



Team F.U.N. Improving Communication Studies Outcomes for Disproportionately Impacted Students

Session 2 Participation Guide

Facilitators:

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About Team F.U.N.

As part of the Chancellor's Equity Framework, LACCD's TEAM F.U.N. (Faculty United Network) is a community of like-minded people who are invested in student success, engaged in improving their own craft, and committed to addressing the very real disproportionate impact (DI) that our Black and Hispanic* students are experiencing in the disciplines of communication studies, psychology, and biology.

Series Outcomes

Participants will:

- Be aware of and understand the data related to DI in Communication Studies, specifically Comm 101.
- Create small, culturally responsive changes in their teaching practice that may have large impacts on DI populations.
- Create solutions using an asset-based approach.
- Identify their WHY for teaching in the community college

Engagement Norms (Community Agreements)

How can we participate together to ensure a productive learning experience for everyone?
Review and add any additional Online Engagement Agreements for today's session below:

Some agreements for learning together today:

1. Embrace the mindset that we are all learners in this space.
2. If you are having tech problems, please reach out for support in the chat.
3. Listen actively.
4. Create a safe/brave space to ask questions and express our perspectives.
5. Allow for silences and pauses.
6. Watch your own air-time—both in terms of how often you speak, and how much you speak
7. Raise hands to contribute to discussion. Facilitator will call by name to signal your turn. Or type into the chat.
8. It is ok to ask for a pause to process. Online takes more processing.

9. Hold each other accountable for being present - try to minimize multi-tasking.
10. Actively look for ways to contribute to the conversation (and stay engaged).
11. Allow time for reflection.

Add new agreements:

- 1.

Ice Breaker

Share your Summer plans (or desires for a summer plan). Everyone gets 1 minute

Review of Last Session

IEPI Data - Communication Studies

Key Takeaways -

- Different trends for Black and Hispanic students
- It doesn't take a lot of students to move the needle, especially if you focus your efforts
- Different trends depending on course modalities
- Opportunities to focus on other forms of oratory from diverse cultures
- Structure the class to incorporate the students' lived experience

Learn Together

Let's learn together! We have selected a group of tools related to each of the main areas for change that surfaced in our last session - syllabus redesign, assignment redesign and changes to grading protocols.

Thinking about the action item you are considering, choose one of the 3 topics and explore the tools. If you have tools you would like to add, please add them to the chat. You will have 8 minutes to read and explore!

Syllabus Redesign:

- [Liquid Syllabus](#)
- [Equity-Minded Syllabus Review Guide](#)
- [Decolonizing the Syllabus](#)

Assignment Redesign:

- [Culturally Responsive Higher Education Curriculum Assessment Tool](#)

- [Strategies for Implementing Online Culturally Responsive Teaching \(Opinion\)](#)
- [Teaching Resources - Diversity and Inclusion - Equitable Assignment Design](#)

Grading Protocols:

- [A Culturally Responsive Classroom Assessment Framework](#)
- [Keeping up with the Joneses? When it comes to getting better grades, it's good to be the Andersons | University of Michigan News](#)

Peer Feedback: Breakout Groups

Each group will have 3 people. Pick a timer and follow the below protocol

- **Person A takes 2 minutes** to share their action item - what they are hoping to change in an upcoming class (could be assignment, grading practice, syllabus design or other)
- **Person B takes 1** minute to provide feedback to Person A
- **Person C takes 1** minute to provide feedback to Person A

Repeat so each person gets the chance to share

After three rounds and everyone shares, spend the remaining time in general discussion

Wrap-up

Read [Culturally Responsive Teaching & The Brain, Chapter 2](#)

Read [Is Real Change Possible, Eric Klein](#)

Distribute the student questionnaire

Meet on May 17th @ LATTC from 9am - 2pm

Resources for further exploration

[Percentage Point Gap method](#)