

## The Hayward Award for “Excellence in Education” Application

*Each response is limited to 200 words per prompt (including supplemental support or evidence)*

<p><b>A. Please describe your commitment to serving and empowering students from diverse backgrounds and experiences.</b></p>	<p>I am committed to assuring that each student receives the support they need to achieve their dreams. My work empowering students from diverse backgrounds starts with extensive planning of engaging culturally responsive curriculum. I set high expectations for my students and provide ample differentiated support. I constantly update materials for relevancy and create purposeful student-centered activities. I share motivating stories, studies, and role models. I develop accessible multi-media materials, warm welcome messages, and provide clear organized instruction. I teach my students about Growth Mindset, Grit, and Resilience, and give them the opportunity to be teachers in the classroom. I utilize my voice, body language, and actions to communicate respect and build community through collaborative activities. I create comfortable environments that facilitate genuine dialogue. I listen actively to student needs and interests. I also go out of my way to reach students who have not contacted me. I provide individualized instructional feedback on student work. Most importantly, I regularly reflect on what can be done better for my students. My support extends beyond the classroom to letters of reference, mentorship, student advocacy, and support service referrals. My student and supervisor evaluations consistently “exceed expectations” because I am devoted to student success.</p>
<p><i>Supplemental Support or Evidence (included in the 200 word limit):</i></p>	
<p><b>B. Please list campus, professional, and/or student activities in which you have actively participated.</b></p>	<ul style="list-style-type: none"> <li>• Faculty coordinator of college equity committee</li> <li>• Led four task forces: Equity Lecture Series, Equity Resolution, Equity Director Study, and College Equity Video</li> <li>• Lead organizer of <b>three-year Equity Lecture Series</b>: 2020: <i>Inclusivity and Activism: Amplifying Student Voice on Campus and Beyond</i>; 2019: <i>Equity, Healing, and Equity-minded practices</i>; 2018, <i>Honoring our Heritages and Community Empowerment. 18+ Talks, average 80+ attendees, 5.0 ratings, strong student feedback</i></li> <li>• Member of:             <ul style="list-style-type: none"> <li>○ District Anti-racism Task Force</li> <li>○ Equal Employment Opportunity Committee</li> <li>○ College Instructional Planning Council</li> <li>○ Honors Program Committee</li> <li>○ Past Member/Current Supporter of Guided Pathways</li> </ul> </li> <li>• Participate in anti-racism workshops and webinars</li> </ul>

- Present every semester. Topics include: *Equity Committee History; Fostering and Sustaining Inclusive Classrooms for Students of Color; What Students Want You to Know about Equity and Bias in the Classroom; High Impact Interventions and Personal Equity Data Investigations (Men of Color in Community Colleges Research); Culturally Responsive Teaching and Learning; Equitable Syllabi, How and Why to Use Equity Data, and Creating Community in the Classroom.*
- Co-author of Student Equity Plans; Equity Committee Mission and Bylaws; article, *Making Changes for Equity: An Inquiry Based Professional Learning Initiative*
- Cross-discipline collaborations on Acceleration
- Guided 6 students to completion of honors contracts + two more in progress

Supplemental Support or Evidence (included in the 200 word limit):

**C. Explain your commitment to education and currency in your discipline.**

I attend educational conferences and present every semester:

Term	Equity Conferences, Training, Webinars	Equity Presentations
Fall 2020	<a href="#">USC Race Equity Center, Fostering Sustaining Inclusive Classrooms for Students of Color. notes</a> <a href="#">Leadership Retreat, Cañada College</a>	<a href="#">ACES Top 10</a> <a href="#">Fostering and Sustaining Inclusive Classrooms for Students of Color.</a>
Sum 2020	<a href="#">National Conference on Race and Ethnicity in American Higher Education (NCORE)</a> and <a href="#">Addressing Anti-Blackness on Campus: Implications for Educators and Institutions Webinar</a>	Coordinated <a href="#">key take aways on learning about Anti-Black racism</a> . Worked to revise “ <a href="#">Inclusivity and Activism:</a> ” series to address anti-Black racism
Spring 2020	<a href="#">California Campus Camp retreat</a> <a href="#">Critical Conversations</a> at Cañada College <a href="#">100+ Equity and Anti-racist Readings (over 3 years).</a>	<a href="#">What Students Want You to Know about Equity and Bias in the Classroom</a>
Spring 2019	Completed analysis and reflection on 4 years of equity data and application Men of Color research	<a href="#">High Impact Interventions and Personal Equity Data Investigations: MoC Research</a>
Fall 2019	<a href="#">Designing Guided Pathways with an Equity Lens</a> at <a href="#">Hispanic Serving Institutions</a> and <a href="#">Escala Training for HIS Equity Publications</a>	Led sessions at the <a href="#">Awareness Summit</a> 2018-2020. <a href="#">ACES History</a>
Spring 2018	<a href="#">Equity in Faculty Hiring Institute</a> Center Urban Ed. Links California Community College Success Network (3CSN)	<a href="#">Culturally Responsive Teaching and Learning</a> <a href="#">Democratic Affiliative Leadership</a> <a href="#">Equity Leadership Panel</a>
Fall 2018	<a href="#">California Acceleration Project (CAP) institute</a>	<a href="#">Acceleration at Cañada College</a>

	<p>In my discipline of ESL, I am engaged as:</p> <ul style="list-style-type: none"> <li>• Co-editor of the California Association of Teachers of English to Speakers of Other Languages (CATESOL) Journal</li> <li>• Co-editor of Special Issues on Pandemic Pedagogy and Racism and Anti-racism in TESOL</li> <li>• Co-leader of district collaboration on ESL/ESOL 400 Course application for IGETC and CSU transfer credit</li> <li>• Co-leader of ESL norming and co-writer of guided ESL placement</li> <li>• Regular presenter at CATESOL</li> </ul>
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*Supplemental Support or Evidence (included in the 200 word limit):*

<p><b>D. Describe your commitment to the mission of California community colleges and commitment to open access.</b></p>	<p>I am in strong support of open access; all members of our community should be supported to achieve their college education goals. I am passionate about open access because it helps to disrupt cycles of poverty and address the systematic racism and historic marginalization of minoritized groups. The opportunity for all students to achieve their academic goals empowers individuals with tools for social and economic mobility and benefits our society as a whole.</p> <p>I have worked to:</p> <ul style="list-style-type: none"> <li>• Co-produce a college welcome video used at opening day and orientation. The video features college faculty, students, staff, and administrators. It asserts that we embrace all students and do not tolerate racism or discrimination</li> <li>• Promote (via guests, referrals, student projects, and my work as coordinator) tutoring, academic and personal counseling, peer mentoring, library, and Spark points for students, and pro-active registration</li> <li>• Co-create student support services and outreach videos available via our college website</li> <li>• Bring my students to lectures to explore disciplines, careers, major, transfer, and STEM</li> <li>• Promote Student Education Plans and career research</li> <li>• Provide one-one mentorship and individualized instruction to all students in my courses</li> <li>• Practice insistent coaching personally reaching out to all students who fall behind in classes</li> </ul>
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*Supplemental Support or Evidence (included in the 200 word limit):*

**E. Describe your community, state and/or national activities that represent the profession.**

In my community, I have been involved in religious and philanthropic organizations including Southern Poverty Law Center for Tolerance and the K-12 school district where I volunteer. I completed the city's Chamber Leadership Program. I also collaborated for over a year on an initiative for public transportation minded youth which resulted in regular bus routes to our local high school. In the state, I have been involved CATESOL and nationally with TESOL.

*Supplemental Support or Evidence (included in the 200 word limit):*