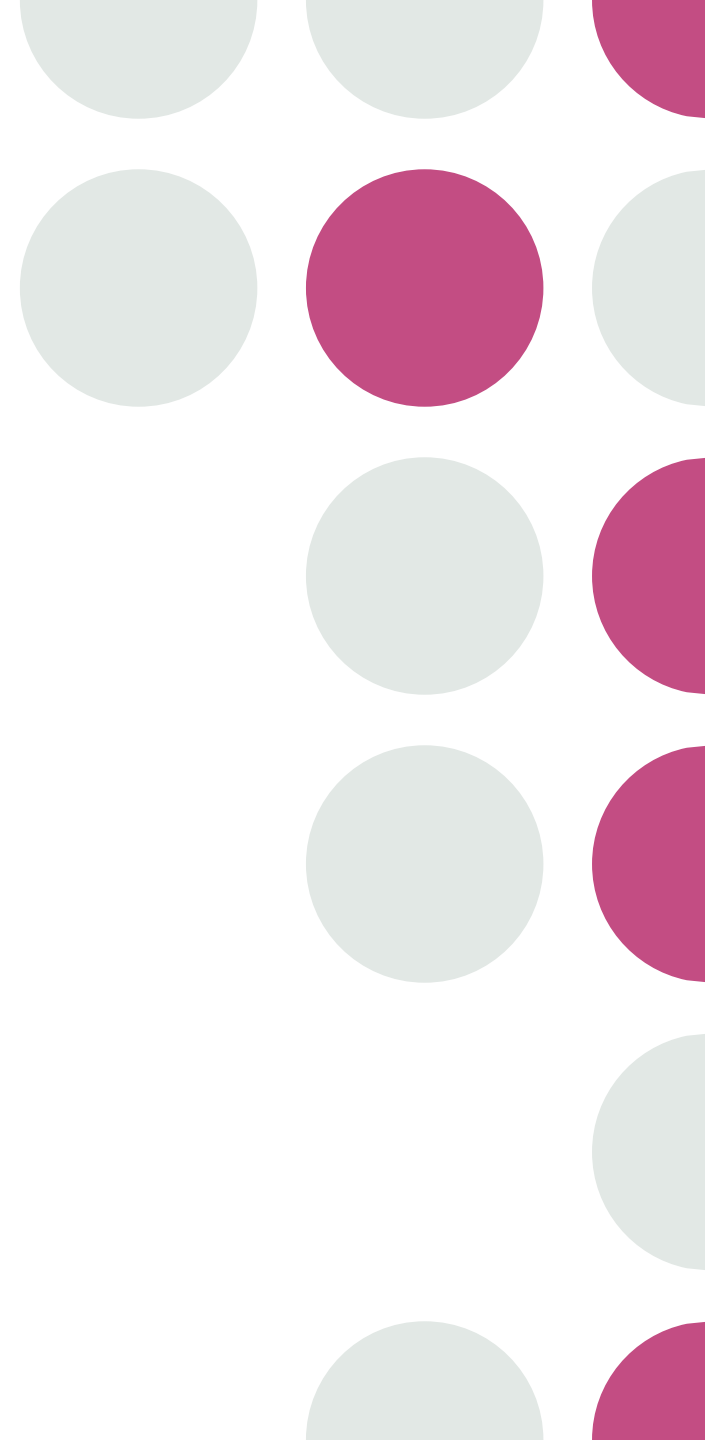


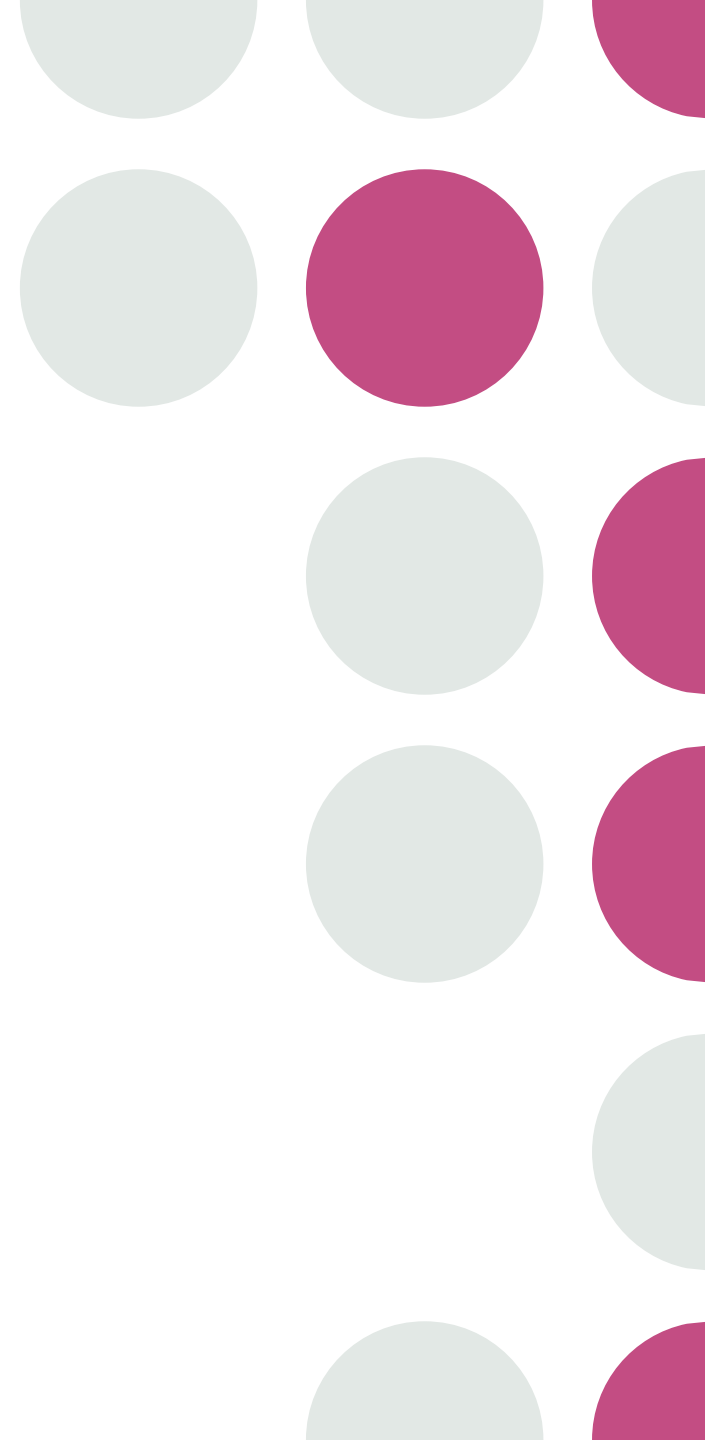
Diversity, Equity, Inclusion & Anti- Racism/Anti-Hate (DEIA) Framework for Curriculum Processes



**The Curriculum
Committee will review
new courses and
programs and courses
going through the content
review process through
an equity/culturally
responsive lens.**



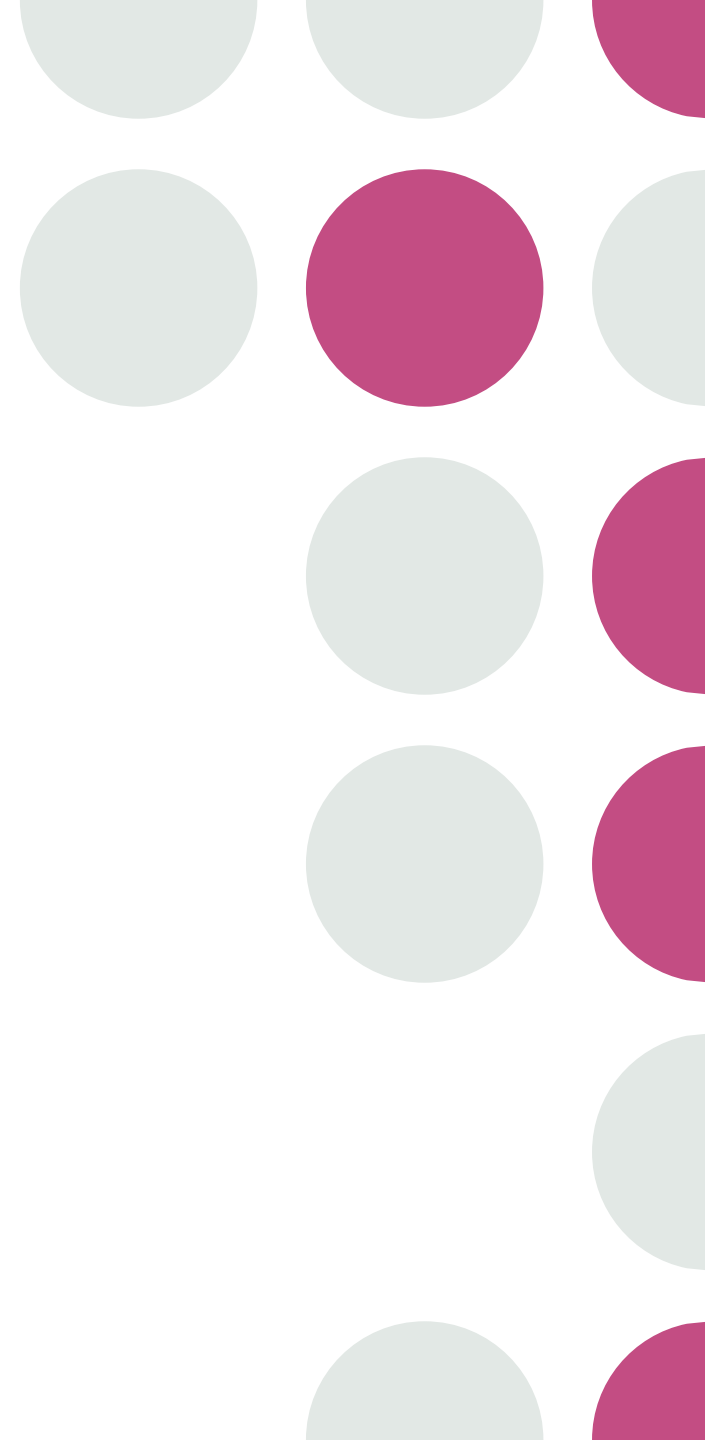
Why now, and why through our Curriculum processes?



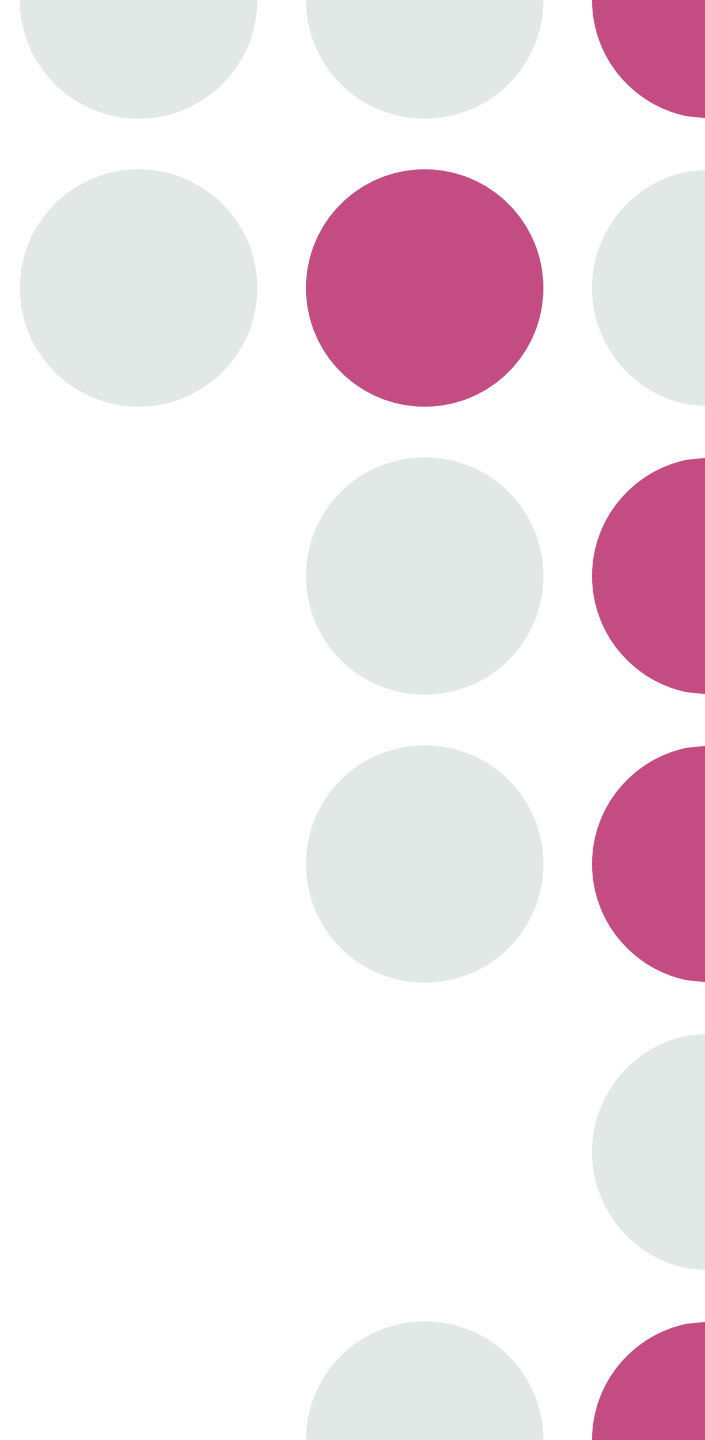
Senate Resolution SU20.01

The Academic Senate at Valley passed resolution **SU20.01: Infusion of Anti-Racism/No-Hate Education**. One of the “resolved” measures in the resolution states that the “Senate will actively infuse the anti-racism/no hate education by: “Integrating an accurate portrayal of the roles and contributions of all groups throughout history across curricula, particularly groups that have been underrepresented historically.”

[Link to Full Resolution](#)

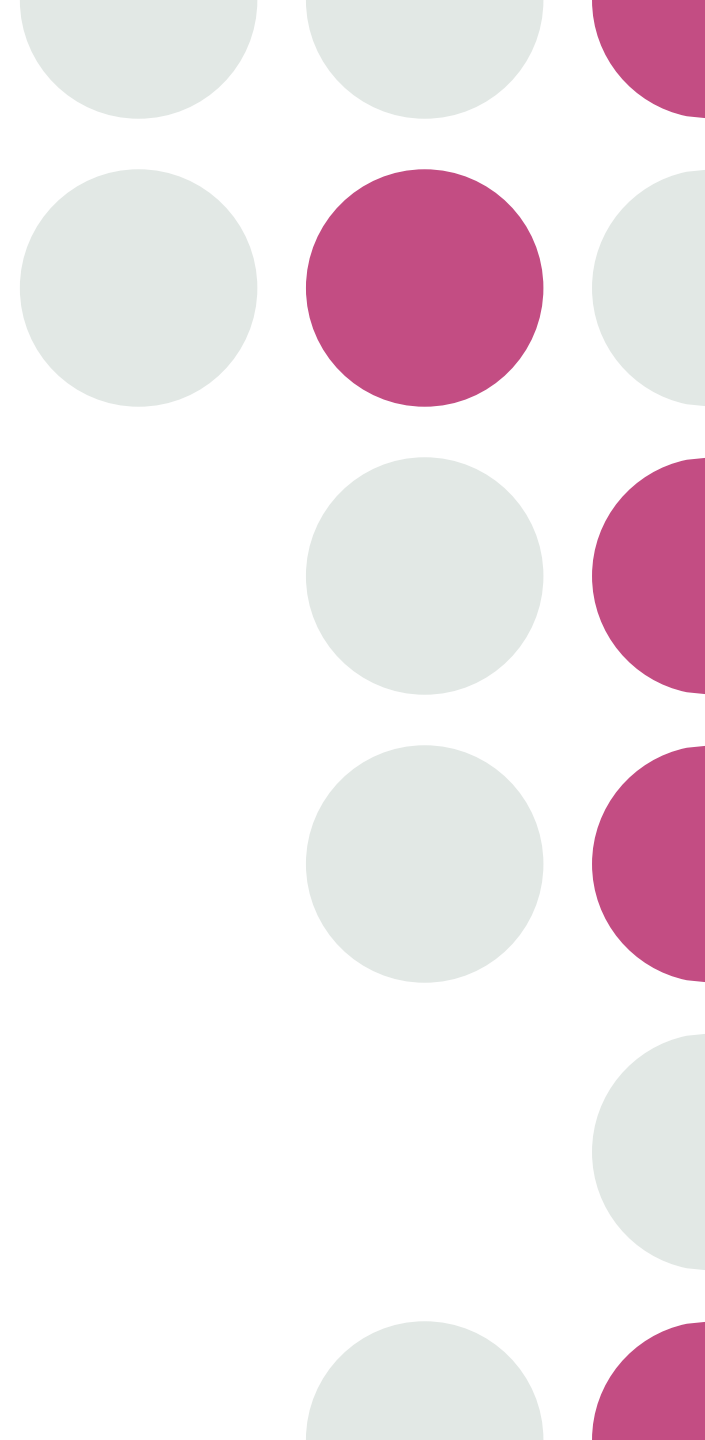


- Note: The senate resolution is more than a condemnation of racism and hate. It is a commitment to action.
-



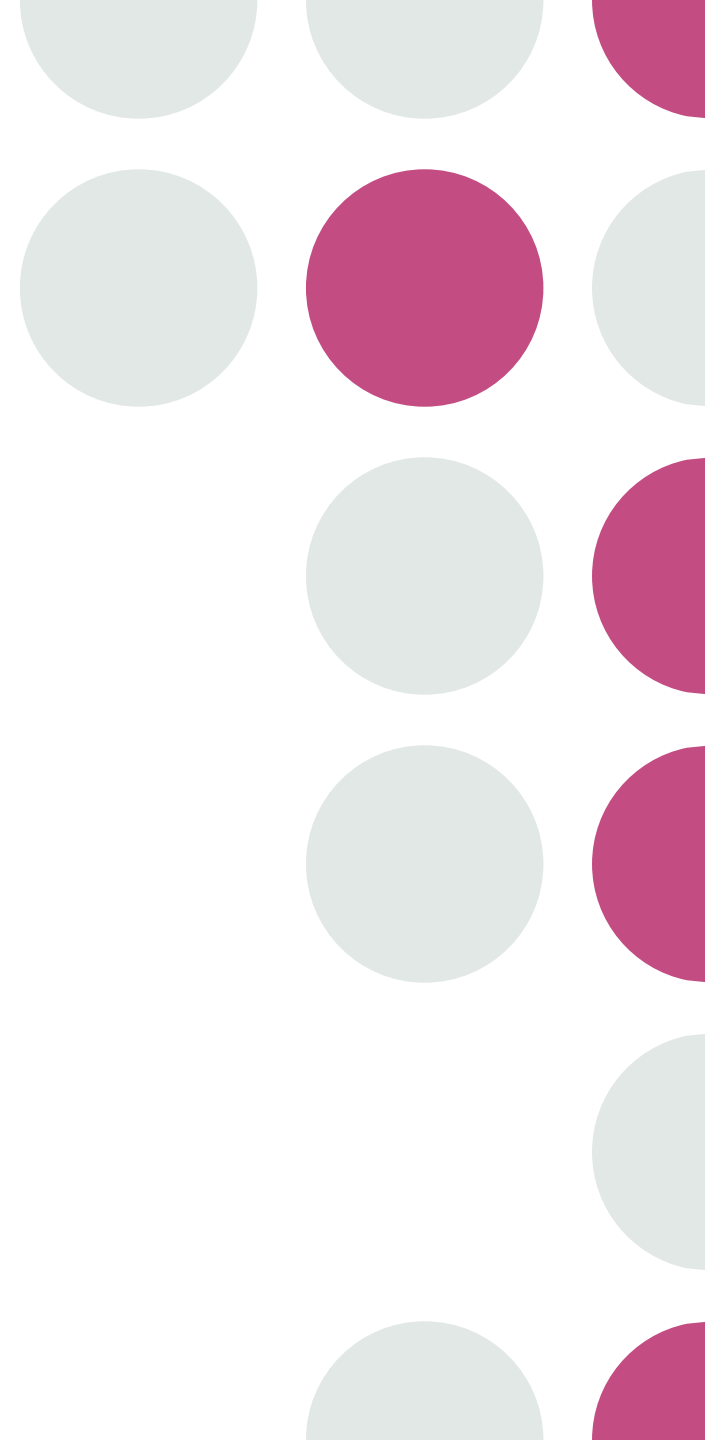
It is part of SBVC's alignment to our Institutional goals

- Chancellor Diana Rodriguez, has made Diversity, Equity, Inclusion and Anti-Racism work a specific goal for the colleges and district. And, part of SBVC's alignment to our Institutional Goals asks specifically that we “Advance access to address diversity, Equity, Inclusion and Anti-Racism.”
 - To achieve that objective, one of the activities listed is that there is a “Curriculum Committee commitment to reviewing curriculum through an equity lens.”
-



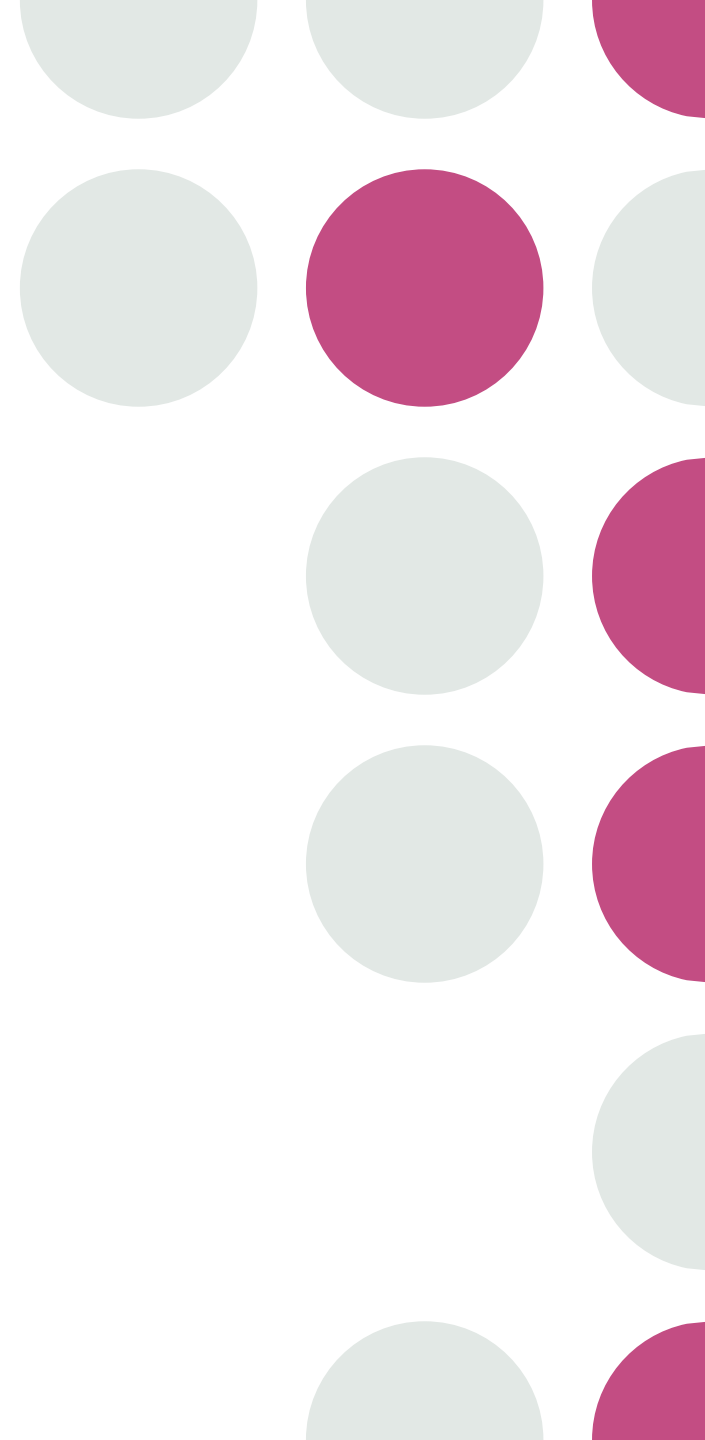
Statewide Senate Resolutions

- The statewide senate has passed several resolutions designed to further this work, specifically in our curriculum processes. (See Resolutions 09.05, 03.01, and .03.03 on the statewide website).
 - [ASCCC](#)
-

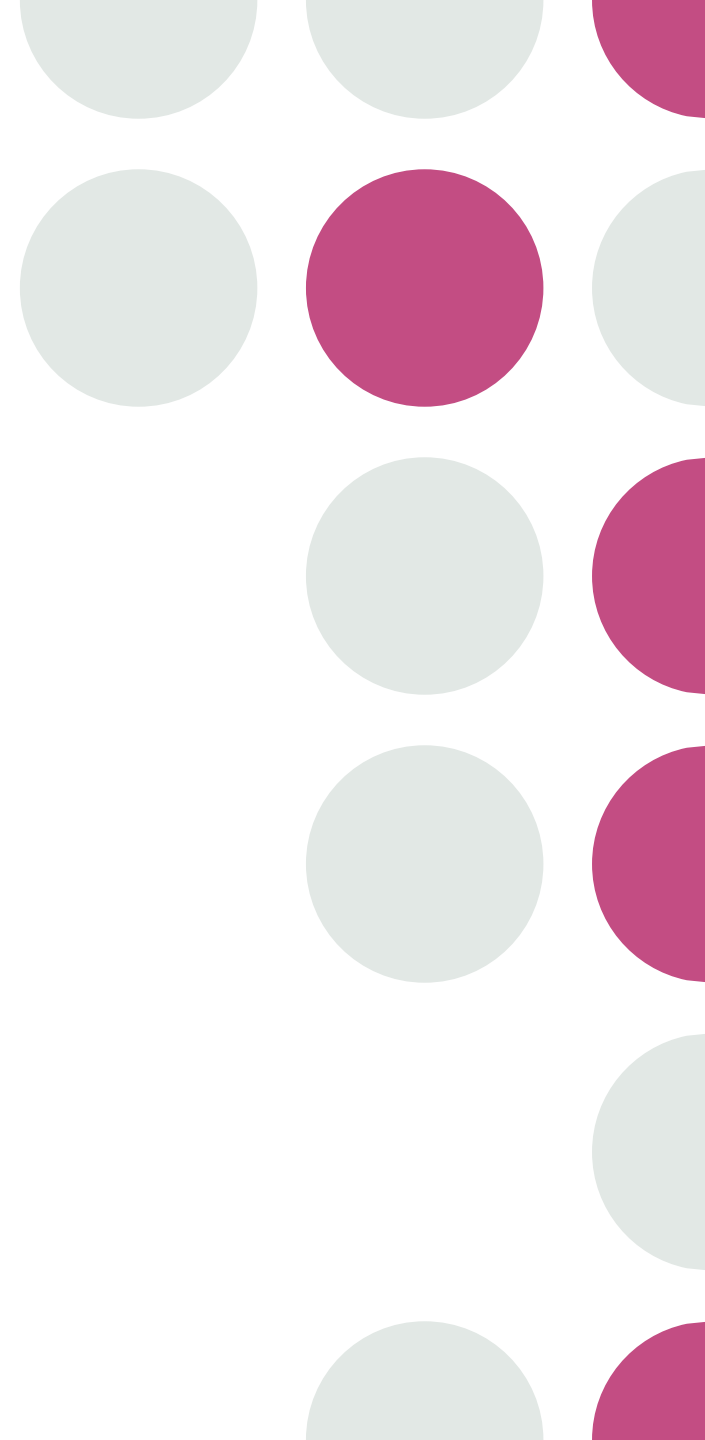


The Statewide Chancellor's Office

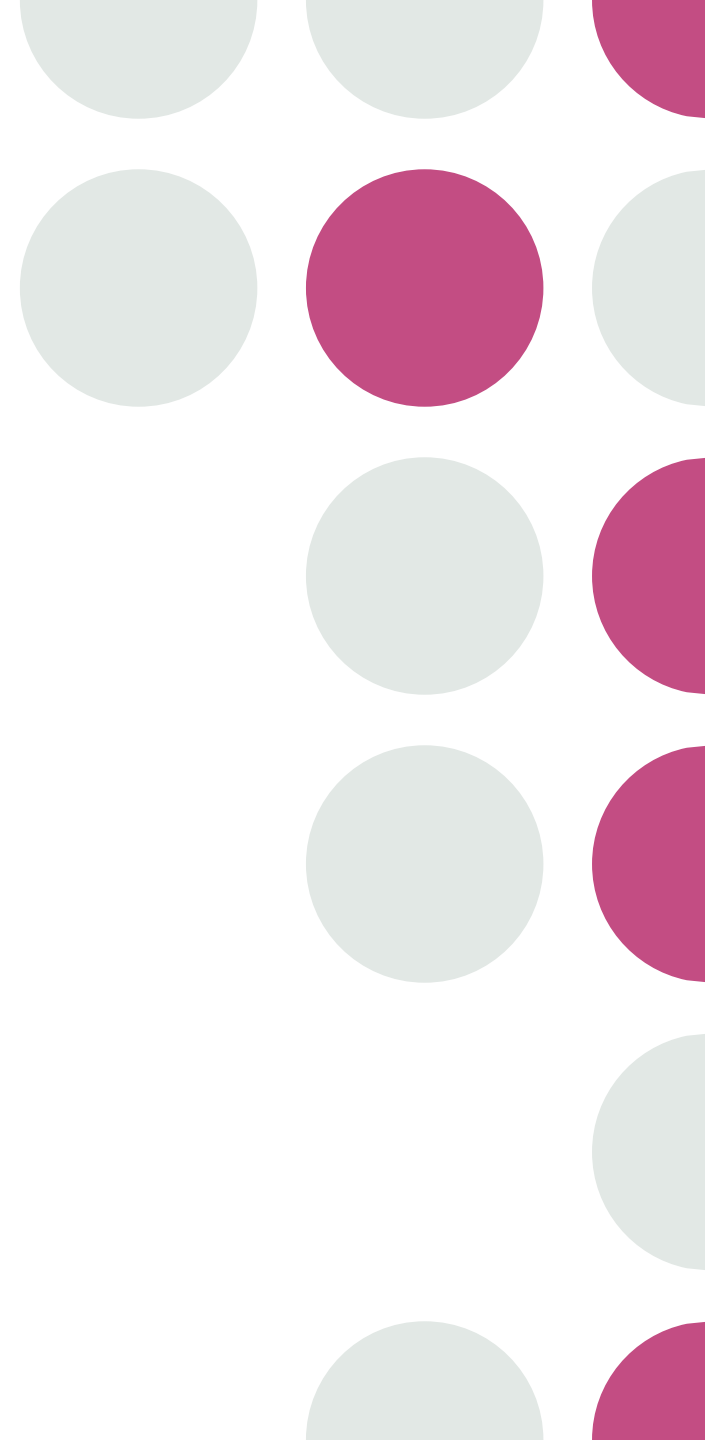
The Statewide Chancellor's Office has asked campuses to, among other things, “create an action plan to create inclusive classrooms and anti-racism curriculum” ([“Call To Action: A Letter to the Community College Family”](#)).



- Thus, DEIA work is ongoing, in-depth, and a primary focus at every level of the community colleges.
-



Mandi Batalo in Art was kind enough to let us use her newly revised course outline of record as an example.



Example: Art 105 History of Modern Art

Old SLOs

1. When shown an image of a major work of art, the student will correctly identify the name, country or place of origin and date.
2. When asked to analyze the difference between two major works or art, the student will effectively compare and contrast styles and themes portrayed.

New SLOs

1. Identify the name, country or place of origin and date of specific pieces of art
 2. Compare and contrast styles and themes portrayed by specific artists
 3. Discuss cultural appropriation and its affects on society
-

Art 105: History of Modern Art

Old Course Content

1. The origins of modern art
 1. Whistler
 2. Blake

New Course Content

1. The origins of modern art
 1. Whistler
 2. Blake
 3. Gender and ethnic diversity in modern art
 1. Gender stereotypes
 2. Women artists
 3. Artists of color
 4. Indigenous artists
-

Art 105: History of Modern Art

Old Assignment

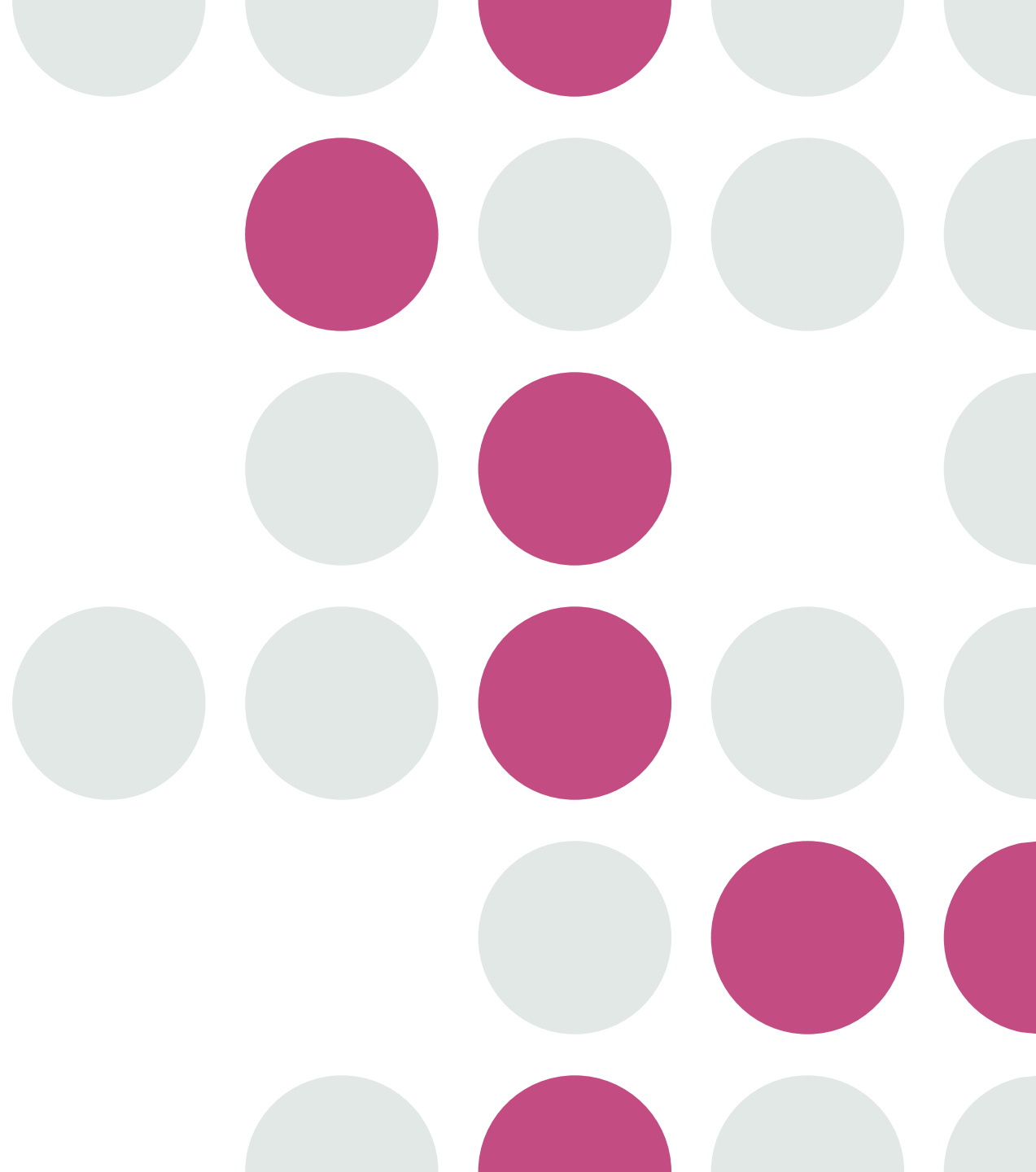
- Select a topic within the scope of modern or contemporary art and write a three-page research paper on that subject, including a discussion and analysis of at least two works of art related to your topic. These works of art must be analyzed in relation to the time period or art movement in which they were made, or analyzed in relation to the biography of the artist. Concentrate on how are these two artworks are documents of their time or of the artists' life?

New Assignment (old assignment stayed, and this was an added one).

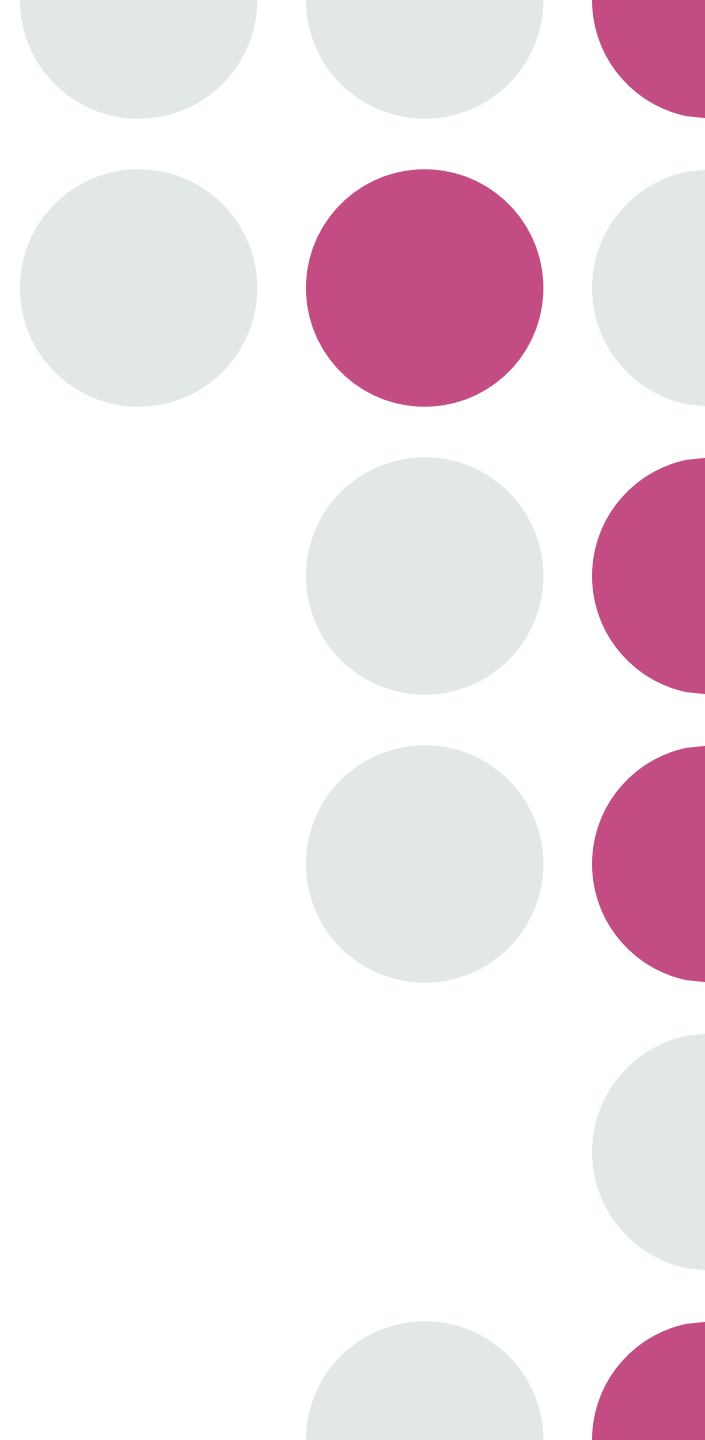
- Visit an art museum (either in person or virtually), and write a two-to-three page paper on how the museum acknowledges the artifacts looted from other countries and whether these artifacts should be returned.

But wait!

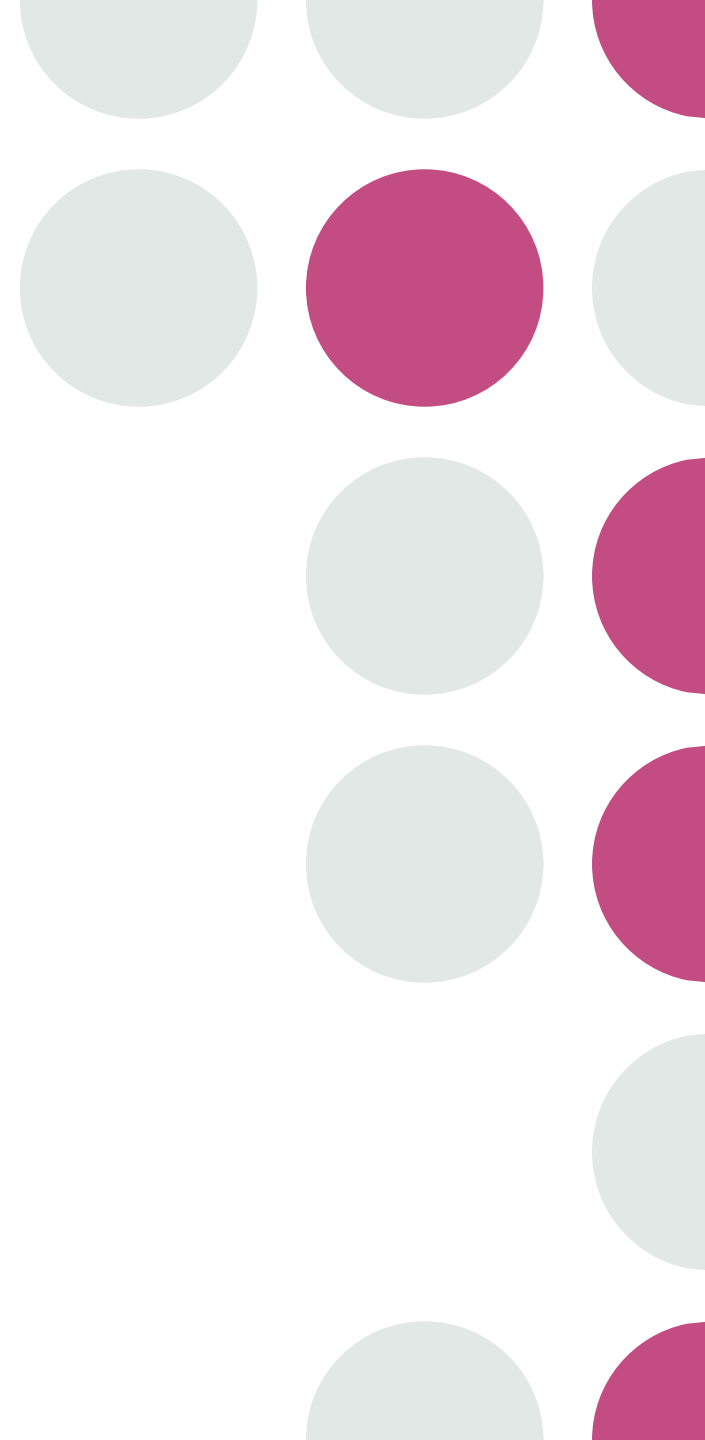
**I teach in a discipline
where incorporating
culturally relevant
material is not always
so obvious. What
should I do?**



- This work is very discipline specific – as is all of our curriculum. It is true that some disciplines may have more challenges in trying to incorporate culturally relevant/equity-minded material.
-

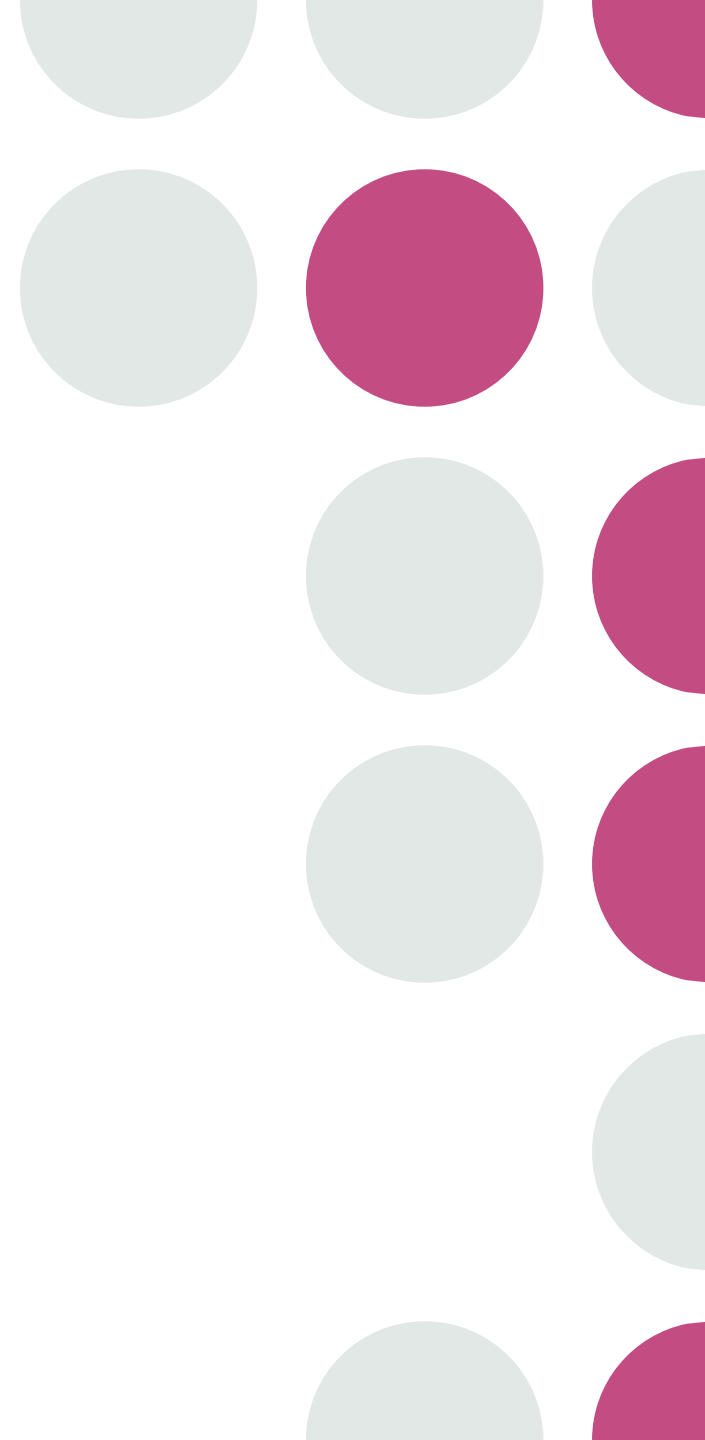


**Here are questions your
department can think about
that may help**



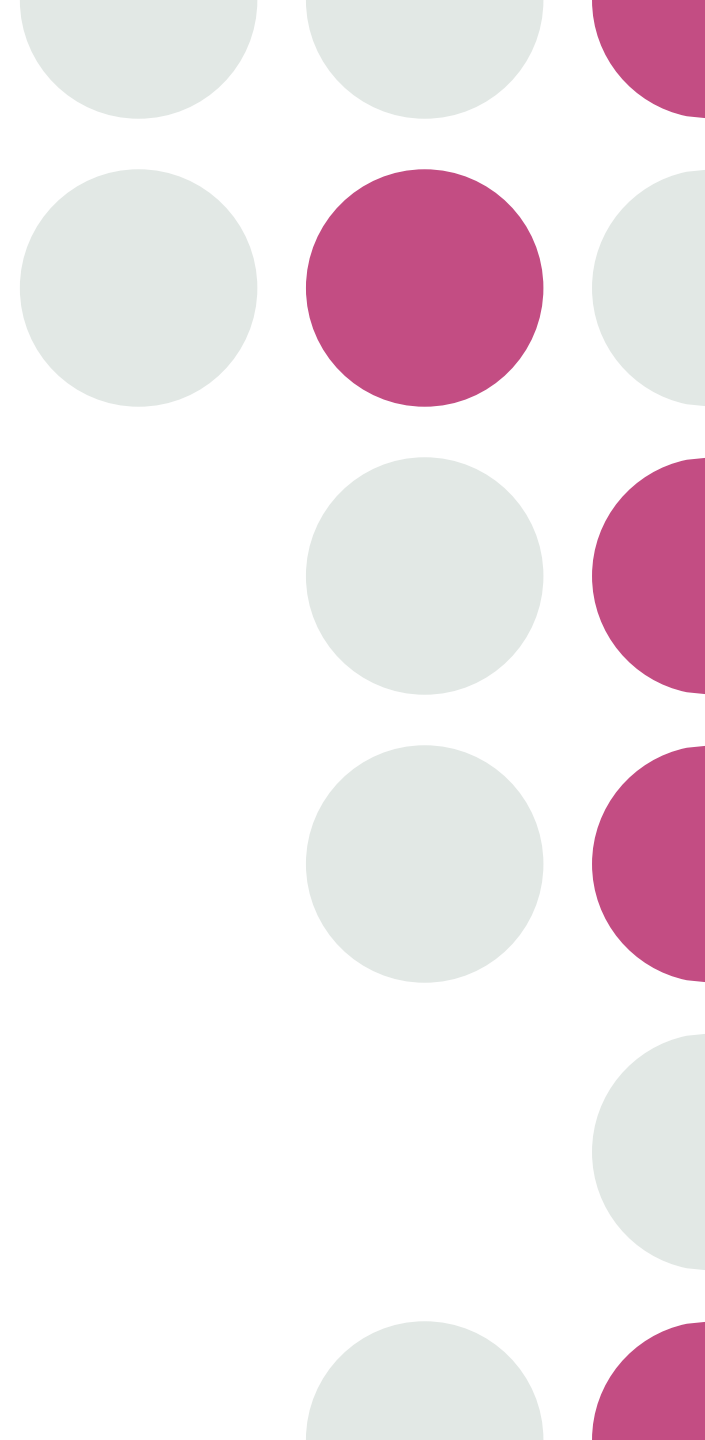
First, OER

- If you have not looked into OER Resources for your course/courses, why not?
-



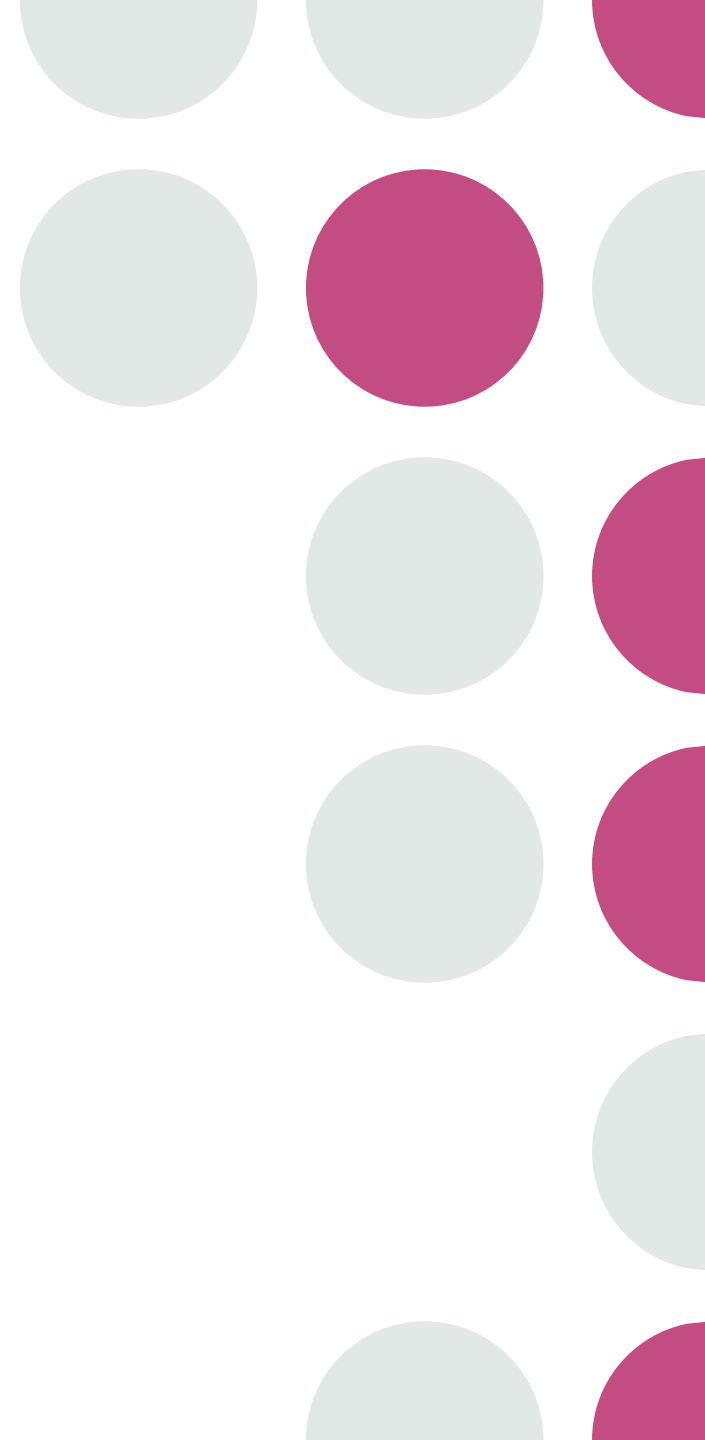
Course Content

1. Are historical and contemporary perspectives on race and social justice relevant to the discipline?
 2. Are perspectives of racism and prejudice relevant to the discipline?
 3. Can discussions of historically underrepresented groups be included in the content?
 4. Are social and cultural movements appropriate for the discipline?
-



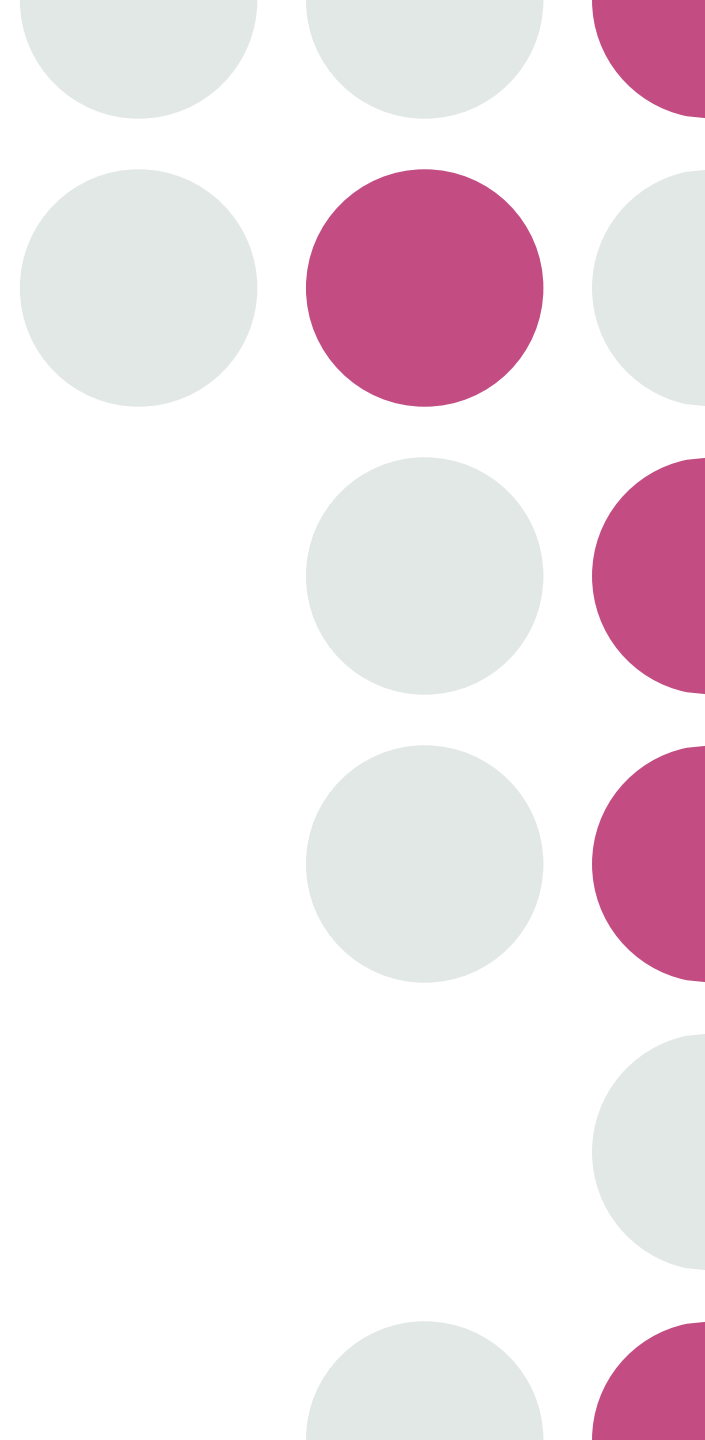
Assignments

1. Can specific assignments be designed that take into consideration students' own lives, backgrounds and experiences?
 2. Can real-world problems be considered that specifically relate to areas of equity and/cultural diversity?
-



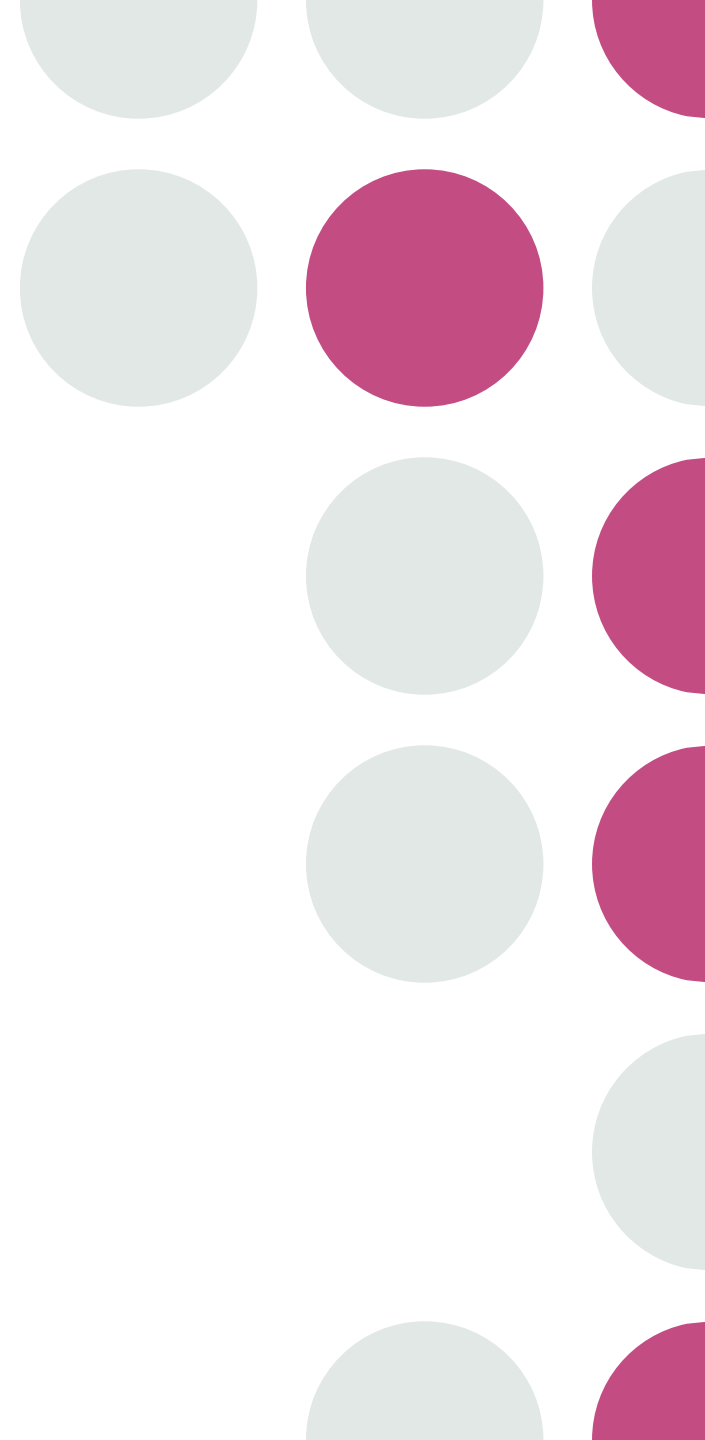
Textbooks

1. Besides OER:
 2. Consider students' socio-economic status? (Low Cost?)
 3. Can contemporary and diverse authors be considered?
-



SLOs

- Can the SLOs/course objectives be updated to include any changes you make to the content?
-



Resources

- There is a TON of professional development on this topic.
 - One resource is the Vision Resource Center. Some of their free courses include:
 - CCC Anti-Racist Curriculum: Implicit Bias and Cultural Competency
 - Cultivating Cultural Competence and Inclusion
 - And many more. There are also free webinars to watch.
-

