Following the convocation, faculty and staff were invited to participate in breakout sessions to discuss Dr. Darrick Smith’s keynote address.

Special thanks to the session facilitators: Duane Big Eagle, Sarah Frye, Kate Knickerbocker, Karen Koening, Cheo Massion, Meg Pasquel, Dave Patterson, Anna Pilloton, Dayna Quick, Patricia Seery, and Steve Newton.

### Note Card Takeaways

| I’m in performing arts, and my reaction to Dr. Smith is he is a gifted performer, very engaging. A delight that he represents his hometown of Oakland so well. |
| My take away – How do we learn the different languages spoken by our students? Don’t isolate students. Get to know them personally. Declare that they are in your course to learn your language. |
| A good free exchange of ideas |
| Very interesting and promising discussion |
| Question is how to cover all the mathematical material in depth while being sensitive to every student in class? |
| More events like this to help connect IVC staff with Kentfield staff. |
| Kept hearing faculty talking about how to implement. Can more information be offered? |
| Great ideas here. |
| I am new to this area so geographic info was helpful. This linked up well to other sessions. |
| I’ve never thought of it as enemies to education before – competitors for young minds – the gangs, drugs, and others that may create futures |
| Take away from today – We as a college get involved with organizations already working in Canal and Marin City. |
| Why isn’t COM doing a better job of helping students move forward to their goals in a timely manner? (in the answer to the question may lie the answer.) |
| Best speaker in a long time. Keep the conversation going. |
| How can we teach and incorporate equity into the classroom? |
| It is important to help students from poor areas. However, we also have to help some students who fare from higher society - sometimes they have problems with low motivation to study. |
| Today’s speaker reminded me once again of how important it is to listen to students and to go the extra mile in seeing that they have the help they need in getting off to a good start here at COM. |
| It is important for all COM employees to challenge their assumptions. Ask questions and model asking questions to encourage students to also challenge assumptions. Asking students what they need, what is
- I took away the disconnect between what students are trying to accomplish and what they appear to be doing when they attend one class. I see more outreach and connection to the Canal than Marin City.
- Honestly, I don’t feel the message connected with me well. It is somewhat hard to get what the speaker was trying to convey. More clarity and evidence would be helpful.
- I thought it was interesting when he talked about hope. We do not need to inspire hope because the fact that they are here at COM means they have hope. I need to work better at getting to know my students and their background and how I can support them in their education endeavor.
- We always have room for improvement in avoiding any kind of stereotyping – race, gender, age. Let’s also talk of brown students as well as black and white.
- Made me reflect on what my role is as an educator and how I can best serve the needs of the students.
- Equity – great topic! Would like to see more discussion about this.
- One transgender student wanted to share her experience with class. It was challenging for me to decide whether or not to allow it. The class was a beginning class and students did not know enough vocabulary in this foreign language to tell one’s personal story. It was sticky for me because I did not know well my legal position in this situation. It would have increased sensitivity important and what they think is always necessary.
- I teach on Saturdays and appreciate the book store and student support having special hours on 8/16 and 8/23. However, if students enroll after that, they’re out of luck. A mid-semester “special” Saturday would be helpful and also library hours on Saturday.
- Listen to people’s stories. Create communities of learners. Children are born ready to learn. It doesn’t start in K-12.
- More breakout groups
- I want answers! How can I/my department (1) collaborate with communities and high schools that contain many basic skills English students? (2) connect my content to students’ lives and communities? I would like institutional support for professional development and training devoted to this talk.
- What learning communities in English would we like to form?
- Very useful speaker and break-out sessions. A lot for everyone to share.
- Communicate to faculty. What/who are our students fighting so that we can ally with them? Can Darrick coach consult with us?
- Follow up to all staff, faculty and students with all outlets on campus that can help our targeted students. Ongoing training on equity to keep the momentum.
- Hire Darrick Smith to work with COM. Equity – Poverty of Culture.
- “Go with the student.” Let me say that again. If the student is having trouble with something, if you possibly can – go with the student to the office he or she is having trouble with.
I really enjoyed the speaker.

Needed at COM – Better connection to outreach programs in Marin to inform COM about how to better serve the community and students. More staffing for the counseling dept. to help with first contact with students. Professional development for all COM employees for ways to better engage students and learn about the students we are serving.

Great presentation and presenter. Appreciated that he challenged everyone to consider their perceptions. Also that he saw distant removed legislators mandating policies and procedures without fully understanding the diverse populations. I feel the district has implemented the procedures – but not given enough $ support at the ground level to do the job or service we are required to do. Mostly, I hear about cost-cutting as the priority over student service.

Darrick Smith was the best convocation speaker I have seen: he invigorated and challenged us to return to the reality that brings us all here. We want to teach all students and thereby create a more just, equitable system and world. This often gets lost in the day-to-day experience, and continued reflection on this can help us address our deficiencies.

Are student services (i.e. child care) listed for students in the orientation process? Specifically: Counselors should be made aware of unit requirements in order to qualify for childcare (how many, online, etc.)

Sometimes students need to be informed of services more than once. How many times do we fail to retain info because it isn’t particularly useful right at that moment? Good session.

How to advertise the support services to the students who need them most? Ideas: Circulate a simple list to instructors to hand out to students. (so much has changed in last 3-4 years.

Provide ongoing training regarding equity and more specifics in terms of what “not being equitable” and “equitable” look like. Please invite Darrick back again!!

Get information about services provided to support students at OCM. Refer students to these programs. Get more connected with students to learn about their background and interests.

Learning DSPS - services. Patronizing vs. supporting. Systems are structured for order and control. Not hurting people by telling the truth. Targeted folks – how to understand their world. Their cultures. Success bias. Identify barriers in your life.

Equity – in faculty access to resources for professional development at COM.

Challenges and resources for students as they attend class – transportation, daycare costs, financial aid, counseling coordination to balance work and class schedule. Student support programs. 75% are part-timers. COMcares – Early Alert. How will this work?

It would be beneficial to have more round tables like today.
- Alliances. Connecting, facilitating within and without. Know our students.
- Great discussion. Continue please.

**Breakout session notes:**

**PA 315 – Facilitator – Patricia Seery**

- Speech hard to follow. What is the evidence for what he says?
- *(It seems like)* a longer speech truncated. Some things were missing. Transitions were not always there.
- Needed one central theme challenging our perceptions.
- Suggestions for implementation
- Felt like a vertigo experience.
- Thought –provoking despite truncated speech and presentation skills. Equity/justice was theme.
- Pockets of poverty in Marin – good data
- We escape from what we are not doing well because so many other ways we do well.
- Overall, we are successful judging by averages, but many should identify marginalized students.
- What can I do differently? I think I do treat students as he expects me to.
- The Danger of the Single Story – When we look at our students we make pre-determined judgments. However, we need to avoid prejudging. We need to know students backgrounds are lots of pressures on students. We need to get to know them. But how?
- Use questionnaires – What’s your support system around education? What outside responsibilities to do you have? Point students in
- Some of our students are homeless/hungry.
- Factor in class – white student who was homeless.
- Things that happen in childhood (e.g. lack of parental affection) can impact academic performance.
- Hand out card at end of class with questions.
- What can interfere with your performance in class?
- Liked distinction between literacy ad comprehension
- Presentation was logical in terms of earlier workshops – LGBT issues, cultural competency
- Lots of faculty didn’t realize that they should go to sessions.
- Need to make presentations sound more exciting in the advertisement phase.
- There is a lot of racism out there. Students avoid coming to COM because of overwhelming diversity at this college. They are asked to being with whites only if they think about their high school experience. Someone disagreed and said it’s nothing to do with race. Local white student want to be farther away from their home than COM.
- 14 years ago when Milton was here and Branson make proposition to fix COM fields this was problematic. Branson students would have
direction of COM resources. We need to be better about this.

- I don’t feel I need to know students personally to feel compassionate toward them.
- I have a small class – 20-25 – so I can talk individually.
- Focus on all minorities – not just African Americans.
- On maps of campus, need a diagram of the buildings.
- Students sometimes have a focus, but like Smith’s potential brother-in-law, there are many barriers.
- You could take a student to the office that will efficiently assist him/her.
- Knowing a student’s goal is a great start – but don’t make students feel they have to immediately know.
- Don’t just show person where class is, show them the resources the school has to help students navigate the campus.

arrived in BMWs, but our students have “clunkers” as cars.

- Impact in our community - don’t want to have low income housing in Marin.
- There’s racist thinking in Marin surrounding our college.
- Wealthier Marin students look down on the poorer students in our classes – raise their eyebrows, etc.
- I have high expectations, but certain students who have gone to public school in this community have been exposed to low expectations in high school. This is problematic in the class.
- I liked presentation – it was deep and overwhelming, see it as a planted see.
- Need to get across to students that this is a college not high school.
- Need to challenge myself not to coddle students but to empower them to do things for themselves. Mastery of skills is important.