

EQUITY SUMMIT

at Skyline College

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Friday, December 9, 2016

8:30 a.m. - 4:30 p.m.

Skyline College Theater, Building 1

3300 College Drive, San Bruno, CA



Skyline
COLLEGE

Equity Summit Program At-A-Glance

Welcome

Dr. Regina Stanback Stroud – <i>President, Skyline College</i>	9:00 AM
Nina Floro – <i>Professor/Coordinator, Professional Development Center for Transformative Teaching and Learning, Skyline College</i>	9:05 AM
Lasana O. Hotep – <i>Dean, Division of Student Equity & Support Programs, Skyline College</i>	9:10 AM

Equity Talks 1

Dr. Melina Abdullah – <i>Disrupting the Academy: Building Campuses as Revolutionary Intellectual Spaces</i>	9:15 AM
Dr. Julio Cammarota – <i>Critical Pedagogies: Teaching within Praxis</i>	9:35 AM
Dr. Sepehr Vakil – <i>Political Imagination(s) of STEM Education: Moving Beyond "Equity," "Inclusion," and "Diversity" Toward Just Futures and Pathways</i>	9:55 AM

BREAK 10 MINUTES

Plenary Session 1

Value of Race and Equity in Education	10:30 AM
Dr. Jeremiah Sims, <i>Director of Equity, College of San Mateo - Facilitator</i>	
Dr. Flora Lu - <i>Associate Professor, Environmental Studies at UCSC/Provost of Colleges Nine and Ten</i>	
Dr. Marco Cervantes - <i>Associate Professor, Bicultural-Bilingual Studies & Mexican American Studies University of Texas, San Antonio</i>	
Dr. Sarah Rodriguez - <i>Assistant Professor, Community College Leadership/Higher Education Iowa State University</i>	

LUNCH 11:35 AM

Equity Talks 2

Dr. Matthew Whitaker – <i>Make It Do What It Do: Cultural Competency and Pedagogical Excellence</i>	12:30 PM
Dr. Shelly Brown-Jeffy – <i>Integrating Culturally Relevant Pedagogy and Becoming a Culturally Aware Educator</i>	12:50 PM
Sean Arce – <i>Ethnic Studies Movement – Imperatives, Implications, and Possibilities</i>	1:10 PM

BREAK 10 MINUTES

Plenary Session 2

Equitable Pedagogical Practices	1:40 PM
Dr. Angélica Garcia, <i>Vice President, Student Services - Facilitator</i>	
Dr. Rick Ayers - <i>Assistant Professor, Education, Urban Education and Social Justice cohort, University of San Francisco</i>	
Dr. Dorinda J. Carter Andrews - <i>Assistant Dean, Equity Outreach Initiatives/Associate Professor, Teacher Education Michigan State University</i>	
Dr. Jimiliz Valiente-Neighbours - <i>Assistant Professor, Sociology, Point Loma Nazarene University</i>	

Introduction of Keynote

Dr. Regina Stanback Stroud – <i>President, Skyline College</i>	2:45 PM
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Closing Keynote

Dr. Angela Davis – <i>Distinguished Professor Emerita, Feminist Studies, UC Santa Cruz</i>	2:50 PM
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Closing Remarks

Lasana O. Hotep – <i>Dean, Division of Student Equity & Support Programs, Skyline College</i>	3:50 PM
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Keynote Speaker**Dr. Angela Davis**

Through her activism and scholarship over the last decades, Angela Davis has been deeply involved in our nation's quest for social justice. Her work as an educator – both at the university level and in the larger public sphere – has always emphasized the importance of building communities of struggle for economic, racial, and gender justice.

Professor Davis' teaching career has taken her to San Francisco State University, Mills College, and UC Berkeley. She also has taught at UCLA, Vassar, the Claremont Colleges, and Stanford University. She spent the last fifteen years at the University of California, Santa Cruz where she is now Distinguished Professor Emerita of History of Consciousness, an interdisciplinary Ph.D. program, and of Feminist Studies.

Angela Davis is the author of nine books and has lectured throughout the United States as well as in Europe, Africa, Asia, Australia, and South America. In recent years a persistent theme of her work has been the range of social problems associated with incarceration and the generalized criminalization of those communities that are most affected by poverty and racial discrimination. She draws upon her own experiences in the early seventies as a person who spent eighteen months in jail and on trial, after being placed on the FBI's "Ten Most Wanted List." Davis has also conducted extensive research on numerous issues related to race, gender and imprisonment. Her most recent book is *Freedom is a Constant Struggle: Ferguson, Palestine, and the Foundations of a Movement*.

Davis is a founding member of Critical Resistance, a national organization dedicated to the dismantling of the prison industrial complex. Internationally, she is affiliated with Sisters Inside, an abolitionist organization based in Queensland, Australia that works in solidarity with women in prison.

Like many other educators, Professor Davis is especially concerned with the general tendency to devote more resources and attention to the prison system than to educational institutions. Having helped to popularize the notion of a "prison industrial complex," she now urges her audiences to think seriously about the future possibility of a world without prisons and to help forge a 21st century abolitionist movement.

Speakers



Dr. Melina Abdullah is Professor and Chair of Pan-African Studies at California State University, Los Angeles. Dr. Abdullah earned her Ph.D. from the University of Southern California in Political Science and her B.A. from Howard University in African-American Studies. Professor Abdullah is a womanist scholar-activist –understanding the role that she plays at the university is intrinsically linked to broader struggles for the liberation of oppressed people. Professor Abdullah is a leader in the fight for Ethnic Studies in the K-12 and university systems and was among the original group of organizers that convened to form Black Lives Matter and continues to serve as a Los Angeles chapter lead and contributes to the national leadership. She is a single “soccer mama” of three children and resides in Mid-City Los Angeles.



Sean Arce, co-founder and former director of the nationally renowned and now banned K-12 Mexican American Studies Department in Tucson, Arizona, received the first Myles Horton Award for Teaching People’s History from the Zinn Education Project (ZEP) in 2012. ZEP honored Arce for his instrumental role in nurturing one of the most significant and successful public school initiatives on the teaching of history in the United States. His work has been highlighted on PBS, Democracy Now, and National Public Radio. As an activist urban educator who has worked in public schools for nearly 20 years, Arce believes that what made his colleagues and himself effective was the implementation and continuous development of a “Barrio Pedagogy.” Arce is currently teaching high school Xicanx Studies classes in Azusa Unified School District which fulfill the University of California course requirements. Arce also is an educational consultant with the Xicanx Institute for Teaching and Organizing, working with urban educators in developing and implementing Ethnic Studies curriculum and pedagogy. Arce is currently working towards his doctorate in Teaching, Learning and Sociocultural Studies from the University of Arizona.



Dr. Rick Ayers is an Assistant Professor of Education at the University of San Francisco in the Urban Education and Social Justice cohort. He taught in the Communication Arts and Sciences small school at Berkeley High School, where he pioneered innovative and effective strategies for academic and social success for a diverse range of students. His books include: *A Teacher’s Guide to Studs Terkel’s Working*, *An Empty Seat in Class: Teaching and Learning after the Death of a Student*, *Great Books for High School Kids: A Teacher’s Guide to Books That Can Change Teens’ Lives* (co-author with Amy Crawford), and *Teaching the Taboo: Courage and Imagination in the Classroom* (co-author with William Ayers).



Dr. Shelly Brown-Jeffy earned her Ph.D and MA from the University of Michigan in Sociology. Prior to coming to UNCG, she worked as a Postdoctoral Fellow at the Center for Social Organization of Schools housed at Johns Hopkins University. The goal of her research is to examine and understand differences in educational outcomes among racial/ethnic/socioeconomic groups. In teaching, she helps others understand that our social world structures our social reality. Dr. Brown-Jeffy received the University Teaching Excellence Award, University of North Carolina Greensboro(2007-2008) and her course curriculum material was included in publication of *Classroom Activities for Introductory Sociology Courses* (2007). Her research interests include: Race and Ethnic Relations and the Sociology of Education.



Dr. Julio Cammarota earned his Ph.D from the University of California, Berkeley in Social and Cultural Studies in Education. Professor Cammarota is an Associate Professor of Multicultural Education and his work has helped make progress with social justice in education and youth development. Dr. Cammarota has built a reputation of engaging Latino youth in research about race, racism, and ethnic identity. His research interests include the relationship between culture and academic achievement, participatory action research, institutional factors that affect academic achievement, and liberatory pedagogy.



Dr. Dorinda J. Carter Andrews is the Assistant Dean of Equity Outreach Initiatives and an Associate Professor of Teacher Education at Michigan State University where she teaches courses on racial identity development, urban education, critical multiculturalism, and critical race theory. She is a core faculty member in the African American and African Studies program, Co-Director of the Graduate Urban Education Certificate Program, and a Faculty Leader in the Urban Educators Cohort Program. Dr. Carter’s research is broadly focused on race and educational equity. She studies issues of educational equity across P-12 school contexts and on college campuses, urban teacher preparation and identity development, and critical race praxis with P-12 educators. She has given two TEDx talks, one entitled “The Consciousness Gap in Education: An Equity Imperative” and another entitled “Teach Kids to Be Eagles: Overcoming Educational Storms.” Her work has been published in various print and electronic outlets.



Dr. Marco Cervantes is an Associate Professor in the Department of Bicultural-Bilingual Studies and Mexican American Studies Program at the University of Texas at San Antonio. He researches the impact of transculturation and shared spaces on education through the use of critical race theory, diaspora studies, decolonial studies, and hip-hop studies with a focus on Black and Chicana/o cultural overlap. He has published in the *American Quarterly*, *Decolonization: Indigeneity, Education & Society*, *Association of Mexican American Educators*, and *Liminalities: Journal of Performance Studies*. Along with his work as a scholar, he performs as hip-hop artist Mexican Step Grandfather and is a member of the AfroChicano hip-hop collective Third Root.



Dr. Flora Lu is an Associate Professor of Environmental Studies at UCSC and Provost of Colleges Nine and Ten. She earned her A.B. in Human Biology from Stanford University and her Ph.D. in Ecology from the University of North Carolina at Chapel Hill. Her scholarly interests include: ecological anthropology, environmental justice, conservation politics, indigenous livelihoods, and political ecology. For the past two decades, she has conducted research in the Ecuadorian Amazon examining the relationship between extractivism, indigenous communities, and rainforests; this work has been featured in two programs on the National Geographic Channel, funded by \$2.5 million in external grants, and published in three books and three dozen publications in journals such as *Human Ecology*, *Conservation Biology*, *Current Anthropology*, *Human Organization*, and the *Journal of Ecological Anthropology*. As College Provost, she builds co-curricular programs at UCSC around food justice, inclusive sustainability, and environmental equity in policy making, forging campus/community partnerships in the Bay Area and Central Coast. She is the recipient of the Division of Social Sciences “Golden Apple” Distinguished Teaching Award (2010); Committee on Teaching’s Excellence in Teaching Award (2011); and Chancellor’s Diversity Award (2016).



Dr. Sarah Rodriguez is an Assistant Professor of Community College Leadership/Higher Education at Iowa State University. Dr. Rodriguez earned her Ph.D. in Higher Education Leadership from The University of Texas at Austin, an M.S. from The University of Tennessee, and a B.A. in English and Spanish from Texas A&M University-Commerce. Her research addresses issues of equity, access, and retention for Latina/o students in the higher education pipeline, with a focus on community colleges and the intersections of gender and race/ethnicity. Dr. Rodriguez has worked with the project Engaging Latino Students for Transfer and College Completion, a national initiative at the Center for Community College Student Engagement, focused on helping institutions strengthen Latina/o student engagement, transfer, and college completion. She has served as a New Mathways Project Mentorship Program Coach for the Charles A. Dana Center, supporting college implementation of multiple mathematics pathways, acceleration to complete college level math courses quickly, and intentional use of strategies.



Dr. Sepehr Vakil is an Assistant Professor of STEM Education, and Associate Director of Equity & Inclusion in the Center for STEM Education. His research interests center primarily on the cultural and political dimensions of STEM education. Dr. Vakil’s teaching and research are informed by sociocultural, cultural-historical, and critical theories of learning, practice, and pedagogy. Using ethnographic approaches, he investigates the complex relationship between socio-political forces (e.g., neoliberalism, racism) and the nature of STEM learning environments (e.g., curricular priorities within STEM academies in urban schools, racialization processes within classrooms). Working in partnerships with communities and educators, he draws on design-based and participatory research methodologies to explore new transformative possibilities for STEM teaching and learning.



Dr. Jimiliz Valiente-Neighbours earned her Ph.D. and Master’s Degree from the University of California, Santa Cruz in the Department of Sociology. She immigrated from the Philippines to Long Beach, CA during her childhood, and this experience has largely shaped her teaching, research, and involvement in the community. Dr. Valiente-Neighbours has worked with incarcerated women and refugees in Santa Cruz and refugees in San Diego, facilitated conversations on race, racism, and anti-racist practices, as well as poverty and sustainability in her church communities and academic spaces. Dr. Valiente-Neighbours was also recipient of the Eugene Cota-Robles Fellowship and the UC President’s Dissertation Year Fellowship because of her work in bringing stories of marginalized communities to academia. Her teaching and research interests include: Race and Ethnicity, Social Problems, Inequality and Privilege, Immigration, Citizenship, Transnationalism, Globalization, Body and Embodiment, and Environmental Sociology.



Dr. Matthew C. Whitaker is the Founder and CEO of the Diamond Strategies, LLC (DSC), the Founding Director of the Center for the Study of Race and Democracy, and winner of the 2014 Arizona Diversity Leadership Alliance Inclusive Workplace Award, at Arizona State University. An educator, author, community engagement specialist, and motivational speaker, Dr. Whitaker is the 2016 Arizona Diversity Alliance Diversity/Inclusion Leader Award winner. He can be followed on Twitter at @Dr_Whitaker and DSC can be followed on Twitter at @dstategiesllc.

EQUITY TALKS 1

Dr. Melina Abdullah

Disrupting the Academy: Building Campuses as Revolutionary Intellectual Spaces

This conversation will focus on how to disrupt the ways in which academic institutions are used to advance the interests of those who hold the most power — White supremacist, patriarchal, heteronormative capitalists. Alongside the disruption of a model of schooling that oppresses working class people and people of color comes the necessary visioning required to build revolutionary intellectual spaces, whereby campuses become spaces in which students, faculty, staff and community engage in deeply intellectual ways to advance systemic transformation.

Dr. Julio Cammarota

Critical Pedagogies: Teaching within Praxis

Critical pedagogies involve reading and transforming the world through praxis (reflection and action), which expands critical consciousness. The primary purpose of a critical pedagogy is to develop an acute understanding of how deprivation -- in any way, shape, or form -- sabotages our human potential to become creators of our world. This knowledge of deprivation leads to an awareness of how to articulate and demonstrate new ways of living with the greatest amount of peace, justice, and equity.

Dr. Sepehr Vakil

Political Imagination(s) of STEM Education:

Moving Beyond “Equity,” “Inclusion,” and “Diversity” Towards Just Futures and Pathways

Critical pedagogy philosophies highlight the limited political imagination of the ubiquitous “equity” and “diversity” rhetoric in STEM education. In recent years, there has been a significant surge of interest in and resources dedicated to STEM (Science, Technology, Engineering, and Mathematics) education. STEM education reforms and initiatives frequently target urban schools located in districts with high numbers of students of color, and are often (explicitly and implicitly) predicated on the ideological and political priorities of racialized neoliberalism and militarism. Critical pedagogy provides a powerful lens to name and expose these contradictions, but also, and importantly, to begin the process of imagining new possibilities toward just futures and pathways. Community-based and participatory approaches to designing empowering forms of STEM education and practice will be highlighted in the concluding discussion.

Plenary Session 1

The Value of Race and Equity in Education

Given our current political and socio-economic climate, now more than ever should communities have the urgency to address issues of race and equity. In this session, panelists will give insight on how faculty, staff, and administrators can apply theoretical frameworks about education to the daily demands and challenges of working in higher education. Panelists will address and critique traditional approaches to education and move toward centering dialogue on how and why addressing race and racial identity affects a student’s educational experience.

EQUITY TALKS 2

Dr. Matthew Whitaker

Make It Do What It Do: Cultural Competency and Pedagogical Excellence

This presentation will outline The 8 Principles of Pedagogical Excellence as developed and practiced by Dr. Matthew C. Whitaker. The Principles are:

- Preparedness
- Performance
- Participation
- Patience
- Passion
- Point of View
- Pressure
- Progress

Sean Arce

Ethnic Studies Movement: Imperatives, Implications, and Possibilities

Consistent with the original tenets of Ethnic Studies as an anti-racist, decolonizing, and liberatory education project, this presentation will convey the imperatives, implications, and possibilities of building an Ethnic Studies Movement. It is with a sense of urgency that this movement is predicated on the legacy of educational malpractice wherein the policies, processes, and practices of schools have and continue to adversely impact traditionally marginalized Youth of Color, specifically African American, Asian American, Xicanx-Latinx, and Native American youth. Thus, as an Ethnic Studies teacher/facilitator entrusted by the respective communities that I serve, it is an obligation to counter these pernicious policies, processes, and practices of schooling. Accordingly, this presentation will succinctly illustrate community/culturally responsive effective approaches of a decolonizing and liberatory education project through the implementation of Ethnic Studies.

Dr. Shelly Brown-Jeffy

Integrating Culturally Relevant Pedagogy and Becoming a Culturally Aware Educator

While the process of schooling is fraught with challenges, a notable one is the preparation of teachers who can effectively teach students whose cultural backgrounds are different from their own. Culturally Relevant Pedagogy (CRP) maintains that teachers need to be non-judgmental and inclusive of the cultural backgrounds of their students in order to be effective facilitators of learning in the classroom. Using CRP in education would certainly lead to reviewing the ways that, for instance, curriculum is designed, the delivery of instruction is executed, classes are composed and grouped, assessment is determined and processed, school funding is allocated, and redistricting lines are drawn. When teachers acknowledge that the system is geared toward a certain group, they can move forward to not only avoid socially reproducing the system of privilege, but also to rethink the system, recognize their actions in it, change them if need be, and embrace all cultures as equally important.

Plenary Session 2

Equitable Pedagogical Practices

While education has been coined “The Great Equalizer” in American culture, the research highlights that students from diverse backgrounds are not afforded the same opportunities as their more privileged counterparts. In this session, panelists will share best practices on creating classrooms and educational spaces that are conscious and equitable. Panelists will address critical issues that affect our diverse student groups in the classroom and support these students in the teaching and learning process.

Acknowledgments

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