Equity Reflection Training

And a Brief Look at Other Sections of the Contract with Equity Components

Equity-Mindedness in Higher EducationQA

USC's Center for Urban Education [definition](#) is helpful to conceptualize:

"The term 'Equity-Mindedness' refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education."

Spreading Equity Knowledge & Work

The Faculty Union (LRCFT), the Academic Senate & the District/Local Administrations (LRCCD) have a shared interest in anti-racism and equity-mindedness.

During the last negotiation cycle, LRCFT & LRCCD worked to infuse equity into the contract. LRCFT consulted with Academic Senate leadership on multiple occasions and on multiple components during the negotiations process.

This Training Will Cover

- Academic Freedom & Equity
- The new mandatory Equity Reflection
- New equity language - College Service Article and Bargained Form
- New equity language - Performance Evaluation Article
- Reiterate existing Self-Study language

Academic Freedom & Equity

- The LRCFT contract provides faculty the right to academic freedom.
- In particular, the faculty have the right to determine the grading structures and policies to their courses.
- Faculty, then, have a right to exercise academic freedom in the pursuit of equity and anti-racist practices.
- The LRCFT contract creates the opportunity to practice academic freedom to better reach and serve students.

The Equity Reflection - What it is not?

- It is <u>not</u> part of the formal performance evaluation process, but is completed during that process.
- It is <u>not</u> a "report card" on your equity data.
- It is <u>not</u> to be judged in any way by your performance review team, as it is a personal reflection and conversation starter for the whole team.

The Equity Reflection - What It Is

- It is meant to spread equity mindedness and equity work throughout the faculty ranks.
- It is another route for professional exploration and to become an even better practitioner of your craft.
- It is meant to inspire discussion and potential growth in all members of the performance review team.
- It is meant to a new source of potential professional development opportunities
- It is mandatory. Faculty members will complete it during their evaluation cycles.

Equity Reflection - Part 1
Appendices E1 & F1

Purpose:
This reflection is intended to foster a conversation and to facilitate discussion among colleagues that reflects on how we can individually and collectively work to improve student outcomes for historically under-represented groups and disproportionately impacted populations. The reflection should be used to help advance individual professional development and institutional dialogue on change.

Equity Reflection - Part 2

The reflection document must not be used as evidence to support a less than satisfactory rating; however, nothing in the reflection process shall limit a performance review team's ability to address a faculty member's less than satisfactory performance issues utilizing evidence or information consistent with Section 8.15.1.2

Equity Reflection
Question 1

What have you done to improve your understanding of anti-racism, equity, equity-mindedness, and/or equity as it relates to your field and the LRCCD? This might include, but is not limited to the following:

- curriculum review related to anti-racism, decolonization, and equity,
- participation in anti-racism and equity related workshops/institutes,
- review of professional materials and best practices for equity in your field and/or
- review of your student success data

How have you used and/or how will you use these understandings to improve your practice and/or help close opportunity gaps?

Equity Reflection
Question 3

What additional trainings and resources, whether offered by LRCCD or others, would be helpful in continuing your development of anti-racist practices?

- A process is being worked out by LRCFT, Academic Senate and LRCCD in which answers to this question will be forwarded to the appropriate professional development leaders to inform future offerings.
- Let's look at some of our examples

Article 4.1.3 - College Service

- New language was inserted to promote service in closing opportunity gaps, anti-racism and equity efforts:

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From 4.1.3:
"College Service may include, but not be limited to the
following activities: efforts to close the opportunity
gaps for students, faculty and staff and other
anti-racism and equity related work, advisory
committees…"
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College Service and Compliance Training Form

- The College Service Activities Form has been retitled the College Service and Compliance Training Form
- Two new activity categories have been added to the examples on page 1

College Service and Compliance Training Form - New Activity Category #1

"Activities Related to Closing the Opportunity Gaps for Students, Faculty and Staff, particularly African American / Black, Mexican Americans / Latinx, and Native Americans (e.g. equity institutes/workshops, collegial equity coaching and advocacy, mentoring students of color, recruiting and hiring that focus on historically marginalized and underrepresented groups)"

College Service and Compliance Training Form - New Activity Category #2

"Anti-racism Activities (e.g. workshops, advocacy, mentoring, and social justice-related activities supporting the communities served by Los Rios Community College District and that align with the mission and values of the Los Rios Community Colleges)"

Article 8 - Performance Review

- The Reflection is turned in with the Self Study (By week 6), but <u>is not</u> an official component of the review. As such, it <u>is not</u> placed in your personnel file.
- New language is found in the Review Elements/Timeline Tables and in the Review Elements and Procedures sections of Articles 8.6 (tenure-track), 8.7 (tenured), 8.8 (adjunct), 8.12 (counselor & librarian teaching overload), and 8.13 (adjunct counselor teaching HCD & adjunct librarian teaching Library courses).

Self-Study & Equity

- The following sections of the Self-Study allow you to share any efforts you've taken to stay current, including the option of sharing currency in equity-related service or equity-related professional development.

Self-Study & Equity
Appendix E Self Study Format - Tenured/Tenure-Track Faculty

Section V – Efforts Taken to Stay Current reads:
These would include workshops attended, research undertaken, conference presentations, service on advisory or departmental committees, service or professional development related to diversity and equity in your field, speaking engagements, etc.

    a. Efforts taken to stay current in your field
    b. Efforts taken to stay current in your assignment (teaching or delivery of services such as counseling, library, etc.)

Self-Study & Equity
Appendix F Self Study Format - Adjunct Faculty

Section III – Efforts Taken to Stay Current
These would include workshops attended, service in a professional organization, research undertaken, conference presentations, service on advisory or departmental committees, service or professional development related to diversity and equity in your field, speaking engagements, etc.

    a. Efforts to stay current in your field
    b. Efforts to stay current in your assignment (teaching or delivery of services such as counseling, library, etc.)

Further Resources 1

Center For Urban Education - Equity-Mindedness
https://cue.usc.edu/about/equity/equity-mindedness/

ASCCC "Academic Freedom and Equity."
https://asccc.org/content/academic-freedom-and-equity

ASCCC Fall Plenary Breakout - "Academic Freedom and Equity." (PowerPoint)
https://asccc.org/content/academic-freedom-and-equity-conversation-about-paper

Further Resources 2

Dr. Gina Ann Garcia:
"Is Liberation a Viable Outcome for Students Who Attend College?"
https://www.higheredjobs.com/blog/postDisplay.cfm?post=2256&blog=28&Title=Is%20Liberation%20a%20Viable%20Outcome%20for%20Students%20Who%20Attend%20College%3F

"Defining Social Justice Curriculum in Postsecondary Education."
https://www.higheredjobs.com/blog/postDisplay.cfm?post=2206&blog=28&Title=Defining%20Social%20Justice%20Curriculum%20in%20Postsecondary%20Education

Further Resources 3 (Success Data)

ARC - [Office of Equity, Institutional Effectiveness, and Innovation](#)
Integrated Planning Portal>ARC Instructor Equity & Department DI Reports

CRC - [Research and Equity Office](#)
Data Dashboards>Faculty Student Success Dashboard

Further Resources 4 (Success Data)

FLC - [Office of Institutional Research](#)
   Data Dashboards>FLC Faculty Data Dashboard

SCC - [Planning, Research and Institutional Effectiveness Office](#)
   PRIE Dashboard>SCC Data Dashboards>Faculty Data Portal