabrielle Thompson is the Director of TRIO Student Support Services at The State University of New York (SUNY) Jefferson. Gabrielle is a proud SUNY Jefferson alumna who went on to earn a Bachelor of Arts degree in history, an NYS Teaching Certificate in social studies, and a Master of Science degree in education from the State University of New York College at Potsdam. She spent the early years of her career as a classroom teacher, eventually returning to SUNY Jefferson in 2008 in a professional capacity. Gabrielle is an experienced member of the national TRIO community, having served as a director since 2011. Her work is focused mostly in the areas of retention, persistence, and degree completion for the students who are identified as the most “at risk.” She encourages others to advocate for and retain historically underrepresented students, with the goal of creating equitable outcomes for all. In November 2018, Gabrielle helped spearhead Jefferson’s First-Generation Celebration, which recognized the efforts and achievements of first-generation faculty, staff, and students. In her free time, she enjoys gardening and traveling with her husband and children.

■ **DeSandra Washington**

Dr. DeSandra Washington is associate vice president for academic support at Fayetteville Technical Community College (FTCC). In this role, she oversees various support areas that tie into student success such as the Paul H. Thompson Library, University Outreach, the Student Learning Center, and the Minority Male Success Initiative. She is the first African-American woman to serve in this role at FTCC. Over the years, DeSandra has also worked at FTCC as an academic counselor, a testing coordinator, a director of counseling services, and as dean of the Spring Lake campus. Her other activities include being an active member of Alpha Kappa Alpha Sorority and the Greater Spring Lake Chamber of Commerce. She is also a part of The Links, an international women’s volunteer service organization that is committed to enriching, sustaining, and ensuring the culture and economic survival of African-Americans and other individuals of African ancestry.

■ **Sarah Wolfe**

Sarah Wolfe is an energetic, innovative, and committed educator who is dedicated to supporting student learning and development. Her objective is to build transparent and collaborative partnerships that positively influence both her institution and the community. Sarah hopes to serve as a catalyst for transformative experiences for students by creating opportunities for access to, readiness for, and support in higher education. She is currently the director of student engagement at the University of Cincinnati Blue Ash College. In this capacity, she is committed to helping students connect, engage, learn, and grow in and out of the classroom. She has served in a variety of roles at the college, with responsibilities in new-student orientation, student-leadership programming, career services, and multicultural student affairs. Sarah graduated with a bachelor’s degree in psychology from the University of Wisconsin-Madison and continued her education at Miami University, where she earned a master’s degree in student affairs in higher education. She lives with her husband and two cats in Cincinnati. They enjoy visiting new places, spending time with family and friends, and cheering on their favorite teams at sporting events.

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APPENDIX A

Data Notes

ACS Data

Annually, the U.S. Census Bureau collects demographic, social, housing and economic data through the ACS. The ACS is sent to 3.5 million addresses per year with the purpose of developing detailed populations and household estimates for the United States (U.S. Census, 2016). This study utilized race and ethnicity data contained in the 2015 ACS block group data TIGER file (U.S. Census, 2017). Block groups are statistical divisions of census tracts that generally include between 600 and 3,000 people (U.S. Census, 2012). Block groups are contained within census tracts and, as such, never cross state or county boundaries (U.S. Census, 2012). The 2015 ACS dataset included 220,333 block groups including data on all 50 states, U.S. territories, and Washington, D.C.

IPEDS Data

IPEDS is a collection of data from postsecondary institutions (colleges, universities, technical and vocational institutions) through a system of interrelated surveys conducted annually by the U.S. Department of Education (IPEDS, n.d.). These institutions are required to submit their data as a condition of their participation in federal student financial aid programs. Each institution provided IPEDS data on the institution, its faculty and staff, students' enrollment and completion, and student financial aid. The sample for this study was the 2,013 public postsecondary institutions that reported to IPEDS in 2015. Institutional descriptive data including longitude and latitude, as well as, disaggregated enrollment and completion data reported by each institution were used for this analysis.

APPENDIX B

100 Institutions Invited to Submit Nominations for Engaging Excellence Equity Fellows

Arizona Western College, Yuma, Arizona
Austin Community College District, Austin, Texas
AVTEC-Alaska's Institute of Technology, Seward Arkansas
Bates Technical College, Tacoma, Washington
Bladen Community College, Dublin, North Carolina
Bossier Parish Community College, Bossier City, Louisiana
Cisco College, Cisco, Texas
City Colleges of Chicago-Harry S Truman College, Chicago, Illinois
City Colleges of Chicago-Olive-Harvey College, Chicago, Illinois
Clackamas Community College, Oregon City, Oregon
Cloud County Community College, Concordia, Kansas
Coastline Community College, Fountain Valley, California
Coffeyville Community College, Coffeyville, Kansas
College of Alameda, Alameda, California
College of Southern Idaho, Twin Falls, Idaho
College of Southern Nevada, Las Vegas, Nevada
Community College of Philadelphia, Philadelphia, PA

APPENDIX B cont.

Cosumnes River College, Sacramento, California
Crowder College, Neosho, Missouri
Cuyahoga Community College District, Cleveland, Ohio
Durham Technical Community College, Durham, North Carolina
Eastern Arizona College, Thatcher, Arizona
Erie Community College, Williamsville, New York
Essex County College, Newark, New Jersey
Fayetteville Technical Community College, Fayetteville, North Carolina
Feather River Community College District, Quincy, California
Florida SouthWestern State College, Fort Myers, Florida
Florida State College at Jacksonville, Jacksonville, Florida
Fond du Lac Tribal and Community College, Cloquet, Minnesota
Grays Harbor College, Aberdeen, Washington
Guam Community College, Barrigada, Guam
Guilford Technical Community College, Jamestown, North Carolina
Hartnell College, Salinas, California
Highland Community College, Highland, Kansas
Houston Community College, Houston, Texas
Howard College, Big Spring, Texas
Jefferson Community College, Watertown, New York
John Tyler Community College, Midlothian, Virginia



Johnson County Community College, Overland Park, Kansas
Kent State University at Ashtabula, Ashtabula, Ohio
Klamath Community College, Klamath Falls, Oregon
Lake Land College, Mattoon, Illinois
Lake Superior College, Duluth, Minnesota
Lake Tahoe Community College, South Lake Tahoe, California
Lakeshore Technical College, Cleveland, Wisconsin
Laney College, Oakland, California
Lansing Community College, Lansing, Michigan
Louisiana Delta Community College, Monroe, Louisiana
Marshalltown Community College, Marshalltown, Iowa
Mendocino College, Ukiah, California
Mesa Community College, Mesa, Arizona
Midland College, Midland, Texas
Midlands Technical College, Columbia, South Carolina
Mid-Michigan Community College, Harrison, Michigan
Minneapolis Community and Technical College, Minneapolis, Minnesota
Minnesota West Community and Technical College, Worthington, Minnesota
Mohawk Valley Community College, Utica, New York
Monterey Peninsula College, Monterey, California
Murray State College, Tishomingo, Oklahoma
New River Community College, Dublin, Virginia
North Central Michigan College, Petoskey, Michigan
Northeast Alabama Community College, Rainsville, Alabama
Northern Virginia Community College, Annandale, Virginia
Northwest Kansas Technical College, Goodland, Kansas
Northwest State Community College, Archbold, Oklahoma
Oakton Community College, Des Plaines, Illinois
Oklahoma City Community College, Oklahoma City, Oklahoma
Palo Verde College, Blythe, California
Pine Technical and Community College, Pine City, Minnesota

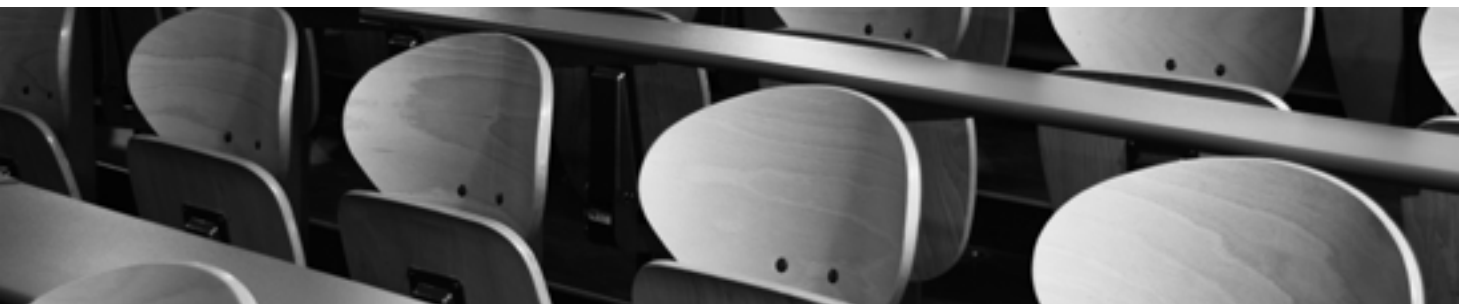
APPENDIX B cont.

Portland Community College, Portland, Oregon
Rappahannock Community College, Glens, Virginia
Renton Technical College, Renton, Washington
Richard Bland College of William and Mary, South Prince George, Virginia
Rio Salado College, Tempe, Arizona
Salt Lake Community College, Salt Lake City, Utah
San Diego Mesa College, San Diego, California
San Diego Miramar College, San Diego, California
Santa Ana College, Santa Ana, California
Santiago Canyon College, Orange, California
Sheridan College, Sheridan, Wyoming
South Arkansas Community College, El Dorado, Arizona
South Mountain Community College, Phoenix, Arizona
South Seattle College, Seattle, Washington
Southeastern Illinois College, Harrisburg, Illinois
Southwest Tennessee Community College, Memphis, Tennessee
Southwestern College, Chula Vista, California
Spokane Community College, Spokane, Washington
The Community College of Baltimore County, Baltimore, Maryland
Tidewater Community College, Norfolk, VA
Tompkins Cortland Community College, Dryden, New York
Trident Technical College, Charleston, South Carolina
University of Cincinnati-Blue Ash College, Cincinnati, Ohio
University of Hawaii Maui College, Kahului, Hawaii
University of New Mexico-Taos Campus, Taos, New Mexico
Western Oklahoma State College, Altus, Oklahoma
Western Texas College, Snyder, Texas
Westmoreland County Community College, Youngwood, Pennsylvania
Wichita Area Technical College, Wichita, Kansas
Wilson Community College, Wilson, North Carolina
Windward Community College, Kaneohe, Hawaii

APPENDIX C

Engaging Excellence in Equity Fellowship: Culturally Responsive/Sustaining Definitions and Practices Questionnaire

1. What is your definition of culturally responsive or culturally sustaining practices?
2. How would you describe the work that you are doing to support successful outcomes for racially minoritized students?
3. Where are your efforts primarily focused on serving minoritized student populations? (ex. Student Affairs, Academic Affairs, Financial Aid, etc.) Please elaborate.
4. What has helped you be successful in your efforts to support racially minoritized students?
5. Please share any specific resources, supports, skills, that have been essential factors your support of racially minoritized students.
6. What are some challenges, barriers, and/or obstacles that you have had to navigate in your efforts to support racially minoritized students?
7. What are some things you can identify as critical to your institution's ability to contribute to successful outcomes for racially minoritized students?
8. Would you like to join us for an optional sponsored group dinner on April 15th?



APPENDIX D



Key Terminology for Social Change

Deficit-Minded/Deficit-Thinking

A perspective that places the responsibility for unrealized success solely on students. The deficit frame posits that students who fail in school do so because of alleged internal deficits (such as cognitive and/or motivational limitations) or shortcomings socially linked to the student, such as family dysfunctions or deficits.

- Deficit thinking blames the student for unequal outcomes.
- Students are responsible for inequities in student outcomes
- Self-inflicted or natural “cultural stereotypes” = differences in educational outcomes
- Inadequate socialization or Lack of motivation and initiative
- Poor preparation for college work (K-12)
- Programs that attempt to “fix” the student o A problem without a solution¹

Diversity

- The wide range of national, ethnic, racial and other backgrounds of U.S. residents and immigrants as social groupings, co-existing in American culture. The term is often used to include aspects of race, ethnicity, gender, sexual orientation, class and much more.²
- The wide variety of shared and different personal and group characteristics among human beings.³
- Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad definition includes not only race, ethnicity, and gender — the groups that most often come to mind when the term “diversity” is used — but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values.²

APPENDIX D cont.

Equality

- Is associated with treating people the same or people having equal access to resources and opportunities.⁵
- Refers to the principle of fairness, “Equality is the outcome”.⁶

Equity

- Is about ensuring that everyone receives what they need to be successful — even if that varies across racial or socioeconomic lines. In short, equality is not enough to combat hundreds of years of oppression, poverty, and disproportionality.⁵
- Encompasses a wide variety of educational models, programs, and strategies that may be considered fair, but not necessarily equal. “Equity is the process”.⁶

Implicit Bias

- Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals’ attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves. Notably, implicit biases have been shown to trump individuals’ stated commitments to equality and fairness, thereby producing behavior that diverges from the explicit attitudes that many people profess. The Implicit Association Test (IAT) is often used to measure implicit biases with regard to race, gender, sexual orientation, age, religion, and other topics.²

Inclusion

- Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.²

Intersectionality

- A lens through which you can see where power comes and collides, where it interlocks and intersects. It’s not simply that there’s a race problem here, a gender problem here, and a class or LGBTQ problem there.⁷



Social Justice

- A broad term for action intended to create genuine equality, fairness, and respect among peoples.⁴
- Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and society as a whole.²
- Both a process and a goal. The goal of social justice is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.³

¹ https://www.aacu.org/sites/default/files/WI_equitymindedness.pdf

² <http://www.racialequityresourceguide.org/about/glossary>

³ <https://diversityinclusion.wustl.edu/brss/glossary-of-bias-terms/>

⁴ https://www.uml.edu/docs/Glossary_tcm18-55041.pdf

⁵ <https://education.cu-portland.edu/blog/leaders-link/equity-in-schools/>

⁶ <https://www.edglossary.org/equity/>

⁷ https://www.cjr.org/language_corner/intersectionality.php

APPENDIX E

Tool Outline Worksheet

Tool Name

Purpose
How will it be used?

Format
What format is the tool and what does it include?

Audience(s)
Who will use it? How will they use it?

Context
Where is the tool appropriate to be used? Can it be adapted to be used in different contexts?

Development Team



★ Engaging Excellence in Equity Fellows ★

Resources Required
What resources will your audiences need to use the tool?

Resources Required
What resources do you need to develop the tool?





Office of Community College
Research and Leadership

Acknowledgements

Thanks to the following individuals who made this report possible:
Heather L. Fox, Raina Dyer-Barr, Krystal Andrews, Sal Nudo,
Jason A. Keist, Anjalé Welton, and Eboni M. Zamani-Gallaher.