

Anti-Racism Pedagogy Workshop Reflection

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Spring 2022 – re-working a lesson, an approach or a syllabus

I joined this track because I was interested in focusing on building greater inclusivity and accessibility into my online classes, specifically a safe, inclusive online learning environment when students, especially marginalized students, could see themselves and their dreams validated and accepted. I have always sought to build connection with my online students, which I do through including lots of “my voice” in class materials, including pictures and videos of me and responding frequently to discussion boards and assignments. For this project, I wanted to focus on not just what I do, but what my online class looks like, thus this track (reworking a lesson, an approach or a syllabus) seemed like a good fit.

I truly appreciated and am grateful for our track facilitators, Jaqueline and Gabrian. They provided excellent materials and helpful guidance and feedback. I was also grateful for my colleagues in the group. We had some excellent conversations and comparisons of various strategies, tools and approaches.

A few take-aways included thinking about first impressions and what students see and hear from you about respecting different perspectives, thinking about equitable deadlines, and creating opportunities for students to “see” themselves acknowledged in the course.

I have implemented the following into my online classes and syllabi (for all classes):

- 1) I have always had a small “grace period” for late work, typically 2 days after a deadline, where students can turn in a late assignment without penalty or explanation. What I did differently, is explain my intentions behind the grace period and include more language around resources and sources of support if students find themselves frequently missing the first deadline. Here are some examples of announcements I sent:
 - “I also want to gently remind you about what's due on Friday. If this week has been a challenging one and you can't get things done by Friday, remember you have a grace period until Sunday without having to contact me to ask for an extension. If you find yourself in that situation, no shame or self-recrimination, but I do invite you to use it as an opportunity to consider how you might make some shifts to be in a better situation for next week. Do you need a schedule or calendar? Do you need help with technology? Time management? Is something else in your life getting in the way? Feel free to email or zoom with me and we can brainstorm some possible options.”
- 2) I sent out a message ahead of mid-term grade notifications with an explanation of what they are and encouragement.
 - I want to talk to you for a minute about mid-term grade reports, what they are and what they mean. I mentioned at the beginning of this term that I WANT you to be successful this term. One of the ways I can do that is by letting students know when they are off-track and when what they're doing isn't helping them get the results they desire. That is the intention of mid-term grade reports. If you are failing one (or more) of your COCC courses this term, you should get an emailed

letter from admissions and records on Friday letting you know the class(es) in which you're struggling and your current grade in that class. This is in NO WAY intended to make you feel ashamed, guilty or bad about yourself. The intention is to empower you with information to help you make informed choices. If you get a mid-term grade report, I encourage you to see it as an invitation to meet with your instructor and to make changes in what you're doing. Something about your current process isn't working for you right now. In my class, it's typically either that you're not completing learning modules or you're not submitting assignments (or both). I'm more than happy to meet and talk with you about making a plan to get back on track. We still have 4 weeks left in the term, which gives you time to get back on track. Again, the purpose of these reports is to help you be successful.

- 3) I added more resources and links to policy in my syllabus. Specifically, I added a link to the Veteran Student Services website and included information about Safe Zones (I have included referrals to tutoring, counseling and basic needs, in addition to COCC policies, anti-discrimination statements, etc for many terms now):
- **COCC Support Services**
 - Writing Center: <https://www.cocc.edu/departments/tutoring-and-testing/writing-center/>
 - Online Tutoring: <https://www.cocc.edu/departments/tutoring-and-testing/tutoring/online-tutoring.aspx>
 - Military Connected Students: <https://www.cocc.edu/departments/veterans-services/default.aspx>
 - **Counseling services for students:** Feeling a little bit stressed or discouraged? Personal issues distracting you from your learning? COCC contracts with St. Charles Hospital to provide free, confidential, personal counseling on the Bend campus for any student who needs it. These sessions are with licensed, professional counselors. Call CAP Services to make an appointment 541-383-7200.
 - **Safe Zones:** Safe Zones are confidential and safe environments for lesbian, gay, bisexual, transgender, and queer (LGBTQ) individuals. The Safe Zone symbol displayed around the campus identifies individuals who are compassionate, understanding, and committed to helping create an open and accepting environment for all on the COCC and OSU-Cascades campuses. Safe Zone volunteers can be identified on campus by the Safe Zone logo posted on or near an office door. For more information and a list of volunteers, see the Safe Zone web page at <http://www.cocc.edu/multicultural/safe-zone-training/>
 - **Basic Needs:** Any student who is experiencing difficulty with transportation, affording materials and supplies for classes, accessing food on a regular basis, and/or lacking a safe place to live, and believes this may affect their class performance are encouraged to contact Marcus Legrand, COCC College and Career Success Coach at 541-318-3798 or mlegrand2@cocc.edu to discuss eligibility for resources available at COCC and in the community. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.
- 4) I added a video of Michelle Cary reading the COCC Land Acknowledgement to the “Start Here” module of all of my classes:

The screenshot shows a web browser window displaying a Canvas LMS page. The browser tabs include "COCC Land Acknowledgement", "Chocolate Chip Cookies with Pe...", "Veterans Services - Central Oreg...", and "cocc.instructure.com/courses/2216/pages/cocc-land-acknowledgement?module_item_id=242537". The page title is "COCC Land Acknowledgement". The left sidebar contains navigation options: Home, Announcements, Syllabus, Modules, Discussions, Quizzes, Grades, Office 365, Zoom, Instructor Course Evaluations, My Media, People, Outcomes, Assignments, Rubrics, Files, and Pages. The main content area features a "Published" button, an "Edit" button, and a "View All Pages" button. Below these is the title "COCC Land Acknowledgement" and a "Purpose" section: "Purpose: To acknowledge someone is to say, 'I see you. You are significant.' The purpose of a land acknowledgement is to recognize and pay respect to the original inhabitants of a specific region. It is an opportunity to express gratitude and appreciation to those whose territory you exist in." This is followed by a list of creators: "The COCC Land Acknowledgement is a collaborative document, created by Michelle Cary, Native American Program Coordinator, Annemarie Hamlin, Instructional Dean, Christy Walker, Director of Diversity and Inclusion, Gabriann Hall, COCC faculty member and an enrolled member of the Klamath Tribes, Valerie Switzler, Delson Suppah, Jefferson Greene, Gordon Scott and Elfreda Mitchell – all enrolled members of the Confederated Tribes of Warm Springs – and Don Gentry, Chairman of the Klamath Tribes." Below the text is a video player titled "COCC Land Acknowledgement, History, and Purpose" with a "Copy link" button. A context menu is open over the video player, listing options such as "Save as (displaying dialog)", "Save directly (using preferred file output settings)", "Open in image editor", "Copy to clipboard", "Send to printer", "Microsoft Outlook", "Microsoft OneNote", "Microsoft Powerpoint", "Microsoft Word", "Microsoft Excel", "MS Paint", "Paint.NET", "Upload to Imgur", and "Close". The Windows taskbar at the bottom shows the time as 3:24 PM on 1/9/2023.

Future projects: I have gone through my course once to assess the images I use to make sure that when I have images of people, that those images are inclusive. I now want to review my courses for gender pronouns and ableist language.