OPERATIONAL AGREEMENT

- NOT √ PHONE (OR LEAVE RM TO √)
- LISTEN WHILE OTHERS ARE SPEAKING
- TIME TO DISCUSS IDEAS / & RESTATE FOR COMPREHENS^N / MAKE PERSONALLY MEANINGFUL
  → FLEXIBILITY IN SCHEDULE
- SHARING EFFECTIVE TEACHING PRACTICES
  MAKE MEANINGFUL IN & ACROSS CONTEXTS
- BRING ALL VOICES INTO THE SPACE

] EXPLORING THE "WHY" & POTENTIAL SOLUTIONS

- EXPLORE CULTURAL AWARENESS
  AVOID CREATING UNINTENTIONAL BARRIERS
- BE IN THE SPACE IN WAY THAT IS MOST PRODUCTIVE FOR YOU
- ~~Be~~ OPEN TO HUMOR IN THE SPACE

FOR THE IDENTIFIED CHALLENGES,

WHAT ARE EFFECTIVE APPROACHES FOR ADDRESSING IT/THEM Q A:

- PERSONAL
- CLASSROOM
- INSTITUTIONAL LEVEL?

WHAT RESOURCES EXIST TO ADDRESS THESE/THIS CHALLENGE(S)?

WHAT ARE THE KEY ISSUES AROUND DIVERSITY, EQUITY & INCLUSION ON YOUR CAMPUS?

Minorities + women do not consider (geo)science as a career path.

Some faculty don't think some students belong in college (deficit thinking)

Faculty make judgments about success of certain groups (athletes, race, etc.)

Minorities & others may not even consider college as an option.

Time & Money

Completion/success of URM, especially Hispanic

THE NUMBERS (WCC IS HISPANIC SERVING INSTITUTION)

WHAT ARE THE KEY ISSUES AROUND DIVERSITY, EQUITY & INCLUSION ON YOUR CAMPUS

URM = UNDERREPRESENTED MINORITY

Most URM students are 1st generation college students
- our college focuses on supporting their success (TRIO, "College 101")

We have some top notch high schools & very very low high schools - balancing widely different preparedness of students.

Also - low self-esteem of some women, minorities - esp. 1st generation students.

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