



The Stanback-Stroud Diversity Award Application
Please limit responses to 200 words per question (including supplemental support or evidence).

<p>Describe your efforts to create an inclusive and supportive campus climate.</p>	<p>I firmly believe in our mission to be the place students without other opportunities can go to make a better life for themselves. Many experiences in my life have shaped my philosophies and personal mission to encourage and push students to challenge themselves and think big for themselves. I focus my energies on ways to help students be successful in basic skills mathematics so that they may reach their goals and even consider majors that involve more mathematics. I've worked to help identify students with undiagnosed learning differences and get them tested and eligible for services, watching many of them experience success in mathematics for the first time. I've worked with our career technical education faculty to create courses and modules for basic skills mathematics necessary for success in their programs. In addition, I piloted an accelerated math program at our school, which led to a Title V grant to offer accelerated math and English courses. Although the program focuses on a primarily underrepresented, low income and high-risk student population, the students still achieved higher success rates than the overall population of students in comparable English and math courses.</p>
<p><i>Supplemental Support or Evidence (optional):</i></p>	
<p>What effective teaching and learning strategies have you implemented?</p>	<p>I view one of my most important roles as a teacher is to get students to see more for themselves than they currently do, to reach higher than they might be reaching and not sell themselves short. As a math teacher, I know that students come with a lot of "baggage" from previous math experiences and often choose to take only the bare minimum mathematics needed for the associates degree. I am always pushing them to do more math to make themselves more desirable to universities and employers. Students need to see education as the ticket to all they want for themselves. I share my personal story--my parents were deaf, which means that English is my second language; I grew up very poor; my father was a very violent alcoholic with many police visits to our home. I realized early on that my only ticket out was to go to college and that goal motivated me to get there. I want them to see education as <i>their</i> ticket. I help them find a goal to keep them motivated when the going gets rough. I maintain high standards and encourage them to do the same because they are worth it.</p>
<p><i>Supplemental Support or Evidence (optional):</i></p>	

<p>Describe activities that have facilitated student access, retention, and success.</p>	<p>The more mathematics a student completes, the more opportunities available to him or her. However, given that many of our students assess several levels below college level mathematics, that path can seem much too long and intimidating. Modeled after programs at other schools, in Fall 2009 I piloted a program which allowed students to complete two algebra courses in one semester. In recruiting for the program, I emphasized that I welcomed <i>all</i> students, but thought the program would be particularly good for students that had learning differences or whom had previously failed the elementary algebra course in a traditional format. The courses would have less lecture and more active learning, in addition to teaching the students how to properly study for and succeed in mathematics. It also included dedicated tutoring in and out of class. The first semester was successful. 84.2% of the cohort passed Elementary Algebra, compared with 47.6% that passed Elementary Algebra in all other sections Fall 2009. In addition, 71.1% also passed the Intermediate Algebra course, in stark contrast to the 12.1% of the students that began at Elementary Algebra in the traditional sequence in Fall 2009 and passed Intermediate Algebra in Spring 2010.</p>
<p>Describe activities that have fostered student engagement in campus life.</p>	<p>Students are required to attend campus workshops for a grade. These workshops often introduce students to services, resources, and organizations on campus. We also often discuss political issues on campus and I encourage students to be aware and involved, that they have a voice and should express it so that decisions are not made for them without their input. I currently have a tutor for the program beginning in Spring 2012 and she has since blossomed and become very self-confident and empowered. She reignited our MEChA program on campus and has become active in many local political causes. I like to believe her success in the program and being given a leadership role as a tutor helped foster this side of her. In addition, at my previous teaching institution, I gained some very valuable insight to learning differences and how they impact our students' education and success. I work very hard to encourage students in a positive way to get tested and use the on campus resources available to them.</p>
<p><i>Supplemental Support or Evidence (optional):</i></p>	
<p>Nomination documents</p>	

February 25, 2013

Academic Senate for California Community Colleges
Foundation for California Community Colleges

Dear Regina Stanback-Stroud Diversity Award Committee Members,

I am writing to nominate our candidate for the Regina Stanback-Stroud Diversity Award. She is an exceptional leader and teacher, a true pioneer who has brought many innovative programs to the Math Department, and who has contributed to statewide and national initiatives. Every day, she works hard and effectively to serve and promote our diverse student population. She has been on this path her entire life, and I am sure that she will continue to lead us for many, many years in the future.

Contributions at our college:

Our candidate is a founding member of a program formed by our district for student success. She brought the concept of immersion and accelerated learning to the Math Department. As a department, we were skeptical that such an approach would work for even our strongest students. Our candidate actively recruited our most diverse, underrepresented and at-risk students as the participants in her immersion class, one that combines Elementary and Intermediate Algebra in one semester instead of two. The majority of students in her immersion classes are from EOPS and/or our disabled student program. The data comparing the student success in her immersion classes to that of the success in general math classes at the same level has been overwhelmingly positive for many years: for example, achieving pass rates of 84% in the first semester as compared to the traditional pass rate of 49.5%. Her dedication, organization, creativity, vision, sheer grit and determination have inspired students to lift themselves up well above the levels of their own previous expectations.

Our candidate's efforts have also had a formidable effect on her colleagues. As we watched her forge the path of accelerated learning within the math department and watched her success, we have steadily joined her. Our immersion classes have gone from one class in 2009, to two in 2010, to three in 2011, to seven in 2012. The enthusiasm and creativity of our candidate are infectious. She is a fearless, supportive and innovative leader!

In the last few years, she created two new courses that both lead to career opportunities for underrepresented, first generation college students. She has also been directly involved in the development of all but one of our new courses during that time period, and she has greatly contributed to the math components of courses in other disciplines, including a math course specifically for vocational nursing students and a course for future elementary school teachers. Some of her other innovations include co-creation of several online math refresher courses and development of DLAs (directed learning activities) that are still heavily used by students in the math tutoring lab. In addition, she has contributed to SLOs and Tutor Training.

Contributions at the state and national level:

Our candidate has been active in the California Acceleration Project, stellarly representing our district in the mission of this group to extend the acceleration models, given the success that this approach has attained. She has also been a valued contributor of the Mathematics Education strand in our national organization, the American Mathematical Association of Two Year Colleges.

Prior to working in our district, our candidate worked for Arizona State University and Mesa Community College in Arizona. In both places, she was a key contributor to improving educational opportunities for underrepresented students. At ASU, she did the following:

- Coordinated the math portion of a residential Summer Bridge Program, designed to give at-risk youth a college experience prior to their first semester.
- Offered study skills workshops for their disabled students program.
- Designed and taught an algebra class that was exclusively for disabled students.
- Created and taught a math course for elementary teachers.
- Co-wrote a textbook on class activities that stressed the conceptual approach to mathematics.
- Managed and evaluated pre-service teachers, and coordinated service learning projects with the Pima Native Americans on the Salt River Reservation

At Mesa Community College, our candidate created a basic mathematical concepts project designed to improve algebra readiness. The target audience was underrepresented students.

Childhood:

What drives this amazing woman to be so passionate about the underrepresented student population? What motivates her to work so relentlessly for equal access for all to an excellent education? Why does she identify so strongly with the underrepresented? She grew up in extreme poverty, primarily because both of her parents were deaf. There was no Americans with Disabilities Act when she was a child, and very few services were provided for the deaf. It was expected and accepted that deaf people would not have access to the same employment opportunities. Her highly intelligent hard working mother was relegated to minimum-wage paying jobs that abled-bodied people did not want. Her first language is ASL, not English. As a child, she experienced firsthand the difficulties of being shut out from the opportunity to have a good and comfortable life because her family was marginalized. Now, she works tirelessly to level the playing field so that non-traditional students can reach their academic potential.

Our candidate inspires her colleagues to work harder, better, and more effectively in creating new and better ways to improve and expand the opportunities for underrepresented students. She has fundamentally changed the direction and perspective of our math department, and her contributions go well beyond our discipline. We are all so very lucky to work with her. She truly transforms the lives of our students and our own.

Sincerely,

Associate Professor of Mathematics

**THE STANBACK-STROUD DIVERSITY AWARD
SPONSORED BY THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY
COLLEGES**

ACADEMIC SENATE STATEMENT OF CANDIDATE SUPPORT

It is with great pleasure that I write in support of our candidate's nomination for the Stanback-Stroud Diversity Award 2012-2013. The Academic Senate wholeheartedly and enthusiastically supports our candidate's nomination, and I am grateful to be provided the opportunity to shine a light on one of our institution's shining lights!

Our candidate has had a major impact on our students and our campus. Her efforts in our district's student success initiative, first as a co-founder and then as a continuous innovator, have transformed the way that we look at educating students, and her focus on accelerated learning through immersion impacts the thinking about teaching across the entire institution. She has improved equity and diversity across our campus by greatly increasing student success for under-represented students in mathematics courses. This was not only a result of an intense dedication to teaching using an accelerated approach, but our candidate personally recruited students who were our most diverse and at-risk. This not only shows her commitment to diversity and equity in principle, but it also shows the strength of her approach. She has and is greatly improving diversity and equity by helping students overcome a traditional stumbling block to success. The very real confidence those students get from being successful serves them their whole life.

Our candidate is not just focused upon mathematics as an isolated subject confined to the Math Department or graduation requirements. She has worked with departments across the campus to infuse appropriate math related topics into their programs. In support of equity and diversity she has worked with two departments who have large numbers of diverse student and students who come from socioeconomically disadvantaged groups, the Nursing Department and Elementary Education.

For the Nursing Program she created a course that tailored the mathematics to the direct need of those students, and it was designed to help those students gain confidence in their math skill that they would need to pass the State Board Exams.

For the Elementary Education Program she created a course which would help teachers with their math skills in service of passing their standardized state exam, but it went farther than that by infusing her own love of mathematics and passing on to our future teachers the idea that math can be fun and exciting rather than stultifying. It's hard to overstate her impact upon her direct students and the students that they will teach.

Our candidate has contributed a great deal to our institutional diversity through her direct work in the Mathematics Department and in conjunction with both the Nursing and the Elementary Education program, but that is not the end of her contributions. She has contributed as one of the creators of the directed learning activities (DLAs) used by the Math Tutoring Lab, and she has been extensively involved in Tutor Training.

In closing, our candidate has taken her own personal challenges of growing up in poverty and has used that experience to lift up all students, particularly those who come from homes with similar socioeconomic challenges. She is a person who has shaped our institution for the better, and it has been a great pleasure introducing you to our valued colleague.

Senate President's Name _____

Signature _____

College _____

(THE SENATE OFFICE WILL REMOVE THE ABOVE INFORMATION)

To whom it may concern,

In the Fall of 2011 semester I had the opportunity to attend the Math Learning Community at my College. As a non-traditional student it was a life changing experience for me because after completing my 10 units of Math not only did it boost my self esteem but it also enhanced my study habits. While sitting in the front row of the classroom on my first day of class listening to my instructor's expectations and requirements for the semester, I felt the program intimidating thus making me want to crumble. I am grateful to the instructor that I was assigned with because I was able to see and feel her passion towards her students' success. She would always tells us, "Math is for Everyone." always finding the means and quotations to encourage us, when as a class, we weren't doing so well. The way we were assigned to do our math binders in an organized matter was a key factor in my success. Since I am the type of person who has fears of failure, especially in a subject that I always disliked, I made sure to follow all of my instructor's advice. Another factor to my success in math was the arrangement of the study groups. This was not easy for me, especially in the beginning because not only was I insecure but I was an introvert as well. After spending much time with my fellow classmates my transition to the group was therefore very smooth. In my study group my leadership qualities flourished and led me to be hired as a tutor with my math instructor. Now not only do I still get to work with an awesome passionate instructor but it has opened the doors to work with other math instructors with whom I now have an excellent friendship. I am an aspiring instructor in which the experiences that I have gained, ever since I made the decision to attend these math courses, will forever embed within me that hope that I may someday be able to deliver the same quality of work to my students that was given to me.