

Fall 2020 Retreat Breakout

Reported out by:

Nori:

- Meet with BIPOC regularly
- Be intentional with BIPOC in your disciplines
- Revise curriculum/SLOs with intentional language
- Direct reflection questions so students are aware of their own biases
 - Asks them what they're becoming aware of in their own thoughts
- Disclaimer video
- Make more opportunities for students in their careers
- Role models
- Are we identifying who our high-risk students are? How can we reach out to them?
- Mentor program/point-of-contact in each department. Team approach for students so it's consistent.

Heather:

- Syllabi statement
- Make sure we include POC in course content
- How people introduce themselves
- Respect the space students want to occupy
- Heart-to-hearts with students about their experiences
- Grading that meets their needs/flexible
- Blurb about where the theorem comes from
- Make sure the videos we use in our classroom are representative of the students we serve
- Encourage our students to strive for masters and beyond

Adam

- Slowing down and actively listening to students
- Do not assume I understand what they're saying
- Reviewing library policies
- Assessing environment within the library so students feel comfortable asking for help and making sure they know what services are available
- Understand the Valley College environment. Direct our communication to "our" students instead of students in general
- How can we balance the classroom to a wide variety of skill levels? We have a room full of students who are a wide variety of prep levels.
 - Some know how to study
 - Others don't know how to take a quiz
 - What do I do when I have a question?

- Make academic language simple. Educate students on academic jargon. Tell students exactly what they need instead of assuming they know.
- Teach balance
 - How-to-be-a-student
 - Apps/tutorials vs actually learning. They use technology perhaps too much instead of relying on study skills
 - Teach responsibility so that they don't cheat.
- Strengthening K-12 relationships with an emphasis on college relationships.
 - Make college-level classes available?
 - Get students to understand what it means to be in college
- Speak to enrollment of underrepresented students
- College should represent the community it serves

John:

- Evaluating curriculum and how it serves our students
- Incorporate diverse role-models as guest speakers and workshops
- Senate could direct the curriculum committee not to approve curriculum that has not addressed culturally-responsive content
- Senate could direct to make anti-racism an agenda item of all committees
 - Even if there's nothing to say, its presence could spark dialogue