



## PREPARING FOR THE WORKSHOP

**Consider the kind of workshop you will be facilitating: Standalone or part of the Equity Scorecard process?**

Syllabus review is one of CUE's most used inquiry tools. We use syllabus review in one-time workshop settings, as well as in longer Equity Scorecard engagements. The former is less ideal; we have learned from experience that the deeper levels of change we hope inquiry will bring is difficult to engineer with a single "dose" of a standalone workshop. However, the single workshop can't always be avoided.

Depending on whether you are facilitating a standalone workshop or a workshop that is part of the Equity Scorecard, you may make different preparations, set different goals, and structure the workshop differently.

- With a standalone workshop, the number of participants can vary, say from 10 to 50 people, depending on how widely it is advertised on the campus, whether it has been made mandatory by an administrator, etc. Also, it is likely that we will *not* know who these participants are.
- With a workshop that is part of the Equity Scorecard, the participants will likely be members of the Scorecard team, who we know a little more and hence may not have to put as much effort as with the standalone workshop to develop rapport.

**Familiarize yourself with the Syllabus Review Guide, develop your plan of attack, and customize your PowerPoint using the standard deck as your starting point.**

As currently written, the Syllabus Review Guide is long and detailed. It has 6 parts. It outlines the conceptual framework, provides protocols and exercises, and offers additional resources. It is intended to be comprehensive so that practitioners who do *not* attend a CUE-facilitated workshop could still engage in the syllabus review process. This is important to note because it is highly unlikely that you could present all the content in the Guide in the time that you have. And even with time allowing, it is unrealistic as there is simply too much material to absorb in one session.

You will thus need to make judicious choices about what to present and emphasize during the workshop. ***Remember that the Guide is not the only source to draw on to encourage practitioners' learning in racial/ethnic equity, equity-mindedness, and inquiry. You as the facilitator will be there to provide timely, customized assistance. Your PowerPoint will help highlight the key points.***

It is important to ***set goals*** for the workshop and then organize your facilitation and PowerPoint accordingly. What do you want participants to learn? By the end of the workshop, what should they be able to do? What kind of a-ha moments do you want to generate during the session?



The goals you set may well differ if you are facilitating a standalone or Equity Scorecard workshop. So could your expectations for the kind of learning that will occur.

- With the former, it may be realistic to expect that participants walk away knowing a little more about equity-mindedness, the importance of inquiry, and the imperative for focusing on race when it comes to equity.
- With the latter, you may be more ambitious, depending on where syllabus review falls in the Scorecard process. If syllabus review is the first workshop with the Scorecard team, then the learning expectations may be similar to those of the standalone workshop. If syllabus review comes later and the workshop is not the first time team members are hearing about racial/ethnic equity, equity-mindedness, and inquiry, then you could expect more.

Regardless of whether you are facilitating a standalone or Equity Scorecard workshop, it is important to remember that this is an opportunity to train participants to see:

- How race and (in) equity appear in artifacts of practice like syllabi, even if it doesn't seem like they are there
- How they are implicated in reinforcing racialized norms and practices and how they have the power to change this condition
- How structured inquiry is *the* way towards developing equity-minded competence

Yes, these are ambitious goals, but they are among what CUE seeks to achieve in general, and thus, they should factor into your design of the syllabus review workshop.

Once you've figured out the workshop goals, or perhaps alongside your figuring-out process, ***decide which parts of the Guide you'll focus on.*** Will you cover Parts 2 to 5, but in abbreviated form? Will you do a deep dive into Part 4? Whatever you choose to do, make sure that it aligns with the goals you've set and the general goals of equity-minded inquiry.

Consult the detailed facilitation notes on pages 3-5 to shape your plan of attack.

Finally, ***customize your PowerPoint Presentation*** using the slides from standard deck and ***your facilitation notes.***





## TOOLS / ACTIVITIES

## FACILITATION NOTES

### Setting the stage for equity-minded inquiry

It's important that there be sufficient cohesion, trust and relaxation among the participants that they can take part in a learning activity. You can begin with any number of warm up activities to establish the right environment.

Consider that participants are starting at different places of understanding of the topic, may have different attitudes towards equity, and different questions – by doing a warm up you provide them a shared starting point.

- Check-in (useful for EqS teams where we have an ongoing relationship)
- Photo collage warm up (good for standalone and EqS workshops)
- Four steps that brought us here

For participants who don't want to participate – be encouraging but not pushy. Accept most forms of engagement without judgement.

You can use paired sharing to increase intimacy.

Provide a warning before wrapping up the warm up so they are ready to stop their paired share.

The participants need to understand the imperative for racial/ethnic equity on *their* campus.

- PPT slides, *The Equity Challenge* and *Course Completion or Basic Skills Completion data*

The course completion and basic skills completion data from the college's equity plan can help make the case for why focusing on race and ethnicity is important.

If a non-racial/ethnic group shows large or the largest equity gap, e.g., foster youth, you may need to include the actual numbers of courses lost to demonstrate magnitude.

The participants need to understand the connection between syllabi, equity-mindedness, and addressing racial/ethnic equity gaps.

- PPT slide, *Activity Setting: Equity in the Classroom*

The activity setting is a way of presenting the overarching rationale for why we focus on syllabi. You don't need to take a deep dive into activity theory, nor do you need to describe all the parts of the triangle. Focus on the idea that the classroom is an activity setting where changes to one facet, e.g., artifacts like



syllabi, can have an impact on the other facets of the activity setting, including the object of faculty developing equity-mindedness, and the outcome of achieving racial/ethnic equity.

The participants need to understand the value of looking at their syllabi with a different lens, i.e., an equity-minded lens

- Slide – with photo of glasses
- Video of students discussing syllabus
- Photo warm up – reminding them about being a student
- Institutional frame vs deficit mindedness

Research shows it's impossible for whites to understand a racially/ethnically minoritized student lens so this frame may have limited value – except for the shift the focus to the institutional responsibility from student deficits.

The participants need to understand what it means to take an equity minded approach to their syllabus

- PPT slides on student success and equity (brain slides)
- Identity exercises that help them see their link to privilege
- Activity setting – rules (structural racism is discussed)

This is an opportunity to check back and see what their concerns are with moving forward from an equity lens.

They may also be assisted in taking part by understanding how the syllabus socializes and norms behaviors across the college

- Protocol elements
- Norms are White norms
- History of higher education

Some may not be able to see this as a problem – be flexible about how if it's used intentionally it can better serve everyone.

Ground rules assist the participants in understanding that taking part in inquiry is a departure from their typical activities at the college

- Ground rules list

Start with something simple and give them a chance to contribute – if there's a second facilitator ask their help in monitoring the ground rules



Most importantly they will need to be race conscious and consider how structural racism may be influencing their practices, and the policies that govern their work.

- PPT slide on colleges as racialized spaces.
- Even in equity circles structural racism is not discussed often, and is not well understood – it may be important that they consider how difficult it is to discern structural racism when we’ve grown accustomed to it. Protocol – role in institution
- Activity setting
- Defining structural racism
- Defining race conscious vs. stereotypes vs. color blind (why we’ve progressed)
- Discipline level history

The PPT slide offers empirical evidence of how students of color experience college, specifically predominantly white campuses. Use it to make the point that institutions are not race neutral and that equity-minded competence is needed to uncover how campuses are racialized.

Allow for resistance – but don’t waiver on conviction that structural racism is at play.

Give examples that are close to practice and try to come up with examples together.

## An introduction to the tool

The protocol can be shared both in writing and with PPT slides. It’s important to ensure the participants understand.

- PPT Slides
- Having participants read before or during the session

Stop and allow for discussion

Build in time for pair share or whole group dialogue

## Engagement options

Depending on the size of the groups you may choose from various engagement options

- Protocol
- Paired share
- Working independently
- Working on an example all together

It’s challenging when participants work at different speeds. Backing up activity to a break can give those who complete a break while others keep working.

## Customizing the process to the group

If the group is from one discipline,

- Document review protocol coupled with

Allow for more time for sense making





various disciplines, or a cross section of the campus (including counselors or classified staff) you may need to customize your instruction.

- syllabus review protocol
- Break into small groups by type of responsibility to increase cohesion

## Reflection Questions

Once the process is completed, you can facilitate reflection using any of the following questions. If needed, set up ground rules so that participation is equitable and productive.

- Review ground rules
- Develop questions that focus on the competencies you were shooting for
- Ask them what the SLOs were

Don't reinforce the idea that they were successful if they checked all the boxes, reinforce the comments around self-change and growth

## Wrapping Up

Before the participants leave, you have the option of asking them for feedback. You can do that either with a written one-minute paper or by asking for an open discussion.

- One-minute paper that maps to the competency goals for the session
- Side by side – What worked? What could have been better?
- PPT slide with instructions

Make sure there is enough time for them to thoughtfully fill out the form.

If in open session make sure they share some areas for improvement

Provide instruction to leave forms on their tables – or submit in pile –before they start.

There are a series of other inquiry activities that they may want to use as follow up.

- Follow up steps & protocols

Be cautious about overwhelming them with next steps but provide some sense of direction.



## DURING THE WORKSHOP

We prepare so that we are **ready to be our best selves and be present** as facilitators during the workshop. As we know, even if we used the same materials at every workshop, the outcome can vary because of **who is in the room and how you facilitate**.

As facilitators, we have (relatively) full control over ourselves as our materials (PPT, Guide), cannot control. There are a number of things over which we have little control, however, for example:

- Whether the participants come motivated, with an open mind to change, and with a willingness to critically examine their own practice and artifacts of practice;
- Whether institutional, discipline, or department rules preclude practitioners from making radical changes to their syllabi;
- Whether the campus context is one in which race is a taboo subject, or where race is among the many equity foci (income, veterans, single mothers, etc.);
- Whether CUE has been positioned (by campus leaders, for example) as having authority and legitimacy to shape a faculty community of practice around matters of race, equity, and teaching.

If we know our materials very well, fully understand the conceptual grounding of our work, remember that language is an essential tool (hence what and how we say what we say is critical) and keep in view the imperative for racial/ethnic equity, then we will be ready to meet some of the challenges that arise in an authentic way.

For more specific facilitation advice, consider the following language that we can deploy when:

### Setting the stage

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| 1. We don't want to replace one didactic way to do things with another.  | <ul style="list-style-type: none"><li>○ Reduce anxiety</li><li>○ Reduce defensiveness</li><li>○ Support theory of change</li><li>○ Clarify tone</li></ul>                          |
| 2. You might hear language or concepts that is not typically used or discussed – like structural racism or minoritized students. We are using this language to help clarifying what we see as “taken for granted” knowledge. | <ul style="list-style-type: none"><li>○ Set up new rules</li><li>○ Normalize CUE practices</li><li>○ Invite questions</li></ul>  |
| 3. We can develop some ground rules - that may be different from those you typically follow in academic meetings – to help us use the time most effectively.   | <ul style="list-style-type: none"><li>○ Highlight that this is unique and a departure from the norm</li><li>○ Frame ground rules as tool for shared goal – effectiveness</li></ul> |





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| <p>4. If this workshop feels a bit uncomfortable – that’s part of the process of learning. We hope you’ll hang in there with us and ask questions – or stop us if we say something that’s not clear.</p> | <ul style="list-style-type: none"> <li>○ Signal disruptions &amp; emotions are part of the change process</li> <li>○ Encourage</li> <li>○ Invite dialogue</li> </ul> |
| <p>5. Sometimes we perpetrate the same behaviors we find problematic – like using “insider language.” It’s not our intention – we are here to be helpful.</p>  | <ul style="list-style-type: none"> <li>○ Model humility/ self-awareness</li> <li>○ Elevate the participants</li> <li>○ Clarify intent</li> </ul>                     |

## An introduction to the tool

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| <p>1. We aren’t looking for or offering you best practices – we are equipping you to be best practitioners.</p>  | <ul style="list-style-type: none"> <li>○ Introduce new paradigm</li> <li>○ Interrupt impulse to “solve” through adoption of model behaviors</li> </ul> |
| <p>2. This is not about creating the perfect syllabus – this is about you having a chance to reflect on your practices, how you came to embrace them and who they might be serving or not serving.</p> | <ul style="list-style-type: none"> <li>○ Introduce new paradigm</li> <li>○ Interrupt impulse to “solve”</li> </ul>                                     |

## Engagement options

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| <p>1. Interrogating best practices for impact</p> <ul style="list-style-type: none"> <li>a. I always place books in the library so my students who can’t afford them have access to them</li> <li>b. Do they use them? And do you know who uses them by race and ethnicity?</li> <li>c. Well, I don’t think they do.</li> <li>d. What are the library hours? What are the rules of using the books?</li> <li>e. They can use them for up to 2 hours, but they can’t take them out of the library. The library closes at 7:00 PM.</li> <li>f. So then is it possible that putting the books in the library is a solution to a different problem. It takes the problem of access to books off your shoulders – but it doesn’t solve the actual problem of access to books. It’s kind of like a broken toilet. It looks like a solution – but it’s not.</li> <li>g. Does that make sense?</li> <li>h. What else might be like that?</li> </ul> | <ul style="list-style-type: none"> <li>○ Demonstration of how a practice can be framed as a “best practice” without interrogating if it’s working and who it’s working for.</li> <li>○ Interrupting that process by asking direct questions about what is known about the utility of that practice, and using a colorful metaphor to help the participants remember the moment.</li> <li>○ Also, slowing the enthusiasm for peer shared practices that quickly become adopted by those who want to “solve the problem” in non-race conscious ways.</li> </ul> |
| <p>2. Making a course syllabus or content representative</p> <ul style="list-style-type: none"> <li>a. I teach a survey of international economics – and I don’t know how to make my subject more representative.</li> </ul>  | <ul style="list-style-type: none"> <li>○ Recognizing that representation is not the same in each discipline</li> <li>○ Inviting other participants to assist</li> </ul>   |





- b. Okay, so does anyone have any ideas of how he might make his curriculum more representative?
- b. What about highlighting the richest man in the world – who is from Mexico – and his business?
- b. What about including information about the Hispanic Chamber of Commerce – so they can have a career link?
- b. What about highlighting an African American inventor who contributed to innovation in an industry?
- o colleagues in expanding their understanding of how people of color have contributed to their fields
- o Interrupting patterns of thinking that exclude scholars of color
- o Engaging in re-norming as a group

## Sticking points

Faculty may need help understanding how policies can be written from a place of fear, to protect themselves student challenges.

“I’m afraid if I convey warmth, students will think I’m wishy-washy.”

You could ask:

- Does the way this policy is written reflect how you see yourself as an instructor?
- Do policies need to be written in a strict and legalistic way to elicit the desired behavior from students?

Recognize that adhering to legalistically written policies can work differently for white faculty and faculty of color. For the latter, policies written in this way could be the only protection they have against students who question their authority and legitimacy.



## AFTER THE WORKSHOP

Our follow up with participants after the workshop completes may again depend on whether the workshop is standalone or part of an Equity Scorecard process. With the former, it is unlikely that we would offer structured follow up; with the latter, there are some options that we could consider.

- We can assign participants homework, perhaps inquiry into a second syllabus, or a deeper dive using a part of the Guide that was not covered during the workshop.
- We can ask participants to journal about the syllabus review experience, following prompts we would set, and have them submit those reflections to us, plus any syllabi they modified.
- At the next Scorecard team meeting, we can debrief on the syllabi review experience, following questions that encourage broader reflections on race, inquiry, and practitioner agency.

Whatever form it takes, the follow up should be done with an eye toward pushing practitioners thinking closer towards equity-minded competence.