Building Belonging and Psychological Safety for Students of Color through a Collaborative Leadership Pedagogy

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April 9, 2021
Previous Keynote Learning Outcomes

- Understand that a secure container is key for student learning
- Recognize the faculty’s role in building an emotionally and psychologically safe course
- Provide a number of activities faculty can use in their courses to create these conditions

Counteracting Students Sense of Threat

1. A secure container

2. Embodied teaching

Guidelines for Building a Container

- Open
- Aware
- Listening
- Dignity
Workshop Outline

1. Welcome and Overview
2. Our Students of Color Have Strengths to Leverage
3. Who are Our Students of Color as Learners?
4. How do I Prepare Myself for These Student’s Success?
5. Resources / References
Workshop Learning Outcomes

- Describe and Explore our Experiences with the Culture of Threat
- Understand the Strengths of our Students of Color that can be Leveraged
- Identify Barriers to Learning
- Recognize our Responsibility to Prepare Ourselves for our Students of Color

Main Theme of this Talk

- All students can learn
  - This learning requires transforming our colleges from a University Threat Culture to a Culture of Dignity
  - Community college is not just two years of a four-year degree program
    - The learning opportunities, the students, the strategies and ultimately the culture must be different to address our Students of Color
    - The culture we inherited from our educational experiences in an University does not serve our community of students
  - Transforming Cultures requires:
    - Changing the conversation
    - Inviting more people to the conversation
    - Changing everything else

Embodied Teaching Activity: Breathing Exercise
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1. Welcome and Overview
2. Our Students of Color Have Strengths to Leverage
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Main Points of This Section
• It is our responsibility to:
  ➢ Recognize, Articulate, Actively Witness and Help our Students Translate these Strengths to the Academic Environment
  ➢ Amplify our student’s talents and gifts
  ➢ Adjust our pedagogy in the classroom to leverage these strengths
• Our Students Can Help Educate Us:
  ➢ Help us teach to the whole community

Students of Color Strengths to Leverage
• Persistence, Survival, Adaptability and Resilience
• Strength in Learning
  ➢ Problem Solving – Life Experiences With Limited Resources
• Experience with Struggles and Overcoming Adversity
• Watch Each Other’s Back – Community for Survival
Collaborative Leadership: Teaming
Activities / Exercises
• Phases of Team Development
• Strengths Needed in Each Phase
• Working Style Energies (WSE)
• Working Style Intensities
• WSE Correlate to Team Phases
• Identifying WSE of Others
• Who are you?

Collaborative Leadership: Listening
Activities / Exercises
• Listening Do’s & Don’ts
• Bio-Reaction
• Feelings & Emotions
• Ladder of Listening
• Laws of Conversations
• Moving into the Cycle of Dignity
• Conflict Resolution

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• Strength in Learning
  • Problem Solving – Life Experiences With Limited Resources
• Experience with Struggles and Overcoming Adversity
• Watch Each Other’s Back – Community for Survival

ardash
• PhD’s in Social Injustice
Primary Research (Product Dev): Social Justice Issues

Activities / Exercises
- What is Social Justice?
- Family/Friends/Your Experiences
- Prioritize SJ Topic to Study
- Research Methods / Questions
- Survey Development
- Administer Surveys
- What Now - Descriptive Statistics
- Needs Analysis
- Solutions Development
- Action Planning

Student-Led Social Justice Research Topics
- Social Issues in Society:
  - Abortion
  - Drugs and Abortion
  - STD’s / AIDs
  - Rape
- Violence Related (6 studies):
  - Violence
  - Terrorism
  - Domestic Violence
  - Child Abuse
- Immigration Related (5 studies):
  - Immigration
  - Discrimination
  - Immigration & Terrorism
- Drug Related (6 studies):
  - Drugs & Youth
  - Drugs & Teens
  - Drugs, Gangs & Prisons
  - Drugs & Abortion
- Gang Related (4 studies):
  - Why Youth Join Gangs
  - What Youth Can Do When They Want to Leave a Gang
- Other Issues:
  - Military versus Educational Spending
  - Environmental Justice
  - Poverty
  - Loss of the Middle Class
  - Homelessness

Academic Evidence – Four Colleges

Demographics

<table>
<thead>
<tr>
<th></th>
<th>ACE</th>
</tr>
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<tbody>
<tr>
<td>All</td>
<td>1,020</td>
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<tr>
<td>Underrepresented Groups</td>
<td>70.9%</td>
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<tr>
<td>Female</td>
<td>43.9%</td>
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<tr>
<td>Prior College Credits</td>
<td>2.4</td>
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<tr>
<td>Placed 2 or more levels below College English</td>
<td>68.4%</td>
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<tr>
<td>Placed 1 level below College English</td>
<td>42%</td>
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<tr>
<td>Assessed 2 or more levels below College Math</td>
<td>88.9%</td>
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<tr>
<td>GED or HS Dropout</td>
<td>25.9%</td>
</tr>
<tr>
<td>Mean Age</td>
<td>24</td>
</tr>
</tbody>
</table>

Transfer-Level English Completion

Four College Longitudinal Study of 1,020 Students
Transfer-Level English Completion

[^1]Δx% = [(ACE-Control)x100]/Control

*statistical significance < .001
two-tailed test

**4/12/21**
ACADEMY FOR COLLEGE EXCELLENCE (ACE)
Transfer-Level Math Completion

2014 ACE Longitudinal Study — Los Medanos College
Transfer-Level Math Completion

4.3x more likely to pass Transfer-Level Math
3.3x more likely to pass Transfer-Level Math & English

\[ \Delta x\% = \left( \frac{{\text{ACE - Control}}}{{\text{Control}}} \right) \times 100 \]

*statistical significance < .001
two-tailed test

ACADEMY FOR COLLEGE EXCELLENCE (ACE)
Transfer-Level Math & English Completion

2014 ACE Longitudinal Study — Los Medanos College
Transfer-Level Math & English Completion

7.8x more likely to pass Transfer-Level Math & English
4x more likely to pass Transfer-Level Math & English

\[ \Delta x\% = \left( \frac{{\text{ACE - Control}}}{{\text{Control}}} \right) \times 100 \]

*statistical significance < .001
two-tailed test

ACADEMY FOR COLLEGE EXCELLENCE (ACE)
Summary of What We Learned In This Section

• The traits that students present that seem like weaknesses are actually strengths
• These strengths can be leveraged when we have a learning environment that promotes belonging and psychological safety
Workshop Outline

1. Welcome and Overview
2. Our Students of Color Have Strengths to Leverage
3. Who are Our Students of Color as Learners?
4. How do I Prepare Myself for These Student's Success?
5. Resources / References

Summary of this Section

- Most of the issues discussed in this section can be addressed rather quickly
  - The change can have a lasting effect
  - You don't have to invent how to do it
- We also need to create gravity and glue to counteract the centrifugal force of their complex lives

Who are our Students of Color as Learners?
Our Students of Color are Smart and Have many Strengths
- Some Do Not Read, Write and/or do Math at College-Level
- Skills that Can Be Learned

Their Reaction to Threat
- Window of Tolerance
Social Triggers

- **Dominate**
  - Using position power or aggressive behavior to force compliance.

- **Diminish**
  - Insult, embarrass, or cause another to lose face in their social situation.

- **Deceive**
  - Lie or withhold relevant information.

- **Unmet Needs**
  - Unaware of or insensitive to the needs important to another.

- **Disagree**
  - Argue with or otherwise negate the view of another.

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Counteracting Students Sense of Threat

1. **Embodied interactions**

2. **A psychologically safe container**

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Our Goal Needs to Become:
Widening Our Student’s Window of Tolerance
Who are our Students of Color as Learners?
Our Students of Color are Smart and Have many Strengths
- Some Do Not Read, Write and/or do Math at College-Level
- Skills that Can be Learned

Their Reaction to Threat
- Window of Tolerance
- Education Trauma and Negative Rewards

Industrialization of Education
Activities / Exercises
- Choices
- Standardization
- Building Upon Strengths
- Addressing Gaps
- Window of Tolerance
- Possibilities for You

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- Skills that Can be Learned

Their Reaction to Threat
- Window of Tolerance
- Education Trauma and Negative Rewards
- Effects of Racism
- Feeling Fear / Not Sure They Can Do It / Imposter Syndrome

Their Complex Life Circumstances
Strategic Planning 1
Getting Control of Your Life

Activities / Exercises
• Cause and Effect
• Your Priority Goals
• Complexities in Your Life
• Future Wheels
• Causality not Chronology
• What Will Happen If…
• Getting Control of Your Life

Strategic Planning 2
Who Are You?

Activities / Exercises
• Use of Scenarios
• Multi-Criteria Forecasting
• Driving Forces
• Behaviors as Driving Forces
• What Do You Do Now?
• What Would Your Life Look Like?

Strategic Planning 3
Creating the Life You Want

Activities / Exercises
• Changing Trajectories
• Whom Do I Want to Become?
• Goals
• Variances / Gaps
• Changes Required
• Potential Impediments
Who are our Students of Color as Learners?
Our Students of Color are Smart and Have many Strengths
- Some Do Not Read, Write and/or do Math at College-Level
- Skills that Can be Learned
Their Reaction to Threat
- Window of Tolerance
- Education Trauma and Negative Rewards
- Effects of Racism
- Feeling Fear / Not Sure They Can Do It / Imposter Syndrome
Their Complex Life Circumstances
Their Limited Career Knowledge

Affective Research Methodology

UCSC, RTI & ACE Identified Psychological Research Constructs that correlate to the Affective Precursors needed for Academic Performance

Criteria used to select constructs were:
- Correlated with student success and completion
- Based on research grounded in theories
- From published evidence in peer-reviewed journals
- Developed into a standardized measurement instrument for each construct

Performed Exploratory and Confirmatory Factor Analysis on 11 Psychological Constructs
- 8 factors were found
- Two factors included multiple constructs: Self-Efficacy & Interacting with Others

Findings from Non-cognitive Study at Six Colleges and 769 Students

Survey responses were based on a five-point scale, from "strongly disagree to strongly agree" for the non mindfulness items and from "never or very rarely true" to "always or almost always true" for the mindfulness items.

Source: RTI Associates January 2014
*p<.001: statistical significance is based on comparison with Time 1 scores.
Findings from Non-cognitive Study

- After the 2-week Foundation of Leadership Course (FC) students improved in 7 of the 8 factors at a p<.001 level of significance.

- With the exception of two factors, the change remains consistent or improved four months later (at the end of the semester).

An Exploration

- Remember a time (or the times) that you experienced a sense of dignity or worth in your college or graduate school learning experiences.

- Remember a time (or the times) that you experienced a sense of threat or were not treated right in your college or graduate school learning experiences.
  > What are the characteristics of those experiences?

Summary of What We Learned In This Section

- Physiology has an impact on learning

- What experiences our students bring into the classroom effects their learning

- Creating belonging and psychological safety addresses these issues rather quickly

- Addressing their complex lives can be done effectively through collaborative leadership activities

- Replace University Culture with Culture of Dignity
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Counteracting Students Sense of Threat

Summary of This Section
- What the faculty does matters
  - Requires looking at oneself as well as the strategies we use to teach in the classroom
- Belonging is about connection
- Changing the culture promotes the well-being of all the members of the academic community (students, faculty, staff and administrators)
- This is possible with affective / experiential professional development
Preparing Myself

• Belonging is About Connection
  - Faculty learn to develop/ deepen our ability to connect
  - Embodied Teaching and Interactions:
    - Physiological Empathic Intelligence

Choose A Social Justice Topic That Is Really Important To You

Examples:
- Immigration
- Income inequality
- Climate Change
- Poverty
- Discrimination
- Youth and Drugs
- Violence
- Domestic Violence
- Gay Rights
- Military Spending vs Educational Spending
- Child Abuse
- Incarceration
- Gang Violence

Listening Exercise

<table>
<thead>
<tr>
<th>SPEAKER</th>
<th>LISTENER</th>
</tr>
</thead>
</table>
| 1. Talk about your topic for 2 minutes. | Listen for:
  - feeling and needs of the speaker
  - what the Speaker really care about
  - something that matches your feelings, needs and purposes. |
| 2. | |
| 3. | |
| 4. | |
Preparing Myself

- Belonging is About Connection
  - Faculty learn to develop / deepen our ability to connect
  - Embodied Teaching and Interactions:
    - Physiological Empathic Intelligence

- Expanding Our Student’s Window of Tolerance
  - Wake Up to What we Do – Johari Window

Johari Window

- Known by Others
- Known by Self
- Unknown by Others
- Unknown by Self

- Soliciting Feedback
- Blind Spot

Johari Window

- Known by Others
- Known by Self
- Unknown by Others
- Unknown by Self

- Self-Disclosure
"When you know what you do, you can do what you want."

-- Moshe Feldenkrais

Prefering Myself

- Belonging is About Connection
  - Faculty learn to develop / deepen our ability to connect
  - Embodied Teaching and Interactions:
    - Physiological Empathic Intelligence

- Expanding Our Student’s Window of Tolerance
  - Wake Up to What we Do – Johari Window
  - Presence
  - Parasympathetic Nervous System Training
  - Mindful Learning Approach

A Holistic Approach to Mindful Learning

- Body-Brain
  - Thoughts, Feelings, Emotions

- Beliefs
  - Mindsets, History, Habits, Patterns, Goals

- Behaviors
  - Actions in relation to self and others
Preparing Myself

• Belonging is About Connection
  ➢ Faculty learn to develop / deepen our ability to connect
  ➢ Embodied Teaching and Interactions:
    ▶ Physiological Empathic Intelligence

• Expanding Our Student’s Window of Tolerance
  ➢ Wake Up to What we Do – Johari Window
  ➢ Presence
  ➢ Parasympathetic Nervous System Training
  ➢ Mindful Learning Approach

↔ Learn to Facilitate Experiences
  ➢ Experiential Learning Approach

Experiential Learning

David Kolb: Experiential Learning

Preparing Myself

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  ➢ Faculty learn to develop / deepen our ability to connect
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  ➢ Wake Up to What we Do – Johari Window
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• Learn to Facilitate Experiences
  ➢ Experiential Learning Approach

• Experiential & Affective Professional Development
Institutional Solutions and Professional Development

Addressing faculty / staff / administrator unconscious bias and microaggressions requires more than reading books and cognitive-oriented trainings.

To create a psychologically safe educational and work environment requires focusing professional development on:

- Practicing consciousness-raising / behavior-changing activities through experiential exercises
- Experiencing and honing skills through hands-on activities
- Utilizing practices that can be immediately used in one’s personal and professional life
- Developing an on-going community of practice where learning is reinforced, the blockages to learning are addressed and innovations are shared
- Working with intact work-teams to develop and reinforce the learned frameworks so a feedback loop at work is created after a participant leaves the training.

Research indicates that effective professional development be advanced in multiple-day, immersion-oriented and experiential approaches.

Experiential Learning Institute Professional Development Study

Faculty Professional Development Impact: Course Success Rates – 3 Colleges
Creating Belonging and Psychological Safety Through a Collaborative Leadership Pedagogy

• Helps Students Learn How to Interact Humanely by Modeling

• During On-Boarding Teach Collaborative Leadership Skills While Building Community
  ➢ Functioning on Teams
  ➢ Phases of Teams
  ➢ Working Styles that Correlate to Team Phases
  ➢ How to resolve conflict
Building Community with 21st Century Professional Skills

Creating Belonging and Psychological Safety Through a Collaborative Leadership Pedagogy

• Helps Students Learn How to Interact Humanely by Modeling

• During On-Boarding Teach Collaborative Leadership Skills While Building Community
  ➢ Functioning on Teams
    ➢ Phases of Teams
    ➢ Working Styles that Correlate to Team Phases
    ➢ How to resolve conflict
  ➢ Strategic Planning to Align Complex Lives to Educational Goals

Addressing Student’s Complex Lives Activities While Building 21st Century Professional Skills
Creating Belonging and Psychological Safety Through a Collaborative Leadership Pedagogy

- Helps students learn how to interact humanely by modeling
- During on-boarding teach collaborative leadership skills while building community
  - Functioning on teams
  - Phases of teams
  - Working styles that correlate to team phases
  - How to resolve conflict
  - Strategic planning to align complex lives to educational goals

Fortify Students

- Contextualize previous educational experiences
- Provide brain-based experiential learning – window of tolerance

Fortifying Our Students

Summary of What We Learned in This Section

- We need to learn to expand our student’s window of tolerance.
- It can be done. You don’t have to invent how to do it.
- Faculty need to learn how to connect more deeply with their students of color and wake up to our unconscious biases and microaggressions
- You can do it using a collaborative leadership pedagogy while teaching 21st century professional skills
- To help our students of color successfully transition to our learning environments we need to incorporate a parasympathetic nervous system activities in the classroom and in daily life
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Resources / References

Studies Referenced
Student Strengths:
- Student Outcome Studies
  - https://drive.google.com/file/d/1VjdNQJhLXJrRGu-tCPPz0QRPy6J7P_Is/view
  - https://drive.google.com/file/d/1ZztLhII1t0rPrEGlZ3Y680dhmeBXf7Jx/view
- 6-Year Longitudinal Salary and Academic Outcomes
  - https://drive.google.com/file/d/13MXQMYHRV1dPyFh40-XHaq5DB65UW/view

Who are Our Students:
- Change Article
  - https://drive.google.com/file/d/1Ikwg5YC_wlEf4-QOMRfimLHeG1f6Mn/view
- Diego’s Carnegie Foundation for Advancement of Teaching Report
  - https://drive.google.com/file/d/1oThfqdMRF66VoZfDMACBOOnqqPid_Gp/view

How to Prepare Ourselves:
- Professional Development Studies of Faculty Success Rates
  - https://drive.google.com/file/d/1lqQ80XmjIgsotXBedw7Xc8SoR7pJG36_/view
  - https://drive.google.com/file/d/14tEcnwovakf_8Xf8Cc2WeSI9IthxYDtk/view
  - https://drive.google.com/file/d/17GnjWOwCf3OORhIHbODlFwKXZqCqPz8/view

How to Design our Programs With Collaborative Leadership Skills:
- Learning 21st Century Professional Competencies Evidence
  - https://drive.google.com/file/d/1uLcZlZ_aUe6R5-xgC56/G371Xm/view

Resources on Topics in Presentation
- Window of Tolerance –
  - Daniel Siegel – UCLA Medical School
- Physiological Empathic Intelligence –
  - Emma Seppala – Stanford University's Center for Compassion and Altruism Research, & Faculty Director at Yale University’s School of Management
- Johari Window
- Mindful Learning –
  - Ellen Langer – Harvard University
- Experiential Learning –
  - David Kolb