



**APRIL 21-23
2021**

VISIT THE CONFERENCE WEBSITE

PERALTA ONLINE EQUITY CONFERENCE



California
Community
Colleges

California Virtual Campus –
Online Education Initiative

California Virtual Campus-
Online Education Initiative

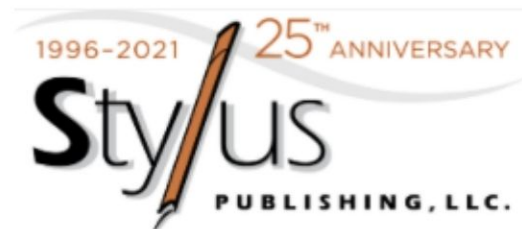


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Dear Colleagues,

It is with great pleasure that we welcome you to participate in the first global Peralta Online Equity Conference. This is the first, but hopefully will not be the last of the annual online equity conference series. We hope this conference will help in many ways- whether you are interested in learning more about the concept of equity, whether you would like to get some ideas about creating more equitable and inclusive class and campus environments, or whether you are here to support the global online equity community.

Our presenters will share their expertise and experiences by addressing the theme of the conference- online equity- through presentations, discussions, workshops and poster presentations. We are also very excited to listen to our students and their perception of equity. Even though we tried to schedule the sessions in a way that would be convenient for attendees in different time zones, we will be recording each session to be shared later on for our colleagues and friends who live overseas, so don't worry if you miss a session over the three days.

With this conference, our goal is to build a sense of community and create long term collaborations for bringing equity not only in our online classes, but in any type of communication with our students and in any pedagogy. Please don't miss the opportunity to network and connect with equity minded educators from all around the world during and afterwards of this conference. Here is a great way to start: remember to become a member of our social media groups on Facebook, Instagram, and Twitter and stay connected with all of us.

We would like to thank our conference sponsors: California Virtual Campus-Online Education Initiative (CVC-OEI), Stylus Publishing, Blackboard Ally, and Innovative Educators for their generous support. We also appreciate Vice Presidents of Instruction—Don Miller (College of Alameda) and Mark Fields (Laney College)—for being big supporters of this conference. We would like to extend our gratitude to Vice Chancellor of Instruction, Siri Brown, for her ongoing support for Peralta Online Equity Initiative. Thank you so much!

We are confident your participation in the Peralta Online Equity Conference will result in providing more equitable practices for your students, and hopefully, you will feel like you are part of this wonderful community!

Didem Ekici & Kevin Kelly
On behalf of the Peralta Online Equity Team



DAY 1: WEDNESDAY, APRIL 21

“LEARN”

(All times are in Pacific Daylight Time)

9:00am-10:00am

9:00 am -9:05 am

Welcome and Introductions

9:05 am-9:20 am

Opening Remarks by Peralta Community College District Vice Chancellor of Academic Affairs- Siri Brown

9:20 am-10:00 am

Session 1: **Panel: Peralta's Journey- From Creating an Equity Rubric to Building an Equity Initiative**

Moderators: Kevin Kelly & Didem Ekici

Zoom: [Room 1](#) (URL links on page 18 below)

[Ask questions or leave feedback about Session 1 via Padlet!](#)

<https://padlet.com/PeraltaEquity/vfiwrklz0rnvl9h6>

10:00am-12:00am

BREAK

12:00pm-12:45am

Session 2: **Increasing Quality, Equity, and Inclusion Through Course Design, Facilitation, and Workshops** (Kody Stimpson, DeAnna Soth and Renee Pillbeam | Arizona State University)

Description: Participants will review some of the design standards that have been improved to increase equity and inclusion within online courses through design. We'll share the specific standards as well as how we've adapted them to identify baseline met vs exemplary met design standards. We'll also share the best practices we promote in online teaching, which have also been enhanced to more fully support diverse learners. Last, we'll share a few additional workshops and efforts we are promoting to help increase quality, equity, and inclusion within online courses.

Moderator: Douglas Cobb (dcobb@peralta.edu)

Zoom: [Room 1](#) (URL links on page 18 below)

[Ask questions or leave feedback about Session 2 via Padlet!](#)

<https://padlet.com/PeraltaEquity/k5npc5tccew3zef5>



Session 6: **Equity & Inclusion: Challenges and Opportunities With Online CTE Instruction**

(Fred Lokken, Brittany Waggoner Hochstaetter, Shelley Kurland, Andrea Taylor, and Pat Jarvis | Truckee Meadows Community College (CA), Wake Technical Community College (NC), County College of Morris (NJ))

Description: The session will review the status of online learning in CTE instruction, the current availability of Open Educational Resources content and materials, and the challenges for equity and inclusion. Presenters will share research details from a special grant project that seeks to improve equity and inclusion in CTE online instruction. The session will include a free-exchange conversation on what attendee campuses are experiencing regarding equity and inclusion in their CTE programs.

Moderator: Cheryl Davis (cedavis@peralta.edu)

Zoom: [Room 2](#) (URL links on page 18 below)

[Ask questions or leave feedback for Session 6 via Padlet!](#)
<https://padlet.com/PeraltaEquity/ibqi41r3ephsmfmx>

Session 10: **Don't Be Sued: Copyright & Open Materials in the Classroom** (Jin An-Dunning | College of the Desert, CA)

Description: More than 1 out of 4 California Community College students have dropped out of at least one class every semester because they could not afford the textbook. The high cost of materials doesn't just affect our most economically disadvantaged students, it disproportionately affects our students of color. In this session, faculty will be introduced to the basics of copyright and the different types of open materials one can incorporate for use inside and outside the classroom.

Moderator: Didem Ekici (dekici@peralta.edu)

Zoom: [Room 3](#) (URL links on page 18 below)

[Ask questions or leave feedback for Session 10 via Padlet!](#)
<https://padlet.com/PeraltaEquity/uzjbnzhex4ihoz65>

Session 14: **You, Me, and We: Inclusive Pedagogy Through Windows & Mirrors**

Kari Frisch | Central Lakes College (MN)

Description: Students are diverse, so too, are the learning styles, readiness, motivation, and life experiences those students bring to our classrooms. Adapting the Windows & Mirrors Theory offers a unique teaching opportunity to humanize learning. Mirrors (reflections of one's own self/experience) and windows (opportunities to view a different perspective/experience) challenge students to connect to the material in a deeper, more authentic, and uniquely personalized manner. Contrasting the



polarizing environment in which many of our students live, the beauty is that this framework is not binary. It does not focus on just the either/or, but instead cultivates a rich middle ground where often it is not one or the other, but both. It's not "Are we the same/different?" but "How are we the same and what can we learn from each other?" This humanistic teaching/learning strategy can be applied to a variety of disciplines, as well as across diverse content and course delivery methods, resulting in more open and inclusive education for all involved. A variety of LMS tools and features will be highlighted for their potential support of this teaching & learning approach. This presentation will be interactive, allowing participants to apply (and individually reflect upon) the theory through presenter-led active learning exercises. Attendees will leave with the knowledge and skills needed to implement this teaching strategy in their own classes.

Moderator: Kevin Kelly (kkelly.consulting@gmail.com)

Zoom: [Room 4](#) (URL links on page 18 below)

[Ask questions or leave feedback for Session 14 via Padlet!](#)
<https://padlet.com/PeraltaEquity/mvfn0zstdv7ek7cv>

1:00pm-1:45pm

Session 3: **University of Arizona Global Campus DEI Course Audit Rubric**
John Bathke and Dr. Yolanda Harper | University of Arizona Global Campus

Description: The Course Diversity, Equity, and Inclusion Audit Rubric was created so that the University of Arizona Global Campus (UAGC) could critically assess how UAGC demonstrates and exhibits Diversity, Equity, and Inclusion (DEI) within its online courses. The intent of this rubric is for UAGC to develop a greater consciousness regarding DEI issues within its curriculum, so that UAGC may celebrate its DEI achievements as well as understand its DEI shortcomings. Using this rubric, a faculty reviewer can explore all aspects of a UAGC course (i.e. textbook, lectures, assignments, images, etc.) to evaluate how much DEI representation that course manifests. Additionally, this course audit rubric is used to facilitate a dialog between a course "owner" and an external reviewer, whereby both can compare their notes and views on how DEI is or is not represented within a specific course. The impetus and foundation for this rubric is derived from UAGC's Diversity, Equity, & Inclusion Statement and Institutional Learning Outcomes. This rubric is intended for individual course review only and not to address programmatic or faculty teaching issues. UAGC's tentative goal is to have all its online courses periodically reviewed using this rubric.

Moderator: Maria Guzman (mguzman@peralta.edu)

Zoom: [Room 1](#) (URL links on page 18 below)

[Ask questions or leave feedback for Session 3 via Padlet!](#)
<https://padlet.com/PeraltaEquity/5qbhw70lnrea78ms>



Session 7: **Connecting with Purpose: Proven Techniques for Strengthening Inclusivity**

Brett Christie, Carrie O'Donnell, and Gerry Hanley | O'Donnell Learn and MERLOT

Description: This interactive session will introduce the Purposeful Learning Framework and how it serves to inform course design and delivery that creates effective learning experiences for the greatest number and diversity of learners. Discussion will begin by establishing that DEI efforts do not belong to one office or entity on campus, but rather are something critical to be mobilized through creating more inclusive learning experiences where all students see themselves as belonging, represented, and destined to succeed. Presenters will specifically demonstrate 5 principles for inclusive teaching and learning: Reflecting on one's beliefs to maximize self-awareness and commitment to inclusion; Fostering a class climate of belonging; Setting explicit student expectations; Selecting course content that promotes diversity; Designing all course elements for accessibility (adapted from Columbia University). Presenters will emphasize critical course design and delivery aspects that proactively foster diversity, equity, and inclusion while increasing student success and closing equity gaps. It should be noted that all this is done without changing the course learning outcomes. Participant sharing, input, and engagement will be fostered using multiple in-session active learning techniques. At the conclusion of the session, participants will be provided access to the Purposeful Learning Framework and a wealth of related resources demonstrated in order to enable their efforts to create the most inclusive learning experiences for their students.

Moderator: Didem Ekici (dekici@peralta.edu)

Zoom: [Room 2](#) (URL links on page 18 below)

[Ask questions or leave feedback for Session 7 via Padlet!](#)
<https://padlet.com/PeraltaEquity/6ymzc1kzw6wxn7q>

Session 15: **Tinkering With Equity: An Empirical Test of a Conceptual Model**

John Osae-Kwapong | Nassau Community College (NY)

Description: The presentation proposes an expanded framework for mapping equity gaps among students in higher education institutions. Using data from a two year public college, the presentation will demonstrate how equity gaps among students occur at three different stages of the student's academic journey. The goal is to show that equity gaps are multifaceted in nature and occur at multiple levels. Therefore, to properly address these gaps, institutions must first undertake a comprehensive mapping of the equity landscape.

Moderator: Kevin Kelly (kkelly.consulting@gmail.com)

Zoom: [Room 4](#) (URL links on page 18 below)

[Ask questions or leave feedback for Session 15 via Padlet!](#)
<https://padlet.com/PeraltaEquity/9epn17es0u6vgrfh>



Sponsor Session Round Robin

Equitable Practices with Ally- Blackboard	Equity from the Perspective of “Innovative Educators “
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Moderator: TBD

Zoom: [Room 5](#) (URL links on page 18 below)

POSTER SESSION ROUND ROBIN-POSTERS A-E

Each poster presenter will give a brief summary of their pre-recorded poster presentation, then will have time to solicit feedback and answer questions. We will continue the conversations about each session asynchronously on Padlet! Join the poster sessions in [Zoom Room 3](#) between 1:00-2:00pm

Moderator: Amy Bohorquez (abohorquez@peralta.edu)

POSTER A: Making Online Course Content Relevant for STEM

Amy Bohorquez | Laney College (CA)

[Ask questions or leave feedback for Poster A via Padlet!](#)

<https://padlet.com/PeraltaEquity/djdtv6fruiqx95yf>

POSTER B: Incorporating an Intersectional Lens in Your Curriculum

Crystallee Crain | California State University, East Bay

[Ask questions or leave feedback for Poster B via Padlet!](#)

<https://padlet.com/PeraltaEquity/lrx7scmkdguc28cp>

POSTER C: First Impressions Writing Exercise - Art & Art History

Maria Guzman | College of Alameda (CA)

[Ask questions or leave feedback for Poster C via Padlet!](#)

<https://padlet.com/PeraltaEquity/fvlddj98xhllsptc>

POSTER D: Utilizing Technology and UDL Guidelines to Provide Equity in Learning

Yvette Onye | Goodwin University (CT)

[Ask questions or leave feedback for Poster D via Padlet!](#)

<https://padlet.com/PeraltaEquity/b12vctgvuzhn3iag>

POSTER E: Portland Community College Online Learning Department's Three-Year Journey to Enlightenment in Equitable Online Instruction

Peter Seaman | Portland Community College (OR)

[Ask questions or leave feedback for Poster E via Padlet!](#)

<https://padlet.com/PeraltaEquity/dw591xpvd21roicn>



2:00pm- 4:00pm

BREAK

4:00pm-4:45pm

Session 4: Change and Accountability: Using an Equity Rubric to Inspire Department Engagement and Course Improvement

Melissa Ko | Stanford University

Description: Many instructors recognize the need for more inclusive and equitable course design. However, the need to change and how to accomplish this may be overwhelming without further insight and advice. The curriculum equity review in the Bioengineering (BIOE) department at Stanford University aims to characterize the state of inclusivity and equity across many courses. This curriculum review provides a more standardized take on a course through a rubric assessment of provided course materials including Canvas course site (our learning management system), syllabi, assignments, and lecture topics. Our Course Design Equity and Inclusion Rubric applies multiple frameworks of inclusive/equitable course design (e.g. culturally responsive teaching, universal design for learning) to identify what our courses are currently doing and what they can improve. Reviewers offer actionable suggestions based on the substantial literature in learning sciences. By reviewing recent course iterations, we can identify areas of improvement to promote equity in the educational experience for all of our students.

Moderator: Didem Ekici (dekici@peralta.edu)

Zoom: [Room 1](#) (URL links on page 18 below)

[Ask questions or leave feedback for Session 4 via Padlet!](#)

<https://padlet.com/PeraltaEquity/nn9avog6wpqdx1s>

Humanizing Pre-Course Contact with a Liquid Syllabus

Michelle Pacansky-Brock | @ONE/CVC-OEI

Description: Humanized online teaching is informed by equity-driven research and learning science that focuses on fostering positive instructor-student relationships as the foundation for academic success. In a humanized online course, relationships are leveraged as motivational fuel, inspiring rigor through empathy. Weeks 0-1 are a high opportunity zone for humanizing your online class! A Liquid Syllabus – a public, mobile-friendly, welcoming webpage topped by a brief, imperfect welcome video – is a humanizing element that serves as a kindness cue of social inclusion before an online course begins. It positions you as a partner in your students' learning, diversity as an asset, and demystifies how to be successful. In this session, Michelle will unpack this topic and prepare you to create your own Liquid Syllabus.

Moderator: Chelsea Cohen (ccohen@peralta.edu)

Zoom: [Room 2](#) (URL links on page 18 below)



[Ask questions or leave feedback for Session 8 via Padlet!](https://padlet.com/PeraltaEquity/cu7bid6j7xsq41g8)
<https://padlet.com/PeraltaEquity/cu7bid6j7xsq41g8>

Session 12: Information Justice through Critical and Open Education Assignments
Kathy Swart | Pierce College (WA)

Description: What is information injustice and how does it relate to equity? Professors and librarians share the common goal of making our institutions welcoming to students from marginalized communities, and yet data tells us we still struggle to retain or graduate students from these groups. To what extent can we increase equity via the curriculum? That is, from textbooks to the information in our libraries? In this presentation I will identify a problem I call information injustice and provide examples of racist and disinformation found in academic literature. The term information injustice comprises the relative absence of certain voices (BIPOC, Indigenous, immigrants, LGBTQ, and others) in the academic information landscape, as well as persistent and outdated faulty narratives about these groups and their history. This presentation will draw on the work of Paulo Freire and Antonio Gramsci to investigate how our curricula, textbooks, and even library collections unwittingly perpetuate information injustice. We will look beneath the surface of even academic sources and discover reasons why the undergraduate curriculum so rarely questions systemic racism and other damaging isms. For a solution, we will look at how librarians and professors can work collaboratively to disrupt the faulty narratives embedded in our institutions as well as to promote the voices of marginalized groups. To this end I offer thirty-four adaptable assignment templates, the result of a sabbatical investigating how engaging students in critical and open pedagogy assignments can address problem of information injustice, valorizing and publishing the voices of the marginalized.

Moderator: Douglas Cobb (dcobb@peralta.edu)

Zoom: [Room 3](#) (URL links on page 18 below)

[Ask questions or leave feedback for Session 12 via Padlet!](https://padlet.com/PeraltaEquity/2pjs4unz88p3sdk0)
<https://padlet.com/PeraltaEquity/2pjs4unz88p3sdk0>

Session 16: Tips for Integrating Universal Design & Accessibility Principles into the Classroom
Auston Stamm | Saint Mary's College (CA)

Description: This presentation will explore universal design strategies that can be implemented to help students engage in in-person and online courses. Blending constructivist theory into course syllabuses will be explored to highlight how choice can be used to motivate students. In addition, constructivist theory can promote engagement, diversity, and assignment flexibility by integrating the student's previous knowledge. It is important that faculty slideshow presentations are easy to follow and adhere to accessibility guidelines. Free accessibility checking software will be demoed to show how a quick screening can be performed. Zoom's new live captioning/transcription solution will be demoed to show how it can help support a variety of students in an online learning environment. There will be a



reflection of collective notetaking strategies and a demo of how Google Docs can be to support collective notetaking. Laptop use and recording in classroom environments will be addressed.

Moderator: Kevin Kelly (kkelly.consulting@gmail.com)

Zoom: [Room 4](#) (URL links on page 18 below)

[Ask questions or leave feedback for Session 16 via Padlet!](#)
<https://padlet.com/PeraltaEquity/l9i6c8e01irkhrv9>

5:00pm-5:45pm

Session 9: Embedding Inclusive Teaching Practices Into Quality Course Design
Jeff Suarez-Grant | Cal State LA

Description: With increased attention on diversity, equity, and inclusion, do we need to revise our quality assurance rubrics for online course design? Maybe not. Consider embedding the QA standards within an equity and inclusion framework so faculty can effectively address diverse learner needs. QA standards with additional guidance for inclusive practice can bolster existing quality assurance processes. Working with the Quality Matters Rubric, we'll explore inclusive teaching practices and pair them up with the most appropriate QM standard. We'll then write an enhanced annotation to provide additional guidance. For instance, QA standards for instructor and student introductions can be easily reframed for inclusion: faculty can share their preferred name and pronouns, and encourage students to do the same when they introduce themselves.

Moderator: Chelsea Cohen (ccohen@peralta.edu)

Zoom: [Room 2](#) (URL links on page 18 below)

[Ask questions or leave feedback for Session 9 via Padlet!](#)
<https://padlet.com/PeraltaEquity/s21pkqs5sbt7jht5>

Session 13: Open for Antiracism in the California Community Colleges

James Glapa-Grossklag, Una Daly, Joy Shoemate, Kim Grewe | College of the Canyons (CA), Open Education Global, Northern Virginia Community College

Description: During Spring 2021, the Open for Anti-Racism program (OFAR) supported CCC faculty aiming to leverage Open Education to make their teaching antiracist. Our first cohort of 17 participants completed a 4-week, facilitated online course to learn about Anti-Racist Pedagogy, Open Educational Resources, and Open Pedagogy, and the connections between these. Participants then implemented a concrete change to a Spring 2021 class by integrating OER or open pedagogy as a way to make the class antiracist. During this session, you'll learn about the genesis of the OFAR program and the development of the core course. You'll also hear about examples of changes that were made to teaching in order to



make classes antiracist, and faculty participants will share their experiences. The program leads, College of the Canyons and the Community College Consortium for OER, will present initial program outcomes.

Moderator: Monica Landeros (mlanderos@peralta.edu)

Zoom: [Room 3](#) (URL links on page 18 below)

[Ask questions or leave feedback for Session 13 via Padlet!](#)
<https://padlet.com/PeraltaEquity/7b1hjuxyg21opb4>

Session 17: **Introducing the Design for Learning Equity Framework**

Kevin Kelly | San Francisco State University

Description: In a distance education context, the Peralta Equity Team uses the term equity to mean "freedom from biases, assumptions and institutional barriers that negatively impact student motivation, opportunities, and achievements." In this session, Kevin Kelly will outline the Design for Learning Equity framework that he created to make sense of all of the research about equity-based challenges and the teaching strategies we can use to address those challenges. The framework is designed to complement the Universal Design for Learning guidelines.

Moderator: Kevin Kelly (kkelly.consulting@gmail.com)

Zoom: [Room 4](#) (URL links on page 18 below)

[Ask questions or leave feedback for Session 17 via Padlet!](#)
<https://padlet.com/PeraltaEquity/6nq1fp5ef0j2lsij>

POSTER SESSION ROUND ROBIN: POSTERS F-J

Each poster presenter will give a brief summary of their pre-recorded poster presentation, then will have time to solicit feedback and answer questions. We will continue the conversations about each session asynchronously! Join the poster sessions in [Zoom Room 1](#) between 5:00-6:00pm

Moderator: Didem Ekici (dekici@peralta.edu)

POSTER F: Discussing Asian American Immigrant Experiences in Intermediate to Advanced ESL Classroom

Marina Broeder | Mission College (CA)

[Ask questions or leave feedback for Poster F via Padlet!](#)
<https://padlet.com/PeraltaEquity/z0x60d2asg3xewv1>



POSTER G: Equity and Inclusion in the Standard Art History Survey Course

Cara Smulevitz, Josh Alley, Maureen Curry, Emiko Lewis-Sanchez, Alessandra Monteczuma, Meredith Morris & Amy Paul | San Diego Community College District

[Ask questions or leave feedback for Poster G via Padlet!](https://padlet.com/PeraltaEquity/xfpaezet2w7bt4p)
<https://padlet.com/PeraltaEquity/xfpaezet2w7bt4p>

POSTER H: Typography in Multiple Writing Systems

Sherry Muyuan He | The City College of New York

[Ask questions or leave feedback for Poster H via Padlet!](https://padlet.com/PeraltaEquity/a4vu28mdpvzsr2gt)
<https://padlet.com/PeraltaEquity/a4vu28mdpvzsr2gt>

POSTER I: Digital Ethics Principles and ePortfolios

Kristina Hoepfner | Catalyst IT (New Zealand)

[Ask questions or leave feedback for Poster I via Padlet!](https://padlet.com/PeraltaEquity/3ipdz2qucr6he3rp)
<https://padlet.com/PeraltaEquity/3ipdz2qucr6he3rp>

POSTER J: Alumni Campus Climate Survey

Jung You and Mariana Guzzardo | California State University, East Bay

[Ask questions or leave feedback for Poster J via Padlet!](https://padlet.com/PeraltaEquity/nmhm6z3pp8pmwmoz)
<https://padlet.com/PeraltaEquity/nmhm6z3pp8pmwmoz>



DAY 2: THURSDAY, APRIL 22 “ANALYZE”

(All times are in Pacific Daylight Time)

Asynchronous Only

DISCUSSION 1: Intersectionality and Diverseability

Christine Gough | Reedley College (CA)

Description: Participants will discuss the following topics: Intersectionality, Diverseability, Disability, Ability and Ableism

Moderator: Didem Ekici (dekici@peralta.edu)

Zoom: This discussion will be conducted asynchronously.

[Ask questions or leave feedback for Discussion 1 via Padlet!](https://padlet.com/PeraltaEquity/dnim14e3rnm4qxar)
<https://padlet.com/PeraltaEquity/dnim14e3rnm4qxar>

9:00am-9:45am

DISCUSSION 2: Inclusive Teaching Myths That Get in the Way of Its Adoption

Dr. Chavella Pittman | Dominican University (IL)

Description: This discussion will encourage participants to talk about why they (or others) might be hesitant to practice inclusive teaching. A definition of inclusive teaching will be provided as grounding knowledge for discussion. We will also discuss some of the research on the importance of inclusive teaching. The rest of the discussion will be guided by prompts to tease out (and then address) the most common reasons (myths) folks don't practice Inclusive Teaching. The discussion will close by asking participants to identify one thing they (or others) can do to build upon their inclusive teaching practice.

Moderator: Didem Ekici (dekici@peralta.edu)

Zoom: [Room 1](#) (URL links on page 18 below)

[Ask questions or leave feedback for Discussion 2 via Padlet!](https://padlet.com/PeraltaEquity/nonqu7ddwup35jit)
<https://padlet.com/PeraltaEquity/nonqu7ddwup35jit>



10:00am- 12:00pm

BREAK

12:00pm- 12:45pm

DISCUSSION 3: Online Microaggressions, Chilly Climates and Trolling in Discussions

Kae Novak | University of Colorado-Denver

Description: Typically our student code of conduct statements are discussed after a violation has occurred. Is there a way that online instructors might be able to diffuse an issue before it escalates? This session is a discussion of online microaggressions and how faculty, instructors and administrators can identify and address these indicators to improve student discourse, peer-peer interactions and student - instructor communications. In addition, participants will discuss how institutional policies addresses online microaggression and identify potential areas of improvement.

Moderator: Kevin Kelly (kkelly.consulting@gmail.com)

Zoom: [Room 1](#) (URL links on page 18 below)

[Ask questions or leave feedback for Discussion 3 via Padlet!](#)
<https://padlet.com/PeraltaEquity/8xg85fi0e5x7qpfd>

1:00pm- 1:45pm

DISCUSSION 4: Finding and Using Diverse Images From Free or Low-Cost Sources

Jeff Suarez-Grant, Arcadia Le Vias, James Sera and Carl Schottmiller | Cal State LA

Description: It's now easier than ever to find free images to use in your course. But do these free or low-cost images represent the students you teach? Do these images represent people of color, people who are multicultural? What about people in "non-traditional" roles? Ability/disability? Sexual orientation, gender identity? In this highly interactive session, discuss with your colleagues the importance of diverse and representative media. Find out from others what types of diverse imagery they've tried to find. Later in breakout rooms, explore several online image platforms; see how searching for images presents unique challenges; and determine who and what is not represented. See how you can engage students to become the creators of images that accurately capture their rich lived experiences.

Moderator: Kevin Kelly (kkelly.consulting@gmail.com)

Zoom: [Room 1](#) (URL links on page 18 below)

[Ask questions or leave feedback for Discussion 4 via Padlet!](#)
<https://padlet.com/PeraltaEquity/a0de44vi1u2qbc7i>



2:00pm-4:00pm

BREAK

4:00pm- 4:45pm

DISCUSSION 5: "How Can Open Education Help Us to Make Our Teaching Antiracist?"

James Glapa-Grossklag, Una Daly, Joy Shoemate, Kim Grewe | College of the Canyons (CA), Open Education Global, Northern Virginia Community College

Description: Building on their Day 1 presentation, this team will guide a discussion about using open education practices to support antiracist pedagogy.

Moderator: Maria Guzman (mguzman@peralta.edu)

Zoom: [Room 1](#) (URL links on page 18 below)

[Ask questions or leave feedback for Discussion 5 via Padlet!](#)
<https://padlet.com/PeraltaEquity/hl2a5fw0hyic028x>

5:00pm- 5:45pm

DISCUSSION 6: The Student Perspective: What Equity Means and How We Can Foster It"

Student Panel | Peralta Community College District (CA)

Description: We often talk about students, but we really need to talk to them as well--especially when it comes to increasing learning equity. During this discussion session, a panel will describe how they define equity, share ideas about increasing equity and answer questions from conference participants.

Moderators: Maria Guzman (muguzman@peralta.edu) & Didem Ekici (dekici@peralta.edu)

Zoom: [Room 1](#) (URL links on page 18 below)

[Ask questions or leave feedback for Discussion 6 via Padlet!](#)
<https://padlet.com/PeraltaEquity/e0ptmtw1jcdq5mlj>



DAY 3: FRIDAY, APRIL 23 “BUILD”

(All times are in Pacific Daylight Time)

8:00am-8:45am

WORKSHOP 1: Making Online Course Content Relevant for STEM

Amy Bohorquez | Laney College (CA)

Description: Sometimes STEM material seems densely packed and it's difficult to think of ways to connect with students. Join us as we talk about some techniques to make our material relevant as well as work together to come up with new ideas. Teaching is a science! We hypothesize, test, evaluate and modify. If you'd like some ideas for what to test out, come on by! Great article to read prior to the session, if you can: <https://www.nytimes.com/2020/11/16/science/weed-out-classes-stem.html>

Moderator: Kevin Kelly (kkelly.consulting@gmail.com)

Zoom: [Room 1](#) (URL links on page 18 below)

[Ask questions or leave feedback for Workshop 1 via Padlet!](#)

<https://padlet.com/PeraltaEquity/xq0vur3sl6789i5v>

9:00am-9:45am

WORKSHOP 2: Leveraging Your Learning Management System to Enhance Equity in Your Course

Amy Ort University of Nebraska-Lincoln

Description: This workshop is designed to help you think about your learning management system (LMS) as a tool for enhancing equity and inclusion in your course. Whether a course is fully online or face-to-face, one of the first places students connect with a course is through the LMS. Choices that instructors make when setting up their courses have a strong impact on how successful students will be in finding essential information and completing course tasks, which has strong implications for equity within the course. Additionally, the grading features available in your LMS can be used to enhance connections with students and decrease instructor bias when grading. By making optimal use of the features available, you can better support the diverse students in your courses. While the presenter will be using Canvas as the example LMS, the concepts discussed will be applicable to any LMS.

Moderator: Kevin Kelly (kkelly.consulting@gmail.com)

Zoom: [Room 1](#) (URL links on page 18 below)

[Ask questions or leave feedback for Workshop 2 via Padlet!](#)

<https://padlet.com/PeraltaEquity/om0bn2mgqwolv6mv>



10:00am- 12:00pm

BREAK

12:00pm- 12:45pm

WORKSHOP 3: Three Ways of Approaching Equity: Design, Faculty Development, and Teaching

Josie Milliken, Dr. Jessica Zeitler and Reed Dickson | Pima Community College (AZ)

Description: This participatory workshop explores equity as it relates to course design, faculty development, and online teaching practices. Participants will examine, discuss, and share a range of design, development, and teaching practices for possible use or adaptation. In the first part of the presentation, we will discuss how applying equitable practices often starts during the course design phase and how the collaboration between an instructional designer and a faculty subject matter expert can establish an equitable foundation for an online course that extends into the classroom. Next, we will explore equity-centered practices for faculty development focusing on how to embed reflective practice within faculty development or communities of practice experiences. We will discuss a range of prompts that help educators: 1) structure assessment with equity-centered, formative, student feedback; 2) engage students as partners in learning and praxis; and, 3) recenter teaching practices to better align with core beliefs about equitable teaching and learning. Finally, we will discuss how equity relates not just to course design and faculty development but to teaching practices in the online classroom as well. Further, we will discuss how finding and using equitable methods of grading, transparency, and classroom engagement are essential to classroom equity in online learning. Time permitting, participants will also work in groups to apply a three-pillar approach to a course revision process and reflect on the experience. As we close, participants will identify one takeaway to apply to future course design or instruction.

Moderator: Didem Ekici (dekici@peralta.edu)

Zoom: [Room 1](#) (URL links on page 18 below)

[Ask questions or leave feedback for Workshop 3 via Padlet!](#)

<https://padlet.com/PeraltaEquity/j0d6813kbqmg7eqg>

1:00pm- 1:45pm

WORKSHOP 4: Working Towards Economic and Educational Equity With OER Using MERLOT and SkillsCommons

Gerry Hanley, MERLOT/CSU Long Beach

Description: There are significant economic disparities among our students, with high proportions of our students being food insecure, housing insecure, and requiring financial aid to go to college. Affordability of higher education continues to perpetuate these disparities in developing the skills and knowledge through a college education that can accelerate upward economic mobility. Free and open educational resources are available for faculty students, and institutional initiatives to reuse, revise,



remix, retain, and redistribute and to provide equitable access to instructional content, consequently reducing the inequities that result from unaffordable education. The workshop will demonstrate two free and open online libraries that provide a wide range of academic and workforce development instructional content, [MERLOT \(www.merlot.org\)](http://www.merlot.org) and [SkillsCommons \(www.skillscommons.org\)](http://www.skillscommons.org). Participants will be able to explore these resources during the workshop and learn to find free and open resources that they can incorporate into their own courses immediately.

Moderator: Didem Ekici (dekici@peralta.edu)

Zoom: [Room 1](#) (URL links on page 18 below)

[Ask questions or leave feedback for Workshop 4 via Padlet!](#)
<https://padlet.com/PeraltaEquity/2xqoujsfl0nv8nq9>

2:00pm-4:00pm

BREAK

4:00pm- 4:45pm

WORKSHOP 5: Reflecting on Diversity, Equity, Inclusion, Belonging & Decolonization in Portfolio Practice

Kristina Hoeppner | Catalyst IT (New Zealand)

Description: For two years, a task force created by the Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) has investigated digital ethics in ePortfolio practice. The work resulted in principles promoting ethical ePortfolio practices to educators, staff, students, and platform providers. There will be an introductory (pre-recorded) poster session on Day 1 of the conference that provides an overview of that work. One focus area of the second year of the task force is DEIBD (diversity, equity, inclusion, belonging, and decolonization) in ePortfolio practice, which is rooted in general DEIBD practices within education. After a brief introduction, attendees will reflect on their own practices, guided by questions that challenge the status quo. Constructive small group discussions are intended to bring to the forefront ideas of how to apply DEIBD principles mindfully, respectfully, and to the benefit of all learners and the wider learning community.

Moderator: Didem Ekici (dekici@peralta.edu)

Zoom: [Room 1](#) (URL links on page 18 below)

[Ask questions or leave feedback for Workshop 5 via Padlet!](#)
<https://padlet.com/PeraltaEquity/jvlj7ywr2m4htel>



5:00pm- 5:30pm

CLOSING REMARKS & NETWORKING & COMMUNITY BUILDING

Didem Ekici & Kevin Kelly | College of Alameda & San Francisco State University

Meeting IDs and Passwords for Zoom Rooms

Zoom Room 1: Meeting ID: 834 3666 3164

<https://us02web.zoom.us/j/83436663164?pwd=LzRzVHVBenlic1UzWi85TkNqSS8wUT09>

Passcode: equity

Zoom Room 2: Meeting ID: 892 8334 9262

<https://us02web.zoom.us/j/89283349262?pwd=OGpDLzhINXcwOT4OHlrREhXYmxpZz09>

Passcode: equity

Zoom Room 3: Meeting ID: 817 6986 1176

<https://us02web.zoom.us/j/81769861176?pwd=dEVrT255ejB3MVU2eGNwNVJPSklwUT09>

Passcode: equity

Zoom Room 4: Meeting ID: 896 5183 3974

<https://us02web.zoom.us/j/89651833974?pwd=em01eS82VWpxWXcwbkhiUU9KOTUwZz09>

Passcode: equity

Zoom Room 5: Meeting ID: 943 1744 1431

<https://cccconfer.zoom.us/j/94317441431?pwd=NVdJUjFLdGFDN2UvSnBTVGNzWFICdz09>

Password: equity

Resources for International Participants

Information page with international phone numbers for Zoom:

https://zoom.us/zoomconference?u=6KUT4gAvBXD039PeAOa_RQ0Qe9-dTxjCaBCvEa-L_ss

Time conversion converter tool: <https://www.timeanddate.com/worldclock/converter.html>

- Add your city or time zone
- Add Oakland, California or Pacific time zone



Online Equity Rubric

Version 3.0 – October 2020

	Incomplete	Aligned	Additional Exemplary Elements
E1: Technology	Course structure & activities do not yet mitigate digital divide & technology access issues.	Course structure & activities mitigate digital divide & technology access issues (a) by clarifying how required technologies support learning, and (b) by providing alternative pathways to complete course activities if students face barriers.	Technologies are used in ways that amplify student voices and foster an inclusive course community.
E2: Student Resources and Support	Course does not yet highlight how student services support wellness and success.	Course highlights the ways that student services support student wellness and success.	Students access relevant support services or resources, at the college or elsewhere, as a part of course-related activities.
E3: Universal Design for Learning (UDL)	Course content and activities are not yet aligned with UDL principles.	Course content and activities are aligned with core principles of UDL-- i.e., multiple means of representation, action & expression, and/or engagement.	Students identify UDL principles that support their learning and/or are invited to make suggestions about how to improve course activities with UDL.
E4: Diversity and Inclusion	Communications and activities do not yet demonstrate that diversity is valued.	Communications and activities demonstrate that students' diverse identities, backgrounds, and cultures are valued.	Students analyze how diversity improves learning in classrooms, workplaces, and communities.

	Incomplete	Aligned	Additional Exemplary Elements
E5: Images and Representation	Images and representations of people are homogenous and/or stereotypical, without acknowledgment or explanation.	Images and representations in the course reflect broad diversity; exceptions are explained and discussed.	Students analyze how images and representations impact inequalities.
E6: Human Bias	Human biases are not yet addressed.	Human biases are identified in course content and activities.	Students analyze and discuss human biases as part of course activities.
E7: Content Meaning	Connections among course content, students' lives, and students' futures are not yet clear.	Communications and activities draw connections among course content, students' lives, and students' futures.	Students connect course content to their identities, backgrounds, and cultures, and/or the identities, backgrounds, and cultures of others.
E8: Connection and Belonging	Communications and activities do not yet foster care and connection among students, or with the instructor.	Communications and activities foster care and connection among students, and with the instructor.	Students connect with other class participants, college or community members, and/or professionals in the field.

The criteria above, E1 – E8, are designed to be used in conjunction with, and not separate from, the [California Virtual Campus - Online Education Initiative \(CVC-OEI\) Course Design Rubric](#).

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For more info about the PCCD Online Equity Rubric, visit [Peralta Online Equity Initiative](#) or contact Didem Ekici dekici@peralta.edu or Inger Stark istark@peralta.edu

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HOPE TO STAY
CONNECTED AND
INSPIRE EACH OTHER!

PERALTA ONLINE EQUITY TEAM!