

Democracy's College

Episode 27: Asset Based Approaches to Developmental Education

- Announcer:** Welcome to the Democracies College Podcast series. This podcast focuses on educational equity, justice, and excellence for all students in P-20 educational pathways. This podcast is a product of the Office of Community College Research and Leadership, or OCCRL, at the University of Illinois at Urbana-Champaign. Learn more about OCCRL at OCCRL.Illinois.edu.
- In this episode, Chauntee Thrill at OCCRL talks with Dr. Asif Wilson, associate dean of instruction at Harold Washington College, about asset-based approaches to developmental education.
- Chauntee Thrill:** Hello, we are here today with Dr. Asif Wilson, associate dean of instruction from Harold Washington College. Dr. Wilson, thank you for being with us today.
- Dr. Asif Wilson:** No problem, glad to be on the podcast with you.
- Chauntee Thrill:** Perfect. Well, I want to jump right into the first question: So as a participating institution in [Pathways to Results](#), Harold Washington College focused on implementing asset-based approaches in developmental education. In your role you led this work, but before we talk about the work that your team did at Harold Washington College, I'm wondering if you would share your thoughts on issues of educational equity and developmental education in general, and also what motivated you to lead the Pathways to Results work at Harold Washington College.
- Dr. Asif Wilson:** Sure. So, I'm going to actually invoke some of the spirits of my colleagues in education anthropology and begin to not situate this work with the start of my role at Harold Washington or my role as a teacher, but actually with the starting point of the U.S. education system in its founding and conception.
- So, if we start there and we use the starting point that there is nothing wrong with the U.S. public education systems, and it is not broken, and that it's doing exactly what it intended on doing in sorting society. So, for me, in all the work that I do, I always remind myself of that starting point and my role, currently as an administrator, in beginning to chip away in an effort at transforming the structures and processes of the institution.
- So, when I look at developmental education, I think about a phrase that Tupac [Shakur] used to say: "Growing roses through the concrete." For me, I think it's situating the equity landscape away from students. Away from what students may or may not have into what structures and processes are located in the institutional setting and in society that actually impede, and that are embedded

into the schooling and educative practices at, let's say, an institution like Harold Washington College.

So my work in relationship to asset-based pedagogies, in relationship to developmental education, begins to think about what our students are bringing in with them into the institute and what sort of hidden curricula, hidden systems, hidden processes exist in the institute that students may or may not be aware of, by giving this very individualized competitive framework that we sit in and begin to think about what my role is in dismantling those oppressive structures and systems.

Not changing students, not creating curricula that encourages them to adapt new identities, but actually thinking about what sorts of spaces and processes we can create here at Harold Washington College, and share with the rest of the world, to really think about starting with the strengths of our students and translating those into pedagogies, processes, assessment techniques, relationship-building adventures that support our students where they are in all of the strengths that they bring into this institute that are oftentimes not utilized in academic pursuits.

So that kind of helps me situate my work here at Harold Washington College, and that actually led me to engage in, not just me but a team of us, to engage in the Pathways to Results work at Harold Washington College more specifically. And that's why we began to focus, excuse me, to move our shift away from what we should be doing to students. I'm really clear about doing to students away from that into thinking about what other context, what other interactions students are having with our institute as a structure and with faculty, staff in the institute, and begin to target those populations, those systems and structures that, again, opposed to students.

Chauntee Thrill:

Okay, thank you. So, my next question: You kind of talked about this a little bit in addressing the first question in terms of why it was important. So focus on the asset-based approach. But can you talk about or can you describe the asset-based approach that was actually implemented at Harold Washington College?

Dr. Asif Wilson:

Sure. And I actually will start with a story. We wouldn't have got to this story if PTR didn't create a professional development context for my team to come down to Bloomington-Normal, Illinois, and really think about what we were doing to deficitize our students, particularly those that were in developmental education classes.

What we arrived at is that from the moment students choose to come to Harold Washington, they might position themselves as less than. If we look at the community college system in Illinois, in particular in Chicago, our community colleges are, unfortunately, not always the first choice for our students.

Chauntee Thrill:

Right.

Dr. Asif Wilson:

So, for a number of reasons: financial, their ties to their community and their family. Their counselors told them they couldn't go anywhere else. Students arrive at our doorstep ready to start college, still motivated, still energetic, still hungry for that knowledge, but are already maybe positioning themselves in lack of, as opposed to full of strength.

Furthermore, when students come into our class, into our college, they're required to take a placement test. And if you know anything about norm-reference tests, they are set up intentionally for students to succeed or fail. So, if we look at that placement test and students begin to place into developmental education classes, we as an institute are sending them a message that [says] "I'm sorry, you're not even good enough to be here."

You have to take a specialized kind of set of courses before you can even take advantage of the full offerings of the institute. So, if we look at even the experiences of students before they start classes here at Harold Washington, it is a very deficitized experience, to some degree. And what we began to see in that ... I mean, it happened before, that meeting that PTR convened us together, but what we began to see is that across our disciplines and different departments, from advising to tutoring to the office of instruction to the math department to the English department, that we could play a role in chipping away at this deficitized institutional structure.

We couldn't necessarily change the placement tests, and I don't know if we can change, overnight, the perceptions about community colleges. But what we could do is ensure that our interactions with students started from a point of strengths, and that our developmental education classes started from a point of strengths.

And so, what we did with our PTR year-one grant was we implemented two things here at the institute. One, we found that during our PTR assembly in Bloomington-Normal that this was the first time advising, tutoring, the Office of Instruction, and our math and English faculty had actually come together to talk about the needs of our developmental education students in our institute.

And so, what we wanted to do is we wanted to continue that work. So we developed what's called T.E.A.M., an acronym that stands for Transitional Education through Affective Methodologies. We began to meet on a monthly basis to really think about what support we needed from each other, and how we could hold each other accountable, actually, to ensure that we were using and engaging in assets-based pedagogies, not only in our classrooms, but even in the ways we described what was taking place in our classroom in those monthly team meetings.

And then the second thing that we developed that came, again, out of our convening in Bloomington-Normal at the start of the PTR grant, was what we termed a Four-weeks Asset-based Progress Report. This report, upon conception, was something that a teacher, an embedded tutor, and an adviser,

as part of a supportive team integrated in a classroom, could, in the first four weeks of the semester, begin to document student strengths across four domains.

Their academic identity, their future identity, what they hope to do in life, the technical identities because our developmental courses require some level of technical competency. It's either writing papers using Microsoft Office programming or in math using third-party sources like My Math Lab to complete assignments online.

Then there was kind of a personal bonus. The idea was that the teacher, the embedded tutor in this new position we created for the team, an embedded adviser, could begin to document our students' strengths, and at four weeks begin, not begin, but at four weeks, hand out or administer what we call the Four-week Asset-based Progress Report. We hypothesized that if students could better understand their strengths instead of their deficits, which is what assessment truly does—it tells you how poorly you're performing in general, not what you're really performing well at, that we might give students external motivation through recognizing their strengths.

And what we found out was really important about this Four-week Asset-based Progress Report. It wasn't so much about how the students responded to receiving this piece of paper that their teacher created. But it was really a dispositional context for the teacher. What I mean by dispositional context for the teacher is, as the teacher is completing, as the teacher is collecting information to complete the progress report, they're actually creating a dialogic space within themselves to begin to think about how they think about their students.

To paraphrase one of the instructors, who I believe is a very ... I've seen her teach, I've worked with her for several years. She's a very compassionate, caring, loving, nurturing instructor. She even mentioned, and I'm paraphrasing her statement here, that she wasn't able to identify assets for each of her students. What she did with that was she used that as a critical reflective point about her teaching, not about her students. But she was able to actually interrogate how she believed her students to be. How they were showing up, how they were focused on literacy or not focused on literacy.

And she was actually able to, over the process, and it didn't happen that fourth week. It happened throughout the semester. But she was actually able to interrogate those deficitized identities and dispositions she held about some of her students *and* use that monthly TEAM context as an accountability circle for her to check in with her colleagues, including myself, to think about how she was making sense of this work, and what methodologies she could actually implement in a reflective case to begin to dismantle the negative disposition she held about her students.

Why I say this is because no matter who you are, I'm standing here and admitting this to you today, Asif Wilson, who's been in education for over 10 years and studied this work and do research, and now I'm in higher ed administration—I hold negative dispositions about students, too. And I think the starting point is for us to admit that we *all hold* biases related to our students.

If we can start there, what in the institute, back to my point earlier about structures and processes, what can we create in the institute to begin to allow teachers and staff members and administrators, security guards, and tutors, and everybody in this institute to begin to examine their own biases related to our students. And so that was the benefit of actually creating that monthly team context *and* that Four-week Asset-based Progress Report.

Chauntee Thrill:

Wow. Okay. So what did you learn by implementing an asset-based approach to developmental education through the Pathways to Results project?

Dr. Asif Wilson:

I learned, and I knew this before, but I relearned and reaffirmed that there is nothing wrong with the roses in this building. That there's a lot wrong with the concrete. The roses are our students and the concrete is this institute. The explicit things that we engage in on a daily basis but also the implicit things. Like the biases we all hold in relationship to our students, the onboarding processes that our students have to go through that deficitized them and don't build off of their strengths.

So, it really concretized my administrative responsibility here to create spaces, and I'm getting into your next question here, to create impositional and dispositional spaces for not just our faculty but all staff, faculty, from the security guards to me sitting here on the top floor of our building in an office speaking to you today.

Impositional, which is ... and Paolo Freire critiques this, but I think there is some room for a banking methodology in impositional space creation and professional development creation, which means that sometimes we need to sit folks down and lay out the non-negotiables. This is how it's going to be, and this is what is expected of you.

I think when we're talking about asset-based approaches, we need to lay that out in an impositional way. That needs to come in our strategic plan, that needs to come in our key performance indicators. We need to look at our assessment models. We need to be clear about the levels of instruction that are happening in our classes. That for me is non-negotiable, right? That we are working through these kinds of approaches, these pedagogical approaches, that value what our students bring in.

That for me, there's no question about that. And that's why I believe that some of this work should be impositional. But I also believe, dialectically speaking, that the work that we do, both in creating context and the methodologies we

use to engage in dialog with one another, must be also dispositional. And I'm going back to that instructor who needed that reflective space to better make sense of the biases she held.

And so, we have got to provide and create and maintain and sustain context for people. People who are charged with very, very big jobs. We are charged with maintaining the livelihood of folks in the city of Chicago, and not just educating them in math or science or advising them or supporting them in their academic pursuits. We're talking about livelihood. And so, we need dispositional spaces. We need dispositional processing that allow us to come together, but also create individual space for ourselves to reflect who we are and what purpose we are serving in the institute.

And that cannot all be impositional. I cannot tell teachers or staff members or myself, for that matter, that I need to come to school and work every day for a, b and c purposes. I think I define those through the reflective experiences I create for myself and the accountability processes that my colleagues and my comrades out of school create for me and my own educational purpose and mission here by taking up an administrative role.

So again, to summarize what I've learned is that there's nothing wrong with the rose. The rose is beautiful. The rose will eventually grow, too, even through the concrete. But if we begin to chip away at that concrete, and that concrete might be represented by the processes and structures of our institute. And furthermore, how can we chip away at that concrete and rebuild, bring in new soil. I'm into the euphemisms right now, but how do we really cultivate those nutrients in the soil. And for me those nutrients are impositional and dispositional spaces for staff, faculty, and administration in this building.

Chauntee Thrill:

So, my next question, which you [crosstalk 00:19:19] probably answered, which is about the need for professional development for faculty and staff [crosstalk 00:19:27]. So, you did talk about the impositional and the dispositional basis and having the non-negotiables. Do you have any other thoughts about designing professional development that will support asset-based mindsets?

Dr. Asif Wilson:

Yeah, absolutely, and this is kind of the work that we're extending into the year-two work of Pathways to Results here at Harold Washington. I think it has got to be practiced space, and for those who don't know the definition of practice, it's a term I learned from Paolo Freire that essentially means there is no teaching without learning, and there is no action without reflection, and there is no reflection without action.

And so, in thinking about the impositional and dispositional professional development spaces, those might support staff, faculty, and administration's reconceptualization of identities, but what we're not necessarily sure of is how that's transforming practice. And so, some of the work we really want to engage in, some folks framed through inquiry to action. What I'm interested in is what is transforming in the pedagogical practices, whether you're a tutor, a security

guard, a math teacher, an English teacher, can we begin to ... and it's not for correlative purposes.

I don't want to see how the monthly meeting impacted people's, excuse me, transformed teachers' practices in their classrooms. I'm interested to see how they're making sense of these things on their own terms. In all the nuanced ways that seem appropriate to a community college setting to United States context to 2018. And so, I think some of the work that we really want to engage in, not only documenting but sharing with other people, is the institutional transformation.

I argue that I don't think we can transform the institute. I think the institute will maintain its colonial, imperialistic kind of identity until I'm long gone from here. But I think what we *can* do, I think we can transform the interactions we have, that we have control over between us as staff, faculty, and administration and our student body. So, I think we're moving in that kind of practiced methodology, moving forward to begin to think about how is this work showing up? Not is it showing up in the ways we predicted it to, but how is it showing up and what are the successes, what are the limitations, what are the continuous improvement opportunities? And then what does this mean for the way our students see themselves and see this institute?

And then furthermore, what are we doing in the context of Chicago and in the world in relationship to those sort of, I called them "fractures" when I was presenting a couple weeks ago. But what are we doing to document those fractures, and what are they doing to change the concrete, to actually transform the concrete, eventually.

Chauntee Thrill:

So, you developed a six-pillar framework called the Pedagogy of Risk. Can you share those six pillars with our audience and describe how an asset-based approach aligns with your framework?

Dr. Asif Wilson:

I'll actually start with the latter. I think the Pedagogy of Risk embodies asset-based approaches and actually requires one or the groups of facilitators to begin to *embody* what it means to build up students' strengths. Not only the students' strengths but their communities' strengths and their cultural strengths. And so, these six pillars of teaching and learning that I call the Pedagogy of Risk has developed and emerged from my own classroom experiences and primarily my dissertation work.

What I found was that we cannot have one of these pillars without the others. It is an intersectional framework that really relies heavily on that teacher's starting point through asset-based pedagogies. And those six pillars all start with "r" and the foundational pillar to the framework is Relationship. I believe that teachers, and I think we can extend this beyond teachers. Educators, right? And that includes security guards; it includes the crossing guards; it includes that front office staff that greets students when they come in to school late, and it

includes their teachers and advisers and tutors in our community college context.

But if we don't have kinship relationships, and that's the term I borrowed from cultural anthropology, is what does it look like to mimic the kind of familial relationships that exist in our communities, where it does take a village to support one student. And that's actually an accountability process, for us in positional and dispositional accountability process, for us to think about how we, not only institutionally but individually, embody kinship-like relationships in all the work that we do.

The second pillar is Relevance, and for me the concept of relevance is not only about starting points, and I argue that all curricular experiences, all pedagogical experiences, should start with the lives and experiences of our students. Because then they become relevant and authentic. And I think borrowing from the works of Jangle Paris and his culturally sustaining pedagogy, we have to *sustain* that relevance for the duration of the curricular experience or the pedagogical experience. It cannot be a starting point. It can't start with Jay-Z and move to Garth Brooks if Garth Brooks has no relevance for our students. It's got to maintain and sustain that relevance throughout the curricular and pedagogical experience.

And the third pillar is Revolution. This is not revolution in the protest sense, like getting our students out and tying ourselves to trees and blocking the street and doing sit-ins. If that work is relevant at the moment, then surely, I agree with it and support it. But for me, it's around this point of how is everything that we do in our classroom, in an effort to rebuild and rewrite the sort of world we hope to live in one day. I think you can look at the landscape of the United States in 2018—not that much has changed in 400-something years.

Chauntee Thrill: Yeah.

Dr. Asif Wilson: But I think we can look at today's climate to emphasize the need for a revolutionary pedagogy in our classrooms, in our institutional spaces.

Chauntee Thrill: Absolutely.

Dr. Asif Wilson: And the fourth pillar of this work is called Recognition. For me, students, again because of that starting point, there is nothing wrong with the United States educational system. It is working as designed to sort society. Many students that I interact with were not conditioned to be the "leaders of society." They were conditioned to be the next Walmart worker, the world's largest employer. They were conditioned to be the next McDonald's worker.

So, what I believe, and I do not believe that students are determined by those conditions, but what I do know is that, especially in the community college, especially for students that come to the community college and place in the

developmental education classes, they might adopt fatalistic identities. Meaning there's nothing they can do to rewrite their lives. There's nothing they can do to change their predicament. There's nothing that they are good at. They don't have any strengths.

I hear these stories on a daily basis at the institute. And for us, that's a structural, an institutional, responsibility, to recognize the successes of our students in public and private ways. To begin to show them. This is not to say that students *need* us, ultimately. I think about that kind of gradual release of this Recognition pillar. So how do we build or help support the confidence building in our students because they are so beat down in their K-12 environment and in the community college environment and in the workplace.

I think about the story that aired on WBEZ a few years back called *A View From Room 405*, or *A View From Room 205*. The WBEZ reporter followed a fourth-grade classroom for an entire year. In the very beginning of the audio documentary is very interesting because the author documents less than 10 minutes into the start of their fourth grade, these students in this school, and I want to clarify these students, these *black* students who live in North Lawndale, a dispossessed community on the west side of Chicago that was never rebuilt after it was burnt down following the passing, the murder of Martin Luther King Jr.

These students, less than *10 minutes* into their fourth-grade academic year were not on the playground playing; they were not in art class producing great works; they weren't in music class learning how to create and produce new knowledge; they weren't learning how to construct essays so that they could share their stories with the world. They were told that this year matters really, really a whole lot because they have to take a test.

So, what happens when we have 12 years of emphasizing test taking? My partner is a kindergarten teacher in Chicago Public Schools, and the principal, a few years back, removed all of the play furniture in her classroom and replaced them with desks so that "the students could be more prepared to take the test."

Chauntee Thrill:

Wow.

Dr. Asif Wilson:

So, what happens when we take dispossessed communities and dispossessed children who, in the context of the U.S. capitalistic society, are conditioned to believe that they are responsible for all of their faults? That they are responsible for the conditions they live in, and then we inundate them with this test preparation pedagogy for 12 years of their life. And then they come to the community college and we ask them, in some ways, and I think we still embody the test taking, excuse me, pedagogy at times.

Chauntee Thrill:

Yes.

Dr. Asif Wilson:

But we ask them to be critical thinkers. We ask them to be metacognitive and make sense of who they are. We ask them to be civically engaged and think about what their relationship is with their communities and transforming them. But we *never* began to think about repairing the harm that we helped contribute to, institutionally, in this city for many of the students that walk into our doors.

And so to chip away at that, I think we have to begin to recognize in public and private ways the successes, even if we deem them minimal—they may be very large to our students—and to recognize those successes in our students and, furthermore, back to that Relevance pillar, recognize the assets they bring into this college as starting and sustainable points of pedagogy.

The fifth pillar of the framework is Reflection. Paulo Freire says, “Action without reflection is pure blah, blah, blah.” Now I think I've exemplified the need for reflective context in the institute based on some of the work that we've created in conflicts that we've created through PTR. But if we don't create spaces for ourselves to, in isolation, reflect on ourselves and our practices and our purpose as educators, but we also need to do that in public ways.

I think a lot about Bell Hooks' concept of white supremacist capitalist patriarchy. And a lot of my work, individually, not necessarily related to the institute, but in some ways, has been how men, especially cisgendered men, who take up space oftentimes in administrative roles in institutes, can maintain our silence but are oftentimes very, very clear, and sometimes unclear, in leading very patriarchal cisgendered institutional practices.

So, if I don't create reflective space for myself in isolation, but also reflective space to begin to be held accountable by my counterparts and my colleagues, I'm not sure what we can do to begin to chip away at that concrete I was talking about earlier.

Then that last pillar for me is Responsiveness. And really responsiveness is really going beyond relevance and thinking about, not just in the case of if you're an educator in a formalized institute, not just thinking about the academic needs of the students, but the affective needs of our students. Some call them noncognitive, but we've began, through PTR, trying to eliminate our use of deficitized language.

When you begin to chip away, I know I'm going tangential here a bit, when you begin to analyze even the language we use about students in our college, like noncognitive, does noncognitive mean that affective work, affective experiences require no brain capacity? So, I don't use the word noncognitive anymore. I try to use *affective*. And to my point around responsiveness, how are we, again, from that first interaction with security, when you walk in the door to when you're upset, and you come to my office or when you step in the classroom, how are we mindful of the affective needs of our students as well?

And then to turn inward a bit, I think teachers, particularly teachers of color, and I named that, and there's evidence to back this, that teachers of color are dying. They are dying in institutes because of the racial battle fatigue that they experience; because of the overcommitment to the institute; because of lack of self-care. I think responsiveness also helps us embody a kind of inward-facing identity, an inward-facing pedagogy that allows us to recognize when we need to take care of ourselves.

If we cannot take care of ourselves, how can we *ever* care for or support other people? And so, I argue that these six pillars—Relationships, Relevance, Revolution, Recognition, Reflection, and Responsiveness—are the foundational pillars to *any* sort of pedagogical experience that takes place in or outside of an institute. And I think combined together, these pillars that represent the Pedagogy of Risk, it informs that classroom or out-of-classroom experience that takes place between folks that work for the institute and are students, that we can begin to foster a collective critical hope. A collective critical hope that allows students to recognize their agency, their ability to be themselves in the world and see themselves as capable.

And the other part of that critical hope is what Bordeaux calls navigational capital and that Yosso extended into this cultural capital model. To define that navigational capital piece is, when presented with complex situations, being able to navigate them better. And so, I believe that if we take these frameworks, and there's many others that exist out in the world; mine's not groundbreaking by any means, and let me just use the Pedagogy of Risk, for example. I think if we *engage* in pedagogies of risk, we can begin to transform, or at minimum begin to chip away, at that concrete to allow more roses to go through it.

And to eventually dismantle the concrete. At one point, and again, I would say I don't know if this will happen in my lifetime, but if I can create enough fractures in that concrete, eventually it *will* rupture. I think once we rupture, we can achieve institutional transformation. And that's the kind of work that I've engaged in and that's embodied in the Pedagogy of Risk.

Chauntee Thrill:

So, my last question, and again, you kind of hit on this a little bit in talking about Pedagogy of Risk as well, that framework, but what call of action would you issue to those who want to support marginalized populations, excuse me, and being successful in, but also beyond developmental education?

Dr. Asif Wilson:

Yeah. One, I think we've got to recognize the unearned privileges that we all hold. And for some of us, that's a more difficult task than for others. But I think all of us, particularly those of us that have jobs as administrators and faculty members in institutes of higher education, presently have some privilege.

It may be race-based, it may be gender-based, it may be ableist, it may be education based, it may be geographically based. But I think we have to acknowledge and begin to be comfortable with naming that privilege.

The second thing I think we need to do is really to get out of our siloed spaces. I'm real comfortable sitting behind the desk in front of a computer in an institute behind a locked door in an office because I know I hold the power in this position. So, we have got to, I think secondly, begin to position ourselves as learners.

If we are in institutes that are predominantly students of color, predominantly low-income communities that they come from, how can we position ourselves as learners and go, and I'm not saying in a colonial way and not in an imperial way, go and learn the from the communities in which we seek to teach.

And so, what does it mean for us to go into dispossessed communities like Inglewood, like LaVita here in Chicago, like North Lawndale, like Austin, like Kenwood and Oakland and like Rogers Park and begin to see what the strengths of that community are? If we can begin to learn about those strengths, then maybe we're building a cadre of educators that we can bring into our classroom. Not physically necessarily. How can you embody in your course content, in your syllabus, in the way you show up, in the way you call through this and support them on the weekends, in the evenings?

And that all comes out of positioning oneself as a learner. And I think that also applies to your classroom context too. How can you position yourself if you're a faculty member as a learner in that classroom space and position your students as authorities, as assets, as brilliant, and provide them with opportunities to teach you and others?

Then lastly, I would begin to ask folks what they are doing to take care of themselves. If you're not taking care of yourself both physically, mentally, spiritually, then how will you ever have the energy to do this exhaustive work? Because it is exhaustive, and it is fatal. This institute, again, going back to where I started this conversation today—there is nothing wrong with the institute. It was designed to behave the way it is. So that means it is designed though imperialist and colonial landscapes, and that is damaging for some folks.

That's hard and that will kill a lot of folks. It has. A lot of my comrades have been lost, who chose to take their lives in the institute, and it's really prompted me to begin to put some focus on taking care of ourselves and holding each other accountable for taking some *time* to do some breath work so that we can begin to breathe in all of those healthy environmental factors. But also breathe out all that stuff we don't need.

And so, I think I would end by saying take care of yourself, really think about what it's going to take for you to survive and thrive in this context that we call higher education.

Chauntee Thrill:

Absolutely. Well, thank you for taking the time to speak with me today to share your work with Pathways to Results but then also your Pedagogy of Risk

framework. I think that you've given myself but also our audience a lot of things to think about and consider in terms of our own work with our institutions going forward in supporting these marginalized populations. So, I want to thank you for participating in the Democracy's College podcast, and I hope that it's been a great experience for you as well.

Dr. Asif Wilson: Absolutely. Thank you so much for inviting me to join the podcast today, and I hope folks are getting something valuable from what I've been talking about.

Chauntee Thrill: Absolutely, thank you.

Dr. Asif Wilson: Okay, take care.

Chauntee Thrill: You too. Bye-bye.

Announcer: Tune in next month when Marci Rockey at OCCRL talks with Dr. Clair Crawford, Bridge Research Fellow at the Center for Research in Race and Education, School of Education at the University of Birmingham, about transnational whitelash and educational policy and practice. Background music for this podcast is provided by Doug Lab. Thank you for listening and for your contributions to educational equity, justice and excellence for all students.