

Equity Reflection – T. Aldredge – HCD 310 Peer Review – Fall 2021

Tenured/Tenure-Track Faculty

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.

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

Please answer the following Reflection Questions:

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

Although HCD 310 (College Success) courses are taught as overload for counseling faculty, we still must engage with our students in the classroom with the intent to help them be successful citizens in a global environment. Therefore, I participate in professional development, trainings, presentations, conferences, etc. that allow me to be the best instructor both inside and outside the classroom.

Professional Development (partial list)

Equity Literacy Institute: Racial Equity Facilitator Training – 10 hours – Feb 2021

Advanced Racial Equity Facilitator Training – 6 hours – March 2021

ASCCC Conference – Fall & Spring Plenary 2020

FACCC Professional Development Conference – Spring 2020

Guided Pathways Workshops (CCCCO) – Fall 2020

CRC PD Workshops by Distance Education Office – Fall & Spring semesters

Counselor Conference Workshops (UC, CSU) – annually (virtual)

Center for Urban Education (CUE Training) Equity Minded Inquiry Series – Sum 2020

Black Minds Matter Online Course (J. Luke Wood & D. Ford) – May 2020

African American Multigenerational Trauma & Implementing Models of Change – 10-week online course Summer 2019

Student Success Data – I worked with Institutional Effectiveness office to prepare for the roll out of the Student Success Data Dashboard presentation. I provided suggested changes to

presentation content to help faculty understand how this information is important to their specific discipline.

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

I will continue to use what I have learned from the many professional development workshops and trainings that I have participated in over the past several years to question policies, procedures, practices that I feel are harming students. I try to call out equity issues that I feel are discriminatory and create roadblocks. I speak out when I hear someone say something that I feel is derogatory towards another group or individual. I have learned a lot about privilege and particularly white privilege and how those who have it don't want to give it up. I try to be diplomatic when I call it out, but I have learned that it must be called out. I try to devote my energy on actionable strategies that are going to get things done so that's how I feel that I can help close opportunity gaps.

The online teaching environment has made it very difficult for me to connect to my students. Although I provide opportunities for students to create a profile and upload a photo when it comes to classroom time they remain "off camera" and mostly silent. I recently implemented "scheduled" office hours where I schedule an appointment to meet and talk with one student at a time. This has allowed me to get to know the student inside the zoom box even though I still don't know their identity (yes, the camera is off even on one-on-one sessions). This is not an environment that I feel I can thrive in so I would prefer to teach in person classes.

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

I haven't spent a lot of time trying to find free resources within the OER that may be culturally relevant to my specific discipline for College Success courses, but I have sought to bring in representative videos that depict other cultures. I would be interested in a curriculum review of my course content to determine if it is anti-racist and how I can improve it.

I would be interested in holding a retreat for HCD faculty where we can share examples of culturally relevant course materials that we can discuss and then build a repository for our colleagues. We are leaving our part time faculty out of the conversation, and they are the largest group of faculty working with our students. We should find ways to make sure that they are learning alongside us as faculty so that we are working together to improve student success as a team and not in isolation.

HCD course data was shared with faculty by the Dean. I have not analyzed that information for my specific courses however I have looked at the data. More time will be needed to review and discuss what the data mean.