



4th Select Committee Hearing

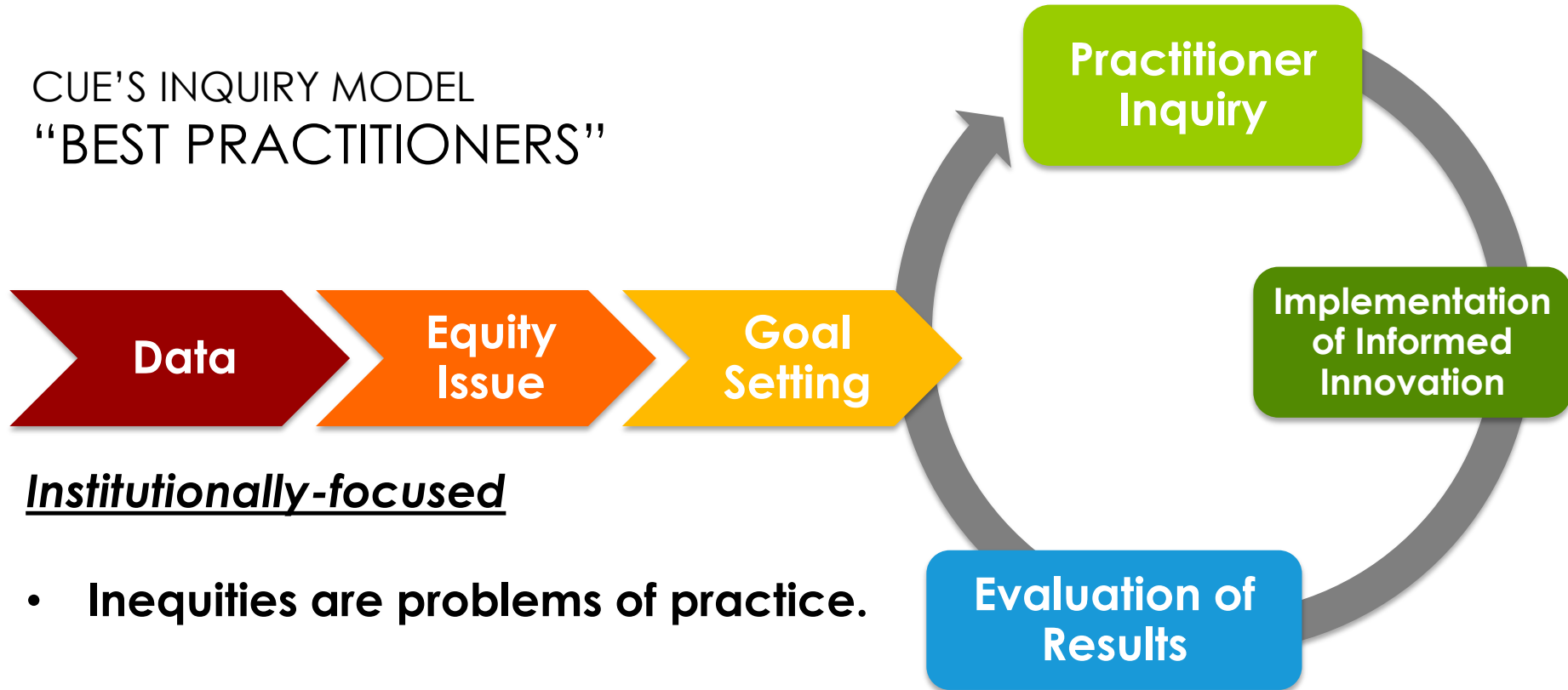
Meeting the Needs of Faculty to Support Students

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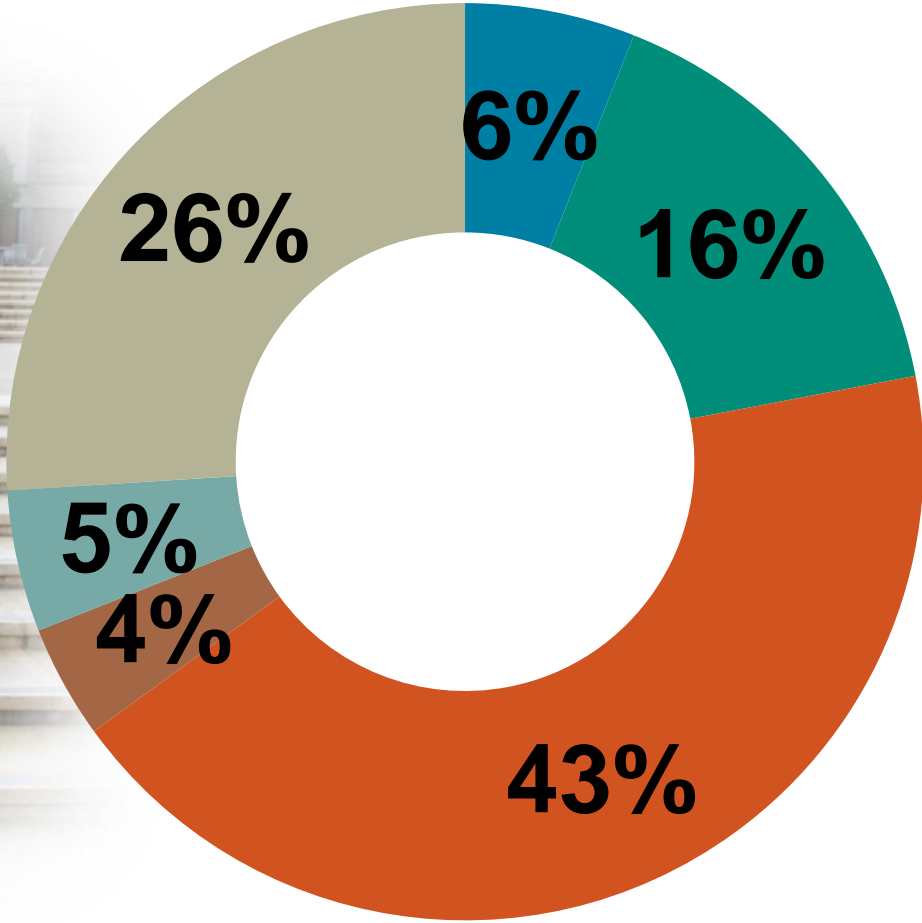
May 4, 2018, UC Riverside

CUE'S INQUIRY MODEL
"BEST PRACTITIONERS"



- Inequities are problems of practice.
- Engage in study of institutional practices to understand why they are not working as expected.
- Develop/implement innovation, informed by inquiry findings.
- Continued cycles of evaluation, inquiry, and improvement to close equity gaps.

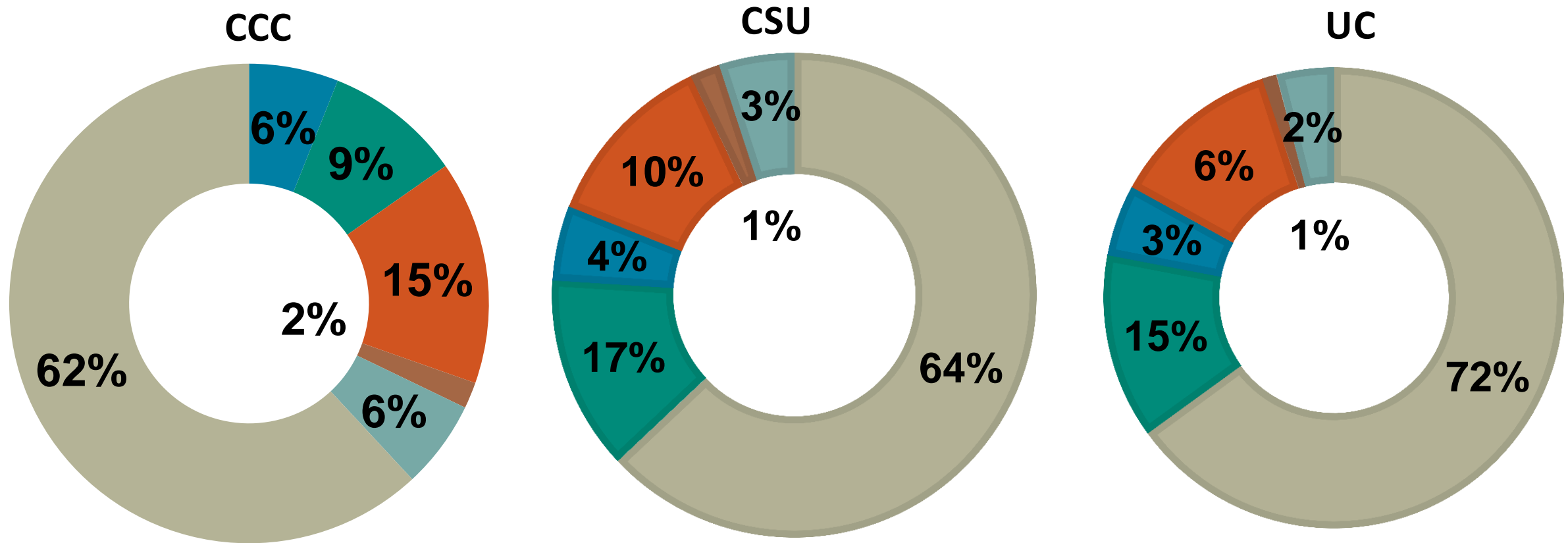
2.8 MILLION CA UNDERGRADUATES



- White
- AANHPI
- African American
- Latinx
- Other
- Unknown

FACULTY & SENIOR LEADERSHIP IN CA PUBLIC HIGHER ED

TWO-THIRDS OF LEADERSHIP & TENURED FACULTY POSITIONS IN CALIFORNIA HIGHER ED ARE OCCUPIED BY WHITES



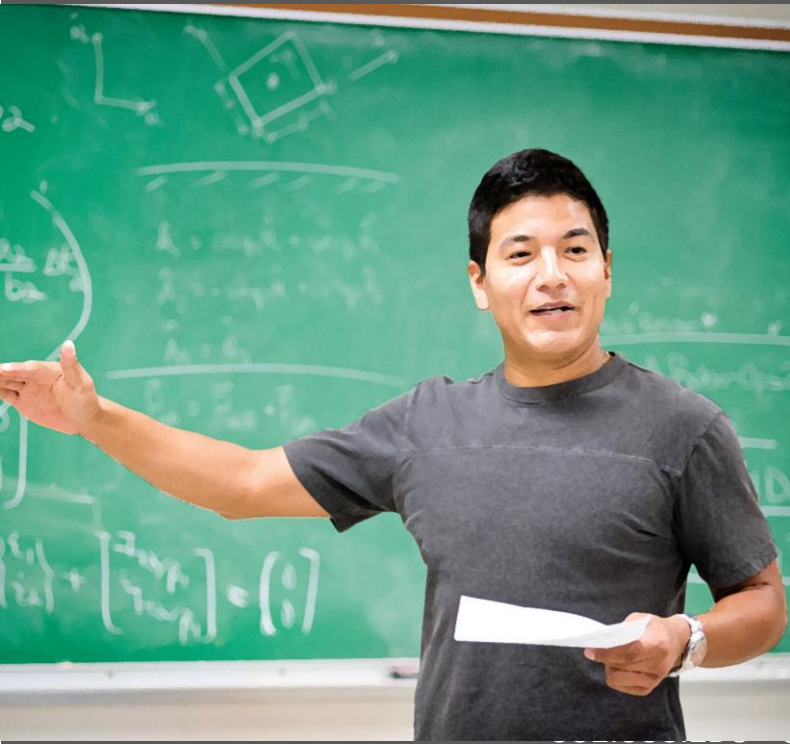


Why Racial Equity in Faculty Hiring ?

Students of color

- Experience better academic outcomes when taught by faculty of color.
- Are more likely to identify with and approach faculty of the same racial and ethnic background.





Why Racial Equity in Faculty Hiring ?

Culturally Responsive Classrooms:

- Have high expectations and favorable views of students of color, relative to white faculty.
- Utilize pedagogical approaches that are relevant to, and advance the learning of, students of color.
- Curb the “stereotype threat” experienced by students of color.



Why Racial Equity in Faculty Hiring ?

Create Campus Cultures that foster the success of minoritized students

- Enhance the “sense of belonging” that students of color can feel on campus.
- Promote positive, and curb negative, social outcomes for students of color.
- Advocate for, and build relationships with, students.