

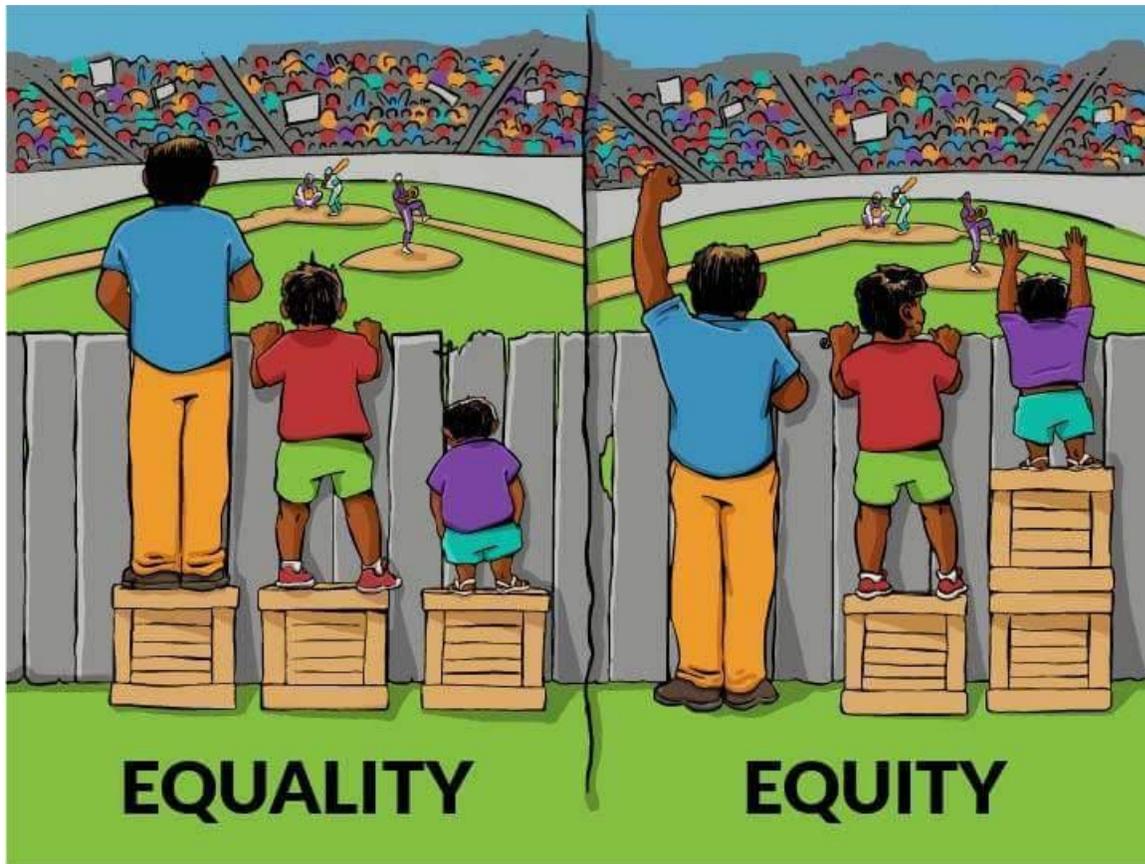
Annual Report

The Committee on Inclusion & Equity

KINGSBOROUGH COMMUNITY COLLEGE



July 2016



What is equity? “In the simplest terms, it means fairness, which is not necessarily the same thing as equality. It’s not about everybody getting the same thing, it’s about everybody getting what they need in order to improve the quality of their situation.

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Letter of Transmittal

July 18, 2016

President Herzek,

Please find in the following pages the second report from the Committee on Inclusion and Equity. Our first report outlined a set of recommendations that built upon the definition and data gathering work that we did during our first year of work. Our plan was to move from data gathering and analysis to cultural change through guided dialogue.

We started the year with a short presentation at Convocation that introduced our work to the College community. We laid out a sequence of workshops for a cross-section of the college, including staff, faculty, department chairs and senior staff. The workshops included work on identifying unconscious bias, recognizing where that shows up in our work with students and colleagues, and developing the skills to have the difficult conversations necessary to increase the level of equity on our campus.

Due to circumstances outside of our control, the workshop plan was not able to be completed. We were able to complete the data gathering work that we set out in our work plan and the results are included in the pages that follow. This work, we feel, provides the college with a solid foundation from which to move forward.

At this point, we feel that the next steps in this work involve reconfiguring the membership and scope of the committee to include more direct representation by members of your Senior Management Team and the Department Chairs. It is our sincere belief that in order for the Committee to be successful in its goal of improving equity at KCC, the future direction and tasks of the Committee must be shaped by substantive discussions that include both of these groups.

It has been an honor for both of us to serve as Co-Facilitators of this Committee over the last two years. We have put our heart and soul into this effort that we are deeply committed to. We will both continue to work on a variety of ways to improve the success of all students at KCC, but feel that new leadership is needed in a reconfigured Committee and therefore are going to step down from our current roles with the submission of this report.

Sincerely,


Stanley Bazile, PhD.
Associate Dean for Academic Affairs


Stuart Parker, EdD.
Assistant Professor – Beh. Sci.

Executive Summary

The Committee continued the work that began during the 2014 – 2015 academic year (see Annual Report 2015). Despite some unexpected challenges to the core component of our work plan, we were able to complete the college's first Diversity Scorecard, conduct an initial survey regarding faculty members' beliefs and practices regarding equity, and complete an initial analysis of the transcripts from the student focus groups conducted in the spring of 2015. This work should provide the college with a solid foundation from which to move forward in this effort. Based on this second year of work the Committee offers the following recommendations.

Recommendations:

Note: Many issues that emerged from our data gathering process, particular from the student focus groups, are currently in part being addressed by recently implemented initiatives in the past year. These include better student access to campus information, a program to eliminate small tuition balances, and other efforts to reduce other barriers to retention and graduation. To avoid duplication, we have chosen not to list recommendations in those areas.

We have also not addressed the issue of remediation and developmental education. Although this area is a significant barrier to equity on our campus, we believe it is, a) beyond the purview of the Committee's work, and b) part of a broader CUNY-wide effort at reform.

The Committee

- Membership. Reconstitute the membership of the committee to reflect more diversity across the college and representation from key stakeholders such as senior staff, department chairs, and diverse perspectives from faculty, and administrators.
- Agenda. Define more concretely the agenda of the committee for the coming year based on significant input from senior staff and department chairs.

Data

- Institutionalize and extend the use of student outcome data
- Make college-wide data available and transparent to the entire community.
- Make disaggregated department and program specific data available to the appropriate people in each area, on a regular basis.

Students

- Create clear and efficient avenues of support for students to resolve situations where they feel they have been discriminated against, or otherwise mistreated in relationship to faculty or staff.
- Create a universal 'code of conduct' regarding productive relationships between students, staff and faculty.

Faculty

- Conduct a series of discussions about the definition and practice of equity and what that looks like in particular cases.
- Identify ways of supporting faculty who are developing and implementing innovative ways of engaging a diverse range of students.
- See bullet 2 under Students.

Summary of Work

The Committee focused on four projects this year that were all aimed at facilitating the cultural change needed within our community to ensure all of our students are afforded the opportunity to achieve success. These project included; a) a series of workshops on bias and equity for a cross-section of staff, faculty and administrators, b) the completion of the first iteration of what we hope becomes an annually produced Diversity Scorecard which will provide a disaggregated picture of the participation and performance of various areas of the college, c) the administration and analysis of a preliminary faculty survey aimed at gathering an initial assessment of faculty beliefs and practices regarding equity, and d) an initial analysis of the transcripts of student focus groups that the committee conducted during the 2015 Winter and Spring semester.

Workshops

The plan for this year had been to conduct a two-part series of workshops for a cross-section of staff, faculty and administrators. The first set, conducted in the Fall explored the existence and operation of implicit bias and used the book, *Everyday Bias: Identifying and Navigating Unconscious Judgments in our Daily Lives*, by Howard Ross as a basic text. Seven training sessions were held. Four groups were comprised of members selected by Dept. Chairs, and Senior Managers and included most mid-level managers within the college. Separate sessions were held with the Faculty Department Chairs, Senior Staff, including the President, and the Inclusion and Equity Committee.

Ninety six (96) people attended the Fall sessions. 97% of the participants rated the training as “excellent” or “very good.” The trainer, Jonathan Poullard, reported, based on the responses to his feedback survey and his interactions with participants, that most people felt the training enhanced their understanding of unconscious bias and how it effects their interactions with people on campus. In addition:

- Many felt there was a high level of engagement with their peers during the training, and valued the opportunity to interact with people they do not normally get to see or know.
- The concept of validating someone else’s opinion before adding one’s own resonated with some. And the need to develop empathy to enhance inclusion also resonated with some.
- Some would have liked the program to be a full day with more time for case studies/scenarios, and dialogue in small and large group discussions.

The second phase of the training was scheduled for the Spring semester. The focus of these sessions was to be on strategies and techniques for engaging in difficult conversations related to bias and equity. All of the participants from the first session were scheduled to participate in the second, and the book for the second session was *Crucial Conversations: Tools for Talking When Stakes are High*, by Patterson and Grenny. These training sessions were cancelled due to factors outside of the Committee’s purview.

Diversity Scorecard

The committee decided to adapt a format from the University of California Santa Cruz that involves collecting disaggregated institutional data that explores issues of access, retention, institutional receptivity and excellence. Our focus this year was on developing an initial picture regarding access and retention. The full report is included starting on page 10. Several members of the committee presented a sub-set of findings at the annual Achieving the Dream Conference in Atlanta in February.

Faculty Survey

The sub-committee on Curriculum and Instruction recognized that a consensus among the faculty regarding the meaning and implications of the idea of equity did not exist. They therefore decided to conduct a short, two-question survey aimed at gathering a picture of the diversity of views on the topic. The survey asked;

1. To what extent is it possible for you to achieve the aims of our College's equity statement in your classrooms?
2. What kinds of changes do you think would most help you achieve these aims?

The results of the survey are described in the report that can be found starting on page 19. The plan, as yet unrealized, is to use the results along with the following definition developed by the sub-committee as a basis for a series of faculty discussions at the departmental, program, discipline and other levels.

“Equity is made possible by working to organize our curriculum and instruction in a way that builds upon the various strengths, and recognizes the various challenges of, all of our students, while also recognizing our own internal biases.”

Student Focus Group Analysis

The purpose of this study (“Equity and Excellence: Exploring Facilitators of and Barriers to Student Success”/E2) was to identify the facilitators of and barriers to retention and completion for KCC students, according to students. This needs assessment involved the use of 32 focus groups which were comprised of 142 students. Transcripts were completed of each of the focus groups by October. The PI for the project was away on sabbatical during the 2015 – 2016 academic year, so the following is based upon an analysis of 16 of the 32 transcripts.

General Findings:

- In 75% of cases where students reported that they had negative or unresponsive interactions with professors, the student chose to withdraw from the course rather than pursue any other avenue for resolution.
- The overwhelming piece of advice that students offered to incoming freshman was to not think that college is going to be like high school was. Most participants found that they needed to develop new strategies regarding time management and studying.
- Over 50% of students struggled with math, both in getting through the non-credit remedial courses and then with the next level math course.
- 85% of the students who got involved with a club or group on campus, particularly one tied to an aspect of their identity, found the experience positive and helpful.
- Most students reported that, despite the negative reputation of community colleges in general, their experience at KCC was a positive one and was important in enabling to continue to pursue their education further.

Several recommendations were presented in the 2015 committee report and many of those have been, or are being pursued. We offer the two recommendations below, which have not been mentioned previously, but which have emerged through a closer examination of the transcripts.

Recommendations:

- Create a well- publicized, and efficient process for handling student complaints and/or concerns related to professor behavior.
- Create a collaborative process that involves students, staff and faculty in developing a code of conduct or set of expectations regarding faculty-student and staff – student relationships.

Appendices

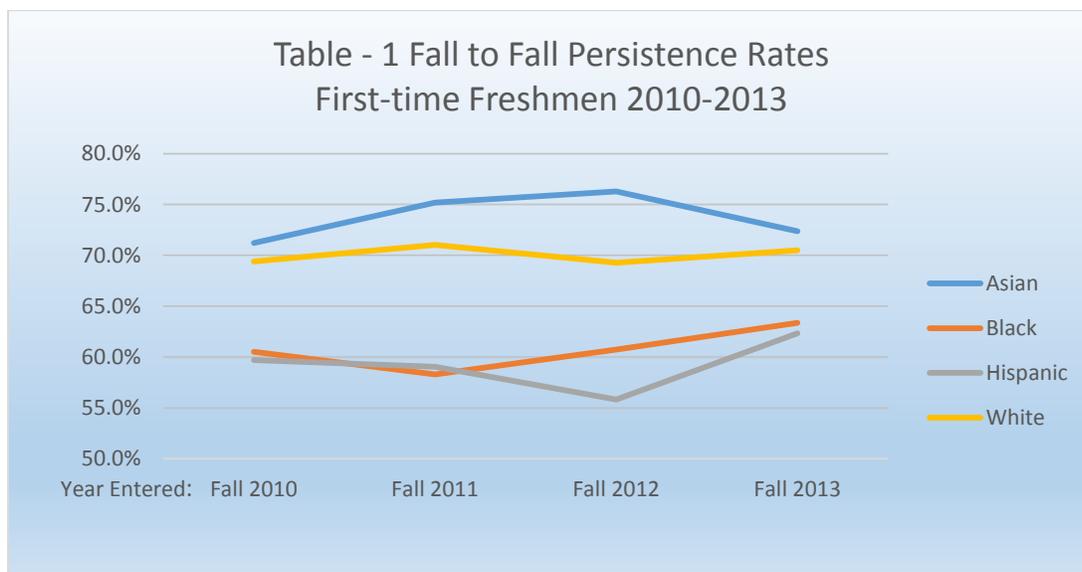
Diversity Scorecard

Faculty Survey

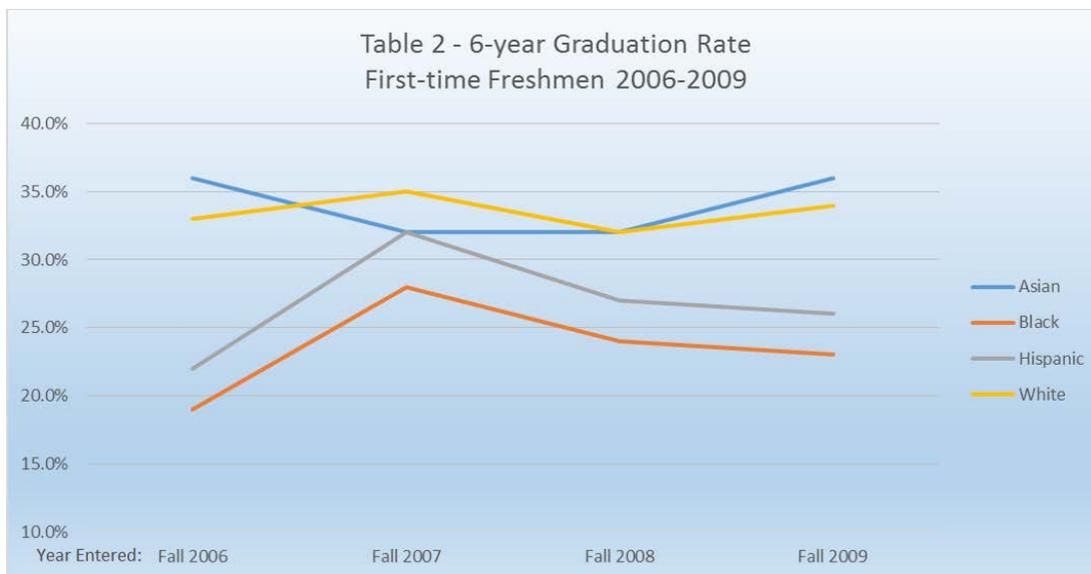
Diversity Scorecard

Retention and Graduation

There are clear inequities in both retention and graduation rates at Kingsborough. Fall to Fall retention rates are significantly higher for Asian and White students than they are for African American and Hispanic students (See Table 1). Though this gap has narrowed slightly since Fall 2010, retention rates continue to be worryingly uneven. Of all African American first-time freshmen in Fall 2013, 63.4% were enrolled in Fall 2014. The retention rate for Hispanic first-time freshmen in the same year was 62.3%. These were improvements from 60.5% and 59.7% respectively for Fall 2010 first-time Freshmen. Though these improvements are encouraging, these rates continue to be lower than those of white (70.5%) and Asian (72.4%) students.



Similar trends can be observed for graduation rates (See Table 2). Though 6-year graduation rates have improved for African-American students and Hispanic students, these rates continue to be lower than the 6-year graduation rates for white students and Asian students.



Financial Aid

Contributing to these achievement gaps, inequities arising from financial aid policies and procedures have a great impact on student success. A number of processes or requirements directly impact financial aid approval and consequently retention and persistence. Many students start the financial application process, but fail to complete it by bringing in the required documents. African Americans comprise 37.7% of these students followed by 28.27% for whites, 19.33% for Hispanics, 13.82% for Asians, and .24% for American Indian. When compared to the demographic profile of all Kingsborough students (32.7% black, 34.8% white, 17.5% Hispanic, 14.8% Asian, and .2% American Indian), the gap becomes apparent.

In addition, of all students who lost financial aid eligibility due to unsatisfactory academic progress in fall 2014, African-American students made up the largest percentage with 43.67%. White students made up 21.18% followed closely by Hispanic at 20.81%, Asian 13.4% and American Indian students .56%.

Information regarding financial aid policies and procedures is equally available to all students. Yet, from the above data, we can see that African American and Hispanic students are disproportionately challenged by current academic and procedural financial aid policies. Interventions that clarify key financial aid policies and procedures are needed to address the issue of equity in student retention and graduation.

Financial Aid and Developmental Education

Developmental education has long been a central priority for Kingsborough. In the Fall of 2011, 78.1% of First-time Freshmen entered Kingsborough with one or more developmental needs. Of those, 66.3% had exited developmental English and enrolled in a gateway course by Fall 2014, while only 23.2% had exited developmental Math and enrolled in a gateway course by Fall 2014.

The accumulation of credits while enrolled in developmental courses impacts student financial aid, and ultimately persistence. Students who have earned 30 or more equated developmental credits prior to enrolling in English and/or Math gateway courses are no longer eligible to receive financial aid. As of Spring 2015, 37.97% of all students in this category were African American, 42.06% white, 21.05% Asian, 16.17% Hispanic, and .38% American Indian.

As the following tables show, successful completion rates of gateway courses in both English and Math are lower for Black and Hispanic students:

Table 3
 Percentage of First Time Freshmen who Successfully Complete Gateway English Course Within 3 years

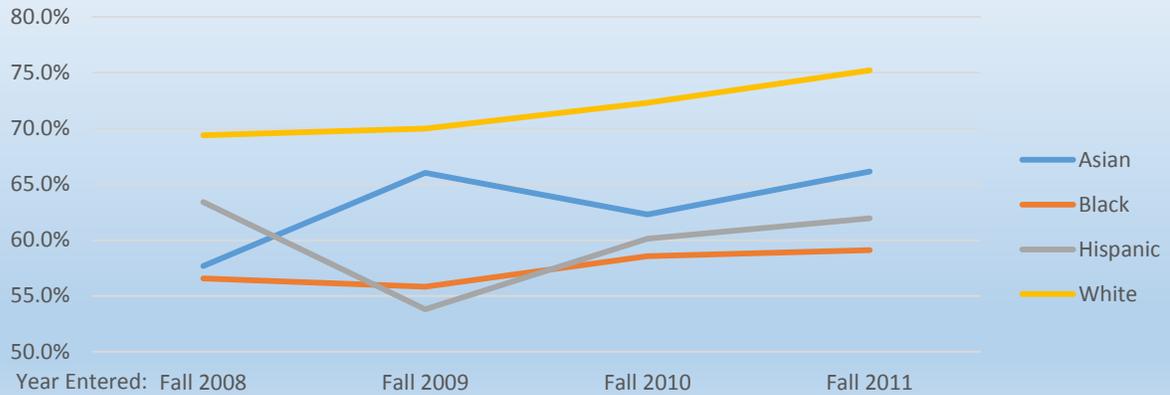
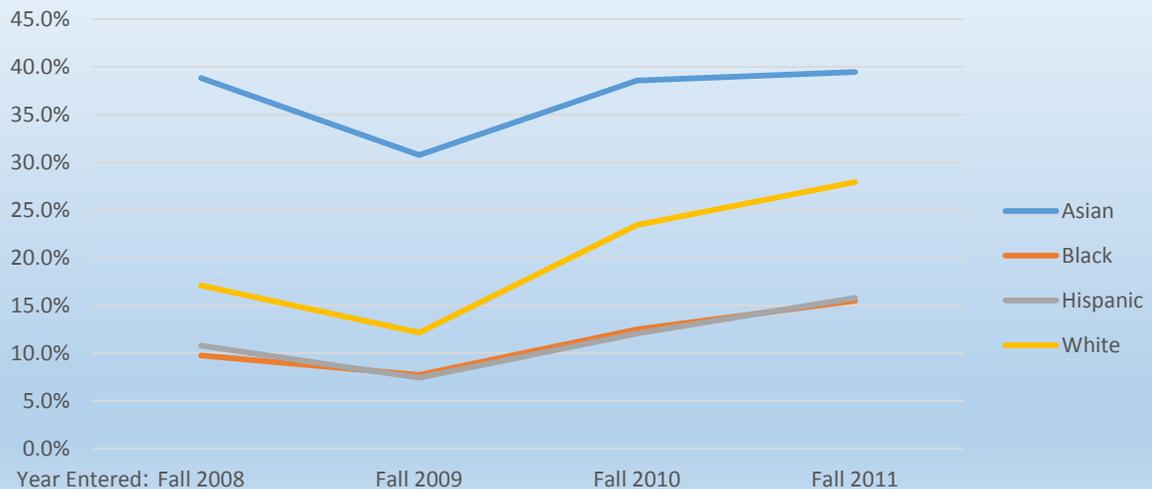


Table 4
 Percentage of First Time Freshmen who Successfully Completed Gateway Math Course Requirements Within 3 years



These trends are particularly troublesome given the financial need of our students as discussed above. Black and Hispanic students are more likely to show financial need, as shown by their Pell Grant reception rates (66.4% for Black students and 66.6% for Hispanic students, compared to 54.3% for white students). Pell awards have limits on the number of developmental credits towards which grants can be applied. Given the higher levels of financial need among black and Hispanic students, and the lower rates of developmental completion in three years, it becomes clear to see that Black and Hispanic students are more likely to lose the financial aid necessary to

complete their degrees. As can be seen in the Table 1 above, retention rates for Black and Hispanic students predictably suffer.

Special Programs

Opening Doors Learning Communities:

To address these inequity issues, Kingsborough has for many years implemented programs that aim at improving students’ experience at the college. The College has become a national leader in the Learning Communities field. The Opening Doors Learning Communities offer incoming freshmen smaller class sizes as well as enhanced advisement and tutoring services. Students enroll as a cohort in two discipline courses and one Student Development course. This block programming offers the types of integrative learning experiences that often translate into academic skills that will be critical to their future academic success. Freshmen enrolled in these learning communities have higher retention rates than freshmen who are not enrolled in a learning community, as can be seen in Table 4:

Table 5 - Year to Year Retention (Fall 2013 to Fall 2014)			
Freshmen Category	Fall 2013 Enrolled #	Fall 2014 Enrolled	
		#	%
ODLC	690	530	76.8%
All Other Freshmen	1961	1241	63.3%
Total	2651	1771	66.8%

Similar trends can be observed for graduation rates:

Table 6 Fall 2010 First Time Freshmen Four Year Graduation Rate

ODLC Freshmen	Fall 2010 Enrolled #	Graduated Thru Summer 2014	
		#	%
ODLC	718	195	27.2%
Total Freshmen	2215	540	24.4%

In addition to providing enhanced advisement, tutoring and integrative learning experiences, Learning Communities provide a sense of community to students who often feel isolated in a non-residential campus attended by students with often overwhelming work and family

pressures. Though these interventions are beneficial to all students enrolled in Learning Communities, they seem to be particularly effective in addressing the issues of African-American and Hispanic students. As can be seen in Table 7, though improvements were observed for all Learning Community students, retention rates for African American and Hispanic Learning Community students showed particularly high increases.

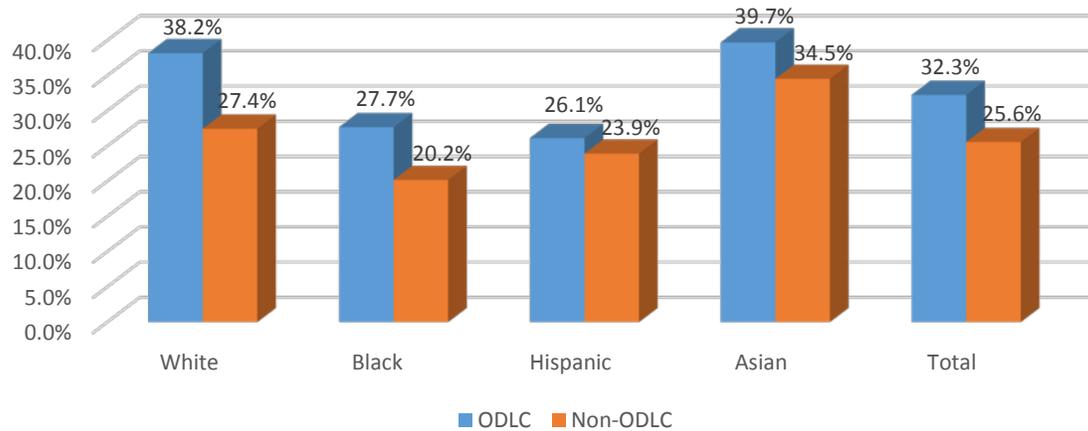
Table 7 - Fa14-Fa15 Retention - Ethnicity

ODLC Freshmen	Fall 2014 Enrolled #	Fall 2015 Enrolled	
		#	%
White	171	141	82.5%
Black	171	125	73.1%
Hispanic	103	72	69.9%
Asian	74	54	73.0%
American Indian	3	1	33.3%
Total	522	393	75.3%

All Other Freshmen	Fall 2014 Enrolled #	Fall 2015 Enrolled	
		#	%
White	674	475	70.5%
Black	670	391	58.4%
Hispanic	378	236	62.4%
Asian	266	197	74.1%
American Indian	4	3	75.0%
Total	1992	1302	65.4%

Similar trends can be observed for graduation rates:

Table 8
Fall 2011 First Time Freshmen
4-year Graduation Rate

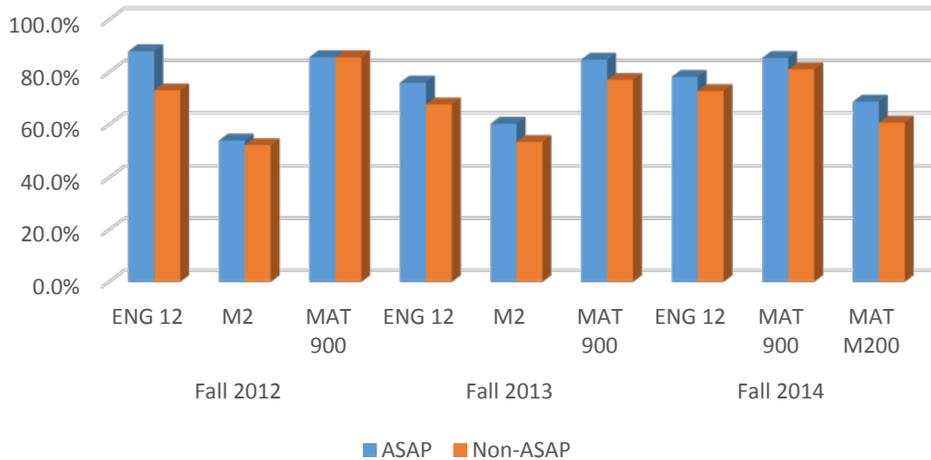


ASAP

Similar to Opening Doors Learning Communities, students in the ASAP program are enrolled in a Student Development course that is linked to their first English course (ENG 12 or ENG 93). The ASAP program also offers students many additional benefits that aim to remove personal and financial barriers to student success. These include free MetroCards, a \$500 per semester textbook voucher, tuition gap waivers, increased advisement, early registration and special class scheduling options. ASAP students are required to meet with an advisor either once or twice a month depending upon their academic performance and pass rates on entry exams.

With a few exceptions, students in ASAP pass their gateway and developmental courses at higher rates than non-ASAP students.

Table 9
Developmental and Gateway Course Pass Rates
ASAP vs. Non-ASAP
Fall 2012-2014



ASAP addresses some of the financial, social and academic issues Kingsborough students face. As a result, in addition to passing gateway courses at a higher rate, ASAP students also tend to persist and graduate at a higher rate than non-ASAP students (see tables 10 and 11). Though this could in part be due to the selection process for ASAP students (historically, freshmen have only been accepted into the program if they do not have any developmental needs), it is clear that the program has a positive effect on the experiences of students at Kingsborough.

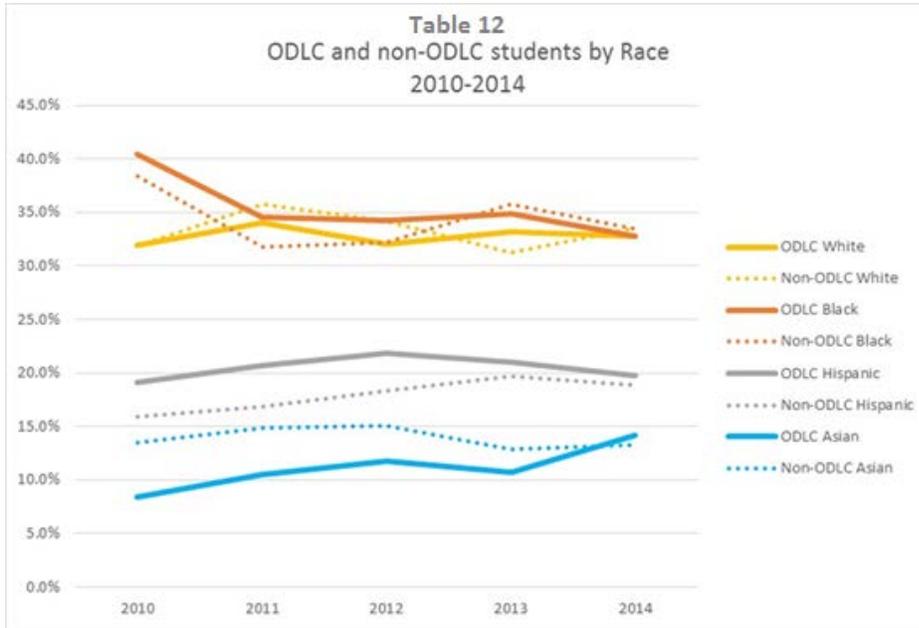
Freshmen Category	Fall 2014 Enrolled	Fall 2015 Enrolled	
	#	#	%
ASAP	283	227	80.2%
Non-ASAP	2231	1468	65.8%
Total	2514	1695	67.4%

Freshmen Category	Enrolled Fall 2011	Graduated by Spring 2015	
	#	#	%
ASAP	114	67	58.8%
Non-ASAP	2588	667	25.8%
Total	2702	734	27.2%

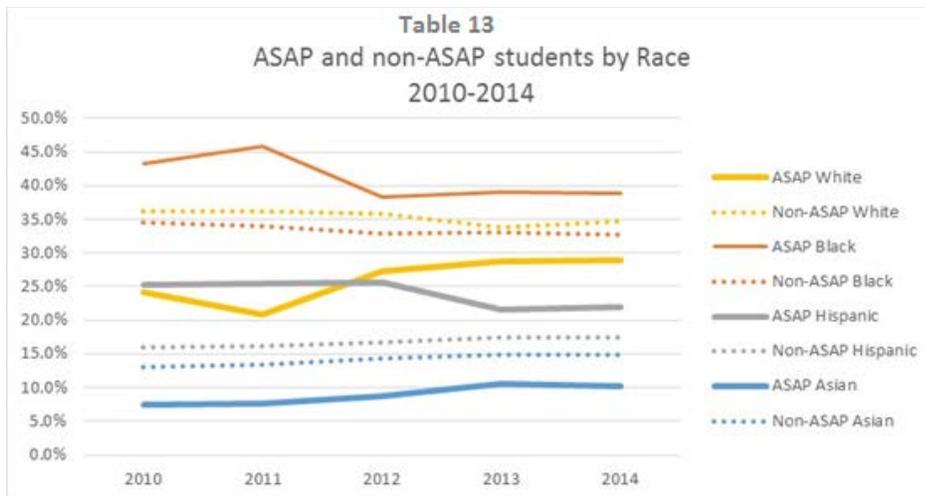
Equality vs Equity

Cohort programs such as Learning Communities and ASAP help to address the achievement gaps among Kingsborough students and provide the tools students need to be successful in college. If achievement gaps persist, as shown in Tables 1 and 2, and cohort programs such as ODLC and ASAP successfully address these gaps, then equitable access to these programs and all the benefits they offer is key.

As can be seen in Table 12, Learning Communities clearly offer **equal access** to all students:



The demographic profile of Learning Communities students almost perfectly mirrors Kingsborough's overall demographic profile. Yet, given the persisting gaps, an **equality of access** seems insufficient. In order to offer **equitable access** to the types of programs that successfully address the achievement gap, those students that have lower achievement levels and that clearly benefit the most from what they offer should be over-represented in Learning Communities enrollments.



The above table shows that the demographic profile of ASAP students differs from that of the Kingsborough community as a whole. Historically underachieving students are over-represented in the ASAP population. If as shown in Tables 12 and 13 ASAP has a positive effect in reducing achievement gaps, working towards achieving this over-representation in Learning Communities will likely contribute positively to shifting from equality to equity.

To help achieve this, the Learning Communities program has begun to design programs that address the specific issues of underperforming groups. Through intentional design of the programs described below, it is hoped that achievement gaps will be minimized and a more equitable campus community will develop.

Focused Learning Communities:

In Spring of 2015, the ODLC program teamed up with the Men’s Resource Center to design the My Brother’s Keeper (MBK) learning community that specifically targets the needs of African American and Hispanic male students. The curriculum is designed to encourage students to discuss the specific issues men of color experience as college students. Though this program is in its beginning stages, having only run for two semesters, the results are promising.

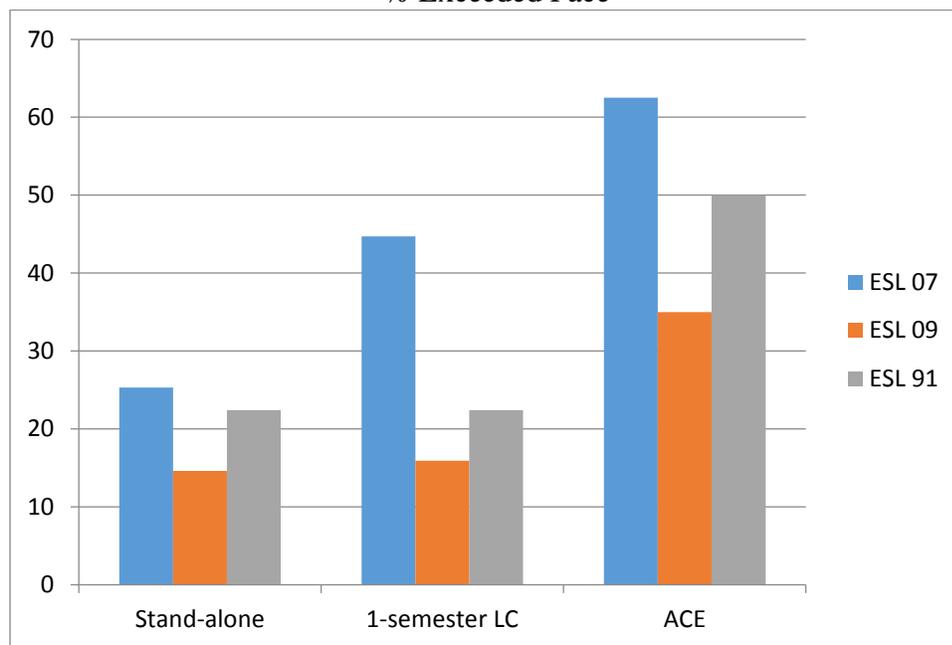
- Fall to fall retention rates for MBK freshmen (95.83%) are higher than those of ODLC freshmen (89.42%) and non-ODLC freshmen (77.87%).
- GPA for MBK freshmen (2.64) are higher than those of ODLC freshmen (2.53) and non-ODLC freshmen (2.28).

Another type of learning community that targets the needs of a specific group of students is the ACE-ESL learning communities. These are constructed to address the needs of students for

whom English is not a native language. The program enrolls students for a full-year. ACE students register for ESL, Speech and credit-bearing courses with the same community of students over two semesters. During their participation in the program, the students participate in project-based learning exercises and complete reading lab hours. Qualitative data analysis of the program show that through a social construction of learning model and literacy-based teaching approaches, ACE participants develop a sense of community that stand-alone classes do not provide. ACE students' retention rates are much higher than non-ACE ESL students, and their passing rates into credit-bearing English courses are also much higher.

Many of these ACE-ESL students exceed the expected pace through the ESL and developmental English sequence. As can be seen in the table below, students who complete the year-long ACE program tend to enroll in higher level English courses than their non-ACE counterparts.

Table 14 - ACE-ESL Key Findings Over Two Years
% Exceeded Pace



The disaggregated evidence above shows that for Black and Hispanic students at Kingsborough, academic and financial issues often collide to impede their academic progress. The inequities in financial need and support and the academic difficulties our Black and Hispanic students experience often translate into similar inequities in persistence. Efforts to address these inequities are promising. The data from the ACE-ESL and the My Brother's Keeper learning communities seem to suggest that when the specific needs of a target group are addressed, student outcomes improve. The intentional shift from **equality** of access to **equitable** programs contribute to the improvement of all students' experiences, particularly those groups of students who have historically underperformed.

Committee on Inclusion and Equity

Report on the results of the Faculty Survey

March 2016

Introduction

When the Committee on Equity and Inclusion (formerly the Equity Taskforce) was formed in January 2015 it was charged by the President with the task of assessing where the college was in terms of meeting its mission to serve all students in the most effective and equitable manner possible. The original impetus for this effort was the differences in retention and graduation rates between White and Asian students and African American and Hispanic students. As the Committee began to examine the task, we realized that our first two challenges were to define what the college meant by equity and to gather baseline information about how we were doing in the various spheres of the college.

We organized the work of the Committee into several areas. One sub-committee was charged with exploring curriculum and instruction through the lens of equity and inclusion. The group (member list can be found appended to this report) found that there was no single, widely shared vision among the faculty about the meaning and instructional implications of equity. We decided that the first step should be to conduct a brief survey aimed at getting a general sense of the beliefs and practices among the faculty.

The starting point for the creation of the survey was the Diversity Statement and the definition of Equity that was approved by College Council at the May 2015 meeting.

DIVERSITY STATEMENT

The administration, faculty, staff, and students at Kingsborough Community College believe that the college is best served by having a campus that is truly diverse. We strive to create a campus where the voices, talents, and skills of all members of the college are valued and respected, and where all members of the college community can thrive. We maintain that a student body, faculty, staff, and administration that reflect the diversity of New York City is vital for the success of our community, allowing opportunities for people with different perspectives, abilities and backgrounds to interact with and learn from each other. We at Kingsborough Community College believe that a focus on inclusive excellence—the proactive fostering of greater diversity, inclusion, and ultimately equity at every level of college life—will maximize success for all members of the college community.

DEFINITIONS

Equity, often confused with equality, recognizes that there are hindrances for some in attaining equality. Equity is achieved through inclusion and through the active removal or mitigation of hindrances to full access to opportunities, resources and support for all members of a community. It also means ensuring that all members of said community have consistent and meaningful opportunities to participate in communal life and to play a role in shaping the culture of the community.

The survey then asked faculty members two questions:

3. To what extent is it possible for you to achieve the aims of our College's equity statement in your classrooms?
4. What kinds of changes do you think would most help you achieve these aims?

No identifying information was requested by the survey. The intent was not to develop correlations between such variables as subjects taught, years at KBCC and particular attitudes or beliefs. Rather, at this initial stage of the process, the goal was to get a sense of how faculty members perceive issues of equity and instruction on campus, and the range of their thinking on these topics. Our aim as a subcommittee is to use this information as the starting point, along with other types of data, for exploratory discussions both within and across departments and programs. Our hope is that, out of these conversations, innovative ideas, collaborations, and resources will emerge that promote the College's definition of Equity and the aims of our Diversity Statement to ultimately increase the success of all students.

Results

The Committee believes that diversity is only the starting point in the movement towards equity. Our definition above notes that equity is not a synonym for equality of access. As different groups of students are entering the institution with varied needs, interests, abilities and ways of being in the world, the task of equity becomes recalibrating the practices and goals of the institution to align with the diversity represented by these groups. Taking this diversity into account, we cannot assume that what has worked for most in the past will now work for all. The survey results indicate that further conversations must be held regarding the meaning of equity in our classrooms and how to move towards its attainment. This should be the current priority for the college.

59 faculty members submitted responses to the survey. Responses dovetailed and overlapped across the two questions, with some individuals discussing desired changes for achieving equity in their responses to question 1, and others discussing the equity statement as it applies to their classrooms in their responses to question 2. We have organized the discussion below in terms of emergent themes and issues.

Definitions

The responses can be organized along a continuum of definitions regarding the meaning of equity among the faculty ranging from ‘it’s not possible’ to ‘diversity is part of the curriculum.’ All of the responses in some way recognized the diversity of students in our classrooms as the reality at Kingsborough. Meanings of and responses to this diversity varied. Each of three overarching definitions is described in the table below.

<p>Equity is not possible.</p>	<p>Equity/Diversity = different faces in the classroom.</p>	<p>Diversity is part of the curriculum.</p>
<p>“Nearly impossible” 1:31</p> <p>“Not very possible at all - I teach math, which does not leave much room for the types of interaction called for.” 1:51</p>	<p>“Our classes are filled with diversity. Different ethnicity, sexual orientation, education level, and education ability abound.” 1:37</p> <p>“I have no control over who enrolls in my classes. Nevertheless, my classes are highly diverse - ethnically, religiously, racially, country of origin, first language, disability status, gender, etc.” 1:34</p> <p>“I think it is difficult to get true diversity on campus. At Kingsborough, we have one-third white students, one-third black students, and the last third is everybody else. What can you do to attain true diversity? You can't tell certain groups not to register for the school.” 1:33</p>	<p>“Equity and inclusion in the classroom includes making definite efforts to be "content inclusive. Inclusion is not celebratory. Inclusion and equity is about the easy recognition and presentation of those that have contributed to a body of knowledge independent of skin color or ethnicity. As students move toward self-actualization, certainly they should easily see the accomplishments of people who share their ethnicity as a matter of reality and not simply celebration.” 1:10</p>

	<p>“Easy. Every class I’ve ever taught has a broad spectrum of backgrounds.” 1:5</p> <p>“First, it should go without saying that each student in each classroom is treated in exactly the same way as every other student is treated.” 1:3</p>	<p>“In a Sociology class, it is very easy to achieve these aims as so much of Sociology deals with issues of diversity.” 1:9</p>
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None of these definitions fully captures our notion of equity. One way we have begun to describe the concept is through the idea that all classrooms need to embody the three R’s of Rigor, Relationship and Relevance (Daggett, 2014). This characterization broadens the notion beyond a singular focus on the content of the curriculum, or particular instructional practices, by highlighting a holistic focus on working towards positive outcomes for all students. A working definition regarding equity and its connection to instructional practice that the Committee would like to offer for further discussion is:

“Equity is made possible by working to organize our curriculum and instruction in a way that builds upon the various strengths, and recognizes the various challenges of, all of our students, while also recognizing our own internal biases.”

There were a few survey responses that might be considered “outliers” in that they posed ideas and questions somewhat outside the parameters of the way most respondents interpreted the questions. Given the small sample size, it is not clear how many faculty members who did not participate in the survey might share similar views, so they are included here in an effort to ensure that as many perspectives as possible are heard.

“I wonder if the phrase "inclusive excellence" is at odds with the idea of academic excellence. I often find in my classes that I can achieve one or the other, but not both. I would like to see our campus use its resources to have a meaningful conversation about what our mission looks like when it is being achieved in the classroom.” 1:16

“So, am I achieving the aims of the diversity statement? I don’t really know because I hate the “thinking in categories” (black, white, Christian, Muslim, Asian, etc.) that talk about diversity often creates.” 1:54

Challenges/Barriers to be addressed

Of the 59 responses, 13 said no changes were needed or the respondent was not sure. The remaining responses that proposed one or more changes were grouped into three broad categories: 1) administrative, 2) classroom practice related, and 3) extra-curricular.

Administrative

The physical infrastructure of the institution can impact the practice of equity in two fundamental ways: through providing improved access to quality learning environments for all students, and by facilitating instructional practices that help make equity possible. Several of the survey suggestions, such as smaller class sizes, hiring more diverse faculty and reduced teaching loads involve reforms at the administrative level. Others included:

- Improvements to the physical plant and equipment, such as more computers and printers for student use, comfortable study rooms for research and projects and improved WiFi coverage.
- More technologically equipped classrooms, with adequate heating, cooling and desks.
- Improvements in the advisement process and the communication between advisers and faculty.
- Changes to the master schedule so more students can spend fewer days per week on campus.
- The exploration of more ways to make the queer/LBGTQ population comfortable on campus, particularly our trans students.

Classroom Practice Related

A number of faculty mentioned practices they employ in their classrooms that are related to equity such as collaborative projects, discussions of critical issues, and including multiple perspectives in their curriculum. These efforts should be recognized and are discussed further in the next section of this report.

Of the suggestions related to classroom practice the one mentioned most frequently (6) was the need for more faculty training, followed by (5) smaller class sizes, (3) a reduced teaching load and (1) an improvement in the diversity of the faculty. Three respondents suggested that some type of intervention occur outside the classroom to improve perceived student deficits so that instruction could occur differently in the classroom.

Representative responses in this sphere include:

“Time and Space for a regular check in with colleagues across the campus. Every time I have had the opportunity to share with colleagues at KCC it amazes me the benefit that these transactions bring. (ie Bias workshop)” 2:8

“With more time and fewer students, I could devote more individual attention to students who are struggling, so that they would have a better chance of meeting the goals of the courses I teach.” 2:18

“More opportunities for faculty and staff to learn about diverse student backgrounds and experiences, open forums where students, faculty and staff can speak openly and directly about their experiences as to how they relate to their education, both positive and negative.” 2:54

“I think prerequisites for content courses would be a start. Students whose high school educations were criminally neglected end up in courses they can't pass.” 2:16

Extra-curricular

A number of extra-curricular activities were suggested, aimed at bringing students from different backgrounds together. These ranged from small-scale informal ‘teas’ to school-wide events sponsored by the Student Affairs office.

“Create study groups; host small "teas" (as my professors did when I attended college); create opportunities for small diverse groups of students to work on projects that may reach into the community.” 2:32

“Bring back the club hour - one afternoon when we can create time and space for students and faculty to be focused on building the KCC community.” 2:8

Next Steps

Responses to this survey suggest that there is a need for a number of related conversations to take place as we collectively work to move the culture of the college towards a more equitable and inclusive environment. Suggestions have been divided into four categories below in no particular order.

1. Among Faculty

Potential questions/topics for conversations both within and across our departments could include:

- What does equity, as opposed to equality, or diversity, actually look like in practice?
- What working conditions/relations are needed to facilitate equity in practice?

- What impact does/should equity have on our existing curricula and instructional practices?

Rather than a list of questions, the discussions might explore a particular quote such as the one below:

“I wonder if the phrase "inclusive excellence" is at odds with the idea of academic excellence. I often find in my classes that I can achieve one or the other, but not both. I would like to see our campus use its resources to have a meaningful conversation about what our mission looks like when it is being achieved in the classroom. Sure, we all want to "maximize success for all" students. But what does that really mean-- what does "success" look like? And what does "inclusion" look like? Is it getting everyone to participate in a class discussion, or does it mean something more important, like getting every student to understand a difficult text, getting every student to complete the reading, getting every student to the point where he or she can do the work? Is "inclusion" a feeling of belonging, or actually sharing the intellectual work of a course? If we define inclusion as the latter, then no, I am not able to achieve this aim in my classrooms, try as I might--every single day.” 1:16

2. Among Various Levels of the Administration

Although this survey was focused particularly on faculty and their concerns, results demonstrated that what happens inside the classroom needs to be considered within the larger college context and culture. In their responses, faculty raised a number of critical administrative-level issues.

3. Among the Entire College Community

The range of comments, as well as particular responses, suggest that there is no shared common vision regarding the mission of the College. Who are we serving? What should we offer? What is the best way to meet the needs of our existing and future student body? What is our relationship to larger communities off campus? There may never be a single answer to any of these questions, but our hope is that by creating opportunities for open dialogue about these issues we will produce new collaborations and practices that move our culture at Kingsborough in positive directions.

4. Among the Committee on Equity and Inclusion

Resulting from the above discussions, we aim to develop a body of resources and tools that can be used our classrooms to promote the vision of our diversity statement and the college's definition of equity. We see such artifacts as grounded in the experiences and practices of faculty members here at Kingsborough. Foundational to this effort will be encouraging instructors to share aspects of their pedagogy with one another across disciplines, inside and outside the classroom, and to take a reflective stance to what they see and hear.

References:

Daggett, W., (2014). <http://daggett.com/our-philosophy/rigor-relevance-framework.php>