

What Is the Equity & Excellence Experience?

E³ is a yearlong collaborative venture into equity and inclusive excellence. We'll use reality pedagogy to innovate our teaching and learning in classrooms and beyond.

Equity, Inclusive Excellence, and the Future of Higher Education

Recognizing that student success means more than completing a program or meeting a minimum GPA, and that students learn beyond the classroom and beyond program outcomes, our intentions are to:

- Prepare students for – and provide them with access to – high-quality learning opportunities
- Ensure that students of color and low-income students participate in the most empowering forms of college learning
- Value and use the cultural capital of underserved students
- Invest in culturally competent practices that lead to the success of underserved students – and ALL students
- Invest in leadership for equity

(AAC&U 4-7)

Reality Pedagogy

Our model is Reality Pedagogy, which offers several concrete strategies to strengthen relationships – of educators to students and the community, and of students to educators, school, and content. Our role model is Christopher Emdin, associate professor in the Department of Mathematics, Science, and Technology at Teachers College, Columbia University. He is the author of *For White Folks Who Teach in the Hood ... and the Rest of Y'all Too: Reality Pedagogy and Urban Education* (Beacon Press, 2016).

According to Emdin, “the absence of a relationship that is rooted in shared culture impedes many students from reaching higher levels of academic rigor.”



Figure 1 Reality Pedagogy Strategies

E³ will encourage teams, each with one faculty member and one staff member, to work with a group of students that *already exists*. Pairs will develop a single Reality Pedagogy strategy into a learning experience for Fall 2018.

Should I Participate?

Consider participating if you:

- Will be working with a particular group of students in Fall 2018 (even if you don't know who they are yet, as in a class, student organization, or mentoring group)
- Would like to explore new teaching and learning practices but do not have a group of students you will be working with

What Will I Be Doing (and When)?

Spring 2018	Summer 1 2018	Fall 2018	Spring 2019
<ul style="list-style-type: none">•Join a team•Read <i>For White Folks Who Teach in the Hood</i>	<ul style="list-style-type: none">• Three meetings:<ul style="list-style-type: none">• <i>Emdin's Text in Context</i> (How can Reality Pedagogy inform your work with students?)• <i>Strategies in Action</i> (Brainstorm actual learning activities/strategies for your learning environment)• Develop and refine your team's <i>Learning Experience Plan</i>	<ul style="list-style-type: none">• Deliver your learning experience• Reflect on the process• Evaluate your students' learning• Students participate in Summit to share and reflect on their work	<ul style="list-style-type: none">• Curate the experience and evaluate its success• Participate in Equity and Excellence Educator Summit (optional)

Will My Time and Effort Be Recognized?

Faculty (Day and DCE) will be compensated at the RTE rate for their time during the Summer 1 work. All participants will receive a certificate of participation for their personnel file. Other modes of recognition (including reporting the Equity & Excellence Experience as college service) are under consideration and may apply differently to educators in different roles.

How Will We Know It's Working?

The final strategy of Reality Pedagogy is Curation. Participants will be expected to include curation as part of their Learning Experience Plan, and to contribute materials to a shared body of work that we will examine and analyze along with select students.

“When students see themselves in the curriculum, they develop stronger relationships with both their teachers and peers—and with the content as well”
(Emdin 2016).

Works Cited

Association of American Colleges and Universities. *Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study and Planning*. AAC&U. 2015.

Emdin, Christopher. “Seven Cs for Effective Teaching.” *Educational Leadership*, vol. 74, no. 1. September 2016.
<http://www.ascd.org/publications/educational-leadership/sept16/vol74/num01/Seven-Cs-for-Effective-Teaching.aspx>

If you have questions, please contact a member of the Equity & Excellence Street Team: Amy Beaudry, Brenda Safford, Byron Thomas, Carolyn S. Morse, Gaelan Benway, Ken Dwyer, Maureen Giacobbe, Selina Boria, Sharon Marini, Tiger Swan