



CREATE SYMPOSIUM

**CULTURALLY RESPONSIVE EDUCATORS
ACADEMY AND TRAINING FOR EQUITY**



Friday, April 11, 2025 | 8:30 AM - 1:30 PM | L-105



What is CREATE?

Miramar College CREATE is a faculty professional development program born out of the Culturally Responsive Pedagogy and Best Practices grant offered by the California Community College's Chancellor's Office.

The purpose of CREATE is to allow faculty to engage in practices that embrace the unique experiences, perspectives, and needs of Miramar College's diverse students by creating a learning environment that is inclusive and supportive and leads to student success.

The CREATE program promotes inquiry and self-awareness as to the development of epistemologies, specifically in relation to historically racially marginalized communities, and faculty will use disaggregated course data to identify strengths and opportunities for growth in their practice, understand equity data stories, and set goals for equitable outcomes. CREATE is a 10-week paid professional development program for faculty.

Program Outcomes

Faculty will leave CREATE with practical strategies for the classroom, an understanding of the teaching philosophies of culturally responsive and inclusive teaching, and a community of instructors for continued collaboration and growth.

In addition, faculty who complete CREATE will:

1. Understand historical factors in higher education that impact students and influence classroom culture, such as race and racism, oppression and intersectionality, and the system of meritocracy.
2. Analyze disaggregated course- and instructor-level data to identify strengths and opportunities for growth in their own teaching practice.
3. Engage in self-inquiry and critical self-reflection of classroom and teaching practices, particularly in relation to historically racially marginalized communities.
4. Create classroom and curricular changes based on culturally responsive and assess interventions to engage in a cycle of continuous improvement.

Program Agenda



Breakfast 8:30 - 9:00

Welcome 9:00 - 9:15

Wesley Lundburg, President

Denise Maduli-Williams, CREATE Co-Coordinator

Nessa Julian, Dean of Equity

Keynote Address with Dr. Laura Rendón 9:15 - 10:15

Introduction by Adrian Gonzales, Vice President of Student Services

Breakout Session 1 10:30 - 11:15

A - Culturally Responsive Teaching in English & Chemistry

B - A Quick Guide to Restorative Practices

C - Culturally Responsive Care for Disproportionality Impacted Students

Breakout Session 2 11:30 - 12:15

A - Culturally Responsive Teaching in Child Development & Physics

B - Two Strategies in Action: TILT & Microfeedback

C - Building an Online Class through the Eyes of a Student

D - Reflections on NCORE 2024

Student Panel & Cohort Certificate Awards 12:30 - 1:00

Lunch 1:00 - 1:30



⌘ Dr. Laura Rendón

Laura I. Rendón Ph.D. is a nationally-recognized student advocate, scholar and contemplative educator.

Rendón is professor emerita at the University of Texas-San Antonio, and has held faculty and administrative appointments at several universities. She earned a doctorate in higher education administration at the University of Michigan.

Rendón grew up in a low-income, single-parent household along the U.S. Mexico border in Laredo, Texas. Rendón is a passionate advocate for low-income, first-generation students who she feels have hopes and dreams but often do not know how to realize them without proper resources. She is also a teaching and learning thought leader, and is the author of *Sentipensante Pedagogy: Educating for Wholeness, Social Justice and Liberation*

along with eight other books and monographs and an extensive list of scholarly publications focusing on fostering success for underserved student populations.

Currently, Rendón is involved in several leadership and advisory roles. Among these include: Board of Directors, John N. Gardner Institute for Excellence in Undergraduate Education and Equity Advisory Council for the Center for Healthy Minds, University of Wisconsin-Madison. Rendón is the 2021 recipient of the Howard Bowen Distinguished Career Award issued by the Association for the Study of Higher Education. In 2023 Rendón received the Distinguished Alumni Award for Postsecondary Education at the University of Michigan and at San Antonio College.



BREAKOUT SESSIONS OVERVIEW

SESSION 1 | 10:30 - 11:15

1A L-301 **CULTURALLY RESPONSIVE TEACHING IN ENGLISH AND CHEMISTRY**

Inviting Student Cultural Knowledge into the Composition Classroom

*Dr. Kya Mangrum, Assistant Professor of
English*

Exploring STEM Identity Through Art

Dr. Cyndie Gilley, Professor of Chemistry

1B L-302

A Quick Guide to Restorative Practices

*Dr. Laura Pecenco, Professor of
Sociology, Rising Scholars
Coordinator, Professional
Development Coordinator*

1C L-303

Culturally Responsive Care for Disproportionality Impacted Students

*Dr. Sabrina Menchaca, Assistant
Professor/Learning Disability
Specialist*

SESSION 2 | 11:30 - 12:15

2A **CULTURALLY RESPONSIVE TEACHING IN CHILD DEVELOPMENT AND PHYSICS** L-301

The Effects of CREATE and the Lessons Learned

*Kyoka Hashimoto and Donna Macaspac,
Adjunct Professors of Child Development*

Facilitating Student-Led Problem Solving in Introductory Physics Classes

*Dr. Brit Hyland, Associate Professor of Physics &
Acting Department Chair of Physical Sciences*

2C

L-303

Building an Online Class through the Eyes of a Student

Dr. Lisa Brewster, Professor of Communication Studies

2B **TWO CREATE STRATEGIES IN ACTION: TILT AND MICROFEEDBACK** L-302

TILTing Assignments - Small Changes for Big Impacts

Dr. Meggie Morris, Assistant Professor of Art History

Empowering Student Voice and Building Community with Micro Feedback

Melissa Wolfson, Associate Professor of Mathematics

2D

L-309

Reflections on NCORE 2024

*Panelists: Pablo Martin, Professor of Communication
Studies and Sustainability; Jennifer Peña, Outreach
Coordinator & Acting Associate Dean of Career
Education; Bear Wolf, Assistant Professor of English
Moderator: Francois Bereaud, Professor of Mathematics*

SESSION 1 | 10:30 - 11:15

1A

CULTURALLY RESPONSIVE TEACHING IN ENGLISH AND CHEMISTRY L-301



Inviting Student Cultural Knowledge into the Composition Classroom Dr. Kya Mangrum, Assistant Professor of English

A major part of the job of a composition teacher is to make sure that students are well-versed in reading and writing in academic English. I have come to realize, however, that part of my job is also to teach students how to access and critically assess the forms of knowledge that they bring from their specific cultural backgrounds.

I want to expand the extent to which students feel that their home languages and home dialects are both valid, and necessary sources of knowledge that are welcome and needed in the 21st century composition classroom. By revising my essay prompts, and assigning

readings that model it, I will encourage English language learners and speakers of English language dialects (e.g. AAVE) to incorporate their home language(s) and/or dialect (s) into formal essays, informal in-class writing assignments, and class discussions.



Exploring STEM Identity through Art

Dr. Cyndie Gilley, Professor of Chemistry

This presentation explores the intersection of STEM and art, where students begin by using their knowledge and skills in Organic Chemistry to synthesize a variety of Azo dyes. These dyes are then transformed into paint, which students will use to visually represent and express their unique identities.

In this project, students engage in both scientific experimentation as well as personal and interpersonal reflection. By synthesizing these vibrant dyes, students will understand the chemistry behind color production while simultaneously being encouraged to use art as a medium to reflect on the different aspects of their own identity — whether it be cultural, personal, or their STEM identity. They will then explore the identities of their peers, fostering empathy and recognition of the diverse experiences and backgrounds that shape the community around them.

The ultimate goal is to encourage self-expression through the creative process while building awareness and appreciation for the diversity around them. The project emphasizes the value and interconnectivity of both chemistry and art as tools for self-exploration and community building, demonstrating how seemingly separate fields can converge to promote a deeper understanding of oneself and others.



SESSION 1 | 10:30 - 11:15 *CONTINUED*

1B A Quick Guide to Restorative Practices

L-302 Dr. Laura Pecenco, Professor of Sociology, Rising Scholars Coordinator,
Professional Development Coordinator

This session will provide an overview of important literature within the field of restorative practices, focusing specifically on how RP can be implemented in educational settings, both in the classroom and in offices as well as in policies and procedures. We will discuss the 'Restorative Practices Quick Guide' I developed for my CREATE Implementation Project, which is designed for general classroom and office application of informal restorative practices tools. I will also discuss the application of RP community building within the Miramar Rising Scholars program that is underway in Spring 2025.



1C Culturally Responsive Care for Disproportionality Impacted Students

L-303 Dr. Sabrina Menchaca, Assistant Professor/Learning Disability Specialist



"Responsive" is the key word. Each human responds subconsciously or consciously to the environment around them through our Autonomic Nervous System, our innate response for survival. Becoming aware of our heavily tracked neuropathways to stress highway and/or resilient highway can make the difference on how we respond when trying to create a safe and caring connection with our students. This workshop helps you identify possible triggers on your drive to stress highway and useful tools to get on the resilient highway instead. Come prepared to discuss societal cultural aspects that can create caring and connecting environments for each other and of course for our students.

SESSION 2 | 11:30 - 12:15

2A CULTURALLY RESPONSIVE TEACHING IN CHILD DEVELOPMENT AND PHYSICS L-301



The Effects of CREATE and the Lessons Learned

Kyoka Hashimoto and Donna Macaspac, Adjunct Professors of Child Development



While teaching our introduction to Child Development course, we wanted to ensure that the course was culturally responsive to all

students and find different ways to enhance the experience for them. We will discuss how we started the semester and the thoughts we had on incorporating various elements into our curriculum. We will also

share the outcomes of our observations of each other's teaching, reflections, useful techniques we found, student evaluations and comments, and much more!



Facilitating Student-Led Problem Solving in Introductory Physics Classes

Dr. Brit Hyland, Associate Professor of Physics & Acting Department Chair of Physical Sciences

One major component of an introductory physics course is to help students develop strong quantitative problem-solving skills. This session will focus on ways to present, structure, and facilitate in-class quantitative example problems so that students are given the time to process the information and are encouraged to collaborate with each other while taking the lead in the problem-solving process.



SESSION 2 | 11:30 - 12:15 *CONTINUED*

2B TWO CREATE STRATEGIES IN ACTION: TILT AND MICROFEEDBACK L-302



TILTING Assignments - Small Changes for Big Impacts

Dr. Meggie Morris, Assistant Professor of Art History



One of the main goals of my course changes based on what I've learned from CREATE is to provide more beneficial structure to my assignments by making them more transparent, specifically following the practice of TILT (Transparency in Learning and Teaching). As such, I have revised both in-class and at-home assignments to better align with real-world tasks that students can practice in class and take with them to other classes, disciplines, and professions, while also boosting student confidence in completing hard work. With this session, I hope to demonstrate examples of assignments that I have made more transparent, more relevant to real-world tasks, and more directly connected to students' lived

experiences, showing some big successes related to student performance and decreased student anxiety around these assignments from relatively small changes. I can also offer some comparisons of successful and unsuccessful recent TILTING attempts to demonstrate how this is an ongoing process and how student feedback and informal data can help me become a more inclusive and culturally response educator in real time.



Empowering Student Voice and Building Community with Micro Feedback

Melissa Wolfson, Associate Professor of Mathematics



This presentation explores the concept of micro feedback, as discussed in Hogan and Sathy's Inclusive Teaching, highlighting its role in creating a more inclusive and engaging learning environment. Micro feedback helps both the students and the instructors by creating regular, daily opportunities to hear from students (and not just the ones that volunteer!). I will share my lessons learned (so far!) from implementing some of these strategies as well as my plans for future implementations. Some of the micro-feedback strategies that will be discussed are anonymous surveys, short (1-2 questions) beginning-of-lesson written questionnaires, and active learning strategies that can directly tie in to assessing how the class is progressing through a lesson.

SESSION 2 | 11:30 - 12:15 *CONTINUED*

2C Building an Online Class through the Eyes of a Student Dr. Lisa Brewster, Professor of Communication Studies L-303



As an instructor of an online class, it is critical that we understand the role of learning and student success. Next, we must use this knowledge to design the structure of the course, develop the modules, assessments, and create a community in order to engage and encourage students.

2D Reflections on NCORE 2024 L-309 **Panelists:** **Pablo Martin, Professor of Communication Studies and Sustainability** **Jennifer Peña, Outreach Coordinator & Acting Associate Dean of Career Education** **Bear Wolf, Assistant Professor of English** **Moderator:** **Francois Bereaud, Professor of Mathematics**

Join us for a panel discussion where colleagues who attended the National Conference on Race and Ethnicity (NCORE) conference will share their key insights and experiences. They will reflect on how the conference's equity-focused approach differed from other events and highlight impactful strategies for culturally responsive practices. The panel will also explore ways to expand support for minoritized students and professionals at Miramar, aiming to transform individual takeaways into broader campus action. Finally, participants will be invited to envision what equity and culturally responsiveness look like for Miramar's campus community.





STUDENT PANEL 12:30 - 1:00

L-105

In this panel, Miramar students share their experiences in the classroom and campus programs. Students will share the approaches, activities, and assignments that make them feel welcomed, included, and supported. Please join us to hear student voices about what faculty, professionals, and administrators should know to better support our diverse student body.

STUDENT PANELISTS:

Ella Magno

Trisha Holloway

Crystal Suarez

Rocky Sprigg

Gabriella Elaidia

Alyssa Marie Vargas



CREATE PARTICIPANTS

Cohort 1 | Spring 2024 & Fall 2024

Lisa Brewster, Communication Studies
Cyndie Gilley, Chemistry
Stefanie Johnson Shipman, English
Heather Liggins, Personal Growth
Denise Maduli-Williams, English & ELAC

Mardi Parelman, Nutritional Sciences
Judy Patacsil, Equity & Filipino Studies
Heather Paulson, English
Laura Pecenco, Sociology
Bettina Serna, Sociology

Cohort 2 | Fall 2024 & Spring 2025

Allen Andersen, English
Jae Calanog, Physics & Astronomy
Valerie Chau, Mathematics
MaryAnn Guevarra, Counseling
Kyoka Hashimoto, Child Development
Andrew Huang, Computer Science
Danish Khan, Computer Science

Donnachris Macaspac, Child Development
Sabrina Menchaca, Counseling
Meredith Morris, Art History
Lesley, Pearson, Communication Studies
Wai-Ling Rubic, Child Development
Bear Wolf, English
Melissa Wolfson, Mathematics

Cohort 3 | Spring 2025

Laura Hoffman, Career & Personal Growth
Torey Romero, Communication Studies
Thomas Babin, Music
Kristen Campbell Bonwell, Psychology
Marisea Drummon, Humanities
Kristen Everheart, Communication Studies
Khaliah (Kya) Mangrum, English

Victoria Neises, Biology
Sheila Madrak, Biology
Brit Hyland, Physics & Astronomy
Juan Rivera, Mathematics
Michael Colafrancesco, Fire Technology
Daniel McNamara, Fire Technology