

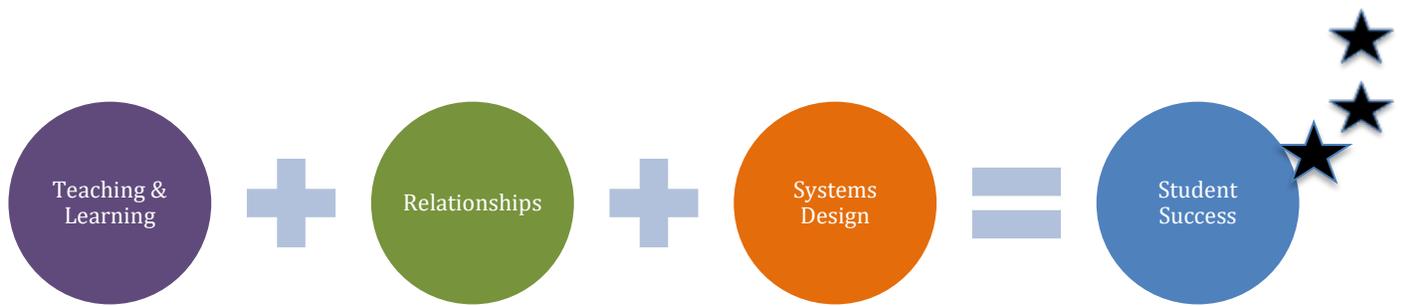
**EMBEDDING EQUITY THROUGH THE PRACTICE OF REAL TALK
LANSING COMMUNITY COLLEGE**

FACULTY INSTITUTE	EARLY FINDINGS & RESULTS		
<p>The Faculty Institute is based on Paul Hernandez’s book, <i>The Pedagogy of Real Talk: Engaging, Teaching, and Connecting with Students at Risk</i> (2015), which addresses issues of student success and belonging for all students in the classroom. Working collaboratively with faculty, Hernandez developed a three-year faculty training program to teach faculty how to transform their teaching by creating classrooms that actively promote meaningful student engagement through the two key pedagogical tools of Real Talk and Alternative Lessons.</p> <p>By learning how to cultivate thoughtful connections with students, faculty participants, who are content experts, develop tools that leads to higher levels of student engagement, retention and success. The pedagogical tools discussed in <i>The Pedagogy of Real Talk: Engaging, Teaching and Connecting with Students At-Risk</i> and implemented in the Faculty Institute encourages faculty participants to explore, be creative and try new techniques in developing and implementing content material in their classrooms which has a lasting impact for both the students and the instructor.</p> <p>Real Talks are concise personal conversations between faculty and students that are used sporadically in the semester to foster connection between faculty and students. Alternative Lessons are creative and innovative approaches to introduce specific content materials that are relevant and engaging to students.</p>	<ul style="list-style-type: none"> • Student perceptions: 		
	Item	Faculty Institute	LCC Overall
	<i>Encouraged student-faculty interaction outside of class</i>	4.37	4.05
	<i>Displayed a personal interest in students and their learning</i>	4.34	4.31
	<i>Related course material to real life situations</i>	4.22	4.25
	<ul style="list-style-type: none"> • Faculty perceptions: 		
	Item	Faculty Institute	
	<i>Open to trying new & different strategies to improve student learning outcomes</i>	100%	
	<i>Meeting diverse needs of students</i>	85%	
	<i>Making personal connections between instructor, content, & student</i>	69%	
<i>Attendance and participation prompted by desire for professional development</i>	78%		
<i>Personal invitation</i>	56%		
<ul style="list-style-type: none"> • Institutional outcomes: 			
Item	Faculty Institute	LCC Overall	
<i>Student success rate</i>	78.60%	77.60%	
<i>Course completion rate</i>	92%	91.20%	
<i>Persistence rate</i>	77.60%	73.10%	
<i>Retention rate</i>	46.73%	48.34%	
<i>(about 10% of our students)</i>			

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SCALING EQUITY ACROSS LANSING COMMUNITY COLLEGE



Transform teaching and learning

- Teach pedagogical foundations
- Teach the pedagogy of Real Talk
- Develop program structure
- Design program materials
- Create succession plan
- Coach and mentor faculty long-term
- Train-the-trainer
- Create practice opportunities where it is safe to fail
- Provide peer feedback/ Learning communities

Gather, analyze, and communication definitions and expectations of equity from multiple perspectives

- Administer survey
- Host Town Halls
- Build coalition
- Attend department meetings
- Present at faculty & student events
- Conduct focus groups
- Identify project champion(s)
- Invite staff to teaching & learning events
- Provide ongoing feedback & communication about performance related to equity
- Give explicit attention to cross-functional dialogue

Facilitate alignment between equity work and strategic priorities using a systematic & systemic process

- Integrate equity work & performance measures into College master plan and department operating plans
- Integrate equity work into other College initiatives through methods of analysis & performance indicators
- Collaboratively design logic maps to the impact level
- Collaboratively design monitoring & evaluation plans
- Invite staff to participate in the design of strategic & operating plans
- Forecast intended & unintended consequences
- Plan for rewards/reinforcement

References

Guerra-López, I. J. & Hicks, K. (2017). *Partners for Performance: Strategically Aligning Learning and Development*. Alexandria, VA: ATD Press.

Hernandez, P. (2015). *The Pedagogy of Real Talk: Engaging, Teaching, and Connecting With Students at Risk*. Thousand Oaks, CA: Corwin.

Hernandez, P. (2017). "Educator Training Reimagined Through Real Talk," TEDxTraverseCity: <https://youtu.be/IH9AruhN4X4>